



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

2013-14 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

Southern Utah University

Comparison group 1: Public 4yr Colleges - high
Comparison group 2: Public 4yr Colleges

2014 HERI FACULTY SURVEY

		MD	
1946	East Carolina University	NC	
8206	Florida International University	FL	
461	Florida Memorial University	FL	
1286	Oakland University	MI	
2494	South Dakota State University	SD	
4849	Texas A & M University-Corpus Christi	TX	
7306	The University of Texas at San Antonio	TX	
584	University of Idaho	ID	
1209	University of Massachusetts-Boston	MA	
1584	University of Nebraska at Omaha	NE	
1939	University of North Carolina at Charlotte	NC	
322	University of Northern Colorado	CO	
2415	University of Rhode Island	RI	
Public Universities - medium selectivity			
1279	Michigan State University	MI	
774	Purdue University-Main Campus	IN	
1556	The University of Montana	MT	
5794	University of California-Santa Cruz	CA	
2101	University of Cincinnati-Main Campus	OH	
337	University of Colorado Boulder	CO	
2031	University of North Dakota	ND	
2173	University of Oklahoma Norman Campus	OK	
2764	University of Vermont	VT	
Public Universities - high selectivity			
2437	Clemson University	SC	
2785	College of William and Mary	VA	
2079	Miami University-Oxford	OH	
2088	Ohio State University-Main Campus	OH	
257	University of California-Los Angeles	CA	
383	University of Connecticut	CT	

Private Universities - medium selectivity			
1729	Adelphi University	NY	
9104	American University of Beirut		
5569	Azusa Pacific University	CA	
416	Catholic University of America	DC	
507	Clark Atlanta University	GA	
424	Howard University	DC	
2269	Immaculata University	PA	
2637	Our Lady of the Lake University-San Antonio	TX	
4899	Regent University	VA	
1842	St. John's University-New York	NY	
9115	The American University in Cairo		
2297	Widener University-Main Campus	PA	
Private Universities - high selectivity			
414	American University	DC	
2726	Brigham Young University-Provo	UT	
2251	Drexel University	PA	
2253	Duquesne University	PA	
172	Pepperdine University	CA	
1882	Syracuse University	NY	
Private Universities - very high selectivity			
1142	Boston College	MA	
135	California Institute of Technology	CA	
1184	Northeastern University	MA	
1831	Rensselaer Polytechnic Institute	NY	
703	University of Chicago	IL	
268	University of Southern California	CA	
1987	Wake Forest University	NC	

<u>Nonsectarian 4yr Colleges - low selectivity</u>		
5275	Bay Path College	MA
701	Benedictine University at Springfield	IL
1938	Catawba College	NC
2438	Coker College	SC
9107	Harrisburg University of Science and Technology	PA
6378	Hawaii Pacific University	HI
5254	Husson University	ME
2273	Keystone College	PA
5606	Manor College	PA
1808	Medaille College	NY
7256	Touro College	NY
27	Tuskegee University	AL
6654	Utica College	NY
9103	Western University of the Health Sciences	CA
1212	Wheelock College	MA
<u>Nonsectarian 4yr Colleges - medium selectivity</u>		
599	Aurora University	IL
1834	Daemen College	NY
2072	Hiram College	OH
1084	Hood College	MD
1804	Marymount Manhattan College	NY
1963	Meredith College	NC
2756	Norwich University	VT
2306	Philadelphia University	PA
5588	Point Park University	PA
2308	Robert Morris University	PA
686	Roosevelt University	IL
502	Spelman College	GA
1204	Suffolk University	MA
476	The University of Tampa	FL
2354	Wilkes University	PA
<u>Catholic 4yr Colleges - low selectivity</u>		
1644	College of Saint Elizabeth	NJ
2266	Holy Family University	PA
152	Holy Names University	CA
2952	Marian University	WI
2961	Mount Mary College	WI
5478	Mount Saint Mary College	NY
203	Mount St. Mary's College	CA
5638	Presentation College	SD
1054	Saint Joseph's College of Maine	ME
1675	Saint Peter's University	NJ
2317	Seton Hill University	PA

<u>Nonsectarian 4yr Colleges - high selectivity</u>		
948	Berea College	KY
1947	Elon University	NC
1082	Goucher College	MD
7022	Hampshire College	MA
1777	Hartwick College	NY
1111	McDaniel College	MD
199	Mills College	CA
1809	Nazareth College	NY
683	Principia College	IL
1846	St Lawrence University	NY
2063	The College of Wooster	OH
2844	University of Puget Sound	WA
2302	University of the Sciences	PA
2344	Ursinus College	PA
1211	Wheaton College	MA
<u>Private/Nonsectarian 4yr Colleges - very high selectivity</u>		
2237	Bucknell University	PA
1327	Carleton College	MN
319	Colorado College	CO
2247	Dickinson College	PA
2446	Furman University	SC
2263	Gettysburg College	PA
834	Grinnell College	IA
646	Illinois Wesleyan University	IL
2075	Kenyon College	OH
207	Occidental College	CA
1189	Smith College	MA
2336	Swarthmore College	PA
1891	Vassar College	NY
2867	Whitman College	WA
1213	Williams College	MA
<u>Catholic 4yr Colleges - high selectivity</u>		
1152	College of the Holy Cross	MA
362	Fairfield University	CT
7560	Loyola Marymount University	CA
1086	Loyola University Maryland	MD
1622	Saint Anselm College	NH
781	Saint Mary's College	IN
2974	Saint Norbert College	WI
267	Santa Clara University	CA
2343	University of Scranton	PA
2347	Villanova University	PA

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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.

2013-14 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

Southern Utah University	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	99.3%	98.6%	98.8%	99.0%	98.3%	98.4%	100.0%	99.0%	98.9%	
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	17.1%	17.9%	15.9%	15.5%	17.6%	17.0%	20.0%	18.2%	14.6%	
Taught an interdisciplinary course	22.5%	41.0%	32.0%	25.0%	40.6%	32.1%	18.2%	41.5%	31.9%	
Taught an area studies course (e.g., womens's studies, ethnic studies, LGBTQ studies)	6.7%	14.7%	13.6%	6.3%	9.7%	11.4%	7.3%	20.4%	16.1%	
Taught a service learning course	20.9%	19.8%	19.2%	18.9%	19.6%	18.3%	24.5%	20.0%	20.2%	
Taught an exclusively web-based course at this institution	32.7%	23.5%	27.2%	31.6%	22.6%	23.8%	34.5%	24.5%	31.0%	
Participated in organized activities around enhancing pedagogy and student learning	66.7%	72.5%	72.0%	61.2%	68.9%	66.5%	76.4%	76.6%	78.3%	
Taught a seminar for first-year students	16.6%	19.5%	18.6%	14.4%	19.5%	17.9%	20.4%	19.5%	19.3%	
Taught a capstone course	29.8%	38.5%	36.9%	32.7%	36.6%	36.6%	24.5%	40.7%	37.2%	
Taught in a learning community (e.g., FIG, linked courses)	17.3%	9.0%	9.9%	18.6%	8.2%	10.0%	15.1%	9.9%	9.8%	
Taught a course that meets general education requirements	65.1%	67.9%	64.6%	65.3%	70.6%	68.5%	64.8%	64.7%	60.0%	
How many courses are you teaching this term?										
Mean	3.8	3.1	3.2	3.7	3.1	3.2	3.8	3.1	3.1	
Median	4.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	3.0	
Mode	4	3	3	4	3	3	4	3	3	
How many courses that you are teaching this term are:										
General education courses	1.1	0.9	0.9	1.0	0.9	0.9	1.2	0.9	0.9	
Courses required for an undergraduate major	2.2	2.2	2.4	2.1	2.1	2.7	2.4	2.2	2.1	
Other undergraduate credit courses	0.5	0.6	0.6	0.7	0.6	0.6	0.3	0.6	0.6	
Developmental/remedial courses (not for credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	
Non-credit courses (other than above)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Graduate courses	0.2	0.3	0.3	0.2	0.3	0.3	0.2	0.3	0.3	

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How many of these courses that you are teaching this term are being taught:										
At this institution	3.6	3.3	3.4	3.6	3.4	3.5	3.6	3.2	3.2	
At another institution	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)										
Undergraduate credit courses	100.0%	100.0%	99.7%	100.0%	100.0%	99.5%	0.0%	100.0%	100.0%	
Graduate courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Non-credit courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
I do not teach	0.0%	0.0%	0.3%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	
Total(n)	1	53	123	1	29	59	0	24	64	
Do you teach remedial/developmental skills in any of the following areas?										
Reading	7.1%	3.4%	4.8%	4.0%	3.0%	4.2%	12.5%	3.8%	5.5%	
Writing	11.0%	13.2%	13.0%	6.1%	12.9%	11.5%	19.6%	13.7%	14.7%	
Mathematics	7.7%	5.6%	6.1%	4.0%	6.6%	6.5%	14.3%	4.6%	5.5%	
General academic skills	9.0%	7.4%	9.4%	7.1%	8.3%	9.1%	12.5%	6.2%	9.6%	
Other subject areas	8.4%	5.2%	5.2%	7.1%	5.6%	5.5%	10.7%	4.7%	4.8%	
How often in the past year have you encouraged students to:										
Use different points of view to make an argument										
Frequently / Occasionally	86.0%	90.5%	90.0%	84.5%	91.0%	89.2%	88.7%	89.8%	90.8%	
Mean	2.28	2.43	2.43	2.25	2.41	2.39	2.34	2.45	2.47	
Standard deviation	0.70	0.66	0.67	0.71	0.65	0.67	0.68	0.67	0.66	
Significance	-	**	**	-	*	*	-	-	-	
Effect size	-	-0.23	-0.22	-	-0.25	-0.21	-	-0.16	-0.20	

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Make connections between ideas from different courses										
Frequently / Occasionally	96.0%	97.3%	97.5%	95.9%	96.4%	96.7%	96.2%	98.5%	98.4%	
Mean	2.52	2.65	2.67	2.43	2.57	2.58	2.68	2.75	2.77	
Standard deviation	0.58	0.53	0.52	0.58	0.56	0.56	0.55	0.47	0.46	
Significance	-	**	***	-	*	*	-			
Effect size	-	-0.25	-0.29	-	-0.25	-0.27	-	-0.15	-0.20	
Critically evaluate their position on an issue										
Frequently / Occasionally	90.7%	94.0%	92.5%	90.7%	92.6%	90.0%	90.6%	95.7%	95.3%	
Mean	2.41	2.57	2.55	2.42	2.51	2.46	2.40	2.64	2.65	
Standard deviation	0.66	0.60	0.63	0.66	0.63	0.67	0.66	0.56	0.57	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.27	-0.22	-	-0.14	-0.06	-	-0.43	-0.44	
Recognize the biases that affect their thinking										
Frequently / Occasionally	87.3%	90.5%	89.6%	86.6%	87.1%	87.2%	88.4%	94.6%	92.3%	
Mean	2.34	2.43	2.45	2.31	2.36	2.38	2.40	2.51	2.54	
Standard deviation	0.70	0.66	0.68	0.70	0.70	0.70	0.69	0.60	0.63	
Significance	-			-			-			
Effect size	-	-0.14	-0.16	-	-0.07	-0.10	-	-0.18	-0.22	
Think more broadly about an issue										
Frequently / Occasionally	95.3%	97.3%	96.6%	95.9%	96.6%	95.5%	94.3%	98.3%	98.0%	
Mean	2.54	2.69	2.70	2.53	2.65	2.64	2.58	2.75	2.76	
Standard deviation	0.59	0.52	0.53	0.58	0.55	0.57	0.61	0.47	0.47	
Significance	-	**	***	-	*		-	*	**	
Effect size	-	-0.29	-0.30	-	-0.22	-0.19	-	-0.36	-0.38	
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:										
Engage deeply with a significant challenge or question within your discipline										
Frequently / Occasionally	89.0%	92.6%	92.5%	89.3%	91.4%	91.5%	88.2%	94.3%	93.7%	
Mean	2.38	2.47	2.46	2.35	2.45	2.42	2.43	2.50	2.50	
Standard deviation	0.68	0.63	0.63	0.67	0.65	0.64	0.70	0.60	0.61	
Significance	-			-			-			

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	-0.14	-0.13	-	-0.15	-0.11	-	-0.12	-0.11	

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Write in the specific style or format of your discipline										
Frequently / Occasionally	81.7%	90.8%	90.4%	79.5%	89.0%	89.0%	85.8%	92.8%	92.2%	
Mean	2.27	2.53	2.52	2.26	2.44	2.45	2.29	2.62	2.61	
Standard deviation	0.75	0.66	0.66	0.78	0.68	0.68	0.71	0.62	0.63	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	-0.39	-0.38	-	-0.26	-0.28	-	-0.53	-0.51	
Use research methods from your discipline in field or applied settings										
Frequently / Occasionally	86.8%	86.0%	85.5%	87.1%	84.7%	84.5%	86.3%	87.4%	86.7%	
Mean	2.29	2.34	2.34	2.25	2.27	2.29	2.37	2.42	2.40	
Standard deviation	0.69	0.71	0.72	0.67	0.71	0.72	0.72	0.70	0.71	
Significance	-			-			-			
Effect size	-	-0.07	-0.07	-	-0.03	-0.06	-	-0.07	-0.04	
Apply learning from both academic and field settings										
Frequently / Occasionally	81.4%	80.0%	82.5%	79.8%	77.8%	78.6%	84.4%	82.7%	86.8%	
Mean	2.34	2.26	2.31	2.30	2.19	2.21	2.41	2.34	2.43	
Standard deviation	0.77	0.77	0.75	0.79	0.77	0.77	0.75	0.76	0.71	
Significance	-			-			-			
Effect size	-	0.10	0.04	-	0.14	0.12	-	0.09	-0.03	
Describe how different perspectives would affect the interpretation of a question or issue in your discipline										
Frequently / Occasionally	80.0%	82.7%	83.3%	77.7%	81.6%	81.1%	84.3%	84.0%	85.9%	
Mean	2.14	2.24	2.29	2.11	2.21	2.22	2.20	2.27	2.38	
Standard deviation	0.72	0.73	0.74	0.74	0.73	0.74	0.69	0.72	0.72	
Significance	-		*	-			-			
Effect size	-	-0.14	-0.20	-	-0.14	-0.15	-	-0.10	-0.25	
Weigh the meaning and significance of evidence										
Frequently / Occasionally	87.6%	90.2%	91.3%	89.3%	91.1%	91.2%	84.3%	89.1%	91.4%	
Mean	2.37	2.50	2.50	2.38	2.49	2.48	2.33	2.51	2.52	
Standard deviation	0.70	0.67	0.65	0.67	0.65	0.65	0.74	0.68	0.65	
Significance	-	*	*	-			-		*	
Effect size	-	-0.19	-0.20	-	-0.17	-0.15	-	-0.26	-0.29	

