



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

# 2010-11 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

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## University of Idaho

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

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CIRP Surveys are comprehensive, covering a wide range of topics that research has shown are important to the college experience. Theme reports combine relevant items together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and can be used to facilitate discussion on your campus. Although the survey items were included because they relate to the theme, the item(s) may not be the most important to your institution, its mission, programs, or goals. We encourage you to review your entire Institutional Profile for additional results of specific interest on your campus. Theme reports are generated for full-time undergraduate faculty.

**Theme Description –**  
Provides a brief definition of the topics covered by the theme.

**Summarized Frequencies –** Full results for all items are provided in the Institutional Profile report.

**Mean –** The arithmetic mean is computed for each survey item based on the response options. Response options are given numeric values and are listed in descending order (i.e., 5=Much Stronger, 4=Stronger, 3=No Change, 2=Weaker, 1=Much Weaker).

**Institutional Support and Resources** - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.  
CIRP Construct: Job Satisfaction-Workplace

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
There is adequate support for faculty development									
Agree Strongly / Agree somewhat	21.4%	73.6%	76.7%	28.6%	76.5%	77.8%	14.3%	68.5%	75.3%
Mean	1.21	1.97	2.00	1.29	2.00	2.02	1.14	1.90	1.98
Standard Deviation	0.42	0.70	0.68	0.47	0.69	0.68	0.36	0.72	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect Size	--	-1.09	-1.16	--	-1.03	-1.07	--	-1.06	-1.24

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

**Statistical Significance –** Uses the t-test to examine the difference between the mean score for your institution and the comparison group. Items 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 practically 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.

**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 questions regarding stress suggest fewer faculty at your institution reported this was the case).

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

**Comp 2 –** The second comparison group is based on your institution's type and control.

**Standard Deviation –** Measures the variability around the mean. A small standard deviation indicates that the responses to the item 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.

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Teaching**  
HERI Theme

**Professional Practice - Teaching** - These items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.  
See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Teaching										
Essential/Very important	96.2%	96.3%	96.3%	95.2%	96.0%	96.0%	98.0%	96.9%	96.7%	
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	10.3%	19.4%	18.7%	11.9%	21.1%	19.8%	7.4%	16.7%	16.9%	CM Practice
Taught an interdisciplinary course	53.4%	45.3%	46.2%	54.2%	47.3%	47.5%	52.1%	42.1%	44.2%	
Taught an ethnic studies course	6.1%	9.6%	10.3%	3.6%	8.1%	8.6%	10.4%	11.9%	12.8%	
Taught a women's studies course	4.5%	5.2%	6.2%	2.4%	1.8%	2.0%	8.3%	10.8%	12.5%	
Taught a service learning course	27.7%	16.8%	17.6%	26.2%	14.2%	15.1%	30.2%	21.0%	21.5%	
Taught an exclusively web-based course at this institution	22.4%	15.1%	15.7%	18.5%	12.6%	13.1%	29.5%	19.2%	19.5%	
Participated in a teaching enhancement workshop	41.7%	53.8%	55.4%	39.3%	48.5%	49.6%	45.8%	62.4%	64.3%	
Collaborated with the local community in research/teaching	53.8%	45.0%	45.0%	47.0%	41.8%	41.6%	65.6%	50.1%	50.2%	
Taught a seminar for first-year students	22.7%	20.8%	22.2%	20.2%	20.5%	21.9%	27.1%	21.1%	22.7%	
Taught a capstone course	28.4%	32.0%	33.3%	28.0%	32.2%	33.3%	29.2%	31.5%	33.3%	
Taught in a learning community (e.g., FIG, linked courses)	4.5%	8.7%	8.3%	3.6%	8.2%	7.8%	6.3%	9.5%	9.1%	
Supervised an undergraduate thesis	21.2%	32.9%	33.1%	25.6%	35.0%	34.6%	13.5%	29.6%	30.9%	
How many courses are you teaching this term?										
Mean	2.2	2.2	2.4	2.2	2.2	2.3	2.2	2.2	2.5	
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	
Mode	2	2	2	2	2	2	2	2	2	
What types of courses do you primarily teach?										
(based on faculty who indicated they were not teaching this term)										
Undergraduate credit courses	15.0%	36.5%	38.9%	20.0%	36.8%	40.3%	10.0%	36.2%	36.4%	
Graduate courses	5.0%	31.5%	36.7%	10.0%	34.6%	41.5%	0.0%	26.7%	28.5%	
Non-credit courses	70.0%	16.6%	12.2%	60.0%	13.3%	8.1%	80.0%	21.6%	19.3%	
I do not teach	10.0%	15.4%	12.2%	10.0%	15.3%	10.1%	10.0%	15.6%	15.8%	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Teaching**  
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See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>Do you teach remedial/developmental skills in any of the following areas?</b>										
Reading	4.5%	5.3%	5.2%	3.0%	5.7%	5.1%	7.3%	4.6%	5.5%	
Writing	11.4%	12.3%	12.2%	7.1%	11.2%	11.0%	18.8%	14.2%	14.1%	
Mathematics	4.2%	4.0%	4.6%	5.4%	4.0%	4.8%	2.1%	4.0%	4.2%	
ESL	0.4%	1.0%	1.0%	0.0%	0.4%	0.5%	1.0%	2.0%	1.7%	
General academic skills	9.5%	10.6%	10.2%	8.9%	9.2%	9.1%	10.4%	12.8%	11.8%	
Other subject areas	14.0%	7.0%	6.4%	12.5%	6.8%	6.1%	16.7%	7.4%	7.0%	
<b>In how many of the courses that you teach do you use each of the following?</b>										
<u>Evaluation Methods</u>										
<b>Multiple-choice exams</b>										
All / Most	25.3%	27.1%	27.7%	25.0%	26.8%	27.1%	25.8%	27.6%	28.6%	
Mean	1.95	1.99	2.00	1.93	1.99	1.98	1.98	2.00	2.03	
Standard deviation	1.01	1.03	1.05	1.01	1.03	1.03	1.01	1.04	1.07	
Significance	-			-			-			
Effect size	-	-0.04	-0.05	-	-0.06	-0.05	-	-0.02	-0.05	
<b>Essay exams</b>										
All / Most	36.9%	38.0%	39.2%	36.4%	37.8%	39.9%	38.1%	38.2%	38.3%	
Mean	2.24	2.27	2.28	2.27	2.28	2.30	2.20	2.26	2.26	
Standard deviation	1.07	1.08	1.09	1.05	1.09	1.09	1.11	1.06	1.08	
Significance	-			-			-			
Effect size	-	-0.03	-0.04	-	-0.01	-0.03	-	-0.06	-0.06	
<b>Short-answer exams</b>										
All / Most	45.4%	40.8%	41.6%	45.5%	40.8%	42.4%	45.2%	40.7%	40.6%	
Mean	2.42	2.36	2.37	2.42	2.37	2.38	2.42	2.34	2.34	
Standard deviation	1.02	1.02	1.03	1.01	1.03	1.03	1.05	1.01	1.03	
Significance	-			-			-			
Effect size	-	0.06	0.05	-	0.05	0.04	-	0.08	0.08	

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University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In how many of the courses that you teach do you use each of the following?</b>										
<b>Quizzes</b>										
All / Most	31.4%	34.7%	34.8%	31.0%	34.9%	35.0%	32.2%	34.4%	34.5%	
Mean	2.10	2.21	2.20	2.12	2.21	2.20	2.05	2.20	2.20	
Standard deviation	1.02	1.05	1.06	1.01	1.06	1.06	1.04	1.05	1.06	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.08	-0.08	-	-0.14	-0.14	
<b>Weekly essay assignments</b>										
All / Most	19.3%	18.3%	18.9%	15.0%	15.6%	16.2%	26.9%	22.6%	23.2%	
Mean	1.74	1.75	1.75	1.64	1.66	1.67	1.91	1.89	1.88	
Standard deviation	0.96	0.95	0.95	0.91	0.90	0.90	1.03	1.01	1.00	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	-0.02	-0.03	-	0.02	0.03	
<b>Student presentations</b>										
All / Most	46.3%	43.0%	45.3%	44.0%	36.1%	38.9%	50.6%	54.1%	55.0%	Student-Centered Pedagogy
Mean	2.55	2.51	2.54	2.49	2.37	2.41	2.66	2.72	2.73	
Standard deviation	0.99	0.98	0.98	0.96	0.96	0.97	1.03	0.95	0.96	
Significance	-			-			-			
Effect size	-	0.04	0.01	-	0.13	0.08	-	-0.06	-0.07	
<b>Term/research papers</b>										
All / Most	41.8%	42.4%	43.9%	41.0%	39.7%	41.2%	43.0%	46.9%	48.2%	
Mean	2.39	2.42	2.46	2.40	2.36	2.40	2.38	2.53	2.55	
Standard deviation	1.05	0.99	1.00	1.02	0.98	0.99	1.10	1.01	1.01	
Significance	-			-			-			
Effect size	-	-0.03	-0.07	-	0.04	0.00	-	-0.15	-0.17	
<b>Student evaluations of each others' work</b>										
All / Most	19.9%	20.4%	20.6%	17.3%	17.0%	16.9%	24.8%	25.9%	26.4%	Student-Centered Pedagogy
Mean	1.87	1.88	1.88	1.76	1.77	1.77	2.05	2.05	2.06	
Standard deviation	0.92	0.95	0.95	0.85	0.91	0.90	1.00	1.00	1.00	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	-0.01	-0.01	-	0.00	-0.01	

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University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In how many of the courses that you teach do you use each of the following?</b>										
<b>Grading on a curve</b>										
All / Most	21.2%	19.7%	18.9%	25.0%	23.9%	23.2%	14.1%	12.8%	12.4%	
Mean	1.73	1.68	1.67	1.85	1.80	1.78	1.51	1.49	1.49	
Standard deviation	1.03	0.98	0.96	1.08	1.02	1.02	0.90	0.86	0.85	
Significance	-			-			-			
Effect size	-	0.05	0.06	-	0.05	0.07	-	0.02	0.02	
<b>Competency-based grading</b>										
All / Most	48.5%	45.4%	47.4%	48.2%	43.6%	45.8%	48.9%	48.3%	49.9%	
Mean	2.41	2.38	2.43	2.42	2.32	2.38	2.40	2.47	2.51	
Standard deviation	1.19	1.21	1.21	1.18	1.21	1.20	1.21	1.21	1.21	
Significance	-			-			-			
Effect size	-	0.02	-0.02	-	0.08	0.03	-	-0.06	-0.09	
<b>Class discussions</b>										Student-Centered Pedagogy
All / Most	80.9%	81.2%	82.3%	77.9%	77.2%	78.5%	86.2%	87.7%	88.0%	
Mean	3.36	3.39	3.43	3.30	3.27	3.33	3.47	3.57	3.58	
Standard deviation	0.87	0.87	0.85	0.91	0.92	0.90	0.79	0.74	0.73	
Significance	-			-			-			
Effect size	-	-0.03	-0.08	-	0.03	-0.03	-	-0.14	-0.15	
<b>Cooperative learning (small groups)</b>										Student-Centered Pedagogy
All / Most	56.0%	55.5%	56.1%	46.7%	46.0%	48.0%	72.3%	70.9%	68.6%	
Mean	2.74	2.78	2.78	2.50	2.55	2.58	3.16	3.14	3.10	
Standard deviation	1.07	1.07	1.07	1.10	1.06	1.08	0.88	0.98	0.99	
Significance	-			-			-			
Effect size	-	-0.04	-0.04	-	-0.05	-0.07	-	0.02	0.06	
<b>Experiential learning/Field studies</b>										Student-Centered Pedagogy
All / Most	36.4%	26.0%	26.6%	35.8%	21.8%	22.3%	37.7%	32.9%	33.2%	
Mean	2.22	1.95	1.98	2.19	1.85	1.88	2.27	2.11	2.14	
Standard deviation	1.12	1.03	1.02	1.09	0.96	0.96	1.17	1.11	1.09	
Significance	-	***	***	-	***	***	-			
Effect size	-	0.26	0.24	-	0.35	0.32	-	0.14	0.12	

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University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In how many of the courses that you teach do you use each of the following?</b>										
<b>Teaching assistants</b>										
All / Most	16.6%	12.3%	12.8%	15.6%	13.6%	14.1%	18.3%	10.3%	11.0%	
Mean	1.73	1.63	1.62	1.70	1.67	1.67	1.80	1.56	1.55	
Standard deviation	0.88	0.81	0.84	0.83	0.82	0.85	0.96	0.78	0.81	
Significance	-		*	-			-	**	**	
Effect size	-	0.12	0.13	-	0.04	0.04	-	0.31	0.31	
<b>Recitals/Demonstrations</b>										
All / Most	16.1%	17.8%	19.3%	16.6%	16.3%	18.7%	15.0%	20.3%	20.4%	
Mean	1.71	1.70	1.75	1.74	1.66	1.74	1.66	1.78	1.77	
Standard deviation	0.91	0.95	0.97	0.90	0.90	0.94	0.91	1.02	1.02	
Significance	-			-			-			
Effect size	-	0.01	-0.04	-	0.09	0.00	-	-0.12	-0.11	
<b>Group projects</b>										Student-Centered Pedagogy
All / Most	36.1%	32.3%	32.0%	32.7%	27.9%	28.3%	42.0%	39.4%	37.8%	
Mean	2.26	2.22	2.21	2.18	2.10	2.11	2.42	2.40	2.37	
Standard deviation	0.99	0.99	0.98	0.96	0.95	0.95	1.01	1.02	1.00	
Significance	-			-			-			
Effect size	-	0.04	0.05	-	0.08	0.07	-	0.02	0.05	
<b>Extensive lecturing</b>										
All / Most	48.5%	45.4%	44.7%	57.1%	51.9%	51.6%	32.6%	34.9%	34.1%	
Mean	2.49	2.46	2.45	2.63	2.62	2.61	2.24	2.19	2.20	
Standard deviation	0.98	0.98	0.98	0.98	0.97	0.97	0.94	0.94	0.94	
Significance	-			-			-			
Effect size	-	0.03	0.04	-	0.01	0.02	-	0.05	0.04	
<b>Multiple drafts of written work</b>										
All / Most	24.9%	22.8%	23.0%	20.3%	18.2%	18.8%	33.3%	30.3%	29.3%	
Mean	2.01	2.01	2.01	1.90	1.88	1.91	2.22	2.21	2.16	
Standard deviation	0.90	0.92	0.91	0.85	0.86	0.86	0.97	0.99	0.97	
Significance	-			-			-			
Effect size	-	0.00	0.00	-	0.02	-0.01	-	0.01	0.06	



