



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

2019-20 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

Illinois Wesleyan University

Comparison group 1: Private Nonsectarian 4yr Colleges - high selectivity

Comparison group 2: Private Nonsectarian 4yr Colleges

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l. Mentor Self-Efficacy	Not Available
m. Science Identity	Not Available
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o. Diversity Climate	2O
p. Respect	2P

How to Read the CIRP Construct Mean Reports

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

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

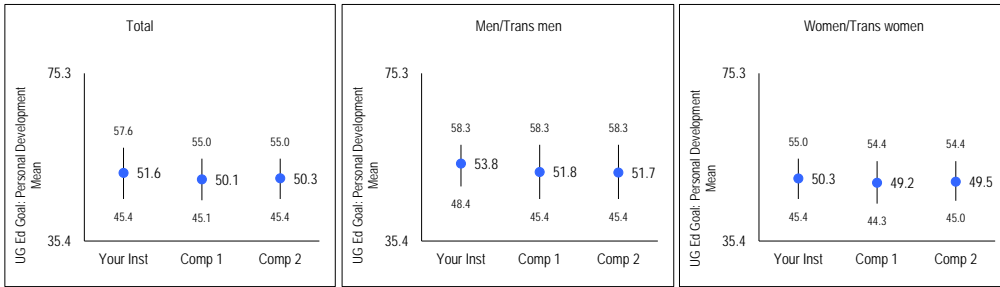
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

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

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

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

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



Survey Items and estimation 'weights':
 Please indicate extent to which you agree it is your role to:
 * Help students develop personal values (4.92)
 * Provide for students' emotional development (2.91)
 * Develop students' moral character (2.87)
 * Enhance students' self-understanding (2.65)

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

Charts – Provide a visual display of relevant construct scores for your institution and two comparison groups. The Y axis is defined by the highest and lowest possible construct score. Mean scores are represented by circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

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

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

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

Mean – The arithmetic mean is computed for each CIRP Construct. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10.

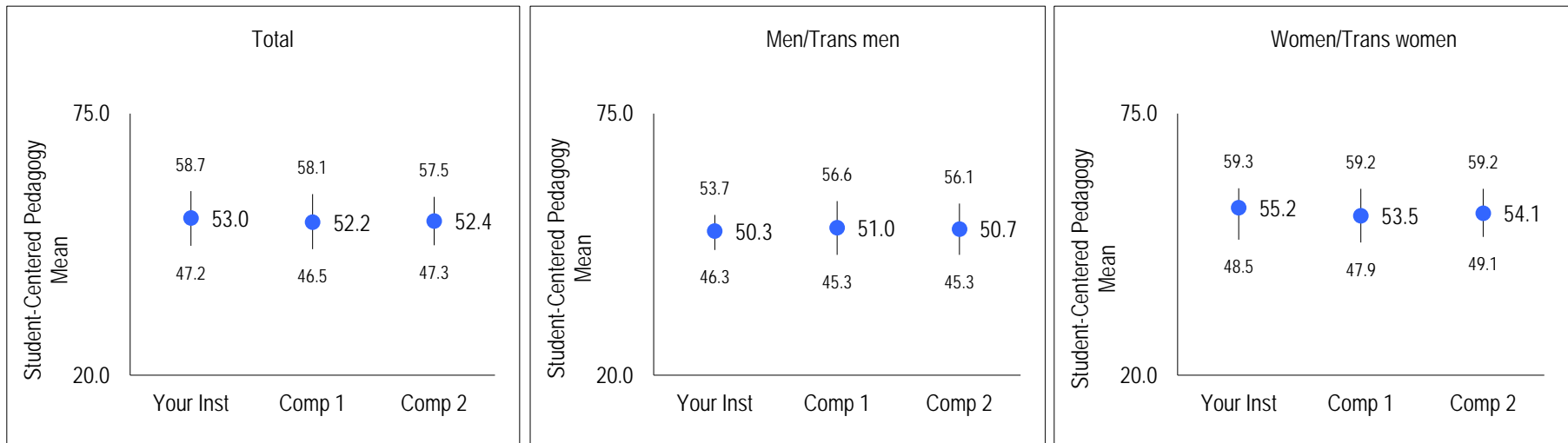
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g., a negative effect size on the "Career Related Stress" CIRP Construct suggests your faculty score lower than comparison schools).