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Discuss the ethical or moral implications of a course of action										
Frequently / Occasionally	79.5%	84.4%	83.5%	79.0%	80.4%	80.8%	80.4%	88.9%	86.6%	
Mean	2.12	2.29	2.29	2.13	2.20	2.19	2.10	2.39	2.39	
Standard deviation	0.72	0.72	0.73	0.73	0.74	0.73	0.70	0.68	0.71	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.24	-0.23	-	-0.09	-0.08	-	-0.43	-0.41	
Work with classmates outside of class										
Frequently / Occasionally	86.8%	90.7%	89.5%	86.2%	89.5%	88.4%	87.8%	92.2%	90.6%	
Mean	2.31	2.43	2.41	2.28	2.38	2.36	2.37	2.48	2.46	
Standard deviation	0.69	0.66	0.67	0.69	0.67	0.68	0.70	0.64	0.66	
Significance	-	*		-			-			
Effect size	-	-0.18	-0.15	-	-0.15	-0.12	-	-0.17	-0.14	
Lead a discussion, activity, or lab										
Frequently / Occasionally	73.6%	81.4%	80.3%	68.0%	76.8%	75.1%	84.0%	86.7%	86.2%	
Mean	2.10	2.25	2.23	2.02	2.18	2.13	2.26	2.33	2.35	
Standard deviation	0.79	0.75	0.76	0.82	0.78	0.78	0.72	0.70	0.71	
Significance	-	*	*	-			-			
Effect size	-	-0.20	-0.17	-	-0.21	-0.14	-	-0.10	-0.13	
Provide and/or receive feedback to classmates about a draft or work still in progress										
Frequently / Occasionally	68.5%	75.7%	74.4%	64.2%	73.0%	72.3%	76.5%	79.0%	76.8%	
Mean	2.01	2.14	2.11	1.91	2.07	2.05	2.22	2.22	2.18	
Standard deviation	0.81	0.78	0.78	0.79	0.78	0.77	0.81	0.77	0.78	
Significance	-			-			-			
Effect size	-	-0.17	-0.13	-	-0.21	-0.18	-	0.00	0.05	
Analyze and interpret data										
Frequently / Occasionally	89.1%	86.6%	89.1%	88.4%	88.0%	89.5%	90.2%	85.1%	88.8%	
Mean	2.36	2.42	2.47	2.38	2.41	2.46	2.31	2.42	2.48	
Standard deviation	0.67	0.71	0.68	0.69	0.69	0.68	0.65	0.74	0.69	
Significance	-			-			-			
Effect size	-	-0.08	-0.16	-	-0.04	-0.12	-	-0.15	-0.25	

2013-14 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

Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Apply mathematical concepts and computational thinking										
Frequently / Occasionally	67.6%	61.2%	65.7%	64.9%	66.1%	68.1%	72.6%	55.5%	62.9%	
Mean	1.97	1.94	2.00	1.96	2.03	2.06	2.00	1.83	1.94	
Standard deviation	0.79	0.84	0.83	0.82	0.84	0.83	0.75	0.83	0.83	
Significance	-			-			-			
Effect size	-	0.04	-0.04	-	-0.08	-0.12	-	0.20	0.07	
In how many of the courses that you teach do you use each of the following?										
Class discussions										Student-Centered Pedagogy
All / Most	78.7%	82.4%	83.7%	73.4%	81.5%	81.4%	88.2%	83.6%	86.3%	
Mean	3.30	3.42	3.43	3.16	3.36	3.36	3.55	3.50	3.50	
Standard deviation	0.93	0.84	0.84	0.99	0.87	0.88	0.76	0.80	0.79	
Significance	-			-	*	*	-			
Effect size	-	-0.14	-0.15	-	-0.23	-0.23	-	0.06	0.06	
Cooperative learning (small groups)										Student-Centered Pedagogy
All / Most	60.2%	66.8%	63.0%	55.3%	60.0%	55.0%	69.4%	74.8%	71.9%	
Mean	2.76	2.98	2.89	2.61	2.80	2.70	3.04	3.19	3.10	
Standard deviation	1.00	0.97	0.99	0.98	0.95	0.98	1.00	0.94	0.96	
Significance	-	*		-			-			
Effect size	-	-0.23	-0.13	-	-0.20	-0.09	-	-0.16	-0.06	
In how many of the courses that you teach do you use each of the following?										
Experiential learning/Field studies										Student-Centered Pedagogy
All / Most	42.8%	32.9%	32.6%	42.5%	30.6%	29.4%	43.1%	35.6%	36.3%	
Mean	2.32	2.13	2.13	2.31	2.07	2.03	2.33	2.19	2.24	
Standard deviation	1.14	1.05	1.04	1.11	1.05	1.04	1.21	1.04	1.04	
Significance	-	*	*	-	*	*	-			
Effect size	-	0.18	0.18	-	0.23	0.27	-	0.13	0.09	

2013-14 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

Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Performances/Demonstrations										
All / Most	45.9%	39.0%	37.9%	45.1%	36.5%	32.9%	47.0%	41.8%	43.4%	
Mean	2.44	2.26	2.24	2.41	2.19	2.12	2.51	2.34	2.38	
Standard deviation	1.18	1.11	1.09	1.15	1.10	1.05	1.24	1.13	1.12	
Significance	-		*	-		*	-			
Effect size	-	0.16	0.18	-	0.20	0.28	-	0.15	0.12	
In how many of the courses that you teach do you use each of the following?										
Group projects										Student-Centered Pedagogy
All / Most	53.1%	50.4%	47.7%	51.1%	47.1%	42.1%	56.9%	54.3%	54.0%	
Mean	2.60	2.61	2.55	2.53	2.55	2.43	2.73	2.69	2.70	
Standard deviation	1.00	1.00	1.02	1.01	1.00	0.99	0.96	1.00	1.04	
Significance	-			-			-			
Effect size	-	-0.01	0.05	-	-0.02	0.10	-	0.04	0.03	
Extensive lecturing										
All / Most	51.1%	48.6%	51.6%	50.0%	57.6%	59.4%	52.9%	38.6%	42.9%	
Mean	2.53	2.49	2.53	2.52	2.65	2.69	2.55	2.30	2.36	
Standard deviation	0.91	0.98	0.99	0.88	0.96	0.95	0.97	0.98	1.01	
Significance	-			-			-			
Effect size	-	0.04	0.00	-	-0.14	-0.18	-	0.26	0.19	
Multiple drafts of written work										
All / Most	25.9%	36.7%	36.5%	24.8%	32.3%	31.5%	28.0%	41.7%	42.2%	
Mean	2.08	2.29	2.29	2.03	2.22	2.20	2.18	2.38	2.40	
Standard deviation	0.97	0.95	0.95	0.95	0.92	0.91	1.00	0.97	0.98	
Significance	-	*	**	-			-			
Effect size	-	-0.22	-0.22	-	-0.21	-0.19	-	-0.21	-0.22	

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Southern Utah University	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?										
Student-selected topics for course content										Student-Centered Pedagogy
All / Most	25.5%	28.1%	27.1%	19.2%	24.0%	23.4%	37.2%	32.8%	31.4%	
Mean	2.08	2.12	2.11	1.94	2.03	2.02	2.33	2.23	2.21	
Standard deviation	1.01	0.96	0.94	0.91	0.94	0.91	1.13	0.97	0.96	
Significance	-			-			-			
Effect size	-	-0.04	-0.03	-	-0.10	-0.09	-	0.10	0.13	
Reflective writing/journaling										Student-Centered Pedagogy
All / Most	34.5%	30.9%	29.3%	29.8%	27.5%	24.4%	43.2%	35.0%	34.9%	
Mean	2.20	2.08	2.06	2.11	1.98	1.94	2.37	2.19	2.20	
Standard deviation	1.06	1.02	1.03	1.02	1.01	1.01	1.11	1.01	1.04	
Significance	-			-			-			
Effect size	-	0.12	0.14	-	0.13	0.17	-	0.18	0.16	
Community service as part of coursework										Civic Minded Practice
All / Most	18.7%	10.0%	11.1%	15.1%	8.4%	7.0%	25.5%	11.7%	15.6%	
Mean	1.78	1.51	1.54	1.69	1.44	1.42	1.96	1.59	1.67	
Standard deviation	0.92	0.77	0.81	0.86	0.73	0.71	1.02	0.79	0.88	
Significance	-	***	***	-	**	***	-	**	*	
Effect size	-	0.35	0.30	-	0.34	0.38	-	0.47	0.33	
In how many of the courses that you teach do you use each of the following?										
Electronic quizzes with immediate feedback in class										
All / Most	24.0%	18.2%	18.8%	22.6%	19.7%	15.3%	26.5%	16.5%	22.7%	
Mean	1.79	1.63	1.66	1.74	1.66	1.55	1.88	1.61	1.78	
Standard deviation	1.05	0.96	1.00	1.04	0.97	0.91	1.07	0.95	1.08	
Significance	-			-			-			
Effect size	-	0.17	0.13	-	0.08	0.21	-	0.28	0.09	

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.
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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Using real-life problems										
All / Most	85.5%	76.4%	77.1%	85.1%	76.1%	73.7%	86.3%	76.6%	80.8%	
Mean	3.41	3.18	3.22	3.40	3.17	3.13	3.43	3.20	3.31	
Standard deviation	0.80	0.95	0.93	0.82	0.98	0.97	0.78	0.91	0.88	
Significance	-	**	*	-	*	**	-			
Effect size	-	0.24	0.20	-	0.23	0.28	-	0.25	0.14	
Using student inquiry to drive learning										
All / Most	62.1%	60.2%	59.1%	60.6%	57.4%	56.3%	64.7%	63.6%	62.4%	Student-Centered Pedagogy
Mean	2.81	2.85	2.83	2.83	2.80	2.75	2.78	2.92	2.92	
Standard deviation	0.91	0.92	0.95	0.92	0.94	0.96	0.88	0.89	0.94	
Significance	-			-			-			
Effect size	-	-0.04	-0.02	-	0.03	0.08	-	-0.16	-0.15	
In how many of the courses that you teach do you use each of the following?										
"Learn before lecture" through multimedia tools (e.g., flipping the classroom)										
All / Most	17.3%	21.6%	21.9%	16.5%	20.4%	17.9%	19.2%	23.0%	26.3%	
Mean	1.78	1.90	1.90	1.71	1.85	1.79	1.89	1.96	2.03	
Standard deviation	0.84	0.93	0.95	0.85	0.92	0.89	0.81	0.95	1.00	
Significance	-			-			-			
Effect size	-	-0.13	-0.13	-	-0.15	-0.09	-	-0.07	-0.14	
Readings on racial and ethnic issues										
All / Most	19.3%	28.4%	28.4%	19.6%	23.2%	22.5%	18.8%	34.2%	35.0%	
Mean	1.66	1.98	1.97	1.66	1.84	1.80	1.67	2.15	2.17	
Standard deviation	0.89	1.06	1.06	0.87	1.01	0.99	0.93	1.10	1.10	
Significance	-	***	***	-			-	**	**	
Effect size	-	-0.30	-0.29	-	-0.18	-0.14	-	-0.44	-0.45	
Readings on women and gender issues										
All / Most	10.7%	22.8%	23.6%	13.0%	17.5%	18.5%	6.3%	29.0%	29.3%	Student-Centered Pedagogy
Mean	1.48	1.82	1.84	1.49	1.67	1.68	1.46	2.00	2.02	
Standard deviation	0.72	0.99	1.01	0.72	0.88	0.92	0.74	1.07	1.08	
Significance	-	***	***	-			-	***	***	
Effect size	-	-0.34	-0.36	-	-0.20	-0.21	-	-0.50	-0.52	

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Southern Utah University	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?										
Starting class with a question that engages students										
All / Most	52.2%	50.8%	49.5%	52.2%	52.0%	48.5%	52.1%	49.4%	50.8%	
Mean	2.58	2.59	2.57	2.62	2.62	2.56	2.50	2.56	2.59	
Standard deviation	0.84	0.89	0.88	0.81	0.91	0.87	0.90	0.86	0.90	
Significance	-			-			-			
Effect size	-	-0.01	0.01	-	0.00	0.07	-	-0.07	-0.10	
Techniques to create an inclusive classroom environment for diverse students										
All / Most	54.7%	58.2%	61.7%	53.9%	52.5%	55.7%	56.3%	64.8%	68.3%	
Mean	2.65	2.79	2.83	2.58	2.61	2.65	2.77	2.98	3.02	
Standard deviation	1.05	1.07	1.08	1.07	1.10	1.12	1.02	1.00	1.00	
Significance	-			-			-			
Effect size	-	-0.13	-0.17	-	-0.03	-0.06	-	-0.21	-0.25	
Supplemental instruction that is outside of class and office hours										
All / Most	37.9%	35.8%	37.8%	32.6%	36.1%	37.6%	47.9%	35.4%	38.0%	Student-Centered Pedagogy
Mean	2.31	2.28	2.33	2.17	2.27	2.32	2.58	2.29	2.34	
Standard deviation	0.98	1.00	1.02	0.94	0.96	1.01	0.99	1.03	1.03	
Significance	-			-			-			
Effect size	-	0.03	-0.02	-	-0.10	-0.15	-	0.28	0.23	
In how many of the courses that you teach do you use each of the following?										
Student presentations										
All / Most	44.6%	52.7%	49.0%	42.4%	48.2%	43.6%	48.9%	57.9%	55.0%	
Mean	2.55	2.68	2.59	2.48	2.60	2.47	2.68	2.78	2.73	
Standard deviation	1.00	0.97	0.99	0.94	0.99	0.97	1.11	0.93	0.99	
Significance	-			-			-			
Effect size	-	-0.13	-0.04	-	-0.12	0.01	-	-0.11	-0.05	

2013-14 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice - Teaching
 HERI Theme

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Student evaluations of each others' work										
All / Most	30.2%	32.3%	29.4%	27.2%	26.9%	23.0%	36.1%	38.6%	36.5%	
Mean	2.14	2.19	2.12	2.04	2.08	2.00	2.32	2.32	2.25	
Standard deviation	1.00	0.98	0.99	0.97	0.97	0.96	1.04	0.97	1.01	
Significance	-			-			-			
Effect size	-	-0.05	0.02	-	-0.04	0.04	-	0.00	0.07	
Grading on a curve										
All / Most	10.9%	13.1%	14.1%	10.8%	17.7%	18.8%	10.8%	7.9%	8.8%	Student-Centered Pedagogy
Mean	1.47	1.55	1.57	1.46	1.66	1.67	1.50	1.43	1.45	
Standard deviation	0.82	0.87	0.89	0.80	0.95	0.97	0.86	0.75	0.78	
Significance	-			-		*	-			
Effect size	-	-0.09	-0.11	-	-0.21	-0.22	-	0.09	0.06	
In how many of the courses that you teach do you use each of the following?										
Rubric-based assessment										
All / Most	57.2%	59.6%	63.4%	51.7%	56.2%	55.9%	68.1%	63.5%	71.8%	
Mean	2.76	2.79	2.86	2.63	2.68	2.67	3.02	2.92	3.06	
Standard deviation	1.07	1.03	1.02	1.08	1.01	1.03	1.01	1.05	0.96	
Significance	-			-			-			
Effect size	-	-0.03	-0.10	-	-0.05	-0.04	-	0.10	-0.04	
In creating assignments for your courses, how often do you:										
Provide instructions clearly delineating what students are to do to complete the assignment										
Frequently / Occasionally	100.0%	99.4%	99.2%	100.0%	99.1%	99.3%	100.0%	99.9%	99.1%	
Mean	2.88	2.92	2.93	2.85	2.89	2.91	2.93	2.95	2.95	
Standard deviation	0.33	0.29	0.29	0.36	0.34	0.31	0.25	0.23	0.26	
Significance	-		*	-			-			
Effect size	-	-0.14	-0.17	-	-0.12	-0.19	-	-0.09	-0.08	