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University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In how many of the courses that you teach do you use each of the following?</b>										
<b>Student-selected topics for course content</b>										Student-Centered Pedagogy
All / Most	21.1%	19.9%	20.6%	17.3%	15.9%	17.4%	28.0%	26.4%	25.5%	
Mean	1.97	1.93	1.95	1.90	1.83	1.87	2.11	2.08	2.06	
Standard deviation	0.84	0.88	0.88	0.78	0.84	0.85	0.94	0.93	0.92	
Significance	-			-			-			
Effect size	-	0.05	0.02	-	0.08	0.04	-	0.03	0.05	
<b>Reflective writing/journaling</b>										Student-Centered Pedagogy
All / Most	19.1%	16.5%	17.2%	14.3%	11.4%	12.4%	28.0%	24.9%	24.5%	
Mean	1.72	1.69	1.71	1.57	1.53	1.56	2.00	1.94	1.94	
Standard deviation	0.96	0.90	0.92	0.85	0.79	0.82	1.08	1.01	1.01	
Significance	-			-			-			
Effect size	-	0.03	0.01	-	0.05	0.01	-	0.06	0.06	
<b>Community service as part of coursework</b>										Civic Minded Practice
All / Most	11.9%	5.8%	5.5%	7.8%	3.9%	3.8%	19.4%	9.0%	8.3%	
Mean	1.53	1.31	1.32	1.40	1.24	1.26	1.76	1.43	1.43	
Standard deviation	0.84	0.63	0.63	0.74	0.55	0.56	0.96	0.72	0.72	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	0.35	0.33	-	0.29	0.25	-	0.46	0.46	
<b>Electronic quizzes with immediate feedback in class</b>										
All / Most	3.0%	7.2%	7.2%	3.6%	5.7%	6.0%	2.2%	9.4%	8.9%	
Mean	1.21	1.30	1.31	1.21	1.25	1.27	1.20	1.37	1.37	
Standard deviation	0.52	0.66	0.68	0.51	0.60	0.63	0.54	0.76	0.74	
Significance	-	*	*	-			-	*	*	
Effect size	-	-0.14	-0.15	-	-0.07	-0.10	-	-0.22	-0.23	
<b>Using real-life problems</b>										
All / Most	63.9%	57.9%	57.2%	62.5%	55.6%	54.7%	66.7%	61.8%	61.0%	
Mean	2.93	2.76	2.75	2.86	2.68	2.67	3.04	2.88	2.87	
Standard deviation	0.95	1.03	1.03	0.92	1.02	1.03	1.01	1.03	1.02	
Significance	-	**	**	-	*	*	-			
Effect size	-	0.17	0.17	-	0.18	0.18	-	0.16	0.17	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Teaching**  
HERI Theme

**Professional Practice - Teaching** - These items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.  
See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In how many of the courses that you teach do you use each of the following?										
Using student inquiry to drive learning										Student-Centered Pedagogy
All / Most	48.1%	44.9%	45.5%	43.5%	40.7%	41.5%	56.4%	51.8%	51.7%	
Mean	2.60	2.52	2.52	2.50	2.43	2.43	2.77	2.66	2.66	
Standard deviation	0.93	0.96	0.97	0.93	0.95	0.96	0.92	0.96	0.96	
Significance	-			-			-			
Effect size	-	0.08	0.08	-	0.07	0.07	-	0.11	0.11	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Scheduled teaching (give actual, not credit hours)										
9 or more hours	25.0%	30.5%	37.7%	27.5%	29.5%	35.9%	20.8%	32.4%	40.3%	
Mean	3.06	3.19	3.33	3.12	3.16	3.28	2.97	3.23	3.40	
Standard deviation	1.01	1.13	1.18	1.03	1.11	1.16	0.97	1.15	1.21	
Significance	-		***	-			-	*	***	
Effect size	-	-0.12	-0.23	-	-0.04	-0.14	-	-0.23	-0.36	
Preparing for teaching (including reading student papers and grading)										
13 or more hours	35.3%	30.7%	33.7%	32.7%	26.1%	28.5%	39.5%	38.1%	41.3%	
Mean	4.13	3.96	4.07	4.02	3.79	3.88	4.31	4.23	4.36	
Standard deviation	1.72	1.58	1.60	1.74	1.53	1.52	1.69	1.62	1.67	
Significance	-			-			-			
Effect size	-	0.11	0.04	-	0.15	0.09	-	0.05	-0.03	
Have you ever received an award for outstanding teaching?										
Yes	51.1%	43.8%	43.0%	55.4%	46.5%	45.8%	43.8%	39.4%	38.8%	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Scholarship**  
HERI Theme

**Professional Practice - Scholarship** - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.  
See CIRP Construct: Scholarly Productivity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Research										
Essential / Very important	87.5%	83.2%	81.4%	91.6%	85.4%	83.7%	80.2%	79.7%	77.9%	
During the past two years, have you engaged in any of the following activities?										
Collaborated with the local community in research/teaching	53.8%	45.0%	45.0%	47.0%	41.8%	41.6%	65.6%	50.1%	50.2%	CM Practice
Conducted research or writing focused on - International/global issues	34.1%	31.3%	32.0%	34.5%	32.6%	33.3%	33.3%	29.3%	30.1%	
Conducted research or writing focused on - Racial or ethnic minorities	16.7%	24.3%	23.9%	11.3%	19.8%	19.7%	26.0%	31.7%	30.2%	
Conducted research or writing focused on - Women and gender issues	14.1%	19.8%	20.1%	8.9%	12.6%	13.2%	23.2%	31.4%	30.8%	
Engaged undergraduates on your research project	56.4%	48.9%	49.5%	63.7%	53.9%	54.5%	43.8%	40.9%	41.8%	
Worked with undergraduates on a research project	65.8%	60.1%	62.2%	71.4%	63.8%	66.1%	55.8%	54.0%	56.2%	
Engaged in academic research that spans multiple disciplines	73.9%	69.1%	67.8%	73.8%	72.5%	71.5%	74.0%	63.5%	62.0%	
Received funding for your work from - Foundations	23.9%	21.5%	23.2%	23.8%	23.0%	25.3%	24.0%	19.0%	20.1%	
Received funding for your work from - State or federal government	55.5%	38.9%	35.9%	62.5%	44.0%	40.4%	43.2%	30.6%	28.9%	
Received funding for your work from - Business or industry	25.1%	14.5%	13.1%	34.5%	18.4%	16.6%	8.4%	8.2%	7.7%	
Have you engaged in any of the following professional development opportunities at your institution?										
Internal grants for research										
Yes	50.4%	50.0%	50.1%	53.6%	52.2%	52.5%	44.8%	46.6%	46.4%	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Scholarship**  
HERI Theme

**Professional Practice - Scholarship** - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.  
See CIRP Construct: Scholarly Productivity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>How many of the following have you published?</b>										
<b>Articles in academic or professional journals</b>										Scholarly Productivity
5 or more	58.6%	59.6%	57.3%	64.9%	67.0%	64.7%	47.4%	47.4%	45.8%	
Mean	3.97	3.98	3.88	4.37	4.32	4.25	3.27	3.42	3.33	
Standard deviation	1.97	1.96	1.96	2.00	1.97	1.98	1.71	1.81	1.78	
Significance	-			-			-			
Effect size	-	-0.01	0.05	-	0.03	0.06	-	-0.08	-0.03	
<b>Chapters in edited volumes</b>										Scholarly Productivity
1 or more	55.2%	60.6%	59.4%	59.6%	64.0%	62.7%	47.3%	55.1%	54.1%	
Mean	1.97	2.26	2.25	2.08	2.37	2.38	1.78	2.10	2.05	
Standard deviation	1.12	1.37	1.41	1.15	1.40	1.47	1.05	1.31	1.29	
Significance	-	***	**	-	**	**	-	*	*	
Effect size	-	-0.21	-0.20	-	-0.21	-0.20	-	-0.24	-0.21	
<b>Books, manuals, or monographs</b>										
1 or more	29.0%	39.7%	39.6%	31.5%	41.8%	42.9%	24.4%	36.4%	34.6%	
Mean	1.40	1.64	1.65	1.45	1.69	1.73	1.32	1.55	1.52	
Standard deviation	0.72	0.97	0.99	0.76	1.02	1.06	0.64	0.89	0.86	
Significance	-	***	***	-	**	***	-	*	*	
Effect size	-	-0.25	-0.25	-	-0.24	-0.26	-	-0.26	-0.23	
<b>Other, such as patents, or computer software products</b>										
1 or more	21.7%	15.1%	14.7%	28.0%	19.4%	18.8%	10.6%	8.1%	8.3%	
Mean	1.36	1.27	1.28	1.48	1.35	1.36	1.16	1.13	1.14	
Standard deviation	0.79	0.79	0.81	0.90	0.90	0.93	0.49	0.53	0.58	
Significance	-			-			-			
Effect size	-	0.11	0.10	-	0.14	0.13	-	0.06	0.03	
<b>How many exhibitions or performances in the fine or applied arts have you presented in the last two years?</b>										
1 or more	14.4%	12.9%	13.8%	14.4%	12.6%	13.4%	14.6%	13.2%	14.6%	
Mean	1.46	1.33	1.34	1.48	1.36	1.35	1.44	1.29	1.33	
Standard deviation	1.30	1.02	1.00	1.34	1.10	1.05	1.22	0.88	0.93	
Significance	-	*		-			-			
Effect size	-	0.13	0.12	-	0.11	0.12	-	0.17	0.12	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Scholarship**  
HERI Theme

**Professional Practice - Scholarship** - These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.  
See CIRP Construct: Scholarly Productivity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>How many of your professional writings have been published or accepted for publication in the last two years?</b>										Scholarly Productivity
3 or more	51.3%	50.5%	47.8%	54.8%	55.5%	53.1%	44.8%	42.5%	39.8%	
Mean	2.60	2.63	2.57	2.77	2.77	2.72	2.31	2.39	2.33	
Standard deviation	1.20	1.27	1.27	1.23	1.29	1.32	1.10	1.18	1.16	
Significance	-			-			-			
Effect size	-	-0.02	0.02	-	0.00	0.04	-	-0.07	-0.02	
<b>Indicate the importance to you personally of each of the following:</b>										
<b>Making a theoretical contribution to science</b>										
Essential / Very important	44.7%	44.2%	42.8%	50.6%	48.8%	47.2%	34.4%	36.6%	36.1%	
Mean	2.37	2.32	2.29	2.48	2.44	2.40	2.19	2.12	2.13	
Standard deviation	1.03	1.06	1.05	1.03	1.06	1.06	1.03	1.03	1.03	
Significance	-			-			-			
Effect size	-	0.05	0.08	-	0.04	0.08	-	0.07	0.06	
<b>During the present term, how many hours per week on average do you actually spend on each of the following activities?</b>										
<b>Research and scholarly writing</b>										
5 or more hours	59.6%	64.2%	61.6%	64.3%	68.5%	66.6%	51.7%	57.2%	54.0%	
Mean	3.53	3.68	3.61	3.85	3.95	3.88	2.98	3.24	3.19	
Standard deviation	1.97	2.05	2.04	2.09	2.13	2.12	1.61	1.83	1.83	
Significance	-			-			-			
Effect size	-	-0.07	-0.04	-	-0.05	-0.01	-	-0.14	-0.11	
<b>Other creative products/performances</b>										
1 or more hours	50.7%	40.1%	41.0%	50.6%	42.7%	42.5%	51.0%	36.4%	38.9%	
Mean	1.83	1.70	1.70	1.86	1.75	1.74	1.79	1.63	1.66	
Standard deviation	1.12	1.14	1.14	1.10	1.16	1.17	1.17	1.11	1.09	
Significance	-			-			-			
Effect size	-	0.11	0.11	-	0.09	0.10	-	0.14	0.12	
<b>Do you use your scholarship to address local community needs?</b>										
Yes	54.9%	41.8%	41.0%	54.2%	37.7%	37.4%	56.3%	48.6%	46.5%	CM Practice

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Service**  
HERI Theme

**Professional Practice - Service** - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.  
See CIRP Construct: Civic Minded Practice, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Personally, how important to you is:										
Service										
Essential / Very important	70.4%	62.5%	62.3%	68.5%	60.9%	60.3%	74.0%	65.0%	65.3%	
During the past two years, have you engaged in any of the following activities?										Civic Minded Practice
Advised student groups involved in service/volunteer work	44.7%	40.8%	42.3%	41.1%	38.0%	39.7%	51.0%	45.3%	46.3%	
Published op-ed pieces or editorials	16.3%	16.0%	16.6%	14.3%	18.7%	19.0%	19.8%	11.5%	12.9%	
Please indicate the extent to which you:										
Mentor new faculty										
To a great extent / To some extent	73.5%	69.1%	70.9%	76.2%	70.6%	72.0%	68.8%	66.6%	69.2%	
Mean	1.91	1.89	1.92	1.93	1.91	1.93	1.89	1.87	1.91	
Standard deviation	0.66	0.71	0.70	0.63	0.70	0.69	0.71	0.72	0.72	
Significance	-			-			-			
Effect size	-	0.03	-0.01	-	0.03	0.00	-	0.03	-0.03	
Indicate the importance to you personally of each of the following:										
Mentoring the next generation of scholars										
Essential / Very important	82.2%	78.7%	79.0%	80.4%	76.8%	76.9%	85.5%	82.0%	82.3%	
Mean	3.20	3.16	3.17	3.15	3.11	3.12	3.29	3.23	3.25	
Standard deviation	0.77	0.81	0.81	0.80	0.83	0.83	0.71	0.78	0.78	
Significance	-			-			-			
Effect size	-	0.05	0.04	-	0.05	0.04	-	0.08	0.05	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Advising and counseling of students										
5 or more hours	40.3%	38.1%	40.5%	36.4%	37.2%	39.1%	47.5%	39.4%	42.3%	
Mean	2.57	2.52	2.56	2.46	2.50	2.53	2.76	2.56	2.61	
Standard deviation	1.07	0.95	0.96	0.90	0.93	0.93	1.30	1.00	1.00	
Significance	-			-			-			
Effect size	-	0.05	0.01	-	-0.04	-0.08	-	0.20	0.15	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Professional Practice - Service**  
HERI Theme

**Professional Practice - Service** - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.  
See CIRP Construct: Civic Minded Practice, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>During the present term, how many hours per week on average do you actually spend on each of the following activities?</b>										
<b>Committee work and meetings</b>										
5 or more hours	42.5%	38.3%	37.6%	37.5%	37.7%	36.3%	51.0%	39.4%	39.5%	
Mean	2.61	2.50	2.50	2.54	2.48	2.47	2.75	2.55	2.56	
Standard deviation	1.02	0.99	0.96	0.98	0.97	0.94	1.08	1.04	0.99	
Significance	-			-			-			
Effect size	-	0.11	0.11	-	0.06	0.07	-	0.19	0.19	
<b>Other administration</b>										
5 or more hours	31.8%	32.6%	32.0%	31.2%	30.7%	30.9%	33.1%	35.7%	33.3%	
Mean	2.49	2.42	2.39	2.50	2.35	2.35	2.47	2.53	2.46	
Standard deviation	1.72	1.56	1.50	1.75	1.50	1.47	1.66	1.64	1.53	
Significance	-			-			-			
Effect size	-	0.04	0.07	-	0.10	0.10	-	-0.04	0.01	
<b>Consultation with clients/patients</b>										
1 or more hours	30.3%	18.5%	18.5%	31.5%	17.9%	18.3%	28.0%	19.7%	18.8%	
Mean	1.51	1.34	1.33	1.52	1.35	1.33	1.50	1.34	1.33	
Standard deviation	0.96	0.97	0.92	0.97	1.02	0.94	0.93	0.88	0.90	
Significance	-	**	**	-	*	**	-			
Effect size	-	0.18	0.20	-	0.17	0.20	-	0.18	0.19	
<b>Community or public service</b>										
1 or more hours	56.3%	53.4%	54.7%	50.6%	50.8%	52.2%	66.6%	58.1%	58.5%	Civic Minded Practice
Mean	1.84	1.68	1.69	1.78	1.64	1.67	1.95	1.74	1.73	
Standard deviation	1.02	0.81	0.81	1.02	0.80	0.82	1.00	0.82	0.79	
Significance	-	**	**	-	*		-	*	**	
Effect size	-	0.20	0.19	-	0.18	0.13	-	0.26	0.28	
<b>Do you use your scholarship to address local community needs?</b>										
Yes	54.9%	41.8%	41.0%	54.2%	37.7%	37.4%	56.3%	48.6%	46.5%	CM Practice
<b>Engaged in public service/professional consulting without pay?</b>										
Yes	64.0%	60.6%	59.6%	64.3%	60.5%	60.2%	63.5%	60.8%	58.6%	CM Practice

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Support and Resources**  
HERI Theme

**Institutional Support and Resources** - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.  
CIRP Construct: Job Satisfaction-Workplace

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you engaged in any of the following activities?										
Participated in a teaching enhancement workshop	41.7%	53.8%	55.4%	39.3%	48.5%	49.6%	45.8%	62.4%	64.3%	
Have you engaged in any of the following professional development opportunities at your institution?										
Paid workshops outside the institution focused on teaching										
Yes	19.3%	19.8%	21.2%	20.2%	17.9%	18.4%	17.7%	22.8%	25.5%	
Paid sabbatical leave										
Yes	19.7%	29.4%	31.8%	21.4%	32.7%	35.6%	16.7%	24.0%	26.0%	
Travel funds paid by the institution										
Yes	62.5%	74.2%	74.6%	60.1%	72.8%	72.8%	66.7%	76.4%	77.5%	
Internal grants for research										
Yes	50.4%	50.0%	50.1%	53.6%	52.2%	52.5%	44.8%	46.6%	46.4%	
Training for administrative leadership										
Yes	18.9%	13.0%	13.6%	18.5%	11.8%	13.2%	19.8%	15.0%	14.3%	
Received incentives to develop new courses										
Yes	19.3%	20.2%	21.3%	19.0%	20.1%	21.3%	19.8%	20.3%	21.3%	
Received incentives to integrate new technology into your classroom										
Yes	15.9%	16.7%	17.9%	15.5%	15.9%	17.3%	16.7%	18.2%	18.8%	
Have you ever interrupted your professional career for more than one year for family reasons?										
Yes	10.6%	10.9%	11.0%	7.1%	5.5%	6.0%	16.7%	19.8%	18.8%	
Have you ever received an award for outstanding teaching?										
Yes	51.1%	43.8%	43.0%	55.4%	46.5%	45.8%	43.8%	39.4%	38.8%	



2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Support and Resources**  
HERI Theme

**Institutional Support and Resources** - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.

CIRP Construct: Job Satisfaction-Workplace

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
<b>Faculty are rewarded for being good teachers</b>										
Very descriptive / Somewhat descriptive	61.2%	70.0%	70.8%	62.5%	69.4%	70.4%	58.9%	71.0%	71.2%	
Mean	1.71	1.84	1.86	1.74	1.84	1.86	1.65	1.86	1.87	
Standard deviation	0.64	0.65	0.66	0.66	0.65	0.66	0.60	0.65	0.65	
Significance	-	**	***	-		*	-	**	**	
Effect size	-	-0.20	-0.23	-	-0.15	-0.18	-	-0.32	-0.34	
<b>There is respect for the expression of diverse values and beliefs</b>										
Very descriptive / Somewhat descriptive	85.5%	90.4%	90.6%	88.1%	90.4%	90.8%	81.1%	90.4%	90.2%	
Mean	2.08	2.25	2.27	2.14	2.23	2.26	1.97	2.28	2.28	
Standard deviation	0.60	0.62	0.62	0.60	0.61	0.61	0.59	0.63	0.63	
Significance	-	***	***	-		*	-	***	***	
Effect size	-	-0.27	-0.31	-	-0.15	-0.20	-	-0.49	-0.49	
<b>Faculty are rewarded for their efforts to use instructional technology</b>										
Very descriptive / Somewhat descriptive	52.1%	66.8%	67.6%	52.9%	67.5%	68.0%	50.5%	65.8%	67.1%	
Mean	1.60	1.81	1.83	1.61	1.80	1.81	1.59	1.83	1.85	
Standard deviation	0.63	0.66	0.67	0.63	0.64	0.65	0.64	0.70	0.70	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	-0.32	-0.34	-	-0.30	-0.31	-	-0.34	-0.37	
<b>Below are some statements about your college or university.</b>										
<b>Indicate the extent to which you agree or disagree with each of the following:</b>										
<b>My research is valued by faculty in my department</b>										
Agree Strongly / Agree somewhat	75.0%	75.5%	75.7%	79.1%	77.5%	78.0%	67.8%	72.2%	72.1%	
Mean	2.89	2.93	2.94	2.95	2.94	2.98	2.80	2.91	2.88	
Standard deviation	0.82	0.84	0.85	0.81	0.81	0.82	0.84	0.88	0.88	
Significance	-			-			-			
Effect size	-	-0.05	-0.06	-	0.01	-0.04	-	-0.13	-0.09	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Support and Resources**  
HERI Theme

**Institutional Support and Resources** - These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.

CIRP Construct: Job Satisfaction-Workplace

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
<b>My teaching is valued by faculty in my department</b>										
Agree Strongly / Agree somewhat	89.3%	86.8%	87.6%	89.8%	86.3%	87.6%	88.3%	87.4%	87.7%	
Mean	3.29	3.25	3.28	3.32	3.23	3.28	3.22	3.29	3.28	
Standard deviation	0.75	0.77	0.76	0.75	0.78	0.76	0.74	0.76	0.76	
Significance	-			-			-			
Effect size	-	0.05	0.01	-	0.12	0.05	-	-0.09	-0.08	
<b>There is adequate support for faculty development</b>										
Agree Strongly / Agree somewhat	39.3%	61.9%	63.6%	41.1%	62.6%	65.4%	36.2%	60.7%	60.7%	
Mean	2.21	2.64	2.68	2.23	2.64	2.70	2.17	2.63	2.64	
Standard deviation	0.83	0.83	0.83	0.83	0.83	0.82	0.84	0.82	0.84	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.52	-0.57	-	-0.49	-0.57	-	-0.56	-0.56	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.

See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Develop ability to think critically										
Essential / Very important	98.9%	99.4%	99.3%	99.4%	99.3%	99.3%	97.9%	99.5%	99.3%	
Mean	3.83	3.87	3.88	3.83	3.84	3.86	3.84	3.91	3.91	
Standard deviation	0.44	0.37	0.36	0.39	0.39	0.37	0.51	0.32	0.33	
Significance	-		*	-			-	*	*	
Effect size	-	-0.11	-0.14	-	-0.03	-0.08	-	-0.22	-0.21	
Prepare students for employment after college										
Essential / Very important	84.1%	77.3%	78.6%	84.7%	75.6%	76.7%	83.0%	80.2%	81.5%	
Mean	3.25	3.13	3.14	3.29	3.10	3.10	3.19	3.17	3.20	
Standard deviation	0.76	0.81	0.81	0.73	0.82	0.82	0.79	0.80	0.78	
Significance	-	*	*	-	**	**	-			
Effect size	-	0.15	0.14	-	0.23	0.23	-	0.03	-0.01	
Prepare students for graduate or advanced education										
Essential / Very important	71.4%	72.7%	75.0%	72.2%	70.9%	73.5%	70.2%	75.4%	77.4%	
Mean	2.94	2.96	2.99	2.98	2.93	2.96	2.86	3.00	3.04	
Standard deviation	0.77	0.74	0.73	0.75	0.73	0.73	0.78	0.74	0.74	
Significance	-			-			-		*	
Effect size	-	-0.03	-0.07	-	0.07	0.03	-	-0.19	-0.24	
Develop moral character										
Essential / Very important	73.4%	65.9%	67.4%	70.9%	63.3%	64.7%	77.7%	70.3%	71.9%	UG Ed Goal: Personal Develop- ment
Mean	3.07	2.88	2.92	2.99	2.82	2.84	3.19	2.98	3.04	
Standard deviation	0.88	0.89	0.88	0.88	0.87	0.88	0.86	0.90	0.88	
Significance	-	***	**	-	*	*	-	*		
Effect size	-	0.21	0.17	-	0.20	0.17	-	0.23	0.17	
Provide for students' emotional development										
Essential / Very important	52.9%	48.3%	48.9%	49.7%	42.5%	43.1%	58.5%	58.1%	58.0%	UG Ed Goal: Personal Develop- ment
Mean	2.66	2.52	2.55	2.58	2.41	2.43	2.80	2.70	2.72	
Standard deviation	0.88	0.88	0.88	0.86	0.87	0.86	0.90	0.88	0.88	
Significance	-	*	*	-	*	*	-			
Effect size	-	0.16	0.13	-	0.20	0.17	-	0.11	0.09	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.  
See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
<b>Teach students the classic works of Western civilization</b>										
Essential / Very important	28.2%	26.1%	26.7%	26.7%	27.7%	28.3%	30.8%	23.2%	24.2%	
Mean	2.07	2.01	2.03	2.04	2.03	2.06	2.11	1.96	1.99	
Standard deviation	0.93	0.91	0.92	0.94	0.92	0.94	0.92	0.89	0.89	
Significance	-			-			-			
Effect size	-	0.07	0.04	-	0.01	-0.02	-	0.17	0.13	
<b>Help students develop personal values</b>										UG Ed Goal: Personal Develop- ment
Essential / Very important	65.7%	59.8%	62.3%	63.0%	55.1%	58.2%	70.2%	67.5%	68.9%	
Mean	2.86	2.77	2.82	2.79	2.68	2.74	2.99	2.91	2.94	
Standard deviation	0.85	0.88	0.89	0.84	0.88	0.89	0.85	0.87	0.87	
Significance	-			-			-			
Effect size	-	0.10	0.04	-	0.13	0.06	-	0.09	0.06	
<b>Enhance students' self-understanding</b>										UG Ed Goal: Personal Develop- ment
Essential / Very important	67.7%	67.4%	68.8%	61.2%	62.9%	64.6%	78.9%	75.2%	75.4%	
Mean	2.92	2.91	2.94	2.79	2.81	2.84	3.14	3.08	3.09	
Standard deviation	0.90	0.89	0.89	0.90	0.88	0.89	0.85	0.87	0.86	
Significance	-			-			-			
Effect size	-	0.01	-0.02	-	-0.02	-0.06	-	0.07	0.06	
<b>Instill in students a commitment to community service</b>										Civic Minded Values
Essential / Very important	52.4%	42.6%	44.3%	44.9%	36.6%	38.3%	65.3%	52.6%	53.9%	
Mean	2.57	2.41	2.44	2.39	2.29	2.31	2.87	2.61	2.63	
Standard deviation	0.90	0.91	0.91	0.84	0.89	0.89	0.93	0.90	0.89	
Significance	-	**	*	-			-	**	**	
Effect size	-	0.18	0.14	-	0.11	0.09	-	0.29	0.27	
<b>Enhance students' knowledge of and appreciation for other racial/ethnic groups</b>										
Essential / Very important	66.2%	69.0%	69.5%	60.0%	60.1%	60.7%	76.8%	83.6%	83.1%	
Mean	2.97	2.98	2.98	2.79	2.76	2.77	3.26	3.33	3.31	
Standard deviation	0.94	0.93	0.92	0.89	0.93	0.94	0.94	0.81	0.80	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	0.03	0.02	-	-0.09	-0.06	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.  
See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>Indicate the importance to you of each of the following education goals for undergraduate students:</b>										
<b>Help master knowledge in a discipline</b>										
Essential / Very important	92.3%	93.3%	93.6%	92.1%	92.6%	93.2%	92.6%	94.5%	94.2%	
Mean	3.45	3.51	3.52	3.47	3.49	3.50	3.41	3.55	3.54	
Standard deviation	0.66	0.64	0.63	0.64	0.65	0.63	0.69	0.61	0.62	
Significance	-			-			-	*	*	
Effect size	-	-0.09	-0.11	-	-0.03	-0.05	-	-0.23	-0.21	
<b>Develop creative capacities</b>										
Essential / Very important	80.0%	79.4%	80.1%	81.8%	78.5%	80.0%	76.8%	80.8%	80.4%	
Mean	3.18	3.14	3.16	3.20	3.13	3.17	3.15	3.15	3.16	
Standard deviation	0.80	0.78	0.79	0.79	0.78	0.78	0.82	0.78	0.79	
Significance	-			-			-			
Effect size	-	0.05	0.03	-	0.09	0.04	-	0.00	-0.01	
<b>Instill a basic appreciation of the liberal arts</b>										
Essential / Very important	54.8%	60.0%	62.7%	54.0%	56.8%	59.9%	56.4%	65.1%	67.2%	
Mean	2.61	2.77	2.81	2.56	2.70	2.76	2.71	2.87	2.90	
Standard deviation	0.94	0.92	0.92	0.92	0.92	0.92	0.97	0.91	0.91	
Significance	-	**	***	-		**	-		*	
Effect size	-	-0.17	-0.22	-	-0.15	-0.22	-	-0.18	-0.21	
<b>Promote ability to write effectively</b>										
Essential / Very important	92.2%	90.0%	91.0%	93.4%	87.4%	88.8%	90.4%	94.4%	94.4%	
Mean	3.45	3.45	3.47	3.39	3.37	3.39	3.55	3.57	3.58	
Standard deviation	0.69	0.71	0.69	0.63	0.75	0.72	0.78	0.63	0.63	
Significance	-			-			-			
Effect size	-	0.00	-0.03	-	0.03	0.00	-	-0.03	-0.05	
<b>Help students evaluate the quality and reliability of information</b>										
Essential / Very important	96.6%	95.9%	95.7%	96.4%	95.4%	95.0%	96.8%	96.6%	96.7%	
Mean	3.59	3.57	3.58	3.53	3.51	3.52	3.69	3.68	3.67	
Standard deviation	0.59	0.59	0.60	0.57	0.60	0.61	0.60	0.55	0.56	
Significance	-			-			-			
Effect size	-	0.03	0.02	-	0.03	0.02	-	0.02	0.04	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.  
See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
<b>Engage students in civil discourse around controversial issues</b>										
Essential / Very important	61.6%	66.0%	66.2%	56.9%	60.4%	60.6%	69.9%	75.3%	74.9%	
Mean	2.83	2.87	2.88	2.67	2.75	2.76	3.10	3.08	3.06	
Standard deviation	0.98	0.94	0.94	0.96	0.93	0.95	0.96	0.91	0.89	
Significance	-			-			-			
Effect size	-	-0.04	-0.05	-	-0.09	-0.09	-	0.02	0.04	
<b>Teach students tolerance and respect for different beliefs</b>										
Essential / Very important	76.9%	77.9%	78.4%	68.5%	70.8%	72.0%	91.6%	89.6%	88.4%	
Mean	3.15	3.18	3.20	2.95	2.99	3.02	3.49	3.51	3.47	
Standard deviation	0.91	0.87	0.87	0.91	0.89	0.90	0.80	0.73	0.75	
Significance	-			-			-			
Effect size	-	-0.03	-0.06	-	-0.04	-0.08	-	-0.03	0.03	
<b>Encourage students to become agents of social change</b>										
Essential / Very important	48.1%	50.7%	51.0%	38.2%	41.3%	41.3%	65.2%	66.3%	66.2%	
Mean	2.52	2.55	2.56	2.28	2.34	2.36	2.93	2.88	2.89	
Standard deviation	1.01	1.00	1.00	0.93	0.98	0.98	1.00	0.96	0.95	
Significance	-			-			-			
Effect size	-	-0.03	-0.04	-	-0.06	-0.08	-	0.05	0.04	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.  
See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
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 takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	66.8%	62.2%	63.6%	72.6%	63.0%	64.5%	56.0%	60.9%	62.1%	
Mean	2.69	2.65	2.69	2.77	2.67	2.71	2.53	2.62	2.66	
Standard deviation	0.74	0.78	0.79	0.73	0.77	0.77	0.74	0.80	0.82	
Significance	-			-			-			
Effect size	-	0.05	0.00	-	0.13	0.08	-	-0.11	-0.16	
Indicate how important you believe each priority listed below is at your college or university?										
To promote the intellectual development of students										
Highest priority / High priority	76.3%	76.9%	79.5%	82.1%	77.0%	79.9%	65.6%	76.6%	78.9%	
Mean	3.04	3.04	3.12	3.15	3.03	3.12	2.85	3.05	3.12	
Standard deviation	0.79	0.81	0.81	0.76	0.81	0.80	0.81	0.81	0.81	
Significance	-			-			-	*	**	
Effect size	-	0.00	-0.10	-	0.15	0.04	-	-0.25	-0.33	
To develop leadership ability among students										
Highest priority / High priority	51.8%	44.8%	48.5%	55.7%	43.4%	47.7%	44.6%	47.0%	49.9%	
Mean	2.49	2.41	2.48	2.56	2.37	2.45	2.38	2.46	2.51	
Standard deviation	0.83	0.84	0.84	0.84	0.82	0.83	0.82	0.86	0.85	
Significance	-			-	**		-			
Effect size	-	0.10	0.01	-	0.23	0.13	-	-0.09	-0.15	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Goals for Undergraduate Education**  
HERI Theme