2013-14 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.
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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Explain what you want students to gain from the assignment										
Frequently / Occasionally	98.6%	98.2%	98.3%	98.9%	97.9%	98.4%	97.9%	98.4%	98.3%	
Mean	2.72	2.74	2.79	2.73	2.72	2.77	2.71	2.75	2.80	
Standard deviation	0.48	0.48	0.45	0.47	0.49	0.46	0.50	0.47	0.44	
Significance	-			-			-			
Effect size	-	-0.04	-0.16	-	0.02	-0.09	-	-0.09	-0.20	
Provide feedback on drafts or work still in progress										
Frequently / Occasionally	88.4%	91.5%	92.5%	88.0%	90.9%	91.4%	89.1%	92.1%	93.9%	
Mean	2.36	2.43	2.45	2.26	2.37	2.39	2.54	2.49	2.52	
Standard deviation	0.68	0.64	0.63	0.66	0.64	0.64	0.69	0.64	0.61	
Significance	-			-			-			
Effect size	-	-0.11	-0.14	-	-0.17	-0.20	-	0.08	0.03	
In creating assignments for your courses, how often do you:										
Provide in advance the criteria for evaluating the assignment										
Frequently / Occasionally	97.9%	97.9%	97.5%	98.9%	97.0%	97.0%	95.9%	99.0%	98.0%	
Mean	2.74	2.74	2.77	2.73	2.68	2.71	2.77	2.82	2.84	
Standard deviation	0.49	0.48	0.48	0.47	0.53	0.51	0.52	0.41	0.42	
Significance	-			-			-			
Effect size	-	0.00	-0.06	-	0.09	0.04	-	-0.12	-0.17	
Explicitly link the assignment with course goals or learning objectives										
Frequently / Occasionally	91.4%	95.6%	95.5%	92.4%	94.6%	95.0%	89.6%	96.7%	96.2%	
Mean	2.56	2.59	2.60	2.58	2.55	2.57	2.52	2.65	2.64	
Standard deviation	0.65	0.57	0.57	0.63	0.60	0.59	0.68	0.54	0.55	
Significance	-			-			-			
Effect size	-	-0.05	-0.07	-	0.05	0.02	-	-0.24	-0.22	

2013-14 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice - Teaching
 HERI Theme

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Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How frequently do you incorporate the following forms of technology into your courses?										
YouTube or other videos										
Frequently / Occasionally	87.8%	90.2%	89.1%	85.7%	87.9%	86.2%	91.7%	92.9%	92.4%	
Mean	2.24	2.31	2.28	2.21	2.24	2.20	2.31	2.39	2.36	
Standard deviation	0.66	0.64	0.65	0.68	0.65	0.66	0.62	0.62	0.62	
Significance	-			-			-			
Effect size	-	-0.11	-0.06	-	-0.05	0.02	-	-0.13	-0.08	
Classroom enhancement technology (e.g., Elmo, tablet PCs)										
Frequently / Occasionally	67.7%	64.1%	62.5%	66.6%	61.6%	62.4%	69.6%	67.0%	62.7%	
Mean	2.01	1.97	1.91	2.00	1.94	1.92	2.02	2.00	1.89	
Standard deviation	0.81	0.83	0.81	0.82	0.84	0.82	0.80	0.81	0.79	
Significance	-			-			-			
Effect size	-	0.05	0.12	-	0.07	0.10	-	0.02	0.16	
Simulations/animations										
Frequently / Occasionally	60.4%	55.7%	57.9%	66.0%	58.2%	58.7%	50.0%	52.8%	57.1%	
Mean	1.76	1.72	1.75	1.82	1.76	1.76	1.65	1.68	1.74	
Standard deviation	0.71	0.73	0.73	0.69	0.73	0.73	0.73	0.72	0.73	
Significance	-			-			-			
Effect size	-	0.05	0.01	-	0.08	0.08	-	-0.04	-0.12	
How frequently do you incorporate the following forms of technology into your courses?										
Podcasts										
Frequently / Occasionally	21.0%	20.7%	22.3%	23.1%	19.4%	18.5%	17.0%	22.2%	26.5%	
Mean	1.25	1.23	1.25	1.27	1.22	1.21	1.19	1.25	1.30	
Standard deviation	0.51	0.48	0.50	0.54	0.46	0.46	0.45	0.49	0.53	
Significance	-			-			-			
Effect size	-	0.04	0.00	-	0.11	0.13	-	-0.12	-0.21	

2013-14 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

Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Online homework or virtual labs										
Frequently / Occasionally	50.4%	58.8%	61.8%	55.0%	58.8%	58.2%	41.7%	58.8%	65.7%	
Mean	1.76	1.89	1.92	1.80	1.88	1.87	1.67	1.90	1.98	
Standard deviation	0.83	0.84	0.82	0.82	0.83	0.83	0.86	0.84	0.81	
Significance	-		*	-			-		**	
Effect size	-	-0.15	-0.20	-	-0.10	-0.08	-	-0.27	-0.38	
Online discussion boards										
Frequently / Occasionally	40.6%	52.5%	55.9%	34.1%	46.9%	50.4%	53.2%	58.9%	62.0%	
Mean	1.53	1.73	1.76	1.44	1.65	1.67	1.70	1.83	1.87	
Standard deviation	0.71	0.78	0.77	0.67	0.77	0.74	0.75	0.79	0.78	
Significance	-	**	***	-	*	**	-			
Effect size	-	-0.26	-0.30	-	-0.27	-0.31	-	-0.16	-0.22	
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	69.1%	68.0%	67.5%	73.2%	69.1%	68.9%	61.5%	66.7%	66.0%	
Mean	4.03	3.82	3.86	4.21	3.84	3.86	3.71	3.80	3.87	
Standard deviation	1.37	1.18	1.22	1.35	1.25	1.22	1.35	1.10	1.22	
Significance	-	*		-	**	**	-			
Effect size	-	0.18	0.14	-	0.30	0.29	-	-0.08	-0.13	
Preparing for teaching (including reading student papers and grading)										
9 or more hours	57.3%	66.7%	65.9%	55.6%	63.7%	62.6%	60.5%	70.4%	69.5%	
Mean	4.02	4.41	4.34	3.92	4.29	4.21	4.21	4.56	4.50	
Standard deviation	1.63	1.66	1.62	1.51	1.67	1.61	1.82	1.64	1.62	
Significance	-	**	*	-	*		-			
Effect size	-	-0.23	-0.20	-	-0.22	-0.18	-	-0.21	-0.18	
My teaching is valued by faculty in my department										
Agree strongly / Agree somewhat	90.6%	88.7%	89.2%	90.3%	88.3%	88.2%	91.1%	89.3%	90.2%	
Mean	3.33	3.40	3.43	3.32	3.38	3.41	3.36	3.43	3.45	
Standard deviation	0.75	0.77	0.78	0.77	0.79	0.81	0.71	0.74	0.75	
Significance	-			-			-			

2013-14 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

Southern Utah University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	-0.09	-0.13	-	-0.08	-0.11	-	-0.09	-0.12	
Please indicate the extent to which you:										
Structure your courses so that students master a conceptual understanding of course content										
To a great extent / To some extent	99.3%	99.2%	99.3%	98.8%	99.7%	99.4%	100.0%	98.6%	99.1%	
Mean	2.72	2.79	2.80	2.67	2.78	2.78	2.80	2.81	2.81	
Standard deviation	0.47	0.43	0.42	0.49	0.42	0.43	0.40	0.43	0.41	
Significance	-		*	-	*	*	-			
Effect size	-	-0.16	-0.19	-	-0.26	-0.26	-	-0.02	-0.02	
Structure your courses so that students develop study skills that prepare them for college-level work										
To a great extent / To some extent	97.7%	94.7%	95.5%	97.8%	95.4%	95.5%	97.8%	93.8%	95.6%	
Mean	2.51	2.42	2.50	2.48	2.44	2.48	2.58	2.40	2.52	
Standard deviation	0.54	0.59	0.58	0.55	0.58	0.58	0.54	0.60	0.58	
Significance	-			-			-			
Effect size	-	0.15	0.02	-	0.07	0.00	-	0.30	0.10	

2013-14 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

Southern Utah University	Total			Men			Women		
	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	53.5%	67.2%	68.0%	59.6%	69.4%	71.4%	43.1%	64.5%	64.1%
During the past two years, have you engaged in any of the following activities?									
Collaborated with the local community in research/teaching	58.6%	54.7%	55.4%	54.6%	51.4%	52.8%	65.5%	58.7%	58.5%
Conducted research or writing focused on - International/global	20.3%	31.2%	29.8%	28.4%	32.6%	31.0%	5.7%	29.4%	28.4%
Conducted research or writing focused on - Racial or ethnic minorities	12.9%	23.5%	25.2%	16.8%	19.9%	22.0%	5.8%	27.9%	28.9%
Conducted research or writing focused on - Women and gender issues	15.5%	24.1%	26.2%	13.7%	16.6%	18.7%	18.9%	33.0%	34.7%
Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	6.1%	10.2%	11.3%	7.4%	7.3%	9.1%	3.8%	13.6%	13.9%
Engaged undergraduates on your research project	50.7%	49.4%	50.9%	56.8%	49.6%	54.2%	39.6%	49.1%	47.1%
Worked with undergraduates on a research project	66.4%	66.2%	65.5%	71.7%	68.4%	67.8%	56.6%	63.5%	62.7%
Engaged in academic research that spans multiple disciplines	48.3%	64.6%	64.8%	46.9%	65.0%	67.4%	50.9%	64.0%	61.9%
Received funding for your work from - Foundations	12.2%	19.2%	18.8%	14.7%	18.0%	18.7%	7.7%	20.7%	19.0%
Received funding for your work from - State or federal government	22.1%	21.0%	24.5%	26.0%	23.6%	26.3%	15.1%	17.9%	22.4%
Received funding for your work from - Business or industry	8.2%	8.2%	8.4%	10.5%	11.2%	10.1%	3.8%	4.7%	6.4%
In the past two years, to what extent have you:									
Presented with undergraduate students at conferences									
To a great extent / To some extent	37.0%	35.1%	37.2%	38.8%	32.3%	36.9%	33.4%	38.5%	37.5%
Published with undergraduates									
To a great extent / To some extent	18.4%	17.9%	19.7%	21.7%	18.9%	21.4%	12.0%	16.8%	17.8%
Have you engaged in any of the following professional development opportunities at your institution?									
Internal grants for research									
Yes	24.3%	34.7%	36.2%	25.5%	33.2%	36.8%	22.2%	36.4%	35.6%

2013-14 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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
How many of the following have you published?									
Articles in academic or professional journals									
5 or more	23.0%	42.1%	41.3%	28.5%	45.8%	46.4%	13.0%	37.8%	35.2%
Mean	2.41	3.08	3.08	2.63	3.29	3.32	2.02	2.84	2.80
Standard deviation	1.40	1.56	1.57	1.52	1.62	1.63	1.05	1.45	1.44
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	-0.43	-0.43	-	-0.41	-0.42	-	-0.57	-0.54
Chapters in edited volumes									
1 or more	31.6%	46.2%	45.6%	34.0%	46.6%	45.5%	26.9%	45.7%	45.5%
Mean	1.42	1.73	1.73	1.48	1.81	1.79	1.29	1.63	1.65
Standard deviation	0.72	0.99	1.00	0.81	1.10	1.11	0.50	0.83	0.86
Significance	-	***	***	-	**	**	-	**	**
Effect size	-	-0.31	-0.31	-	-0.30	-0.28	-	-0.41	-0.42
Books, manuals, or monographs									
1 or more	23.1%	29.7%	30.6%	28.1%	35.1%	34.9%	13.8%	23.3%	25.7%
Mean	1.31	1.43	1.45	1.39	1.51	1.53	1.18	1.33	1.35
Standard deviation	0.66	0.79	0.83	0.72	0.83	0.89	0.52	0.74	0.73
Significance	-	-	*	-	-	-	-	-	-
Effect size	-	-0.15	-0.17	-	-0.14	-0.16	-	-0.20	-0.23
Other, such as patents, or computer software products									
1 or more	6.3%	13.5%	11.5%	6.4%	14.8%	13.4%	6.1%	12.0%	9.1%
Mean	1.11	1.23	1.19	1.11	1.27	1.24	1.12	1.18	1.13
Standard deviation	0.53	0.70	0.63	0.49	0.77	0.73	0.60	0.59	0.50
Significance	-	*	-	-	-	-	-	-	-
Effect size	-	-0.17	-0.13	-	-0.21	-0.18	-	-0.10	-0.02
In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?									
1 or more	18.0%	13.6%	13.3%	17.7%	12.2%	14.9%	18.6%	15.3%	11.6%
Mean	1.47	1.36	1.35	1.51	1.32	1.39	1.41	1.42	1.30
Standard deviation	1.17	1.03	1.00	1.26	0.98	1.07	1.02	1.08	0.92
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.11	0.12	-	0.19	0.11	-	-0.01	0.12

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
In the past two years, how many of your professional writings have been published or accepted for publication?									
3 or more	13.2%	23.9%	26.0%	16.3%	28.7%	30.4%	7.4%	18.3%	20.8%
Mean	1.66	1.98	2.03	1.72	2.06	2.14	1.54	1.87	1.91
Standard deviation	0.82	0.99	1.03	0.86	1.07	1.13	0.75	0.89	0.89
Significance	-	***	***	-	**	***	-	**	**
Effect size	-	-0.32	-0.36	-	-0.32	-0.37	-	-0.37	-0.42
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Other creative products/performances									
1 or more hours	32.6%	26.0%	26.7%	29.3%	25.9%	28.6%	39.3%	25.9%	24.4%
Mean	1.62	1.42	1.45	1.52	1.43	1.51	1.80	1.41	1.39
Standard deviation	1.22	0.91	0.98	1.12	0.94	1.05	1.39	0.88	0.89
Significance	-	*	*	-			-	**	**
Effect size	-	0.22	0.17	-	0.10	0.01	-	0.44	0.46
Do you use your scholarship to address local community needs?									
Yes	46.6%	40.9%	38.8%	38.6%	37.1%	34.8%	62.8%	45.3%	43.2%
My research is valued by faculty in my department									
Agree strongly / Agree somewhat	72.4%	75.5%	73.3%	71.7%	76.0%	74.9%	73.8%	74.8%	71.6%
Mean	2.90	2.99	2.97	2.85	2.99	2.98	3.00	2.99	2.95
Standard deviation	0.88	0.85	0.88	0.91	0.85	0.89	0.80	0.86	0.88
Significance	-			-			-		
Effect size	-	-0.11	-0.08	-	-0.16	-0.15	-	0.01	0.06