**Goals for Undergraduate Education** - These items gauge faculty opinion regarding common goals for undergraduate education.

See CIRP Construct: Undergraduate Education Goal: Personal Development, Civic Minded Values

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges should encourage students to be involved in community service activities										Civic Minded Values
Agree strongly / Agree somewhat	88.2%	85.4%	86.8%	83.9%	82.1%	83.5%	95.8%	90.6%	91.8%	
Mean	3.16	3.09	3.13	3.04	3.01	3.05	3.38	3.24	3.26	
Standard deviation	0.67	0.68	0.68	0.70	0.68	0.70	0.57	0.66	0.63	
Significance	-			-			-	*		
Effect size	-	0.10	0.04	-	0.04	-0.01	-	0.21	0.19	
Colleges should be concerned with facilitating undergraduate students' spiritual development										
Agree strongly / Agree somewhat	17.1%	22.0%	25.7%	19.9%	22.8%	26.5%	12.5%	20.6%	24.4%	
Mean	1.77	1.83	1.91	1.78	1.84	1.92	1.76	1.82	1.89	
Standard deviation	0.81	0.86	0.89	0.89	0.87	0.91	0.66	0.83	0.87	
Significance	-		*	-		*	-			
Effect size	-	-0.07	-0.16	-	-0.07	-0.15	-	-0.07	-0.15	





## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										Social Agency
Essential / Very important	70.1%	72.3%	71.8%	68.5%	66.3%	65.5%	73.0%	82.1%	81.5%	
Mean	2.98	3.01	3.01	2.90	2.87	2.85	3.11	3.25	3.24	
Standard deviation	0.89	0.87	0.88	0.89	0.88	0.90	0.88	0.79	0.79	
Significance	-			-			-			
Effect size	-	-0.03	-0.03	-	0.03	0.06	-	-0.18	-0.16	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Essential / Very important	66.2%	69.0%	69.5%	60.0%	60.1%	60.7%	76.8%	83.6%	83.1%	
Mean	2.97	2.98	2.98	2.79	2.76	2.77	3.26	3.33	3.31	
Standard deviation	0.94	0.93	0.92	0.89	0.93	0.94	0.94	0.81	0.80	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	0.03	0.02	-	-0.09	-0.06	
Teach students tolerance and respect for different beliefs										
Essential / Very important	76.9%	77.9%	78.4%	68.5%	70.8%	72.0%	91.6%	89.6%	88.4%	
Mean	3.15	3.18	3.20	2.95	2.99	3.02	3.49	3.51	3.47	
Standard deviation	0.91	0.87	0.87	0.91	0.89	0.90	0.80	0.73	0.75	
Significance	-			-			-			
Effect size	-	-0.03	-0.06	-	-0.04	-0.08	-	-0.03	0.03	
Indicate how well each of the following describes your college or university:										
There is respect for the expression of diverse values and beliefs										
Very descriptive / Somewhat descriptive	85.5%	90.4%	90.6%	88.1%	90.4%	90.8%	81.1%	90.4%	90.2%	
Mean	2.08	2.25	2.27	2.14	2.23	2.26	1.97	2.28	2.28	
Standard deviation	0.60	0.62	0.62	0.60	0.61	0.61	0.59	0.63	0.63	
Significance	-	***	***	-		*	-	***	***	
Effect size	-	-0.27	-0.31	-	-0.15	-0.20	-	-0.49	-0.49	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
The administration is open about its policies										
Very descriptive / Somewhat descriptive	58.8%	70.8%	70.5%	59.5%	68.9%	69.7%	57.4%	74.0%	71.8%	
Mean	1.68	1.87	1.88	1.70	1.84	1.87	1.63	1.91	1.89	
Standard deviation	0.63	0.66	0.67	0.65	0.66	0.67	0.59	0.65	0.67	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.29	-0.30	-	-0.21	-0.25	-	-0.43	-0.39	
Below are some statements about your college or university.										
Indicate the extent to which you agree or disagree with each of the following:										
Racial and ethnic diversity should be more strongly reflected in the curriculum										
Agree strongly / Agree somewhat	56.3%	49.5%	51.1%	49.4%	43.3%	44.2%	68.8%	59.9%	61.8%	
Mean	2.65	2.54	2.56	2.48	2.42	2.42	2.95	2.74	2.78	
Standard deviation	0.89	0.84	0.85	0.87	0.83	0.84	0.86	0.83	0.82	
Significance	-	*		-			-	*	*	
Effect size	-	0.13	0.11	-	0.07	0.07	-	0.25	0.21	
This institution should hire more faculty of color										
Agree strongly / Agree somewhat	70.1%	71.9%	71.0%	65.1%	68.4%	66.8%	79.3%	77.6%	77.4%	
Mean	2.93	2.91	2.89	2.80	2.81	2.77	3.16	3.07	3.07	
Standard deviation	0.86	0.84	0.84	0.83	0.85	0.85	0.86	0.78	0.79	
Significance	-			-			-			
Effect size	-	0.02	0.05	-	-0.01	0.04	-	0.12	0.11	
This institution should hire more women faculty										
Agree strongly / Agree somewhat	65.1%	62.7%	61.6%	58.5%	58.7%	56.9%	77.2%	69.3%	68.9%	
Mean	2.88	2.74	2.72	2.72	2.65	2.62	3.16	2.88	2.88	
Standard deviation	0.82	0.82	0.84	0.77	0.84	0.85	0.83	0.78	0.79	
Significance	-	**	**	-			-	***	***	
Effect size	-	0.17	0.19	-	0.08	0.12	-	0.36	0.35	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	85.0%	82.1%	84.2%	87.5%	82.2%	84.5%	80.6%	81.8%	83.7%	
Mean	3.07	3.07	3.14	3.09	3.07	3.13	3.04	3.08	3.15	
Standard deviation	0.68	0.71	0.72	0.66	0.70	0.71	0.72	0.72	0.73	
Significance	-			-			-			
Effect size	-	0.00	-0.10	-	0.03	-0.06	-	-0.06	-0.15	
There is a lot of campus racial conflict here										
Agree strongly / Agree somewhat	8.8%	10.2%	8.9%	6.6%	8.1%	7.0%	13.0%	13.8%	11.6%	
Mean	1.63	1.60	1.56	1.52	1.54	1.50	1.82	1.72	1.67	
Standard deviation	0.71	0.71	0.69	0.69	0.68	0.65	0.71	0.76	0.72	
Significance	-			-			-		*	
Effect size	-	0.04	0.10	-	-0.03	0.03	-	0.13	0.21	
Faculty of color are treated fairly here										
Agree strongly / Agree somewhat	82.6%	90.5%	90.7%	88.0%	92.0%	92.3%	72.8%	87.8%	88.2%	
Mean	3.21	3.31	3.34	3.32	3.37	3.40	3.02	3.22	3.24	
Standard deviation	0.78	0.69	0.69	0.75	0.67	0.67	0.81	0.71	0.71	
Significance	-	*	**	-			-	**	**	
Effect size	-	-0.14	-0.19	-	-0.07	-0.12	-	-0.28	-0.31	
Women faculty are treated fairly here										
Agree strongly / Agree somewhat	81.5%	89.2%	88.4%	90.4%	93.2%	92.9%	65.6%	82.7%	81.3%	
Mean	3.18	3.32	3.32	3.37	3.43	3.45	2.85	3.14	3.11	
Standard deviation	0.80	0.73	0.75	0.71	0.65	0.67	0.86	0.80	0.81	
Significance	-	**	**	-			-	***	**	
Effect size	-	-0.19	-0.19	-	-0.09	-0.12	-	-0.36	-0.32	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Gay and lesbian faculty are treated fairly here										
Agree strongly / Agree somewhat	79.9%	89.5%	89.0%	86.7%	91.1%	90.6%	67.4%	86.9%	86.5%	
Mean	3.08	3.28	3.28	3.23	3.33	3.35	2.80	3.18	3.18	
Standard deviation	0.81	0.71	0.73	0.75	0.70	0.72	0.83	0.72	0.74	
Significance	-	***	***	-		*	-	***	***	
Effect size	-	-0.28	-0.27	-	-0.14	-0.17	-	-0.53	-0.51	
My values are congruent with the dominant institutional values										
Agree strongly / Agree somewhat	58.8%	67.8%	71.3%	58.9%	67.1%	71.3%	58.7%	68.9%	71.2%	
Mean	2.60	2.73	2.82	2.60	2.72	2.82	2.59	2.77	2.82	
Standard deviation	0.77	0.79	0.80	0.79	0.76	0.78	0.74	0.83	0.83	
Significance	-	**	***	-	*	***	-	*	**	
Effect size	-	-0.16	-0.28	-	-0.16	-0.28	-	-0.22	-0.28	
This institution takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	66.8%	62.2%	63.6%	72.6%	63.0%	64.5%	56.0%	60.9%	62.1%	
Mean	2.69	2.65	2.69	2.77	2.67	2.71	2.53	2.62	2.66	
Standard deviation	0.74	0.78	0.79	0.73	0.77	0.77	0.74	0.80	0.82	
Significance	-			-			-			
Effect size	-	0.05	0.00	-	0.13	0.08	-	-0.11	-0.16	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
<b>To develop a sense of community among students and faculty</b>										
Highest priority / High priority	54.8%	48.4%	50.0%	57.1%	48.2%	49.4%	50.5%	48.8%	51.1%	
Mean	2.53	2.45	2.48	2.56	2.44	2.47	2.47	2.46	2.49	
Standard deviation	0.79	0.83	0.84	0.78	0.81	0.82	0.82	0.85	0.86	
Significance	-			-			-			
Effect size	-	0.10	0.06	-	0.15	0.11	-	0.01	-0.02	
<b>To recruit more minority students</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	37.5%	46.3%	46.9%	39.8%	46.0%	46.7%	33.4%	47.0%	47.1%	
Mean	2.28	2.42	2.43	2.32	2.42	2.43	2.22	2.42	2.43	
Standard deviation	0.81	0.80	0.81	0.80	0.78	0.80	0.82	0.84	0.84	
Significance	-	**	**	-			-	*	*	
Effect size	-	-0.18	-0.19	-	-0.13	-0.14	-	-0.24	-0.25	
<b>To create a diverse multi-cultural campus environment</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	35.2%	50.0%	49.7%	39.3%	49.7%	50.1%	28.0%	50.4%	49.2%	
Mean	2.26	2.52	2.50	2.32	2.51	2.50	2.14	2.53	2.50	
Standard deviation	0.85	0.86	0.87	0.86	0.85	0.85	0.82	0.89	0.89	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.30	-0.28	-	-0.22	-0.21	-	-0.44	-0.40	
<b>To promote gender equity among faculty</b>										
Highest priority / High priority	41.4%	47.8%	47.3%	50.9%	55.0%	54.8%	24.5%	36.0%	35.8%	
Mean	2.25	2.42	2.41	2.44	2.55	2.55	1.91	2.20	2.19	
Standard deviation	0.89	0.86	0.87	0.87	0.80	0.82	0.84	0.92	0.91	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.20	-0.18	-	-0.14	-0.13	-	-0.32	-0.31	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
<b>To increase the representation of minorities in the faculty and administration</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	27.7%	40.7%	40.2%	31.2%	41.5%	41.1%	21.5%	39.6%	38.9%	
Mean	2.08	2.34	2.32	2.16	2.34	2.34	1.96	2.32	2.29	
Standard deviation	0.84	0.81	0.83	0.86	0.78	0.80	0.81	0.87	0.87	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.32	-0.29	-	-0.23	-0.23	-	-0.41	-0.38	
<b>To develop an appreciation for multiculturalism</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	37.9%	49.3%	47.6%	44.3%	49.3%	48.1%	26.6%	49.4%	46.9%	
Mean	2.30	2.50	2.47	2.41	2.49	2.47	2.11	2.51	2.46	
Standard deviation	0.83	0.84	0.85	0.82	0.81	0.83	0.82	0.88	0.89	
Significance	-	***	**	-			-	***	***	
Effect size	-	-0.24	-0.20	-	-0.10	-0.07	-	-0.45	-0.39	
<b>Please indicate your agreement with each of the following statements:</b>										
<b>Promoting diversity leads to the admission of too many underprepared students</b>										
Agree strongly / Agree somewhat	25.1%	24.7%	25.1%	28.6%	28.7%	29.3%	18.9%	18.2%	18.8%	
Mean	1.94	1.95	1.97	2.03	2.06	2.09	1.77	1.77	1.79	
Standard deviation	0.86	0.83	0.84	0.87	0.83	0.84	0.80	0.80	0.80	
Significance	-			-			-			
Effect size	-	-0.01	-0.04	-	-0.04	-0.07	-	0.00	-0.03	
<b>A racially/ethnically diverse student body enhances the educational experience of all students</b>										
Agree strongly / Agree somewhat	94.7%	94.5%	94.3%	93.5%	92.5%	92.1%	96.8%	98.0%	97.9%	
Mean	3.48	3.51	3.50	3.43	3.40	3.39	3.56	3.69	3.66	
Standard deviation	0.63	0.63	0.64	0.67	0.67	0.68	0.56	0.51	0.53	
Significance	-			-			-	*		
Effect size	-	-0.05	-0.03	-	0.04	0.06	-	-0.25	-0.19	