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

Southern Utah University	Total			Men			Women		
	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	69.9%	65.7%	66.3%	65.3%	60.3%	59.8%	77.6%	72.1%	73.9%
During the past two years, have you engaged in any of the following activities?									
Advised student groups involved in service/volunteer work	65.6%	52.5%	57.7%	62.1%	51.7%	56.9%	71.4%	53.5%	58.6%
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	51.3%	51.7%	52.1%	53.6%	51.4%	52.5%	47.2%	51.9%	51.7%
Please indicate the extent to which you:									
Mentor new faculty									
To a great extent / To some extent	77.5%	77.9%	79.0%	78.6%	77.1%	79.3%	75.0%	78.9%	78.6%
Mean	1.98	2.05	2.06	2.00	2.02	2.05	1.95	2.08	2.07
Standard deviation	0.66	0.70	0.69	0.66	0.69	0.68	0.68	0.70	0.70
Significance	-			-			-		
Effect size	-	-0.10	-0.12	-	-0.03	-0.07	-	-0.19	-0.17

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

Southern Utah University	Total			Men			Women		
	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:									
Mentor undergraduate students									
To a great extent / To some extent	96.2%	96.1%	96.3%	96.7%	95.7%	96.4%	95.5%	96.4%	96.3%
Mean	2.50	2.57	2.58	2.47	2.53	2.53	2.57	2.62	2.63
Standard deviation	0.57	0.57	0.56	0.57	0.58	0.57	0.59	0.55	0.55
Significance	-			-			-		
Effect size	-	-0.12	-0.14	-	-0.10	-0.11	-	-0.09	-0.11
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	39.4%	36.2%	39.8%	38.2%	32.1%	36.5%	41.6%	41.0%	43.5%
Mean	2.57	2.42	2.52	2.48	2.35	2.45	2.72	2.50	2.59
Standard deviation	1.16	0.85	0.95	1.00	0.86	0.90	1.39	0.83	1.00
Significance	-			-			-		
Effect size	-	0.18	0.05	-	0.15	0.03	-	0.27	0.13
Committee work and meetings									
5 or more hours	26.7%	37.0%	41.1%	29.8%	33.0%	36.5%	20.8%	41.7%	46.3%
Mean	2.35	2.48	2.56	2.34	2.40	2.46	2.38	2.58	2.68
Standard deviation	0.93	0.97	1.00	0.79	0.95	0.93	1.15	0.99	1.07
Significance	-		*	-			-		*
Effect size	-	-0.13	-0.21	-	-0.06	-0.13	-	-0.20	-0.28

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
During the present term, how many hours per week on average do you actually spend on each of the following activities?	30.8%	25.3%	28.7%	31.6%	21.4%	26.6%	29.4%	29.5%	30.8%
Mean	2.42	2.23	2.34	2.51	2.13	2.28	2.25	2.35	2.40
Standard deviation	1.66	1.46	1.53	1.72	1.37	1.48	1.53	1.54	1.58
Significance	-			-	*		-		
Effect size	-	0.13	0.05	-	0.28	0.16	-	-0.06	-0.09
Community or public service									
1 or more hours	71.2%	65.0%	64.5%	70.1%	66.0%	65.4%	73.1%	63.8%	63.4%
Mean	1.95	1.83	1.84	1.93	1.80	1.83	2.00	1.85	1.85
Standard deviation	0.87	0.80	0.83	0.81	0.76	0.79	0.99	0.85	0.88
Significance	-			-			-		
Effect size	-	0.15	0.13	-	0.17	0.13	-	0.18	0.17
Do you use your scholarship to address local community needs?									
Yes	46.6%	40.9%	38.8%	38.6%	37.1%	34.8%	62.8%	45.3%	43.2%
Engaged in public service/professional consulting without pay?									
Yes	62.1%	61.7%	60.2%	56.8%	60.7%	61.4%	72.7%	63.0%	58.7%
My service is valued by faculty in my department									
Agree strongly / Agree somewhat	86.1%	81.3%	81.9%	85.8%	82.0%	81.5%	86.6%	80.7%	82.4%
Mean	3.23	3.20	3.20	3.21	3.22	3.17	3.27	3.19	3.23
Standard deviation	0.80	0.87	0.88	0.82	0.86	0.88	0.75	0.87	0.87
Significance	-			-			-		
Effect size	-	0.03	0.03	-	-0.01	0.05	-	0.09	0.05

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

Southern Utah University	Total			Men			Women		
	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 organized activities around enhancing pedagogy and student learning	66.7%	72.5%	72.0%	61.2%	68.9%	66.5%	76.4%	76.6%	78.3%
Have you engaged in any of the following professional development opportunities at your institution?									
Paid workshops outside the institution focused on teaching									
Yes	34.4%	28.6%	27.9%	28.3%	22.7%	21.8%	45.5%	35.6%	34.9%
Paid sabbatical leave									
Yes	5.3%	12.2%	10.6%	5.1%	12.7%	11.0%	5.6%	11.6%	10.2%
Travel funds paid by the institution									
Yes	74.0%	81.3%	77.9%	75.8%	77.1%	76.4%	70.9%	86.3%	79.6%
Internal grants for research									
Yes	24.3%	34.7%	36.2%	25.5%	33.2%	36.8%	22.2%	36.4%	35.6%
Training for administrative leadership									
Yes	22.4%	14.6%	15.4%	22.4%	14.8%	15.5%	22.2%	14.5%	15.4%
Received incentives to develop new courses									
Yes	19.0%	26.5%	25.7%	17.3%	22.0%	23.5%	21.8%	31.8%	28.2%
Received incentives to integrate new technology into your classroom									
Yes	26.3%	30.1%	30.7%	26.5%	25.7%	28.1%	25.9%	35.2%	33.8%
Have you ever interrupted your professional career for more than one year for family reasons?									
Yes	6.1%	9.1%	9.0%	1.1%	4.4%	3.5%	15.9%	14.5%	15.3%
Have you ever received an award for outstanding teaching?									
Yes	51.9%	45.0%	42.2%	54.0%	45.4%	43.4%	47.7%	44.5%	40.7%

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

Southern Utah University	Total			Men			Women		
	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:									
Faculty are rewarded for being good teachers									
Very descriptive / Somewhat descriptive	69.9%	76.9%	73.8%	69.6%	76.7%	72.8%	70.4%	77.1%	75.0%
Mean	1.89	2.07	1.98	1.90	2.09	1.96	1.86	2.04	2.01
Standard deviation	0.69	0.72	0.71	0.71	0.74	0.71	0.67	0.71	0.71
Significance	-	**		-	*		-		
Effect size	-	-0.25	-0.13	-	-0.26	-0.08	-	-0.25	-0.21
There is respect for the expression of diverse values and beliefs									
Very descriptive / Somewhat descriptive	75.7%	86.3%	86.3%	75.0%	85.1%	84.3%	77.2%	87.6%	88.7%
Mean	1.93	2.14	2.16	1.94	2.15	2.13	1.91	2.13	2.19
Standard deviation	0.64	0.63	0.64	0.67	0.65	0.65	0.60	0.60	0.62
Significance	-	***	***	-	**	**	-	*	**
Effect size	-	-0.33	-0.36	-	-0.32	-0.29	-	-0.37	-0.45
Faculty are rewarded for their efforts to use instructional technology									
Very descriptive / Somewhat descriptive	67.4%	77.8%	73.6%	65.9%	74.7%	73.6%	70.4%	81.3%	73.6%
Mean	1.80	2.04	1.97	1.77	1.98	1.95	1.86	2.11	1.99
Standard deviation	0.65	0.70	0.70	0.64	0.70	0.69	0.67	0.69	0.72
Significance	-	***	**	-	**	*	-	*	
Effect size	-	-0.34	-0.24	-	-0.30	-0.26	-	-0.36	-0.18
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:									
My research is valued by faculty in my department									
Agree strongly / Agree somewhat	72.4%	75.5%	73.3%	71.7%	76.0%	74.9%	73.8%	74.8%	71.6%
Mean	2.90	2.99	2.97	2.85	2.99	2.98	3.00	2.99	2.95
Standard deviation	0.88	0.85	0.88	0.91	0.85	0.89	0.80	0.86	0.88
Significance	-			-			-		
Effect size	-	-0.11	-0.08	-	-0.16	-0.15	-	0.01	0.06

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

Southern Utah University	Total			Men			Women		
	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:									
My teaching is valued by faculty in my department									
Agree strongly / Agree somewhat	90.6%	88.7%	89.2%	90.3%	88.3%	88.2%	91.1%	89.3%	90.2%
Mean	3.33	3.40	3.43	3.32	3.38	3.41	3.36	3.43	3.45
Standard deviation	0.75	0.77	0.78	0.77	0.79	0.81	0.71	0.74	0.75
Significance	-			-			-		
Effect size	-	-0.09	-0.13	-	-0.08	-0.11	-	-0.09	-0.12
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:									
My service is valued by faculty in my department									
Agree strongly / Agree somewhat	86.1%	81.3%	81.9%	85.8%	82.0%	81.5%	86.6%	80.7%	82.4%
Mean	3.23	3.20	3.20	3.21	3.22	3.17	3.27	3.19	3.23
Standard deviation	0.80	0.87	0.88	0.82	0.86	0.88	0.75	0.87	0.87
Significance	-			-			-		
Effect size	-	0.03	0.03	-	-0.01	0.05	-	0.09	0.05
There is adequate support for faculty development									
Agree strongly / Agree somewhat	61.3%	58.2%	55.8%	60.9%	59.8%	53.9%	62.2%	56.4%	57.8%
Mean	2.70	2.59	2.54	2.67	2.62	2.51	2.76	2.57	2.56
Standard deviation	0.86	0.95	0.95	0.87	0.94	0.94	0.86	0.96	0.96
Significance	-			-			-		
Effect size	-	0.12	0.17	-	0.05	0.17	-	0.20	0.21

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

Southern Utah University	Total			Men			Women		
	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	95.7%	98.8%	99.0%	93.5%	98.5%	98.6%	100.0%	99.2%	99.4%
Mean	3.79	3.89	3.88	3.78	3.86	3.85	3.79	3.92	3.90
Standard deviation	0.53	0.36	0.37	0.59	0.40	0.41	0.41	0.31	0.31
Significance	-	**	**	-	-	-	-	**	*
Effect size	-	-0.28	-0.24	-	-0.20	-0.17	-	-0.42	-0.35
Prepare students for employment after college									
Essential / Very important	89.3%	83.1%	85.7%	84.8%	79.1%	81.4%	98.0%	87.7%	90.5%
Mean	3.53	3.31	3.37	3.47	3.24	3.27	3.65	3.39	3.47
Standard deviation	0.68	0.77	0.75	0.75	0.81	0.80	0.53	0.72	0.69
Significance	-	**	*	-	*	*	-	*	-
Effect size	-	0.29	0.21	-	0.28	0.25	-	0.36	0.26
Prepare students for graduate or advanced education									
Essential / Very important	77.8%	72.9%	72.6%	78.3%	71.8%	71.9%	77.1%	74.2%	73.4%
Mean	3.11	3.01	3.00	3.12	2.99	2.98	3.10	3.03	3.03
Standard deviation	0.80	0.78	0.78	0.82	0.77	0.77	0.75	0.79	0.78
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.13	0.14	-	0.17	0.18	-	0.09	0.09
Develop moral character									
Essential / Very important	64.3%	62.0%	65.3%	65.2%	56.4%	59.9%	62.5%	68.5%	71.3%
Mean	2.84	2.81	2.90	2.80	2.72	2.79	2.92	2.91	3.02
Standard deviation	0.89	0.88	0.90	0.85	0.91	0.91	0.96	0.82	0.87
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.03	-0.07	-	0.09	0.01	-	0.01	-0.11
Provide for students' emotional development									
Essential / Very important	49.3%	49.4%	53.9%	45.1%	44.2%	48.4%	57.4%	55.4%	60.2%
Mean	2.57	2.58	2.63	2.46	2.49	2.53	2.77	2.68	2.75
Standard deviation	0.88	0.86	0.90	0.87	0.88	0.89	0.87	0.81	0.89
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.01	-0.07	-	-0.03	-0.08	-	0.11	0.02

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

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

Southern Utah University	Total			Men			Women		
	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:									
Teach students the classic works of Western civilization									
Essential / Very important	26.4%	28.6%	29.6%	29.3%	30.1%	32.7%	20.9%	26.7%	26.2%
Mean	2.07	2.12	2.13	2.21	2.16	2.21	1.81	2.06	2.05
Standard deviation	0.97	0.87	0.90	1.00	0.90	0.93	0.87	0.84	0.85
Significance	-			-			-	*	
Effect size	-	-0.06	-0.07	-	0.06	0.00	-	-0.30	-0.28
Help students develop personal values									
Essential / Very important	60.8%	63.8%	64.8%	59.8%	59.7%	59.6%	62.5%	68.5%	70.8%
Mean	2.81	2.83	2.87	2.77	2.75	2.76	2.88	2.92	3.00
Standard deviation	0.94	0.89	0.91	0.87	0.92	0.93	1.06	0.84	0.87
Significance	-			-			-		
Effect size	-	-0.02	-0.07	-	0.02	0.01	-	-0.05	-0.14
Instill in students a commitment to community service									
Essential / Very important	48.5%	49.8%	51.3%	47.8%	46.0%	44.9%	50.0%	54.1%	58.4%
Mean	2.46	2.54	2.57	2.43	2.46	2.43	2.50	2.63	2.72
Standard deviation	0.98	0.90	0.92	1.00	0.93	0.91	0.97	0.85	0.90
Significance	-			-			-		
Effect size	-	-0.09	-0.12	-	-0.03	0.00	-	-0.15	-0.24
Enhance students' knowledge of and appreciation for other racial/ethnic groups									
Essential / Very important	50.7%	65.2%	67.3%	51.1%	57.4%	58.7%	50.0%	74.3%	76.9%
Mean	2.54	2.89	2.92	2.54	2.74	2.74	2.52	3.06	3.12
Standard deviation	1.00	0.98	0.97	0.97	0.97	1.00	1.07	0.96	0.90
Significance	-	***	***	-			-	***	***
Effect size	-	-0.36	-0.39	-	-0.21	-0.20	-	-0.56	-0.67