## Diversity

HERI Theme

**Diversity** - These items relate to social attitudes and experiences with diversity on campus.

See CIRP Construct: Institutional Priority: Commitment to Diversity

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
<b>Colleges should prohibit racist/sexist speech on campus</b>										
Agree strongly / Agree somewhat	68.6%	60.8%	61.2%	63.8%	56.7%	56.0%	76.8%	67.6%	69.2%	
Mean	2.98	2.81	2.81	2.84	2.70	2.68	3.23	2.99	3.01	
Standard deviation	1.00	1.03	1.03	0.98	1.03	1.04	0.99	1.01	0.98	
Significance	-	**	**	-		*	-	*	*	
Effect size	-	0.17	0.17	-	0.14	0.15	-	0.24	0.22	
<b>This institution should not offer remedial/developmental education</b>										
Agree strongly / Agree somewhat	25.5%	19.5%	22.7%	28.8%	22.9%	26.2%	19.8%	13.8%	17.4%	
Mean	2.01	1.89	1.96	2.09	1.99	2.05	1.88	1.74	1.81	
Standard deviation	0.84	0.81	0.85	0.85	0.82	0.86	0.82	0.77	0.81	
Significance	-	*		-			-			
Effect size	-	0.15	0.06	-	0.12	0.05	-	0.18	0.09	

**Satisfaction** - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>During the past two years, have you:</b>										
<b>Considered early retirement?</b>										
Yes	24.2%	20.2%	20.1%	25.0%	20.6%	20.5%	22.9%	19.4%	19.5%	
<b>Considered leaving academe for another job?</b>										
Yes	43.9%	32.2%	32.3%	44.0%	30.6%	30.0%	43.8%	34.7%	35.9%	
<b>Considered leaving this institution for another?</b>										
Yes	60.6%	49.5%	48.5%	61.3%	50.7%	48.8%	59.4%	47.6%	47.9%	
<b>If you were to begin your career again, would you:</b>										
<b>Still want to come to this institution?</b>										
Definitely yes / Probably yes	56.4%	69.2%	70.5%	57.1%	68.4%	70.6%	55.2%	70.7%	70.3%	
Mean	3.52	3.83	3.89	3.49	3.80	3.89	3.57	3.87	3.89	
Standard deviation	1.17	1.13	1.13	1.20	1.15	1.13	1.10	1.11	1.14	
Significance	-	***	***	-	***	***	-	**	**	
Effect size	-	-0.27	-0.33	-	-0.27	-0.35	-	-0.27	-0.28	
<b>Still want to be a college professor?</b>										
Definitely yes / Probably yes	83.0%	87.1%	87.7%	86.3%	88.0%	88.8%	77.1%	85.7%	86.1%	
Mean	4.29	4.44	4.45	4.39	4.49	4.49	4.11	4.37	4.39	
Standard deviation	0.85	0.81	0.81	0.84	0.79	0.79	0.84	0.83	0.83	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.19	-0.20	-	-0.13	-0.13	-	-0.31	-0.34	
<b>How satisfied are you with the following aspects of your job?</b>										
<b>Salary</b>										Job Satisfaction: Compen- sation
Very satisfied / Satisfied	29.9%	48.5%	50.1%	32.8%	48.6%	51.2%	25.0%	48.5%	48.4%	
Mean	2.01	2.39	2.41	2.07	2.40	2.44	1.92	2.37	2.37	
Standard deviation	0.89	0.91	0.92	0.88	0.91	0.92	0.89	0.92	0.92	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.42	-0.43	-	-0.36	-0.40	-	-0.49	-0.49	



## Satisfaction

HERI Theme

**Satisfaction** - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Health benefits										
Very satisfied / Satisfied	34.0%	73.8%	75.0%	31.7%	72.0%	73.6%	37.9%	76.8%	77.3%	
Mean	2.12	2.89	2.92	2.10	2.85	2.90	2.16	2.96	2.96	
Standard deviation	0.81	0.82	0.81	0.79	0.83	0.82	0.84	0.79	0.78	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.94	-0.99	-	-0.90	-0.98	-	-1.01	-1.03	
Retirement benefits										
Very satisfied / Satisfied	42.5%	68.8%	70.8%	45.1%	69.3%	71.3%	37.9%	68.2%	70.1%	Job Satisfaction: Compensation
Mean	2.26	2.78	2.82	2.27	2.78	2.83	2.24	2.77	2.81	
Standard deviation	0.82	0.80	0.79	0.82	0.80	0.79	0.82	0.79	0.80	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.65	-0.71	-	-0.64	-0.71	-	-0.67	-0.71	
Opportunity for scholarly pursuits										
Very satisfied / Satisfied	46.8%	62.0%	61.5%	49.1%	65.2%	65.7%	42.9%	56.7%	54.7%	Job Satisfaction: Compensation
Mean	2.44	2.62	2.59	2.45	2.65	2.64	2.42	2.58	2.52	
Standard deviation	0.81	0.87	0.90	0.81	0.85	0.89	0.83	0.89	0.92	
Significance	-	**	**	-	**	**	-			
Effect size	-	-0.21	-0.17	-	-0.24	-0.21	-	-0.18	-0.11	
Teaching load										
Very satisfied / Satisfied	54.7%	62.2%	60.9%	55.5%	62.8%	62.7%	53.2%	61.2%	57.9%	Job Satisfaction: Compensation
Mean	2.44	2.62	2.59	2.45	2.65	2.64	2.42	2.58	2.52	
Standard deviation	0.81	0.87	0.90	0.81	0.85	0.89	0.83	0.89	0.92	
Significance	-	**	**	-	**	**	-			
Effect size	-	-0.21	-0.17	-	-0.24	-0.21	-	-0.18	-0.11	
Quality of students										
Very satisfied / Satisfied	51.8%	50.8%	54.2%	49.4%	46.0%	51.4%	56.0%	58.7%	58.6%	
Mean	2.44	2.44	2.51	2.41	2.37	2.47	2.49	2.56	2.58	
Standard deviation	0.78	0.82	0.86	0.81	0.83	0.88	0.72	0.79	0.84	
Significance	-			-			-			
Effect size	-	0.00	-0.08	-	0.05	-0.07	-	-0.09	-0.11	

# Satisfaction

HERI Theme

**Satisfaction** - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>How satisfied are you with the following aspects of your job?</b>										
<b>Office/lab space</b>										
Very satisfied / Satisfied	72.3%	70.7%	70.8%	75.7%	69.7%	70.5%	66.4%	72.4%	71.2%	
Mean	2.85	2.83	2.83	2.89	2.79	2.81	2.79	2.89	2.86	
Standard deviation	0.88	0.90	0.91	0.83	0.89	0.90	0.97	0.92	0.93	
Significance	-			-			-			
Effect size	-	0.02	0.02	-	0.11	0.09	-	-0.11	-0.08	
<b>Autonomy and independence</b>										
Very satisfied / Satisfied	83.9%	86.5%	86.2%	83.4%	87.4%	87.0%	85.1%	85.1%	84.9%	Job Satisfaction: Workplace
Mean	3.13	3.26	3.25	3.08	3.27	3.27	3.21	3.24	3.22	
Standard deviation	0.76	0.77	0.76	0.73	0.75	0.75	0.80	0.80	0.78	
Significance	-	**	*	-	**	**	-			
Effect size	-	-0.17	-0.16	-	-0.25	-0.25	-	-0.04	-0.01	
<b>Professional relationships with other faculty</b>										
Very satisfied / Satisfied	75.8%	76.7%	76.4%	77.4%	76.9%	76.8%	72.9%	76.1%	75.7%	Job Satisfaction: Workplace
Mean	2.92	2.97	2.98	2.92	2.96	2.98	2.92	3.00	2.98	
Standard deviation	0.83	0.87	0.86	0.83	0.86	0.86	0.84	0.87	0.87	
Significance	-			-			-			
Effect size	-	-0.06	-0.07	-	-0.05	-0.07	-	-0.09	-0.07	
<b>Social relationships with other faculty</b>										
Very satisfied / Satisfied	66.4%	64.7%	64.9%	61.3%	63.3%	63.8%	75.3%	67.0%	66.7%	
Mean	2.79	2.71	2.72	2.72	2.66	2.69	2.90	2.78	2.77	
Standard deviation	0.86	0.87	0.87	0.89	0.86	0.86	0.81	0.89	0.89	
Significance	-			-			-			
Effect size	-	0.09	0.08	-	0.07	0.03	-	0.13	0.15	
<b>Competency of colleagues</b>										
Very satisfied / Satisfied	74.0%	78.5%	79.0%	73.7%	77.5%	78.7%	74.8%	80.0%	79.6%	Job Satisfaction: Workplace
Mean	2.87	3.00	3.02	2.85	2.97	3.00	2.92	3.05	3.05	
Standard deviation	0.80	0.81	0.81	0.82	0.81	0.80	0.77	0.80	0.81	
Significance	-	*	**	-		*	-			
Effect size	-	-0.16	-0.19	-	-0.15	-0.19	-	-0.16	-0.16	

# Satisfaction

HERI Theme

**Satisfaction** - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>How satisfied are you with the following aspects of your job?</b>										
<b>Job security</b>										Job Satisfaction: Compensation
Very satisfied / Satisfied	59.9%	72.4%	73.3%	60.7%	76.4%	76.8%	58.6%	66.0%	68.0%	
Mean	2.62	2.90	2.93	2.64	2.97	3.01	2.60	2.78	2.82	
Standard deviation	0.91	0.94	0.94	0.91	0.91	0.92	0.93	0.98	0.96	
Significance	-	***	***	-	***	***	-		*	
Effect size	-	-0.30	-0.33	-	-0.36	-0.40	-	-0.18	-0.23	
<b>Departmental leadership</b>										Job Satisfaction: Workplace
Very satisfied / Satisfied	63.3%	66.0%	67.5%	68.7%	66.5%	68.7%	53.8%	65.3%	65.8%	
Mean	2.75	2.78	2.81	2.86	2.78	2.83	2.54	2.77	2.78	
Standard deviation	0.99	1.04	1.03	0.97	1.05	1.02	1.00	1.04	1.04	
Significance	-			-			-	*	*	
Effect size	-	-0.03	-0.06	-	0.08	0.03	-	-0.22	-0.23	
<b>Course assignments</b>										Job Satisfaction: Workplace
Very satisfied / Satisfied	76.6%	82.1%	82.5%	79.5%	81.7%	82.4%	71.2%	82.7%	82.6%	
Mean	2.90	3.04	3.06	2.93	3.02	3.05	2.85	3.07	3.07	
Standard deviation	0.73	0.74	0.74	0.69	0.72	0.73	0.80	0.77	0.76	
Significance	-	**	***	-		*	-	**	**	
Effect size	-	-0.19	-0.22	-	-0.13	-0.16	-	-0.29	-0.29	
<b>Freedom to determine course content</b>										
Very satisfied / Satisfied	92.2%	92.2%	92.0%	93.9%	92.8%	92.8%	88.9%	91.2%	90.8%	
Mean	3.42	3.43	3.43	3.42	3.44	3.45	3.41	3.41	3.40	
Standard deviation	0.69	0.70	0.69	0.64	0.69	0.68	0.78	0.72	0.71	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	-0.03	-0.04	-	0.00	0.01	
<b>Availability of child care at this institution</b>										
Very satisfied / Satisfied	29.8%	29.9%	30.2%	40.7%	34.0%	33.4%	15.0%	24.6%	26.2%	
Mean	1.89	1.85	1.86	2.26	1.97	1.94	1.40	1.69	1.75	
Standard deviation	1.03	1.01	1.03	0.98	1.00	1.03	0.88	1.00	1.02	
Significance	-			-			-			
Effect size	-	0.04	0.03	-	0.29	0.31	-	-0.29	-0.34	

**Satisfaction** - These items gauge satisfaction with various aspects of the faculty experience.

See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>How satisfied are you with the following aspects of your job?</b>										
<b>Prospects for career advancement</b>										Job Satisfaction: Compensation
Very satisfied / Satisfied	39.8%	53.5%	54.5%	41.0%	54.9%	55.9%	37.5%	51.4%	52.4%	
Mean	2.19	2.43	2.46	2.20	2.45	2.48	2.18	2.39	2.42	
Standard deviation	0.86	0.92	0.91	0.88	0.90	0.91	0.82	0.94	0.92	
Significance	-	***	***	-	***	***	-	*	*	
Effect size	-	-0.26	-0.30	-	-0.28	-0.31	-	-0.22	-0.26	
<b>Clerical/administrative support</b>										
Very satisfied / Satisfied	44.9%	55.4%	56.4%	47.6%	56.1%	57.7%	39.8%	54.1%	54.3%	
Mean	2.31	2.53	2.55	2.35	2.55	2.59	2.26	2.49	2.50	
Standard deviation	0.98	0.98	0.98	0.97	0.96	0.95	1.00	1.01	1.01	
Significance	-	***	***	-	**	**	-	*	*	
Effect size	-	-0.22	-0.24	-	-0.21	-0.25	-	-0.23	-0.24	
<b>Overall job satisfaction</b>										
Very satisfied / Satisfied	60.0%	74.1%	74.7%	59.5%	74.4%	75.7%	61.1%	73.8%	73.2%	
Mean	2.60	2.87	2.89	2.60	2.87	2.91	2.62	2.86	2.86	
Standard deviation	0.76	0.75	0.77	0.79	0.77	0.78	0.72	0.73	0.75	
Significance	-	***	***	-	***	***	-	**	**	
Effect size	-	-0.36	-0.38	-	-0.35	-0.40	-	-0.33	-0.32	
<b>Tuition remission for your children/dependents</b>										
Very satisfied / Satisfied	16.9%	56.9%	62.9%	16.6%	55.2%	62.2%	17.6%	59.8%	64.2%	
Mean	1.40	2.50	2.68	1.38	2.46	2.67	1.44	2.55	2.69	
Standard deviation	0.82	1.17	1.16	0.82	1.17	1.16	0.86	1.16	1.15	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.94	-1.10	-	-0.92	-1.11	-	-0.96	-1.09	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Priorities**  
HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Racial and ethnic diversity should be more strongly reflected in the curriculum										
Agree strongly / Agree somewhat	56.3%	49.5%	51.1%	49.4%	43.3%	44.2%	68.8%	59.9%	61.8%	
Mean	2.65	2.54	2.56	2.48	2.42	2.42	2.95	2.74	2.78	
Standard deviation	0.89	0.84	0.85	0.87	0.83	0.84	0.86	0.83	0.82	
Significance	-	*		-			-	*	*	
Effect size	-	0.13	0.11	-	0.07	0.07	-	0.25	0.21	
This institution should hire more faculty of color										
Agree strongly / Agree somewhat	70.1%	71.9%	71.0%	65.1%	68.4%	66.8%	79.3%	77.6%	77.4%	
Mean	2.93	2.91	2.89	2.80	2.81	2.77	3.16	3.07	3.07	
Standard deviation	0.86	0.84	0.84	0.83	0.85	0.85	0.86	0.78	0.79	
Significance	-			-			-			
Effect size	-	0.02	0.05	-	-0.01	0.04	-	0.12	0.11	
This institution should hire more women faculty										
Agree strongly / Agree somewhat	65.1%	62.7%	61.6%	58.5%	58.7%	56.9%	77.2%	69.3%	68.9%	
Mean	2.88	2.74	2.72	2.72	2.65	2.62	3.16	2.88	2.88	
Standard deviation	0.82	0.82	0.84	0.77	0.84	0.85	0.83	0.78	0.79	
Significance	-	**	**	-			-	***	***	
Effect size	-	0.17	0.19	-	0.08	0.12	-	0.36	0.35	
Faculty are committed to the welfare of this institution										
Agree strongly / Agree somewhat	90.1%	88.8%	89.6%	91.0%	88.7%	89.5%	88.2%	88.9%	89.5%	
Mean	3.18	3.19	3.24	3.23	3.18	3.23	3.10	3.21	3.25	
Standard deviation	0.65	0.65	0.66	0.67	0.66	0.66	0.61	0.65	0.67	
Significance	-			-			-		*	
Effect size	-	-0.02	-0.09	-	0.08	0.00	-	-0.17	-0.22	