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Promote ability to write effectively									
Essential / Very important	84.3%	94.3%	94.4%	83.7%	93.4%	92.3%	85.4%	95.5%	96.7%
Mean	3.33	3.63	3.63	3.32	3.57	3.57	3.35	3.71	3.69
Standard deviation	0.77	0.61	0.62	0.77	0.65	0.68	0.79	0.56	0.54
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	-0.49	-0.48	-	-0.38	-0.37	-	-0.64	-0.63
Help students evaluate the quality and reliability of information									
Essential / Very important	52.5%	73.0%	69.9%	53.3%	68.6%	65.2%	51.1%	78.1%	75.2%
Mean	2.55	3.02	2.98	2.58	2.92	2.87	2.51	3.14	3.10
Standard deviation	0.91	0.90	0.93	0.90	0.93	0.97	0.93	0.86	0.88
Significance	-	***	***	-	**	**	-	***	***
Effect size	-	-0.52	-0.46	-	-0.37	-0.30	-	-0.73	-0.67
Teach students tolerance and respect for different beliefs									
Essential / Very important	71.5%	82.6%	82.6%	69.5%	74.8%	75.7%	75.0%	91.7%	90.2%
Mean	2.99	3.27	3.29	2.97	3.10	3.11	3.02	3.46	3.48
Standard deviation	0.89	0.87	0.86	0.87	0.96	0.92	0.93	0.71	0.74
Significance	-	***	***	-	-	-	-	***	***
Effect size	-	-0.32	-0.35	-	-0.14	-0.15	-	-0.62	-0.62
Encourage students to become agents of social change									
Essential / Very important	45.3%	55.0%	56.3%	42.4%	46.9%	47.1%	51.0%	64.4%	66.7%
Mean	2.38	2.66	2.69	2.34	2.48	2.47	2.47	2.87	2.93
Standard deviation	1.07	1.00	1.01	1.07	1.03	1.00	1.06	0.92	0.96
Significance	-	**	***	-	-	-	-	**	**
Effect size	-	-0.28	-0.31	-	-0.14	-0.13	-	-0.43	-0.48

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

Southern Utah University	Total			Men			Women		
	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	73.0%	61.6%	66.2%	76.1%	68.0%	67.5%	66.7%	54.3%	64.8%
Mean	2.82	2.66	2.74	2.85	2.76	2.75	2.78	2.55	2.72
Standard deviation	0.67	0.78	0.81	0.63	0.74	0.78	0.77	0.82	0.85
Significance	-	*		-			-		
Effect size	-	0.21	0.10	-	0.12	0.13	-	0.28	0.07
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	85.2%	84.3%	78.8%	83.6%	84.0%	75.5%	88.6%	84.6%	82.4%
Mean	3.24	3.27	3.15	3.23	3.26	3.09	3.25	3.27	3.23
Standard deviation	0.74	0.78	0.84	0.75	0.79	0.88	0.72	0.77	0.78
Significance	-			-			-		
Effect size	-	-0.04	0.11	-	-0.04	0.16	-	-0.03	0.03
To develop leadership ability among students									
Highest priority / High priority	61.0%	61.0%	55.0%	57.2%	53.3%	48.4%	68.9%	69.9%	62.4%
Mean	2.71	2.70	2.59	2.65	2.60	2.49	2.82	2.82	2.71
Standard deviation	0.78	0.81	0.83	0.81	0.81	0.80	0.72	0.80	0.84
Significance	-			-			-		
Effect size	-	0.01	0.14	-	0.06	0.20	-	0.00	0.13

Diversity - These items relate to social attitudes and experiences with diversity on campus.
 See CIRP Construct: Institutional Priority: Commitment to Diversity

Southern Utah University	Total			Men			Women		
	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:									
Enhance students' knowledge of and appreciation for other racial/ethnic groups									
Essential / Very important	50.7%	65.2%	67.3%	51.1%	57.4%	58.7%	50.0%	74.3%	76.9%
Mean	2.54	2.89	2.92	2.54	2.74	2.74	2.52	3.06	3.12
Standard deviation	1.00	0.98	0.97	0.97	0.97	1.00	1.07	0.96	0.90
Significance	-	***	***	-	-	-	-	***	***
Effect size	-	-0.36	-0.39	-	-0.21	-0.20	-	-0.56	-0.67
Teach students tolerance and respect for different beliefs									
Essential / Very important	71.5%	82.6%	82.6%	69.5%	74.8%	75.7%	75.0%	91.7%	90.2%
Mean	2.99	3.27	3.29	2.97	3.10	3.11	3.02	3.46	3.48
Standard deviation	0.89	0.87	0.86	0.87	0.96	0.92	0.93	0.71	0.74
Significance	-	***	***	-	-	-	-	***	***
Effect size	-	-0.32	-0.35	-	-0.14	-0.15	-	-0.62	-0.62
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	75.7%	86.3%	86.3%	75.0%	85.1%	84.3%	77.2%	87.6%	88.7%
Mean	1.93	2.14	2.16	1.94	2.15	2.13	1.91	2.13	2.19
Standard deviation	0.64	0.63	0.64	0.67	0.65	0.65	0.60	0.60	0.62
Significance	-	***	***	-	**	**	-	*	**
Effect size	-	-0.33	-0.36	-	-0.32	-0.29	-	-0.37	-0.45

Diversity - These items relate to social attitudes and experiences with diversity on campus.
 See CIRP Construct: Institutional Priority: Commitment to Diversity

Southern Utah University	Total			Men			Women		
	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	75.0%	70.0%	63.4%	70.5%	68.6%	62.4%	84.1%	71.7%	64.5%
Mean	1.95	1.88	1.82	1.92	1.88	1.80	2.00	1.89	1.83
Standard deviation	0.67	0.69	0.72	0.71	0.70	0.72	0.57	0.67	0.72
Significance	-		*	-			-		
Effect size	-	0.10	0.18	-	0.06	0.17	-	0.16	0.24
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	44.5%	62.8%	68.2%	42.9%	62.9%	66.5%	47.8%	62.7%	70.1%
Mean	2.32	2.68	2.79	2.25	2.66	2.74	2.46	2.71	2.84
Standard deviation	0.80	0.79	0.79	0.82	0.81	0.79	0.75	0.77	0.78
Significance	-	***	***	-	***	***	-	*	**
Effect size	-	-0.46	-0.59	-	-0.51	-0.62	-	-0.32	-0.49

Diversity - These items relate to social attitudes and experiences with diversity on campus.
 See CIRP Construct: Institutional Priority: Commitment to Diversity

Southern Utah University	Total			Men			Women		
	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	91.4%	90.8%	89.0%	90.3%	91.5%	88.9%	93.5%	90.0%	88.9%
Mean	3.35	3.36	3.31	3.33	3.38	3.30	3.37	3.34	3.32
Standard deviation	0.66	0.68	0.71	0.68	0.69	0.72	0.61	0.67	0.69
Significance	-			-			-		
Effect size	-	-0.01	0.06	-	-0.07	0.04	-	0.04	0.07
There is a lot of campus racial conflict here									
Agree strongly / Agree somewhat	17.2%	13.6%	12.6%	16.1%	11.2%	11.4%	19.5%	16.4%	14.0%
Mean	1.75	1.71	1.65	1.73	1.59	1.60	1.78	1.85	1.72
Standard deviation	0.86	0.77	0.76	0.84	0.74	0.74	0.92	0.78	0.78
Significance	-			-			-		
Effect size	-	0.05	0.13	-	0.19	0.18	-	-0.09	0.08
This institution takes responsibility for educating underprepared students									
Agree strongly / Agree somewhat	73.0%	61.6%	66.2%	76.1%	68.0%	67.5%	66.7%	54.3%	64.8%
Mean	2.82	2.66	2.74	2.85	2.76	2.75	2.78	2.55	2.72
Standard deviation	0.67	0.78	0.81	0.63	0.74	0.78	0.77	0.82	0.85
Significance	-	*		-			-		
Effect size	-	0.21	0.10	-	0.12	0.13	-	0.28	0.07

Diversity - These items relate to social attitudes and experiences with diversity on campus.
See CIRP Construct: Institutional Priority: Commitment to Diversity

Southern Utah University	Total			Men			Women		
	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 develop a sense of community among students and faculty									
Highest priority / High priority	59.8%	57.8%	54.2%	56.5%	56.1%	49.9%	66.7%	60.0%	59.2%
Mean	2.64	2.59	2.54	2.55	2.56	2.46	2.80	2.61	2.64
Standard deviation	0.76	0.80	0.86	0.76	0.81	0.84	0.73	0.79	0.87
Significance	-			-			-		
Effect size	-	0.06	0.12	-	-0.01	0.11	-	0.24	0.18
To recruit more minority students									
Highest priority / High priority	29.5%	48.9%	48.2%	28.6%	46.7%	44.0%	31.1%	51.5%	53.1%
Mean	2.14	2.47	2.48	2.11	2.42	2.40	2.20	2.52	2.56
Standard deviation	0.85	0.80	0.84	0.80	0.77	0.81	0.97	0.83	0.86
Significance	-	***	***	-	***	***	-	*	**
Effect size	-	-0.41	-0.40	-	-0.40	-0.36	-	-0.39	-0.42
To promote gender diversity among in the faculty and administration									
Highest priority / High priority	32.9%	42.5%	45.1%	33.7%	48.8%	48.4%	31.1%	35.3%	41.4%
Mean	2.19	2.38	2.40	2.19	2.48	2.45	2.18	2.26	2.34
Standard deviation	0.89	0.84	0.88	0.90	0.85	0.85	0.89	0.82	0.90
Significance	-	*	**	-	**	**	-		
Effect size	-	-0.23	-0.24	-	-0.34	-0.31	-	-0.10	-0.18

Diversity - These items relate to social attitudes and experiences with diversity on campus.
 See CIRP Construct: Institutional Priority: Commitment to Diversity

Southern Utah University	Total			Men			Women		
	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 promote racial and ethnic diversity in the faculty and administration									
Highest priority / High priority	24.6%	44.3%	48.9%	25.9%	49.6%	48.2%	22.3%	38.3%	49.9%
Mean	2.05	2.40	2.49	2.07	2.49	2.46	2.02	2.30	2.52
Standard deviation	0.88	0.89	0.91	0.90	0.87	0.88	0.84	0.90	0.95
Significance	-	***	***	-	***	***	-	*	***
Effect size	-	-0.39	-0.48	-	-0.48	-0.44	-	-0.31	-0.53
To develop an appreciation for multiculturalism									
Highest priority / High priority	34.8%	53.8%	52.8%	34.5%	54.6%	48.5%	35.5%	52.9%	57.8%
Mean	2.27	2.56	2.57	2.29	2.57	2.49	2.22	2.54	2.65
Standard deviation	0.87	0.85	0.86	0.82	0.85	0.86	0.95	0.85	0.85
Significance	-	***	***	-	**	*	-	*	***
Effect size	-	-0.34	-0.35	-	-0.33	-0.23	-	-0.38	-0.51
Please indicate your agreement with each of the following statements:									
A racially/ethnically diverse student body enhances the educational experience of all students									
Agree strongly / Agree somewhat	84.1%	93.1%	93.4%	79.2%	90.6%	90.1%	93.6%	95.9%	97.1%
Mean	3.23	3.54	3.57	3.14	3.41	3.46	3.40	3.68	3.70
Standard deviation	0.77	0.66	0.66	0.80	0.72	0.74	0.68	0.55	0.53
Significance	-	***	***	-	**	***	-	**	***
Effect size	-	-0.47	-0.52	-	-0.38	-0.43	-	-0.51	-0.57

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	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:									
Considered leaving academe for another job?									
Yes	40.9%	37.4%	39.2%	35.2%	32.9%	36.5%	52.3%	42.6%	42.4%
Considered leaving this institution for another?									
Yes	51.1%	45.8%	50.6%	54.5%	48.6%	52.7%	44.2%	42.6%	48.2%
If you were to begin your career again, would you:									
Still want to come to this institution?									
Definitely yes / Probably yes	76.4%	71.4%	66.3%	79.6%	72.3%	65.6%	69.8%	70.2%	67.1%
Mean	4.01	3.86	3.75	4.02	3.86	3.69	3.98	3.87	3.82
Standard deviation	1.04	1.05	1.10	1.08	1.06	1.11	0.96	1.04	1.09
Significance	-		**	-		**	-		
Effect size	-	0.14	0.24	-	0.15	0.30	-	0.11	0.15
Still want to be a college professor?									
Definitely yes / Probably yes	90.0%	83.1%	85.9%	89.8%	84.2%	86.9%	90.4%	81.8%	84.7%
Mean	4.45	4.32	4.39	4.44	4.36	4.41	4.48	4.28	4.38
Standard deviation	0.69	0.90	0.87	0.71	0.90	0.85	0.67	0.90	0.89
Significance	-			-			-		
Effect size	-	0.14	0.07	-	0.09	0.04	-	0.22	0.11

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	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?									
Salary									
Very satisfied / Satisfied	27.6%	40.2%	44.6%	27.7%	42.8%	48.8%	27.3%	37.1%	39.8%
Mean	1.94	2.20	2.28	1.96	2.24	2.36	1.91	2.16	2.19
Standard deviation	0.86	0.91	0.96	0.86	0.94	1.00	0.86	0.87	0.91
Significance	-	**	***	-	**	***	-		*
Effect size	-	-0.29	-0.35	-	-0.30	-0.40	-	-0.29	-0.31
How satisfied are you with the following aspects of your job?									
Health benefits									
Very satisfied / Satisfied	53.0%	69.6%	74.5%	54.4%	69.1%	72.3%	50.0%	70.2%	76.9%
Mean	2.49	2.85	2.96	2.51	2.82	2.91	2.45	2.88	3.01
Standard deviation	0.88	0.86	0.84	0.88	0.88	0.87	0.90	0.83	0.81
Significance	-	***	***	-	**	***	-	**	***
Effect size	-	-0.42	-0.56	-	-0.35	-0.46	-	-0.52	-0.69
Retirement benefits									
Very satisfied / Satisfied	71.5%	72.2%	69.8%	70.8%	71.7%	68.9%	72.7%	72.8%	70.9%
Mean	2.98	2.90	2.82	2.96	2.89	2.81	3.02	2.91	2.84
Standard deviation	0.80	0.80	0.84	0.82	0.82	0.87	0.76	0.78	0.81
Significance	-		*	-			-		
Effect size	-	0.10	0.19	-	0.09	0.17	-	0.14	0.22

2013-14 HERI Faculty Survey
 Full-time Undergraduate Faculty
Satisfaction
 HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Opportunity for scholarly pursuits									
Very satisfied / Satisfied	54.2%	48.9%	43.9%	56.2%	52.9%	48.1%	50.0%	44.2%	39.2%
Mean	2.47	2.37	2.26	2.51	2.44	2.32	2.38	2.29	2.18
Standard deviation	0.86	0.93	0.94	0.88	0.93	0.94	0.82	0.92	0.93
Significance	-		*	-			-		
Effect size	-	0.11	0.22	-	0.08	0.20	-	0.10	0.22
Teaching load									
Very satisfied / Satisfied	56.4%	52.8%	44.8%	60.7%	54.3%	43.7%	47.8%	51.0%	46.0%
Mean	2.52	2.44	2.27	2.55	2.48	2.26	2.45	2.40	2.27
Standard deviation	0.84	0.92	0.95	0.83	0.91	0.95	0.87	0.94	0.95
Significance	-		**	-		**	-		
Effect size	-	0.09	0.26	-	0.08	0.31	-	0.05	0.19
Quality of students									
Very satisfied / Satisfied	59.7%	65.8%	51.7%	52.2%	63.3%	47.4%	75.0%	68.8%	56.5%
Mean	2.64	2.72	2.44	2.52	2.67	2.35	2.89	2.78	2.55
Standard deviation	0.79	0.85	0.88	0.81	0.88	0.91	0.69	0.81	0.84
Significance	-		**	-			-		**
Effect size	-	-0.09	0.23	-	-0.17	0.19	-	0.14	0.40

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	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?									
Office/lab space									
Very satisfied / Satisfied	64.6%	70.5%	67.2%	58.5%	68.7%	66.5%	77.3%	72.6%	68.0%
Mean	2.77	2.88	2.76	2.71	2.87	2.75	2.91	2.90	2.78
Standard deviation	0.99	0.97	0.98	1.02	0.97	0.96	0.91	0.97	0.99
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.11	0.01	-	-0.16	-0.04	-	0.01	0.13
Autonomy and independence									
Very satisfied / Satisfied	88.0%	83.3%	82.5%	91.1%	84.0%	82.7%	81.4%	82.4%	82.3%
Mean	3.26	3.22	3.15	3.30	3.21	3.17	3.19	3.23	3.14
Standard deviation	0.73	0.83	0.83	0.73	0.88	0.85	0.73	0.77	0.80
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.05	0.13	-	0.10	0.15	-	-0.05	0.06
Professional relationships with other faculty									
Very satisfied / Satisfied	79.1%	76.3%	75.5%	80.0%	76.6%	75.4%	77.3%	75.8%	75.6%
Mean	3.18	3.04	3.06	3.17	3.03	3.02	3.20	3.05	3.09
Standard deviation	0.87	0.90	0.90	0.88	0.94	0.91	0.85	0.85	0.88
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.16	0.13	-	0.15	0.16	-	0.18	0.13
Competency of colleagues									
Very satisfied / Satisfied	81.2%	79.9%	78.0%	81.1%	77.3%	75.7%	81.4%	82.9%	80.7%
Mean	3.15	3.09	3.03	3.18	3.07	2.97	3.09	3.11	3.10
Standard deviation	0.83	0.83	0.85	0.84	0.87	0.87	0.81	0.77	0.82
Significance	-	-	-	-	-	*	-	-	-
Effect size	-	0.07	0.14	-	0.13	0.24	-	-0.03	-0.01

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	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?									
Job security									
Very satisfied / Satisfied	65.6%	80.0%	81.0%	71.9%	82.7%	84.4%	52.4%	76.9%	77.2%
Mean	2.82	3.16	3.16	2.94	3.23	3.24	2.55	3.08	3.06
Standard deviation	1.00	0.91	0.88	0.96	0.90	0.86	1.04	0.92	0.90
Significance	-	***	***	-	**	**	-	***	***
Effect size	-	-0.37	-0.39	-	-0.32	-0.35	-	-0.58	-0.57
Departmental leadership									
Very satisfied / Satisfied	77.3%	70.9%	70.0%	77.5%	73.9%	70.8%	76.8%	67.4%	69.1%
Mean	3.20	2.95	2.91	3.20	2.99	2.90	3.19	2.90	2.93
Standard deviation	0.89	1.02	1.02	0.92	1.01	1.00	0.85	1.03	1.04
Significance	-	**	**	-		**	-		
Effect size	-	0.25	0.28	-	0.21	0.30	-	0.28	0.25
Course assignments									
Very satisfied / Satisfied	82.8%	80.6%	82.5%	85.3%	82.2%	83.5%	77.3%	79.0%	81.2%
Mean	3.20	3.11	3.14	3.26	3.15	3.15	3.09	3.08	3.12
Standard deviation	0.81	0.82	0.81	0.82	0.80	0.80	0.80	0.84	0.83
Significance	-			-			-		
Effect size	-	0.11	0.07	-	0.14	0.14	-	0.01	-0.04

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Freedom to determine course content									
Very satisfied / Satisfied	92.4%	90.3%	90.6%	93.2%	90.6%	91.7%	90.7%	90.1%	89.3%
Mean	3.48	3.50	3.47	3.52	3.51	3.51	3.40	3.48	3.43
Standard deviation	0.68	0.74	0.75	0.69	0.74	0.73	0.66	0.73	0.77
Significance	-			-			-		
Effect size	-	-0.03	0.01	-	0.01	0.01	-	-0.11	-0.04
Availability of child care at this institution									
Very satisfied / Satisfied	30.5%	31.5%	36.6%	25.0%	28.4%	40.9%	50.0%	34.9%	31.8%
Mean	1.78	1.89	2.08	1.64	1.86	2.20	2.25	1.92	1.93
Standard deviation	1.07	1.06	1.15	0.95	1.01	1.18	1.39	1.11	1.10
Significance	-			-		*	-		
Effect size	-	-0.10	-0.26	-	-0.22	-0.47	-	0.30	0.29
How satisfied are you with the following aspects of your job?									
Prospects for career advancement									
Very satisfied / Satisfied	52.8%	53.5%	54.6%	55.3%	57.9%	57.5%	47.5%	48.6%	51.4%
Mean	2.50	2.44	2.46	2.55	2.52	2.52	2.38	2.35	2.40
Standard deviation	0.89	0.94	0.95	0.85	0.92	0.96	0.98	0.97	0.94
Significance	-			-			-		
Effect size	-	0.06	0.04	-	0.03	0.03	-	0.03	-0.02
Clerical/administrative support									
Very satisfied / Satisfied	77.8%	68.1%	61.1%	74.1%	70.6%	63.5%	85.7%	65.3%	58.4%
Mean	3.09	2.84	2.69	2.98	2.87	2.71	3.33	2.80	2.66
Standard deviation	0.92	0.97	0.99	0.95	0.98	0.98	0.79	0.96	0.99
Significance	-	**	***	-		*	-	***	***
Effect size	-	0.26	0.40	-	0.11	0.28	-	0.55	0.68

2013-14 HERI Faculty Survey
 Full-time Undergraduate Faculty
Satisfaction
 HERI Theme

Satisfaction - These items gauge satisfaction with various aspects of the faculty experience.
 See CIRP Construct: Job Satisfaction: Workplace, Job Satisfaction: Compensation

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Overall job satisfaction									
Very satisfied / Satisfied	81.8%	73.9%	72.6%	82.0%	77.5%	74.1%	81.4%	69.8%	71.1%
Mean	3.01	2.89	2.88	3.00	2.93	2.88	3.02	2.85	2.89
Standard deviation	0.70	0.82	0.83	0.71	0.79	0.83	0.71	0.85	0.82
Significance	-			-			-		
Effect size	-	0.15	0.16	-	0.09	0.14	-	0.20	0.16
Relative equity of salary and job benefits									
Very satisfied / Satisfied	32.0%	44.4%	46.6%	35.3%	48.1%	49.4%	25.0%	40.1%	43.5%
Mean	2.09	2.25	2.31	2.11	2.33	2.38	2.03	2.15	2.23
Standard deviation	0.91	0.96	0.99	0.95	0.94	1.01	0.83	0.98	0.96
Significance	-		*	-	*	*	-		
Effect size	-	-0.17	-0.22	-	-0.23	-0.27	-	-0.12	-0.21
How satisfied are you with the following aspects of your job?									
Flexibility in relation to family matters or emergencies									
Very satisfied ./ Satisfied	91.2%	86.4%	85.8%	90.4%	87.9%	88.2%	92.7%	84.8%	83.2%
Mean	3.34	3.22	3.22	3.33	3.27	3.27	3.34	3.17	3.16
Standard deviation	0.71	0.75	0.77	0.72	0.76	0.73	0.69	0.73	0.81
Significance	-			-			-		
Effect size	-	0.16	0.16	-	0.08	0.08	-	0.23	0.22

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

Southern Utah University	Total			Men			Women		
	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	44.5%	62.8%	68.2%	42.9%	62.9%	66.5%	47.8%	62.7%	70.1%
Mean	2.32	2.68	2.79	2.25	2.66	2.74	2.46	2.71	2.84
Standard deviation	0.80	0.79	0.79	0.82	0.81	0.79	0.75	0.77	0.78
Significance	-	***	***	-	***	***	-	*	**
Effect size	-	-0.46	-0.59	-	-0.51	-0.62	-	-0.32	-0.49
Faculty are committed to the welfare of this institution									
Agree strongly / Agree somewhat	92.8%	91.7%	89.3%	91.4%	89.7%	88.4%	95.6%	93.9%	90.2%
Mean	3.37	3.40	3.33	3.38	3.39	3.30	3.35	3.41	3.37
Standard deviation	0.64	0.67	0.72	0.67	0.71	0.72	0.57	0.63	0.71
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.04	0.06	-	-0.01	0.11	-	-0.10	-0.03
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	91.4%	90.8%	89.0%	90.3%	91.5%	88.9%	93.5%	90.0%	88.9%
Mean	3.35	3.36	3.31	3.33	3.38	3.30	3.37	3.34	3.32
Standard deviation	0.66	0.68	0.71	0.68	0.69	0.72	0.61	0.67	0.69
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.01	0.06	-	-0.07	0.04	-	0.04	0.07

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

Southern Utah University	Total			Men			Women		
	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 promote the intellectual development of students									
Highest priority / High priority	85.2%	84.3%	78.8%	83.6%	84.0%	75.5%	88.6%	84.6%	82.4%
Mean	3.24	3.27	3.15	3.23	3.26	3.09	3.25	3.27	3.23
Standard deviation	0.74	0.78	0.84	0.75	0.79	0.88	0.72	0.77	0.78
Significance	-			-			-		
Effect size	-	-0.04	0.11	-	-0.04	0.16	-	-0.03	0.03
To develop a sense of community among students and faculty									
Highest priority / High priority	59.8%	57.8%	54.2%	56.5%	56.1%	49.9%	66.7%	60.0%	59.2%
Mean	2.64	2.59	2.54	2.55	2.56	2.46	2.80	2.61	2.64
Standard deviation	0.76	0.80	0.86	0.76	0.81	0.84	0.73	0.79	0.87
Significance	-			-			-		
Effect size	-	0.06	0.12	-	-0.01	0.11	-	0.24	0.18
To facilitate student involvement in community service									
Highest priority / High priority	70.8%	54.6%	48.2%	66.3%	54.1%	43.6%	80.0%	55.1%	53.3%
Mean	3.00	2.57	2.49	2.93	2.55	2.39	3.13	2.59	2.60
Standard deviation	0.82	0.83	0.87	0.86	0.86	0.87	0.73	0.78	0.85
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	0.52	0.59	-	0.44	0.62	-	0.69	0.62
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	44.5%	37.8%	33.6%	44.5%	37.2%	29.3%	44.5%	38.4%	38.4%
Mean	2.41	2.30	2.22	2.41	2.26	2.11	2.40	2.34	2.34
Standard deviation	0.89	0.86	0.90	0.92	0.84	0.86	0.84	0.88	0.94
Significance	-		*	-		**	-		
Effect size	-	0.13	0.21	-	0.18	0.35	-	0.07	0.06

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
To increase or maintain institutional prestige									
Highest priority / High priority	68.6%	65.3%	56.7%	70.6%	63.9%	53.8%	64.5%	66.9%	60.0%
Mean	2.77	2.82	2.65	2.77	2.80	2.61	2.76	2.85	2.70
Standard deviation	0.76	0.89	0.89	0.76	0.89	0.89	0.77	0.89	0.89
Significance	-			-			-		
Effect size	-	-0.06	0.13	-	-0.03	0.18	-	-0.10	0.07
To hire faculty 'stars'									
Highest priority / High priority	20.7%	13.0%	13.7%	17.4%	12.4%	12.3%	27.9%	13.7%	15.2%
Mean	1.85	1.67	1.63	1.76	1.64	1.55	2.05	1.70	1.72
Standard deviation	0.83	0.77	0.81	0.79	0.76	0.77	0.90	0.79	0.84
Significance	-	*	**	-		*	-	**	*
Effect size	-	0.23	0.27	-	0.16	0.27	-	0.44	0.39
To recruit more minority students									
Highest priority / High priority	29.5%	48.9%	48.2%	28.6%	46.7%	44.0%	31.1%	51.5%	53.1%
Mean	2.14	2.47	2.48	2.11	2.42	2.40	2.20	2.52	2.56
Standard deviation	0.85	0.80	0.84	0.80	0.77	0.81	0.97	0.83	0.86
Significance	-	***	***	-	***	***	-	*	**
Effect size	-	-0.41	-0.40	-	-0.40	-0.36	-	-0.39	-0.42
To enhance the institution's national image									
Highest priority / High priority	59.6%	62.0%	53.1%	59.8%	61.2%	52.3%	59.1%	62.9%	54.1%
Mean	2.65	2.73	2.56	2.64	2.69	2.53	2.68	2.78	2.59
Standard deviation	0.87	0.90	0.94	0.90	0.90	0.94	0.83	0.89	0.94
Significance	-			-			-		
Effect size	-	-0.09	0.10	-	-0.06	0.12	-	-0.11	0.10

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
To promote gender diversity in the faculty and administration									
Highest priority / High priority	32.9%	42.5%	45.1%	33.7%	48.8%	48.4%	31.1%	35.3%	41.4%
Mean	2.19	2.38	2.40	2.19	2.48	2.45	2.18	2.26	2.34
Standard deviation	0.89	0.84	0.88	0.90	0.85	0.85	0.89	0.82	0.90
Significance	-	*	**	-	**	**	-		
Effect size	-	-0.23	-0.24	-	-0.34	-0.31	-	-0.10	-0.18
To promote racial and ethnic diversity in the faculty and administration									
Highest priority / High priority	24.6%	44.3%	48.9%	25.9%	49.6%	48.2%	22.3%	38.3%	49.9%
Mean	2.05	2.40	2.49	2.07	2.49	2.46	2.02	2.30	2.52
Standard deviation	0.88	0.89	0.91	0.90	0.87	0.88	0.84	0.90	0.95
Significance	-	***	***	-	***	***	-	*	***
Effect size	-	-0.39	-0.48	-	-0.48	-0.44	-	-0.31	-0.53
To provide resources for faculty to engage in community-based teaching or research									
Highest priority / High priority	37.0%	35.7%	34.1%	35.2%	34.4%	31.1%	40.9%	37.3%	37.5%
Mean	2.28	2.23	2.16	2.24	2.20	2.10	2.36	2.27	2.22
Standard deviation	0.94	0.88	0.91	0.95	0.89	0.92	0.94	0.86	0.90
Significance	-			-			-		
Effect size	-	0.06	0.13	-	0.04	0.15	-	0.10	0.16

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

Southern Utah University	Total			Men			Women		
	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 create and sustain partnerships with surrounding communities									
Highest priority / High priority	60.8%	56.5%	51.5%	60.5%	56.2%	47.3%	61.4%	56.8%	56.0%
Mean	2.69	2.58	2.54	2.70	2.54	2.45	2.66	2.62	2.65
Standard deviation	0.82	0.84	0.84	0.80	0.82	0.82	0.89	0.86	0.86
Significance	-		*	-		**	-		
Effect size	-	0.13	0.18	-	0.20	0.30	-	0.05	0.01
To pursue extramural funding									
Highest priority / High priority	35.6%	38.6%	45.0%	37.4%	40.5%	44.1%	31.9%	36.5%	46.0%
Mean	2.25	2.27	2.38	2.26	2.33	2.36	2.23	2.21	2.40
Standard deviation	0.87	0.88	0.90	0.85	0.87	0.89	0.91	0.89	0.92
Significance	-			-			-		
Effect size	-	-0.02	-0.14	-	-0.08	-0.11	-	0.02	-0.18
To strengthen links with the for-profit, corporate sector									
Highest priority / High priority	24.1%	36.4%	40.8%	25.5%	36.3%	39.9%	21.0%	36.6%	41.9%
Mean	2.03	2.21	2.28	2.07	2.20	2.25	1.95	2.24	2.32
Standard deviation	0.76	0.90	0.91	0.73	0.90	0.90	0.82	0.91	0.91
Significance	-	*	**	-			-	*	**
Effect size	-	-0.20	-0.27	-	-0.14	-0.20	-	-0.32	-0.41
To develop leadership ability among students									
Highest priority / High priority	61.0%	61.0%	55.0%	57.2%	53.3%	48.4%	68.9%	69.9%	62.4%
Mean	2.71	2.70	2.59	2.65	2.60	2.49	2.82	2.82	2.71
Standard deviation	0.78	0.81	0.83	0.81	0.81	0.80	0.72	0.80	0.84
Significance	-			-			-		
Effect size	-	0.01	0.14	-	0.06	0.20	-	0.00	0.13