2010-11 HERI Faculty Survey  
 Full-time Undergraduate Faculty  
**Institutional Priorities**  
 HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	85.0%	82.1%	84.2%	87.5%	82.2%	84.5%	80.6%	81.8%	83.7%	
Mean	3.07	3.07	3.14	3.09	3.07	3.13	3.04	3.08	3.15	
Standard deviation	0.68	0.71	0.72	0.66	0.70	0.71	0.72	0.72	0.73	
Significance	-			-			-			
Effect size	-	0.00	-0.10	-	0.03	-0.06	-	-0.06	-0.15	
Indicate how important you believe each priority listed below is at your college or university?										
To promote the intellectual development of students										
Highest priority / High priority	76.3%	76.9%	79.5%	82.1%	77.0%	79.9%	65.6%	76.6%	78.9%	
Mean	3.04	3.04	3.12	3.15	3.03	3.12	2.85	3.05	3.12	
Standard deviation	0.79	0.81	0.81	0.76	0.81	0.80	0.81	0.81	0.81	
Significance	-			-			-	*	**	
Effect size	-	0.00	-0.10	-	0.15	0.04	-	-0.25	-0.33	
To develop a sense of community among students and faculty										
Highest priority / High priority	54.8%	48.4%	50.0%	57.1%	48.2%	49.4%	50.5%	48.8%	51.1%	
Mean	2.53	2.45	2.48	2.56	2.44	2.47	2.47	2.46	2.49	
Standard deviation	0.79	0.83	0.84	0.78	0.81	0.82	0.82	0.85	0.86	
Significance	-			-			-			
Effect size	-	0.10	0.06	-	0.15	0.11	-	0.01	-0.02	
To facilitate student involvement in community service										
Highest priority / High priority	47.5%	35.1%	39.2%	44.0%	33.9%	37.1%	53.8%	37.2%	42.3%	Institutional Priority: Civic Engagement
Mean	2.48	2.23	2.31	2.42	2.20	2.26	2.57	2.29	2.37	
Standard deviation	0.80	0.80	0.83	0.82	0.80	0.82	0.76	0.82	0.84	
Significance	-	***	**	-	***	*	-	**	*	
Effect size	-	0.31	0.20	-	0.28	0.20	-	0.34	0.24	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Priorities**  
HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To help students learn how to bring about change in society										
Highest priority / High priority	34.8%	29.1%	31.5%	37.5%	29.3%	30.6%	29.8%	28.9%	33.0%	
Mean	2.21	2.10	2.14	2.25	2.09	2.11	2.14	2.11	2.19	
Standard deviation	0.86	0.83	0.86	0.87	0.83	0.85	0.84	0.84	0.87	
Significance	-	*		-	*	*	-			
Effect size	-	0.13	0.08	-	0.19	0.16	-	0.04	-0.06	
To increase or maintain institutional prestige										
Highest priority / High priority	67.5%	74.9%	73.1%	67.8%	73.4%	72.5%	66.7%	77.4%	73.9%	Institutional Priority: Increase Prestige
Mean	2.82	3.05	3.02	2.80	2.99	3.00	2.84	3.13	3.05	
Standard deviation	0.90	0.86	0.89	0.92	0.87	0.89	0.86	0.84	0.89	
Significance	-	***	***	-	**	**	-	**	*	
Effect size	-	-0.27	-0.22	-	-0.22	-0.22	-	-0.35	-0.24	
To hire faculty 'stars'										
Highest priority / High priority	28.0%	43.6%	41.8%	28.5%	42.2%	41.3%	26.9%	45.9%	42.7%	Institutional Priority: Increase Prestige
Mean	2.03	2.37	2.32	2.03	2.33	2.31	2.02	2.42	2.34	
Standard deviation	0.95	0.96	1.03	0.95	0.95	1.02	0.96	0.99	1.04	
Significance	-	***	***	-	***	***	-	***	**	
Effect size	-	-0.35	-0.28	-	-0.32	-0.27	-	-0.40	-0.31	
To recruit more minority students										
Highest priority / High priority	37.5%	46.3%	46.9%	39.8%	46.0%	46.7%	33.4%	47.0%	47.1%	Institutional Priority: Commitment to Diversity
Mean	2.28	2.42	2.43	2.32	2.42	2.43	2.22	2.42	2.43	
Standard deviation	0.81	0.80	0.81	0.80	0.78	0.80	0.82	0.84	0.84	
Significance	-	**	**	-			-	*	*	
Effect size	-	-0.18	-0.19	-	-0.13	-0.14	-	-0.24	-0.25	
To enhance the institution's national image										
Highest priority / High priority	69.0%	81.4%	76.8%	72.0%	79.9%	76.3%	63.5%	83.8%	77.6%	Institutional Priority: Increase Prestige
Mean	2.86	3.21	3.10	2.89	3.17	3.09	2.80	3.27	3.12	
Standard deviation	0.91	0.81	0.89	0.92	0.82	0.89	0.89	0.80	0.89	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	-0.43	-0.27	-	-0.34	-0.22	-	-0.59	-0.36	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Priorities**  
HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
<b>To create a diverse multi-cultural campus environment</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	35.2%	50.0%	49.7%	39.3%	49.7%	50.1%	28.0%	50.4%	49.2%	
Mean	2.26	2.52	2.50	2.32	2.51	2.50	2.14	2.53	2.50	
Standard deviation	0.85	0.86	0.87	0.86	0.85	0.85	0.82	0.89	0.89	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.30	-0.28	-	-0.22	-0.21	-	-0.44	-0.40	
<b>To promote gender equity among faculty</b>										
Highest priority / High priority	41.4%	47.8%	47.3%	50.9%	55.0%	54.8%	24.5%	36.0%	35.8%	
Mean	2.25	2.42	2.41	2.44	2.55	2.55	1.91	2.20	2.19	
Standard deviation	0.89	0.86	0.87	0.87	0.80	0.82	0.84	0.92	0.91	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.20	-0.18	-	-0.14	-0.13	-	-0.32	-0.31	
<b>To provide resources for faculty to engage in community-based teaching or research</b>										Institutional Priority: Civic Engagement
Highest priority / High priority	29.9%	29.1%	29.5%	32.5%	27.6%	28.0%	25.3%	31.5%	31.9%	
Mean	2.05	2.07	2.08	2.10	2.04	2.05	1.95	2.11	2.13	
Standard deviation	0.88	0.85	0.85	0.89	0.83	0.83	0.86	0.88	0.88	
Significance	-			-			-		*	
Effect size	-	-0.02	-0.04	-	0.07	0.06	-	-0.18	-0.20	
<b>To create and sustain partnerships with surrounding communities</b>										Institutional Priority: Civic Engagement
Highest priority / High priority	46.1%	39.6%	42.5%	46.7%	37.2%	40.2%	45.2%	43.4%	46.0%	
Mean	2.36	2.29	2.35	2.34	2.22	2.30	2.40	2.39	2.42	
Standard deviation	0.86	0.87	0.87	0.88	0.84	0.84	0.83	0.91	0.90	
Significance	-			-			-			
Effect size	-	0.08	0.01	-	0.14	0.05	-	0.01	-0.02	
<b>To pursue extramural funding</b>										
Highest priority / High priority	86.2%	81.2%	72.5%	88.6%	80.3%	73.0%	82.1%	82.5%	71.7%	
Mean	3.33	3.20	3.02	3.37	3.17	3.03	3.25	3.26	3.02	
Standard deviation	0.78	0.85	0.93	0.75	0.86	0.92	0.82	0.84	0.95	
Significance	-	*	***	-	**	***	-		*	
Effect size	-	0.15	0.33	-	0.23	0.37	-	-0.01	0.24	



2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Priorities**  
HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
<b>To increase the representation of minorities in the faculty and administration</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	27.7%	40.7%	40.2%	31.2%	41.5%	41.1%	21.5%	39.6%	38.9%	
Mean	2.08	2.34	2.32	2.16	2.34	2.34	1.96	2.32	2.29	
Standard deviation	0.84	0.81	0.83	0.86	0.78	0.80	0.81	0.87	0.87	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.32	-0.29	-	-0.23	-0.23	-	-0.41	-0.38	
<b>To strengthen links with the for-profit, corporate sector</b>										
Highest priority / High priority	55.8%	56.9%	52.5%	55.4%	55.8%	52.4%	56.5%	58.7%	52.7%	
Mean	2.63	2.66	2.56	2.61	2.62	2.55	2.66	2.72	2.59	
Standard deviation	0.97	0.93	0.94	0.93	0.91	0.92	1.04	0.96	0.97	
Significance	-			-			-			
Effect size	-	-0.03	0.07	-	-0.01	0.07	-	-0.06	0.07	
<b>To develop leadership ability among students</b>										
Highest priority / High priority	51.8%	44.8%	48.5%	55.7%	43.4%	47.7%	44.6%	47.0%	49.9%	
Mean	2.49	2.41	2.48	2.56	2.37	2.45	2.38	2.46	2.51	
Standard deviation	0.83	0.84	0.84	0.84	0.82	0.83	0.82	0.86	0.85	
Significance	-			-	**		-			
Effect size	-	0.10	0.01	-	0.23	0.13	-	-0.09	-0.15	
<b>To increase the representation of women in the faculty and administration</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	33.2%	36.9%	36.1%	38.5%	42.0%	41.6%	23.7%	28.3%	27.5%	
Mean	2.16	2.27	2.25	2.30	2.37	2.37	1.90	2.09	2.07	
Standard deviation	0.85	0.82	0.83	0.82	0.78	0.79	0.86	0.86	0.86	
Significance	-	*		-			-	*		
Effect size	-	-0.13	-0.11	-	-0.09	-0.09	-	-0.22	-0.20	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Institutional Priorities**  
HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
<b>To develop an appreciation for multiculturalism</b>										Institutional Priority: Commitment to Diversity
Highest priority / High priority	37.9%	49.3%	47.6%	44.3%	49.3%	48.1%	26.6%	49.4%	46.9%	
Mean	2.30	2.50	2.47	2.41	2.49	2.47	2.11	2.51	2.46	
Standard deviation	0.83	0.84	0.85	0.82	0.81	0.83	0.82	0.88	0.89	
Significance	-	***	**	-			-	***	***	
Effect size	-	-0.24	-0.20	-	-0.10	-0.07	-	-0.45	-0.39	
Please indicate your agreement with each of the following statements:										
<b>Colleges should be actively involved in solving social problems</b>										Civic Minded Values
Agree strongly / Agree somewhat	75.8%	76.7%	76.5%	72.7%	73.7%	73.6%	81.3%	81.5%	80.8%	
Mean	2.97	2.95	2.94	2.85	2.88	2.87	3.18	3.06	3.05	
Standard deviation	0.79	0.78	0.77	0.78	0.80	0.79	0.75	0.73	0.72	
Significance	-			-			-			
Effect size	-	0.03	0.04	-	-0.04	-0.03	-	0.16	0.18	
<b>Colleges should encourage students to be involved in community service activities</b>										Civic Minded Values
Agree strongly / Agree somewhat	88.2%	85.4%	86.8%	83.9%	82.1%	83.5%	95.8%	90.6%	91.8%	
Mean	3.16	3.09	3.13	3.04	3.01	3.05	3.38	3.24	3.26	
Standard deviation	0.67	0.68	0.68	0.70	0.68	0.70	0.57	0.66	0.63	
Significance	-			-			-	*		
Effect size	-	0.10	0.04	-	0.04	-0.01	-	0.21	0.19	
<b>Colleges should be concerned with facilitating undergraduate students' spiritual development</b>										
Agree strongly / Agree somewhat	17.1%	22.0%	25.7%	19.9%	22.8%	26.5%	12.5%	20.6%	24.4%	
Mean	1.77	1.83	1.91	1.78	1.84	1.92	1.76	1.82	1.89	
Standard deviation	0.81	0.86	0.89	0.89	0.87	0.91	0.66	0.83	0.87	
Significance	-		*	-		*	-			
Effect size	-	-0.07	-0.16	-	-0.07	-0.15	-	-0.07	-0.15	

2010-11 HERI Faculty Survey  
 Full-time Undergraduate Faculty  
**Institutional Priorities**  
 HERI Theme

**Institutional Priorities** - These items gauge faculty opinion on various types of institutional priorities.

See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges have a responsibility to work with their surrounding communities to address local issues										Civic Minded Values
Agree strongly / Agree somewhat	88.6%	86.5%	87.6%	86.9%	84.3%	85.6%	91.7%	90.3%	90.8%	
Mean	3.16	3.10	3.13	3.10	3.02	3.05	3.28	3.23	3.24	
Standard deviation	0.63	0.69	0.67	0.63	0.70	0.69	0.61	0.65	0.64	
Significance	-			-			-			
Effect size	-	0.09	0.04	-	0.11	0.07	-	0.08	0.06	
This institution should not offer remedial/developmental education										
Agree strongly / Agree somewhat	25.5%	19.5%	22.7%	28.8%	22.9%	26.2%	19.8%	13.8%	17.4%	
Mean	2.01	1.89	1.96	2.09	1.99	2.05	1.88	1.74	1.81	
Standard deviation	0.84	0.81	0.85	0.85	0.82	0.86	0.82	0.77	0.81	
Significance	-	*		-			-			
Effect size	-	0.15	0.06	-	0.12	0.05	-	0.18	0.09	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Interaction with Students**  
HERI Theme

**Interaction with Students** - These items relate to the amount and types of interactions faculty have with students on campus.