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

Southern Utah University	Total			Men			Women		
	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 develop an appreciation for multiculturalism									
Highest priority / High priority	34.8%	53.8%	52.8%	34.5%	54.6%	48.5%	35.5%	52.9%	57.8%
Mean	2.27	2.56	2.57	2.29	2.57	2.49	2.22	2.54	2.65
Standard deviation	0.87	0.85	0.86	0.82	0.85	0.86	0.95	0.85	0.85
Significance	-	***	***	-	**	*	-	*	***
Effect size	-	-0.34	-0.35	-	-0.33	-0.23	-	-0.38	-0.51
Please indicate your agreement with each of the following statements:									
Colleges have a responsibility to work with their surrounding communities to address local issues									
Agree strongly / Agree somewhat	91.4%	92.3%	93.2%	89.0%	91.1%	91.8%	95.9%	93.6%	94.6%
Mean	3.28	3.32	3.35	3.24	3.27	3.28	3.35	3.38	3.43
Standard deviation	0.64	0.65	0.65	0.67	0.68	0.67	0.56	0.62	0.61
Significance	-			-			-		
Effect size	-	-0.06	-0.11	-	-0.04	-0.06	-	-0.05	-0.13

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

Southern Utah University	Total			Men			Women		
	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?									
Advised student groups involved in service/volunteer work	65.6%	52.5%	57.7%	62.1%	51.7%	56.9%	71.4%	53.5%	58.6%
Engaged undergraduates on <u>your</u> research project	50.7%	49.4%	50.9%	56.8%	49.6%	54.2%	39.6%	49.1%	47.1%
Worked with undergraduates on a research project	66.4%	66.2%	65.5%	71.7%	68.4%	67.8%	56.6%	63.5%	62.7%
Supervised an undergraduate thesis	23.6%	37.1%	36.6%	22.9%	35.0%	36.8%	25.0%	39.7%	36.4%
Indicate how well each of the following describes your college or university:									
It is easy for students to see faculty outside of regular office hours									
Very descriptive / Somewhat descriptive	97.7%	97.0%	93.8%	97.7%	96.9%	93.5%	97.7%	96.9%	94.1%
Mean	2.56	2.55	2.44	2.61	2.55	2.46	2.48	2.56	2.41
Standard deviation	0.54	0.56	0.61	0.54	0.56	0.61	0.55	0.55	0.60
Significance	-		*	-		*	-		
Effect size	-	0.02	0.20	-	0.11	0.25	-	-0.15	0.12
Faculty are rewarded for being good teachers									
Very descriptive / Somewhat descriptive	69.9%	76.9%	73.8%	69.6%	76.7%	72.8%	70.4%	77.1%	75.0%
Mean	1.89	2.07	1.98	1.90	2.09	1.96	1.86	2.04	2.01
Standard deviation	0.69	0.72	0.71	0.71	0.74	0.71	0.67	0.71	0.71
Significance	-	**		-	*		-		
Effect size	-	-0.25	-0.13	-	-0.26	-0.08	-	-0.25	-0.21

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

Southern Utah University	Total			Men			Women		
	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:									
Students									
Extensive / Somewhat	65.4%	64.9%	66.1%	67.4%	59.0%	61.3%	61.3%	71.5%	71.5%
Mean	1.75	1.72	1.73	1.79	1.65	1.67	1.68	1.81	1.80
Standard deviation	0.62	0.59	0.58	0.63	0.59	0.58	0.60	0.58	0.58
Significance	-			-	*		-		
Effect size	-	0.05	0.03	-	0.24	0.21	-	-0.22	-0.21
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:									
Faculty are interested in students' personal problems									
Agree strongly / Agree somewhat	86.2%	76.3%	73.6%	84.8%	77.1%	73.6%	89.1%	75.4%	73.8%
Mean	3.07	2.88	2.84	3.08	2.90	2.82	3.07	2.86	2.86
Standard deviation	0.59	0.66	0.72	0.62	0.68	0.72	0.53	0.64	0.71
Significance	-	**	***	-	*	***	-	*	*
Effect size	-	0.29	0.32	-	0.26	0.36	-	0.33	0.30
Most students are well-prepared academically									
Agree strongly / Agree somewhat	54.6%	59.0%	41.5%	54.8%	62.4%	42.1%	54.4%	55.2%	40.8%
Mean	2.58	2.62	2.31	2.55	2.68	2.31	2.63	2.56	2.32
Standard deviation	0.73	0.78	0.81	0.74	0.75	0.81	0.71	0.80	0.81
Significance	-		***	-		**	-		*
Effect size	-	-0.05	0.33	-	-0.17	0.30	-	0.09	0.38

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Faculty here are strongly interested in the academic problems of undergraduates									
Agree strongly / Agree somewhat	91.4%	90.8%	89.0%	90.3%	91.5%	88.9%	93.5%	90.0%	88.9%
Mean	3.35	3.36	3.31	3.33	3.38	3.30	3.37	3.34	3.32
Standard deviation	0.66	0.68	0.71	0.68	0.69	0.72	0.61	0.67	0.69
Significance	-			-			-		
Effect size	-	-0.01	0.06	-	-0.07	0.04	-	0.04	0.07
Indicate the extent to which you agree or disagree with each of the following:									
It is primarily up to individual students whether they succeed in my courses									
Agree strongly / Agree somewhat	93.5%	88.4%	88.4%	94.6%	90.3%	89.6%	91.3%	86.3%	86.9%
Mean	3.35	3.28	3.28	3.37	3.31	3.34	3.30	3.25	3.21
Standard deviation	0.65	0.69	0.70	0.66	0.68	0.69	0.63	0.71	0.70
Significance	-			-			-		
Effect size	-	0.10	0.10	-	0.09	0.04	-	0.07	0.13
I try to dispel perceptions of competition									
Agree strongly / Agree somewhat	61.5%	75.1%	73.9%	58.3%	69.4%	70.9%	68.2%	81.6%	77.2%
Mean	2.77	3.01	2.99	2.71	2.88	2.91	2.89	3.15	3.07
Standard deviation	0.85	0.83	0.84	0.86	0.85	0.84	0.84	0.77	0.84
Significance	-	**	**	-		*	-	*	
Effect size	-	-0.29	-0.26	-	-0.20	-0.24	-	-0.34	-0.21
I encourage all students to approach me for help									
Agree strongly / Agree somewhat	100.0%	99.9%	99.9%	100.0%	99.9%	99.8%	100.0%	100.0%	99.8%
Mean	3.95	3.94	3.95	3.95	3.92	3.94	3.96	3.96	3.96
Standard deviation	0.22	0.24	0.23	0.23	0.27	0.25	0.21	0.19	0.20
Significance	-			-			-		
Effect size	-	0.04	0.00	-	0.11	0.04	-	0.00	0.00

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Indicate the extent to which you agree or disagree with each of the following:									
Most students are well-prepared for the difficulty of the courses I teach									
Agree strongly / Agree somewhat	53.6%	57.2%	47.4%	51.1%	55.3%	46.0%	58.7%	59.4%	48.9%
Mean	2.60	2.61	2.44	2.54	2.59	2.41	2.72	2.63	2.48
Standard deviation	0.83	0.76	0.79	0.87	0.77	0.81	0.75	0.74	0.77
Significance	-		*	-			-		*
Effect size	-	-0.01	0.20	-	-0.06	0.16	-	0.12	0.31
In my classroom, there is no such thing as a question that is too elementary									
Agree strongly / Agree somewhat	91.3%	92.7%	91.9%	91.3%	90.7%	91.7%	91.3%	95.0%	92.2%
Mean	3.56	3.55	3.54	3.54	3.49	3.52	3.59	3.62	3.57
Standard deviation	0.69	0.65	0.67	0.72	0.70	0.68	0.65	0.59	0.67
Significance	-			-			-		
Effect size	-	0.02	0.03	-	0.07	0.03	-	-0.05	0.03
All students have the potential to excel in my courses									
Agree strongly / Agree somewhat	91.3%	89.0%	90.2%	89.1%	85.4%	87.9%	95.6%	93.2%	92.8%
Mean	3.54	3.46	3.48	3.43	3.37	3.43	3.76	3.55	3.53
Standard deviation	0.65	0.70	0.70	0.68	0.75	0.74	0.52	0.63	0.64
Significance	-			-			-	*	*
Effect size	-	0.11	0.09	-	0.08	0.00	-	0.33	0.36

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
In your interactions with undergraduates, how often do you encourage them to:									
Ask questions in class									
Frequently / Occasionally	99.4%	99.7%	99.2%	100.0%	100.0%	99.5%	98.1%	99.3%	99.0%
Mean	2.95	2.95	2.94	2.95	2.94	2.94	2.94	2.96	2.95
Standard deviation	0.25	0.24	0.26	0.22	0.24	0.26	0.30	0.24	0.26
Significance	-			-			-		
Effect size	-	0.00	0.04	-	0.04	0.04	-	-0.08	-0.04
Support their opinions with a logical argument									
Frequently / Occasionally	99.4%	98.9%	97.7%	100.0%	99.0%	97.5%	98.1%	98.9%	98.0%
Mean	2.62	2.77	2.75	2.56	2.73	2.72	2.73	2.81	2.78
Standard deviation	0.50	0.45	0.48	0.50	0.47	0.50	0.49	0.42	0.46
Significance	-	***	**	-	**	**	-		
Effect size	-	-0.33	-0.27	-	-0.36	-0.32	-	-0.19	-0.11
Seek solutions to problems and explain them to others									
Frequently / Occasionally	95.4%	97.8%	96.9%	93.9%	97.1%	96.5%	98.2%	98.7%	97.5%
Mean	2.64	2.67	2.66	2.58	2.64	2.63	2.75	2.70	2.70
Standard deviation	0.57	0.51	0.53	0.61	0.54	0.55	0.48	0.49	0.51
Significance	-			-			-		
Effect size	-	-0.06	-0.04	-	-0.11	-0.09	-	0.10	0.10
Revise their papers to improve their writing									
Frequently / Occasionally	80.8%	89.8%	89.0%	82.6%	87.7%	86.1%	77.3%	92.4%	92.4%
Mean	2.22	2.49	2.46	2.18	2.40	2.37	2.28	2.60	2.57
Standard deviation	0.75	0.67	0.68	0.71	0.70	0.71	0.82	0.63	0.63
Significance	-	***	***	-	**	*	-	***	**
Effect size	-	-0.40	-0.35	-	-0.31	-0.27	-	-0.51	-0.46
Evaluate the quality or reliability of information they receive									
Frequently / Occasionally	90.7%	96.3%	95.2%	90.8%	95.2%	94.0%	90.5%	97.6%	96.6%
Mean	2.39	2.58	2.57	2.36	2.51	2.50	2.43	2.67	2.66
Standard deviation	0.65	0.56	0.58	0.65	0.59	0.61	0.67	0.52	0.54
Significance	-	***	***	-	*	*	-	**	**
Effect size	-	-0.34	-0.31	-	-0.25	-0.23	-	-0.46	-0.43

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

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
In your interactions with undergraduates, how often do you encourage them to:									
Take risks for potential gains									
Frequently / Occasionally	77.4%	78.6%	78.2%	74.5%	75.6%	74.5%	82.7%	82.1%	82.5%
Mean	2.14	2.11	2.10	2.09	2.06	2.03	2.23	2.18	2.18
Standard deviation	0.76	0.73	0.73	0.77	0.74	0.74	0.73	0.71	0.71
Significance	-			-			-		
Effect size	-	0.04	0.05	-	0.04	0.08	-	0.07	0.07
Seek alternative solutions to a problem									
Frequently / Occasionally	95.4%	94.6%	94.6%	93.9%	94.4%	94.0%	98.1%	94.9%	95.5%
Mean	2.44	2.45	2.48	2.39	2.43	2.43	2.55	2.47	2.54
Standard deviation	0.58	0.60	0.60	0.60	0.60	0.60	0.54	0.59	0.58
Significance	-			-			-		
Effect size	-	-0.02	-0.07	-	-0.07	-0.07	-	0.14	0.02
Look up scientific research articles and resources									
Frequently / Occasionally	81.3%	82.0%	83.2%	80.4%	80.0%	82.1%	83.0%	84.3%	84.3%
Mean	2.23	2.27	2.31	2.20	2.20	2.26	2.30	2.36	2.37
Standard deviation	0.75	0.75	0.74	0.74	0.75	0.74	0.75	0.74	0.74
Significance	-			-			-		
Effect size	-	-0.05	-0.11	-	0.00	-0.08	-	-0.08	-0.09
Explore topics on their own, even though it was not required for a class									
Frequently / Occasionally	94.0%	93.6%	92.3%	95.9%	93.6%	93.2%	90.5%	93.6%	91.3%
Mean	2.35	2.33	2.33	2.39	2.32	2.31	2.26	2.33	2.35
Standard deviation	0.59	0.59	0.61	0.57	0.59	0.59	0.62	0.59	0.63
Significance	-			-			-		
Effect size	-	0.03	0.03	-	0.12	0.14	-	-0.12	-0.14
Accept mistakes as part of the learning process									
Frequently / Occasionally	97.3%	97.0%	97.5%	96.9%	96.4%	97.2%	98.1%	97.7%	97.9%
Mean	2.59	2.60	2.62	2.57	2.57	2.58	2.62	2.63	2.68
Standard deviation	0.55	0.55	0.53	0.56	0.56	0.55	0.53	0.53	0.51
Significance	-			-			-		
Effect size	-	-0.02	-0.06	-	0.00	-0.02	-	-0.02	-0.12

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
In your interactions with undergraduates, how often do you encourage them to:									
Seek feedback on their academic work									
Frequently / Occasionally	97.4%	96.3%	96.8%	99.0%	95.2%	96.5%	94.3%	97.5%	97.3%
Mean	2.58	2.62	2.65	2.54	2.55	2.59	2.65	2.70	2.73
Standard deviation	0.55	0.56	0.54	0.52	0.59	0.56	0.59	0.51	0.50
Significance	-			-			-		
Effect size	-	-0.07	-0.13	-	-0.02	-0.09	-	-0.10	-0.16
Integrate skills and knowledge from different sources and experiences									
Frequently / Occasionally	92.8%	97.0%	96.2%	94.9%	96.0%	94.9%	88.7%	97.9%	97.8%
Mean	2.53	2.63	2.62	2.50	2.57	2.53	2.58	2.69	2.73
Standard deviation	0.63	0.54	0.56	0.60	0.57	0.59	0.69	0.51	0.49
Significance	-	*		-			-		*
Effect size	-	-0.19	-0.16	-	-0.12	-0.05	-	-0.22	-0.31

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

Southern Utah University	Total			Men			Women		
	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	85.1%	78.5%	80.2%	85.4%	87.1%	84.5%	84.4%	68.4%	75.3%
Mean	2.19	2.05	2.11	2.20	2.21	2.22	2.16	1.86	1.99
Standard deviation	0.67	0.69	0.70	0.68	0.65	0.69	0.67	0.69	0.69
Significance	-	*		-			-	**	
Effect size	-	0.20	0.11	-	-0.02	-0.03	-	0.43	0.25
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar									
To a great extent / To some extent	69.1%	64.4%	63.5%	67.4%	54.1%	55.7%	72.7%	76.3%	72.2%
Mean	2.00	1.96	1.93	1.97	1.78	1.78	2.07	2.16	2.10
Standard deviation	0.79	0.82	0.81	0.79	0.80	0.78	0.79	0.78	0.80
Significance	-			-	*	*	-		
Effect size	-	0.05	0.09	-	0.24	0.24	-	-0.12	-0.04
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	74.4%	74.7%	74.7%	71.2%	72.2%	68.8%	80.9%	77.5%	81.3%
Mean	1.94	1.96	1.96	1.89	1.88	1.85	2.05	2.06	2.08
Standard deviation	0.67	0.68	0.68	0.67	0.65	0.67	0.66	0.71	0.67
Significance	-			-			-		
Effect size	-	-0.03	-0.03	-	0.02	0.06	-	-0.01	-0.04
Child care									
Extensive / Somewhat	54.1%	61.2%	62.1%	50.0%	54.4%	53.6%	68.8%	71.1%	73.9%
Mean	1.66	1.77	1.80	1.62	1.65	1.67	1.81	1.95	1.98
Standard deviation	0.69	0.70	0.72	0.70	0.66	0.69	0.66	0.72	0.71
Significance	-			-			-		
Effect size	-	-0.16	-0.19	-	-0.05	-0.07	-	-0.19	-0.24

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
My physical health									
Extensive / Somewhat	56.8%	59.2%	59.0%	54.6%	57.9%	56.7%	61.3%	60.8%	61.4%
Mean	1.67	1.70	1.71	1.64	1.67	1.67	1.75	1.74	1.75
Standard deviation	0.66	0.65	0.67	0.65	0.63	0.65	0.69	0.68	0.68
Significance	-			-			-		
Effect size	-	-0.05	-0.06	-	-0.05	-0.05	-	0.01	0.00
Review/promotion process									
Extensive / Somewhat	71.9%	62.1%	63.5%	74.1%	55.7%	58.2%	67.5%	69.5%	69.3%
Mean	1.89	1.84	1.87	1.93	1.72	1.78	1.81	1.98	1.98
Standard deviation	0.67	0.75	0.77	0.67	0.72	0.75	0.66	0.76	0.77
Significance	-			-	*		-		
Effect size	-	0.07	0.03	-	0.29	0.20	-	-0.22	-0.22
Subtle discrimination (e.g., prejudice, racism, sexism)									
Extensive / Somewhat	33.3%	35.7%	34.7%	29.7%	21.6%	24.9%	40.4%	51.2%	45.6%
Mean	1.42	1.47	1.44	1.40	1.30	1.31	1.48	1.67	1.58
Standard deviation	0.65	0.69	0.66	0.66	0.61	0.59	0.63	0.73	0.71
Significance	-			-			-		
Effect size	-	-0.07	-0.03	-	0.16	0.15	-	-0.26	-0.14
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:									
Personal finances									
Extensive / Somewhat	76.7%	60.7%	62.4%	78.7%	60.2%	63.3%	72.7%	61.3%	61.5%
Mean	1.98	1.79	1.80	1.98	1.76	1.80	1.98	1.82	1.81
Standard deviation	0.67	0.73	0.72	0.64	0.71	0.70	0.73	0.75	0.73
Significance	-	**	**	-	**	*	-		
Effect size	-	0.26	0.25	-	0.31	0.26	-	0.21	0.23
Committee work									
Extensive / Somewhat	57.6%	62.8%	67.9%	62.9%	62.7%	67.4%	46.5%	62.8%	68.5%
Mean	1.68	1.76	1.85	1.73	1.74	1.82	1.58	1.79	1.89
Standard deviation	0.66	0.67	0.69	0.64	0.65	0.67	0.70	0.70	0.71
Significance	-		**	-			-		**
Effect size	-	-0.12	-0.25	-	-0.02	-0.13	-	-0.30	-0.44

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Faculty meetings									
Extensive / Somewhat	47.7%	57.9%	59.4%	50.0%	56.9%	58.3%	42.9%	59.1%	60.7%
Mean	1.52	1.70	1.72	1.56	1.69	1.71	1.45	1.72	1.72
Standard deviation	0.59	0.67	0.67	0.60	0.67	0.68	0.55	0.67	0.66
Significance	-	**	***	-	-	*	-	*	**
Effect size	-	-0.27	-0.30	-	-0.19	-0.22	-	-0.40	-0.41
Colleagues									
Extensive / Somewhat	56.9%	63.8%	60.3%	56.2%	58.3%	56.9%	58.2%	70.2%	64.2%
Mean	1.63	1.77	1.75	1.62	1.70	1.71	1.65	1.85	1.79
Standard deviation	0.60	0.66	0.69	0.59	0.66	0.70	0.61	0.66	0.68
Significance	-	*	-	-	-	-	-	-	-
Effect size	-	-0.21	-0.17	-	-0.12	-0.13	-	-0.30	-0.21
Students									
Extensive / Somewhat	65.4%	64.9%	66.1%	67.4%	59.0%	61.3%	61.3%	71.5%	71.5%
Mean	1.75	1.72	1.73	1.79	1.65	1.67	1.68	1.81	1.80
Standard deviation	0.62	0.59	0.58	0.63	0.59	0.58	0.60	0.58	0.58
Significance	-	-	-	-	*	-	-	-	-
Effect size	-	0.05	0.03	-	0.24	0.21	-	-0.22	-0.21
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									
Extensive / Somewhat	78.3%	71.9%	70.6%	75.6%	67.3%	65.6%	84.2%	77.4%	76.4%
Mean	1.98	1.94	1.92	1.94	1.82	1.81	2.08	2.08	2.04
Standard deviation	0.65	0.71	0.71	0.66	0.67	0.68	0.63	0.73	0.72
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.06	0.08	-	0.18	0.19	-	0.00	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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Institutional procedures and "red tape"									
Extensive / Somewhat	78.5%	78.7%	81.4%	78.4%	77.3%	81.7%	78.6%	80.2%	81.1%
Mean	2.01	2.00	2.09	2.03	2.00	2.08	1.95	1.99	2.09
Standard deviation	0.66	0.65	0.67	0.69	0.68	0.67	0.62	0.62	0.68
Significance	-			-			-		
Effect size	-	0.02	-0.12	-	0.04	-0.07	-	-0.06	-0.21
Teaching load									
Extensive / Somewhat	64.4%	71.4%	73.7%	67.0%	68.8%	72.4%	59.1%	74.3%	75.1%
Mean	1.80	1.90	1.99	1.83	1.83	1.97	1.75	1.97	2.01
Standard deviation	0.69	0.68	0.72	0.68	0.66	0.72	0.72	0.69	0.71
Significance	-		**	-			-	*	*
Effect size	-	-0.15	-0.26	-	0.00	-0.19	-	-0.32	-0.37
Please indicate the extent to which each of the following has been a source of for you during the last two years:									
Lack of personal time									
Extensive / Somewhat	66.9%	76.5%	75.5%	62.9%	69.8%	69.9%	75.0%	84.3%	81.6%
Mean	1.86	2.06	2.06	1.79	1.91	1.93	2.00	2.23	2.19
Standard deviation	0.71	0.72	0.74	0.70	0.71	0.73	0.72	0.70	0.72
Significance	-	**	**	-			-	*	
Effect size	-	-0.28	-0.27	-	-0.17	-0.19	-	-0.33	-0.26
Job security									
Extensive / Somewhat	48.8%	32.5%	35.2%	44.4%	28.6%	32.3%	58.2%	37.2%	38.4%
Mean	1.59	1.41	1.44	1.52	1.35	1.40	1.72	1.47	1.48
Standard deviation	0.67	0.63	0.64	0.64	0.60	0.62	0.70	0.66	0.66
Significance	-	**	**	-	*		-	*	*
Effect size	-	0.29	0.23	-	0.28	0.19	-	0.38	0.36

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

Southern Utah University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Working with underprepared students									
Extensive / Somewhat	69.0%	65.6%	71.0%	69.7%	64.0%	71.8%	67.5%	67.6%	70.1%
Mean	1.77	1.74	1.87	1.78	1.72	1.90	1.74	1.77	1.83
Standard deviation	0.58	0.60	0.65	0.58	0.60	0.67	0.58	0.61	0.63
Significance	-			-			-		
Effect size	-	0.05	-0.15	-	0.10	-0.18	-	-0.05	-0.14
Please indicate the extent to which each of the following has been a source of for you during the last two years:									
Self-imposed high expectations									
Extensive / Somewhat	84.1%	86.0%	84.7%	83.2%	82.5%	82.4%	86.1%	90.1%	87.3%
Mean	2.14	2.19	2.17	2.11	2.12	2.12	2.21	2.26	2.23
Standard deviation	0.67	0.66	0.67	0.66	0.67	0.68	0.67	0.63	0.66
Significance	-			-			-		
Effect size	-	-0.08	-0.04	-	-0.01	-0.01	-	-0.08	-0.03
Change in work responsibilities									
Extensive / Somewhat	66.6%	75.8%	75.9%	67.1%	71.2%	72.3%	65.9%	81.0%	80.0%
Mean	1.86	2.00	2.02	1.88	1.88	1.92	1.82	2.14	2.13
Standard deviation	0.71	0.70	0.71	0.72	0.66	0.69	0.69	0.71	0.72
Significance	-	*	*	-			-	**	**
Effect size	-	-0.20	-0.23	-	0.00	-0.06	-	-0.45	-0.43
Institutional budget cuts									
Extensive / Somewhat	80.1%	75.5%	82.1%	79.8%	75.0%	80.3%	81.0%	76.3%	84.3%
Mean	2.08	2.01	2.18	2.08	1.99	2.16	2.10	2.03	2.21
Standard deviation	0.69	0.71	0.71	0.69	0.70	0.73	0.69	0.71	0.69
Significance	-			-			-		
Effect size	-	0.10	-0.14	-	0.13	-0.11	-	0.10	-0.16

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

Southern Utah University	Total			Men			Women		
	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 faculty are typically at odds with campus administration									
Very descriptive / Somewhat descriptive	59.1%	56.7%	66.5%	63.7%	59.0%	69.6%	50.0%	54.2%	63.0%
Mean	1.68	1.71	1.89	1.75	1.73	1.94	1.55	1.69	1.83
Standard deviation	0.63	0.70	0.74	0.65	0.69	0.74	0.59	0.72	0.73
Significance	-		**	-		*	-		*
Effect size	-	-0.04	-0.28	-	0.03	-0.26	-	-0.19	-0.38
Administrators consider faculty concerns when making policy									
Very descriptive / Somewhat descriptive	76.4%	71.7%	66.0%	73.8%	71.5%	63.7%	81.4%	71.8%	68.7%
Mean	1.92	1.88	1.81	1.93	1.89	1.78	1.88	1.87	1.85
Standard deviation	0.62	0.66	0.68	0.67	0.66	0.68	0.50	0.64	0.67
Significance	-			-		*	-		
Effect size	-	0.06	0.16	-	0.06	0.22	-	0.02	0.04
The administration is open about its policies									
Very descriptive / Somewhat descriptive	75.0%	70.0%	63.4%	70.5%	68.6%	62.4%	84.1%	71.7%	64.5%
Mean	1.95	1.88	1.82	1.92	1.88	1.80	2.00	1.89	1.83
Standard deviation	0.67	0.69	0.72	0.71	0.70	0.72	0.57	0.67	0.72
Significance	-		*	-			-		
Effect size	-	0.10	0.18	-	0.06	0.17	-	0.16	0.24
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:									
Colleagues									
Extensive / Somewhat	56.9%	63.8%	60.3%	56.2%	58.3%	56.9%	58.2%	70.2%	64.2%
Mean	1.63	1.77	1.75	1.62	1.70	1.71	1.65	1.85	1.79
Standard deviation	0.60	0.66	0.69	0.59	0.66	0.70	0.61	0.66	0.68
Significance	-	*		-			-		
Effect size	-	-0.21	-0.17	-	-0.12	-0.13	-	-0.30	-0.21

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

Southern Utah University	Total			Men			Women		
	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:									
Institutional procedures and "red tape"									
Extensive / Somewhat	78.5%	78.7%	81.4%	78.4%	77.3%	81.7%	78.6%	80.2%	81.1%
Mean	2.01	2.00	2.09	2.03	2.00	2.08	1.95	1.99	2.09
Standard deviation	0.66	0.65	0.67	0.69	0.68	0.67	0.62	0.62	0.68
Significance	-			-			-		
Effect size	-	0.02	-0.12	-	0.04	-0.07	-	-0.06	-0.21
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:									
Student Affairs staff have the support and respect of faculty									
Agree strongly / Agree somewhat	80.3%	77.9%	73.4%	78.0%	75.5%	72.9%	84.8%	80.5%	74.1%
Mean	2.96	2.96	2.88	2.90	2.91	2.85	3.09	3.01	2.92
Standard deviation	0.69	0.72	0.79	0.72	0.73	0.79	0.63	0.71	0.78
Significance	-			-			-		
Effect size	-	0.00	0.10	-	-0.01	0.06	-	0.11	0.22
Faculty are sufficiently involved in campus decision making									
Agree strongly / Agree somewhat	57.6%	60.1%	53.8%	56.5%	59.4%	53.0%	60.0%	60.8%	54.7%
Mean	2.53	2.62	2.49	2.48	2.61	2.45	2.62	2.63	2.52
Standard deviation	0.82	0.87	0.94	0.86	0.87	0.97	0.75	0.87	0.90
Significance	-			-			-		
Effect size	-	-0.10	0.04	-	-0.15	0.03	-	-0.01	0.11
The criteria for advancement and promotion decisions are clear									
Agree strongly / Agree somewhat	68.6%	71.6%	69.9%	78.5%	76.2%	71.7%	47.7%	66.5%	67.9%
Mean	2.84	2.97	2.92	2.99	3.03	2.93	2.52	2.89	2.92
Standard deviation	0.96	0.92	0.96	0.93	0.89	0.97	0.95	0.95	0.95
Significance	-			-			-	*	**
Effect size	-	-0.14	-0.08	-	-0.04	0.06	-	-0.39	-0.42