See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>During the past two years, have you engaged in any of the following activities?</b>										Civic Minded Practice
Advised student groups involved in service/volunteer work	44.7%	40.8%	42.3%	41.1%	38.0%	39.7%	51.0%	45.3%	46.3%	
Engaged undergraduates on <u>your</u> research project	56.4%	48.9%	49.5%	63.7%	53.9%	54.5%	43.8%	40.9%	41.8%	
Worked with undergraduates on a research project	65.8%	60.1%	62.2%	71.4%	63.8%	66.1%	55.8%	54.0%	56.2%	
Supervised an undergraduate thesis	21.2%	32.9%	33.1%	25.6%	35.0%	34.6%	13.5%	29.6%	30.9%	
<b>Indicate how well each of the following describes your college or university:</b>										
<b>It is easy for students to see faculty outside of regular office hours</b>										
Very descriptive / Somewhat descriptive	95.0%	93.7%	94.1%	95.8%	94.9%	94.8%	93.6%	91.9%	93.1%	
Mean	2.52	2.38	2.44	2.55	2.41	2.46	2.48	2.34	2.42	
Standard deviation	0.59	0.60	0.60	0.58	0.59	0.59	0.62	0.62	0.62	
Significance	-	***	*	-	**		-	*		
Effect size	-	0.23	0.13	-	0.24	0.15	-	0.23	0.10	
<b>Most students are treated like "numbers in a book"</b>										
Very descriptive / Somewhat descriptive	22.4%	34.5%	28.1%	22.6%	35.5%	28.9%	22.1%	32.8%	26.8%	
Mean	1.26	1.41	1.33	1.25	1.42	1.34	1.27	1.39	1.32	
Standard deviation	0.51	0.60	0.57	0.49	0.61	0.57	0.55	0.59	0.56	
Significance	-	***	*	-	***	*	-			
Effect size	-	-0.25	-0.12	-	-0.28	-0.16	-	-0.20	-0.09	
<b>Faculty are rewarded for being good teachers</b>										
Very descriptive / Somewhat descriptive	61.2%	70.0%	70.8%	62.5%	69.4%	70.4%	58.9%	71.0%	71.2%	
Mean	1.71	1.84	1.86	1.74	1.84	1.86	1.65	1.86	1.87	
Standard deviation	0.64	0.65	0.66	0.66	0.65	0.66	0.60	0.65	0.65	
Significance	-	**	***	-		*	-	**	**	
Effect size	-	-0.20	-0.23	-	-0.15	-0.18	-	-0.32	-0.34	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Interaction with Students**  
HERI Theme

**Interaction with Students** - These items relate to the amount and types of interactions faculty have with students on campus.

See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
<b>Students</b>										Career Related Stress
Extensive / Somewhat	56.0%	59.8%	60.2%	54.3%	56.3%	56.6%	59.2%	65.6%	65.7%	
Mean	1.63	1.66	1.67	1.59	1.61	1.62	1.69	1.73	1.74	
Standard deviation	0.61	0.58	0.59	0.58	0.57	0.58	0.64	0.59	0.60	
Significance	-			-			-			
Effect size	-	-0.05	-0.07	-	-0.04	-0.05	-	-0.07	-0.08	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
<b>Faculty are interested in students' personal problems</b>										
Agree strongly / Agree somewhat	82.7%	78.3%	80.1%	82.2%	77.1%	78.6%	83.9%	80.3%	82.4%	
Mean	2.95	2.89	2.94	2.93	2.85	2.90	2.99	2.96	2.99	
Standard deviation	0.64	0.65	0.67	0.64	0.63	0.66	0.63	0.66	0.67	
Significance	-			-			-			
Effect size	-	0.09	0.01	-	0.13	0.05	-	0.05	0.00	
<b>Faculty feel that most students are well-prepared academically</b>										
Agree strongly / Agree somewhat	38.7%	35.5%	40.7%	39.9%	35.1%	40.2%	36.6%	36.2%	41.5%	
Mean	2.26	2.23	2.32	2.26	2.21	2.31	2.26	2.26	2.33	
Standard deviation	0.74	0.76	0.81	0.77	0.75	0.81	0.71	0.77	0.82	
Significance	-			-			-			
Effect size	-	0.04	-0.07	-	0.07	-0.06	-	0.00	-0.09	
<b>Faculty here are strongly interested in the academic problems of undergraduates</b>										
Agree strongly / Agree somewhat	85.0%	82.1%	84.2%	87.5%	82.2%	84.5%	80.6%	81.8%	83.7%	
Mean	3.07	3.07	3.14	3.09	3.07	3.13	3.04	3.08	3.15	
Standard deviation	0.68	0.71	0.72	0.66	0.70	0.71	0.72	0.72	0.73	
Significance	-			-			-			
Effect size	-	0.00	-0.10	-	0.03	-0.06	-	-0.06	-0.15	

**Habits of Mind** - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In your interactions with undergraduates, how often do you encourage them to:</b>										
<b>Ask questions in class</b>										
Frequently / Occasionally	94.1%	96.9%	97.0%	93.9%	97.0%	97.4%	94.7%	96.5%	96.6%	
Mean	2.81	2.88	2.89	2.80	2.88	2.88	2.83	2.89	2.90	
Standard deviation	0.52	0.41	0.40	0.53	0.41	0.39	0.50	0.41	0.40	
Significance	-	**	**	-	*	*	-			
Effect size	-	-0.17	-0.20	-	-0.20	-0.21	-	-0.15	-0.18	
<b>Support their opinions with a logical argument</b>										
Frequently / Occasionally	92.6%	96.4%	96.5%	91.4%	96.3%	96.6%	94.6%	96.4%	96.5%	
Mean	2.63	2.76	2.76	2.58	2.74	2.75	2.72	2.78	2.79	
Standard deviation	0.62	0.51	0.50	0.65	0.51	0.51	0.56	0.50	0.49	
Significance	-	***	***	-	***	***	-			
Effect size	-	-0.25	-0.26	-	-0.31	-0.33	-	-0.12	-0.14	
<b>Seek solutions to problems and explain them to others</b>										
Frequently / Occasionally	92.1%	94.9%	95.3%	91.4%	94.7%	95.2%	93.5%	95.2%	95.5%	
Mean	2.60	2.62	2.64	2.55	2.60	2.62	2.68	2.65	2.67	
Standard deviation	0.63	0.58	0.57	0.65	0.59	0.58	0.59	0.57	0.56	
Significance	-			-			-			
Effect size	-	-0.03	-0.07	-	-0.08	-0.12	-	0.05	0.02	
<b>Revise their papers to improve their writing</b>										
Frequently / Occasionally	85.1%	87.0%	87.2%	85.9%	85.5%	85.8%	83.7%	89.4%	89.3%	
Mean	2.31	2.38	2.39	2.31	2.33	2.33	2.30	2.48	2.49	
Standard deviation	0.72	0.71	0.70	0.71	0.71	0.71	0.74	0.68	0.68	
Significance	-			-			-	*	**	
Effect size	-	-0.10	-0.11	-	-0.03	-0.03	-	-0.26	-0.28	
<b>Evaluate the quality or reliability of information they receive</b>										
Frequently / Occasionally	91.0%	94.2%	94.6%	91.4%	93.6%	94.1%	90.3%	95.1%	95.5%	
Mean	2.56	2.59	2.61	2.55	2.55	2.56	2.58	2.66	2.68	
Standard deviation	0.65	0.60	0.59	0.65	0.61	0.60	0.66	0.57	0.55	
Significance	-			-			-			
Effect size	-	-0.05	-0.08	-	0.00	-0.02	-	-0.14	-0.18	

**Habits of Mind** - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In your interactions with undergraduates, how often do you encourage them to:</b>										
<b>Take risks for potential gains</b>										
Frequently / Occasionally	80.4%	82.2%	82.4%	77.9%	80.7%	81.1%	84.7%	84.8%	84.5%	
Mean	2.15	2.18	2.18	2.10	2.14	2.15	2.23	2.24	2.23	
Standard deviation	0.72	0.71	0.71	0.73	0.71	0.71	0.70	0.70	0.70	
Significance	-			-			-			
Effect size	-	-0.04	-0.04	-	-0.06	-0.07	-	-0.01	0.00	
<b>Seek alternative solutions to a problem</b>										
Frequently / Occasionally	94.2%	93.8%	94.5%	93.9%	93.5%	94.4%	94.7%	94.0%	94.4%	
Mean	2.54	2.50	2.52	2.49	2.46	2.49	2.61	2.55	2.56	
Standard deviation	0.61	0.61	0.60	0.61	0.61	0.60	0.59	0.61	0.60	
Significance	-			-			-			
Effect size	-	0.07	0.03	-	0.05	0.00	-	0.10	0.08	
<b>Look up scientific research articles and resources</b>										
Frequently / Occasionally	87.5%	87.6%	88.0%	86.5%	88.5%	88.7%	89.2%	86.2%	86.7%	
Mean	2.36	2.42	2.44	2.34	2.41	2.42	2.40	2.45	2.47	
Standard deviation	0.69	0.70	0.70	0.70	0.69	0.69	0.68	0.72	0.72	
Significance	-			-			-			
Effect size	-	-0.09	-0.11	-	-0.10	-0.12	-	-0.07	-0.10	
<b>Explore topics on their own, even though it was not required for a class</b>										
Frequently / Occasionally	91.8%	94.5%	94.7%	91.4%	94.3%	94.7%	92.4%	94.8%	94.7%	
Mean	2.45	2.47	2.48	2.40	2.44	2.46	2.52	2.51	2.51	
Standard deviation	0.64	0.60	0.60	0.64	0.60	0.60	0.64	0.59	0.60	
Significance	-			-			-			
Effect size	-	-0.03	-0.05	-	-0.07	-0.10	-	0.02	0.02	
<b>Accept mistakes as part of the learning process</b>										
Frequently / Occasionally	93.8%	95.7%	96.1%	93.8%	95.3%	95.9%	93.6%	96.2%	96.4%	
Mean	2.62	2.64	2.67	2.58	2.61	2.64	2.68	2.70	2.71	
Standard deviation	0.60	0.56	0.55	0.61	0.57	0.56	0.59	0.54	0.53	
Significance	-			-			-			
Effect size	-	-0.04	-0.09	-	-0.05	-0.11	-	-0.04	-0.06	

**Habits of Mind** - These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
<b>In your interactions with undergraduates, how often do you encourage them to:</b>										
<b>Seek feedback on their academic work</b>										
Frequently / Occasionally	92.9%	95.2%	95.5%	93.3%	95.1%	95.5%	92.4%	95.2%	95.4%	
Mean	2.58	2.64	2.65	2.56	2.59	2.61	2.60	2.72	2.73	
Standard deviation	0.62	0.57	0.56	0.62	0.58	0.57	0.63	0.55	0.54	
Significance	-		*	-			-	*	*	
Effect size	-	-0.11	-0.13	-	-0.05	-0.09	-	-0.22	-0.24	
<b>Integrate skills and knowledge from different sources and experiences</b>										
Frequently / Occasionally	93.8%	95.6%	95.9%	93.3%	94.9%	95.4%	94.6%	96.8%	96.7%	
Mean	2.65	2.68	2.70	2.61	2.64	2.65	2.72	2.76	2.77	
Standard deviation	0.59	0.55	0.54	0.61	0.58	0.56	0.56	0.50	0.50	
Significance	-			-			-			
Effect size	-	-0.05	-0.09	-	-0.05	-0.07	-	-0.08	-0.10	



**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.  
See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which you:										
Achieve a healthy balance between your personal life and your professional life										
To a great extent / To some extent	74.2%	83.3%	82.5%	79.8%	86.3%	85.7%	64.5%	78.6%	77.3%	
Mean	1.95	2.14	2.14	2.05	2.23	2.23	1.78	2.00	2.00	
Standard deviation	0.69	0.68	0.69	0.68	0.67	0.68	0.67	0.66	0.68	
Significance	-	***	***	-	***	***	-	**	**	
Effect size	-	-0.28	-0.28	-	-0.27	-0.26	-	-0.33	-0.32	
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar										
To a great extent / To some extent	73.1%	65.9%	64.7%	67.3%	60.9%	59.6%	83.3%	74.1%	72.4%	
Mean	2.07	1.96	1.94	1.95	1.87	1.85	2.28	2.09	2.06	
Standard deviation	0.78	0.80	0.80	0.78	0.80	0.80	0.74	0.78	0.78	
Significance	-	*	**	-			-	*	**	
Effect size	-	0.14	0.16	-	0.10	0.13	-	0.24	0.28	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Managing household responsibilities										
Extensive / Somewhat	75.8%	75.1%	75.0%	74.3%	70.8%	71.6%	78.5%	81.9%	80.4%	
Mean	1.96	1.94	1.94	1.90	1.86	1.87	2.06	2.07	2.05	
Standard deviation	0.67	0.66	0.66	0.64	0.65	0.65	0.70	0.65	0.66	
Significance	-			-			-			
Effect size	-	0.03	0.03	-	0.06	0.05	-	-0.02	0.02	
Child care										
Extensive / Somewhat	51.8%	56.4%	55.9%	44.5%	51.2%	50.5%	70.0%	65.8%	65.2%	
Mean	1.61	1.74	1.74	1.49	1.64	1.64	1.90	1.94	1.92	
Standard deviation	0.65	0.74	0.75	0.60	0.69	0.71	0.71	0.78	0.78	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.18	-0.17	-	-0.22	-0.21	-	-0.05	-0.03	

**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.

See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
<b>Care of elderly parent</b>										
Extensive / Somewhat	46.3%	49.9%	50.0%	45.6%	44.9%	45.2%	47.6%	58.7%	57.5%	
Mean	1.56	1.63	1.63	1.53	1.53	1.55	1.62	1.80	1.77	
Standard deviation	0.66	0.70	0.71	0.63	0.64	0.66	0.73	0.76	0.75	
Significance	-			-			-			
Effect size	-	-0.10	-0.10	-	0.00	-0.03	-	-0.24	-0.20	
<b>My physical health</b>										
Extensive / Somewhat	56.8%	53.2%	53.7%	56.8%	50.0%	51.0%	56.8%	58.3%	57.9%	
Mean	1.67	1.61	1.62	1.65	1.55	1.57	1.72	1.71	1.69	
Standard deviation	0.66	0.63	0.63	0.63	0.59	0.61	0.71	0.68	0.66	
Significance	-			-	*		-			
Effect size	-	0.10	0.08	-	0.17	0.13	-	0.01	0.05	
<b>Health of spouse/partner</b>										
Extensive / Somewhat	48.1%	45.2%	44.4%	52.9%	47.4%	47.1%	38.1%	40.8%	39.8%	
Mean	1.59	1.52	1.52	1.65	1.53	1.54	1.49	1.50	1.48	
Standard deviation	0.68	0.62	0.63	0.68	0.61	0.62	0.68	0.66	0.65	
Significance	-			-	*	*	-			
Effect size	-	0.11	0.11	-	0.20	0.18	-	-0.02	0.02	
<b>Review/promotion process</b>										
Extensive / Somewhat	65.2%	59.1%	58.1%	63.3%	55.0%	52.9%	68.8%	65.9%	66.3%	
Mean	1.94	1.79	1.79	1.91	1.72	1.70	2.00	1.92	1.92	
Standard deviation	0.80	0.75	0.76	0.80	0.74	0.74	0.80	0.77	0.77	
Significance	-	**	**	-	**	***	-			
Effect size	-	0.20	0.20	-	0.26	0.28	-	0.10	0.10	
<b>Subtle discrimination (e.g., prejudice, racism, sexism)</b>										
Extensive / Somewhat	27.5%	28.1%	28.8%	16.2%	20.5%	20.6%	46.1%	40.1%	41.1%	
Mean	1.36	1.35	1.35	1.22	1.26	1.25	1.61	1.50	1.51	
Standard deviation	0.64	0.60	0.60	0.53	0.54	0.52	0.73	0.66	0.67	
Significance	-			-			-			
Effect size	-	0.02	0.02	-	-0.07	-0.06	-	0.17	0.15	

**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.

See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
<b>Personal finances</b>										
Extensive / Somewhat	69.3%	64.2%	64.5%	67.7%	62.1%	62.7%	72.3%	67.6%	67.1%	
Mean	1.91	1.82	1.82	1.87	1.77	1.79	1.98	1.91	1.89	
Standard deviation	0.72	0.71	0.71	0.71	0.69	0.70	0.73	0.74	0.73	
Significance	-	*	*	-			-			
Effect size	-	0.13	0.13	-	0.14	0.11	-	0.09	0.12	
<b>Committee work</b>										Career Related Stress
Extensive / Somewhat	66.8%	62.3%	62.5%	64.2%	59.7%	59.9%	71.6%	66.8%	66.6%	
Mean	1.78	1.74	1.74	1.76	1.70	1.70	1.83	1.80	1.80	
Standard deviation	0.63	0.65	0.65	0.65	0.64	0.64	0.61	0.66	0.66	
Significance	-			-			-			
Effect size	-	0.06	0.06	-	0.09	0.09	-	0.05	0.05	
<b>Faculty meetings</b>										
Extensive / Somewhat	59.3%	53.2%	53.7%	61.8%	51.5%	51.8%	54.9%	56.0%	56.5%	
Mean	1.73	1.64	1.64	1.75	1.61	1.61	1.70	1.67	1.69	
Standard deviation	0.69	0.66	0.66	0.68	0.66	0.65	0.72	0.67	0.68	
Significance	-	*	*	-	**	**	-			
Effect size	-	0.14	0.14	-	0.21	0.22	-	0.04	0.01	
<b>Colleagues</b>										Career Related Stress
Extensive / Somewhat	62.6%	62.4%	62.5%	62.3%	59.4%	59.7%	63.2%	67.3%	66.6%	
Mean	1.76	1.75	1.76	1.76	1.70	1.71	1.75	1.83	1.83	
Standard deviation	0.67	0.67	0.67	0.68	0.65	0.66	0.65	0.68	0.69	
Significance	-			-			-			
Effect size	-	0.01	0.00	-	0.09	0.08	-	-0.12	-0.12	
<b>Students</b>										
Extensive / Somewhat	56.0%	59.8%	60.2%	54.3%	56.3%	56.6%	59.2%	65.6%	65.7%	
Mean	1.63	1.66	1.67	1.59	1.61	1.62	1.69	1.73	1.74	
Standard deviation	0.61	0.58	0.59	0.58	0.57	0.58	0.64	0.59	0.60	
Significance	-			-			-			
Effect size	-	-0.05	-0.07	-	-0.04	-0.05	-	-0.07	-0.08	

**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.  
See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Research or publishing demands										Career Related Stress
Extensive / Somewhat	76.1%	74.8%	73.0%	76.2%	73.0%	71.3%	75.9%	78.1%	75.8%	
Mean	2.02	2.01	1.97	2.00	1.96	1.93	2.07	2.08	2.04	
Standard deviation	0.71	0.71	0.71	0.69	0.71	0.71	0.74	0.72	0.72	
Significance	-			-			-			
Effect size	-	0.01	0.07	-	0.06	0.10	-	-0.01	0.04	
Institutional procedures and “red tape”										Career Related Stress
Extensive / Somewhat	87.7%	76.2%	73.6%	86.8%	76.6%	74.0%	89.3%	75.7%	73.2%	
Mean	2.28	1.98	1.94	2.27	1.99	1.93	2.29	1.98	1.94	
Standard deviation	0.67	0.68	0.68	0.68	0.67	0.67	0.65	0.68	0.69	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.44	0.50	-	0.42	0.51	-	0.46	0.51	
Teaching load										Career Related Stress
Extensive / Somewhat	65.0%	58.4%	59.6%	66.1%	57.3%	57.8%	63.0%	60.2%	62.5%	
Mean	1.86	1.74	1.77	1.87	1.70	1.72	1.86	1.80	1.84	
Standard deviation	0.74	0.71	0.72	0.73	0.68	0.69	0.76	0.75	0.75	
Significance	-	**	*	-	**	**	-			
Effect size	-	0.17	0.13	-	0.25	0.22	-	0.08	0.03	
Children’s problems										
Extensive / Somewhat	45.7%	47.4%	47.1%	44.9%	41.8%	42.7%	47.2%	57.2%	55.0%	
Mean	1.55	1.57	1.57	1.53	1.49	1.50	1.60	1.71	1.68	
Standard deviation	0.66	0.66	0.66	0.64	0.62	0.64	0.72	0.70	0.69	
Significance	-			-			-			
Effect size	-	-0.03	-0.03	-	0.06	0.05	-	-0.16	-0.12	
Friction with spouse/partner										
Extensive / Somewhat	36.2%	33.6%	34.3%	37.1%	32.4%	33.7%	34.7%	35.9%	35.3%	
Mean	1.46	1.39	1.40	1.46	1.38	1.39	1.47	1.43	1.43	
Standard deviation	0.67	0.59	0.60	0.65	0.58	0.58	0.70	0.62	0.63	
Significance	-			-			-			
Effect size	-	0.12	0.10	-	0.14	0.12	-	0.06	0.06	

**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.

See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
<b>Lack of personal time</b>										Career Related Stress
Extensive / Somewhat	87.1%	82.2%	82.6%	83.3%	78.6%	79.0%	93.7%	88.3%	88.3%	
Mean	2.24	2.14	2.15	2.18	2.04	2.06	2.36	2.29	2.29	
Standard deviation	0.67	0.69	0.69	0.69	0.69	0.69	0.60	0.66	0.66	
Significance	-	*	*	-	*	*	-			
Effect size	-	0.14	0.13	-	0.20	0.17	-	0.11	0.11	
<b>Keeping up with information technology</b>										
Extensive / Somewhat	56.9%	52.5%	53.2%	53.3%	49.1%	50.3%	63.1%	58.1%	57.6%	
Mean	1.66	1.60	1.60	1.60	1.55	1.56	1.76	1.67	1.67	
Standard deviation	0.63	0.62	0.62	0.61	0.61	0.61	0.66	0.64	0.63	
Significance	-			-			-			
Effect size	-	0.10	0.10	-	0.08	0.07	-	0.14	0.14	
<b>Job security</b>										
Extensive / Somewhat	51.1%	39.4%	38.5%	46.4%	34.6%	34.5%	59.6%	47.2%	44.7%	
Mean	1.66	1.52	1.51	1.61	1.45	1.45	1.74	1.63	1.59	
Standard deviation	0.72	0.71	0.70	0.73	0.67	0.67	0.70	0.75	0.73	
Significance	-	**	***	-	**	**	-		*	
Effect size	-	0.20	0.21	-	0.24	0.24	-	0.15	0.21	
<b>Being part of a dual career couple</b>										
Extensive / Somewhat	54.4%	50.9%	50.3%	50.7%	45.2%	44.6%	61.4%	61.0%	59.7%	
Mean	1.68	1.65	1.63	1.61	1.56	1.54	1.81	1.80	1.78	
Standard deviation	0.70	0.71	0.70	0.67	0.69	0.66	0.75	0.73	0.74	
Significance	-			-			-			
Effect size	-	0.04	0.07	-	0.07	0.11	-	0.01	0.04	
<b>Working with underprepared students</b>										
Extensive / Somewhat	73.3%	76.6%	74.1%	72.9%	75.4%	72.6%	74.2%	78.6%	76.2%	
Mean	1.92	1.96	1.94	1.90	1.93	1.91	1.96	1.99	1.98	
Standard deviation	0.67	0.65	0.67	0.66	0.65	0.67	0.69	0.65	0.68	
Significance	-			-			-			
Effect size	-	-0.06	-0.03	-	-0.05	-0.01	-	-0.05	-0.03	

**Health and Wellness** - These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.

See CIRP Construct: Career Related Stress

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
<b>Self-imposed high expectations</b>										Career Related Stress
Extensive / Somewhat	84.8%	85.5%	85.2%	80.8%	83.4%	82.8%	91.6%	88.8%	88.9%	
Mean	2.15	2.17	2.17	2.09	2.12	2.12	2.25	2.25	2.25	
Standard deviation	0.66	0.66	0.66	0.68	0.66	0.67	0.60	0.64	0.64	
Significance	-			-			-			
Effect size	-	-0.03	-0.03	-	-0.05	-0.04	-	0.00	0.00	
<b>Change in work responsibilities</b>										
Extensive / Somewhat	54.0%	51.4%	50.4%	48.8%	45.8%	44.5%	63.1%	60.6%	59.6%	
Mean	1.69	1.65	1.62	1.61	1.55	1.53	1.83	1.80	1.77	
Standard deviation	0.72	0.70	0.69	0.70	0.66	0.65	0.74	0.74	0.73	
Significance	-			-			-			
Effect size	-	0.06	0.10	-	0.09	0.12	-	0.04	0.08	
<b>Institutional budget cuts</b>										
Extensive / Somewhat	95.8%	85.7%	77.4%	96.4%	84.3%	75.1%	94.7%	88.1%	80.9%	
Mean	2.55	2.19	2.07	2.59	2.16	2.03	2.47	2.24	2.13	
Standard deviation	0.58	0.66	0.72	0.56	0.67	0.73	0.60	0.65	0.70	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.55	0.67	-	0.64	0.77	-	0.35	0.49	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Relationship with Administration**  
HERI Theme

**Relationship with Administration** - These items relate to faculty perception and experience with the campus administration.  
See CIRP Construct: Job Satisfaction-Workplace

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
<b>The faculty are typically at odds with campus administration</b>										
Very descriptive / Somewhat descriptive	84.0%	70.1%	66.6%	82.7%	70.9%	66.3%	86.3%	68.9%	67.0%	
Mean	2.15	1.91	1.87	2.15	1.93	1.86	2.14	1.90	1.87	
Standard deviation	0.67	0.71	0.72	0.69	0.71	0.72	0.63	0.71	0.72	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	0.34	0.39	-	0.31	0.40	-	0.34	0.38	
<b>Administrators consider faculty concerns when making policy</b>										
Very descriptive / Somewhat descriptive	58.4%	71.3%	72.1%	63.1%	71.1%	72.7%	50.0%	71.9%	71.1%	
Mean	1.66	1.85	1.87	1.73	1.85	1.88	1.54	1.85	1.85	
Standard deviation	0.62	0.63	0.64	0.63	0.64	0.64	0.58	0.62	0.64	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	-0.30	-0.33	-	-0.19	-0.23	-	-0.50	-0.48	
<b>The administration is open about its policies</b>										
Very descriptive / Somewhat descriptive	58.8%	70.8%	70.5%	59.5%	68.9%	69.7%	57.4%	74.0%	71.8%	
Mean	1.68	1.87	1.88	1.70	1.84	1.87	1.63	1.91	1.89	
Standard deviation	0.63	0.66	0.67	0.65	0.66	0.67	0.59	0.65	0.67	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	-0.29	-0.30	-	-0.21	-0.25	-	-0.43	-0.39	
<b>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</b>										
<b>Colleagues</b>										Career Related Stress
Extensive / Somewhat	62.6%	62.4%	62.5%	62.3%	59.4%	59.7%	63.2%	67.3%	66.6%	
Mean	1.76	1.75	1.76	1.76	1.70	1.71	1.75	1.83	1.83	
Standard deviation	0.67	0.67	0.67	0.68	0.65	0.66	0.65	0.68	0.69	
Significance	-			-			-			
Effect size	-	0.01	0.00	-	0.09	0.08	-	-0.12	-0.12	

2010-11 HERI Faculty Survey  
Full-time Undergraduate Faculty  
**Relationship with Administration**  
HERI Theme

**Relationship with Administration** - These items relate to faculty perception and experience with the campus administration.  
See CIRP Construct: Job Satisfaction-Workplace

University of Idaho	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
<b>Institutional procedures and "red tape"</b>										Career Related Stress
Extensive / Somewhat	87.7%	76.2%	73.6%	86.8%	76.6%	74.0%	89.3%	75.7%	73.2%	
Mean	2.28	1.98	1.94	2.27	1.99	1.93	2.29	1.98	1.94	
Standard deviation	0.67	0.68	0.68	0.68	0.67	0.67	0.65	0.68	0.69	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.44	0.50	-	0.42	0.51	-	0.46	0.51	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
<b>Student Affairs staff have the support and respect of faculty</b>										
Agree strongly / Agree somewhat	80.5%	75.7%	76.6%	80.0%	73.6%	74.6%	81.3%	79.3%	79.9%	
Mean	2.88	2.86	2.88	2.87	2.82	2.83	2.91	2.94	2.95	
Standard deviation	0.65	0.68	0.68	0.67	0.69	0.68	0.61	0.66	0.67	
Significance	-			-			-			
Effect size	-	0.03	0.00	-	0.07	0.06	-	-0.05	-0.06	
<b>Faculty are sufficiently involved in campus decision making</b>										
Agree strongly / Agree somewhat	41.2%	54.4%	55.9%	42.8%	54.7%	56.7%	38.3%	53.7%	54.7%	
Mean	2.25	2.49	2.52	2.26	2.49	2.52	2.23	2.49	2.52	
Standard deviation	0.87	0.86	0.89	0.90	0.88	0.89	0.84	0.84	0.88	
Significance	-	***	***	-	**	***	-	**	**	
Effect size	-	-0.28	-0.30	-	-0.26	-0.29	-	-0.31	-0.33	
<b>The criteria for advancement and promotion decisions are clear</b>										
Agree strongly / Agree somewhat	62.6%	71.1%	70.8%	67.2%	72.3%	73.0%	54.3%	69.2%	67.2%	
Mean	2.68	2.88	2.88	2.75	2.90	2.92	2.55	2.86	2.81	
Standard deviation	0.90	0.86	0.88	0.89	0.87	0.88	0.91	0.85	0.89	
Significance	-	***	***	-	*	*	-	***	**	
Effect size	-	-0.23	-0.23	-	-0.17	-0.19	-	-0.36	-0.29	