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	74	865	1,716	33	471	859	41	394	857
Mean	53.0	52.2	52.4	50.3	51.0	50.7	55.2	53.5	54.1
Standard Deviation	8.31	8.34	7.90	7.59	8.29	7.98	8.29	8.19	7.45
Significance	-			-			-		
Effect Size	-	0.10	0.08	-	-0.09	-0.06	-	0.21	0.16
25th percentile	47.2	46.5	47.3	46.3	45.3	45.3	48.5	47.9	49.1
75th percentile	58.7	58.1	57.5	53.7	56.6	56.1	59.3	59.2	59.2

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



Survey items and estimation 'weights':

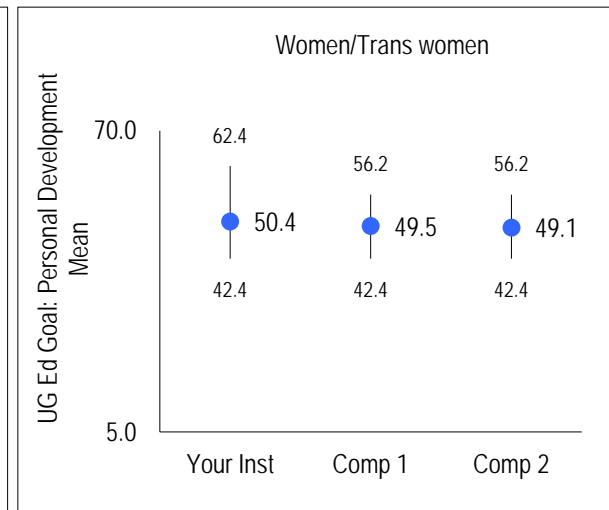
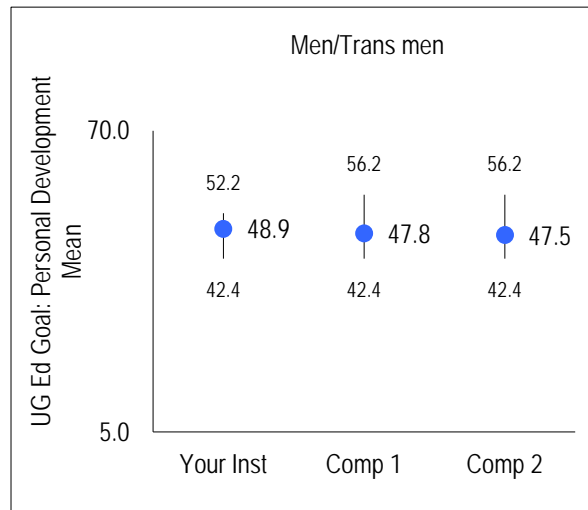
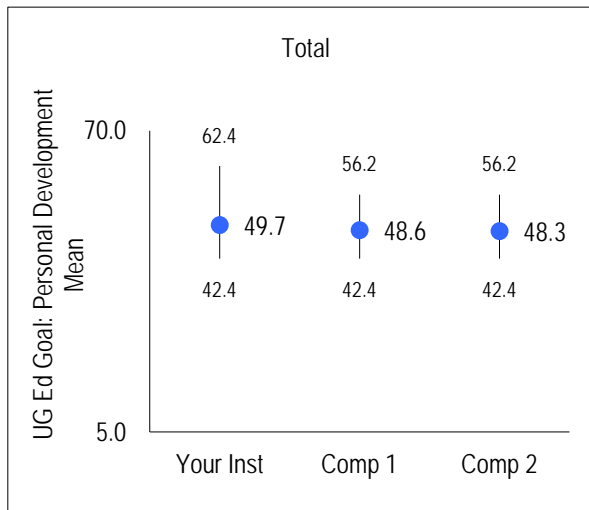
In how many of the courses that you teach do you use each of the following?

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	71	888	1,778	33	488	894	38	400	884
Mean	49.7	48.6	48.3	48.9	47.8	47.5	50.4	49.5	49.1
Standard Deviation	9.62	10.22	9.90	8.93	10.68	10.41	10.25	9.57	9.29
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.11	0.14	-	0.10	0.13	-	0.10	0.13
25th percentile	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4
75th percentile	62.4	56.2	56.2	52.2	56.2	56.2	62.4	56.2	56.2

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



Survey items and estimation 'weights':

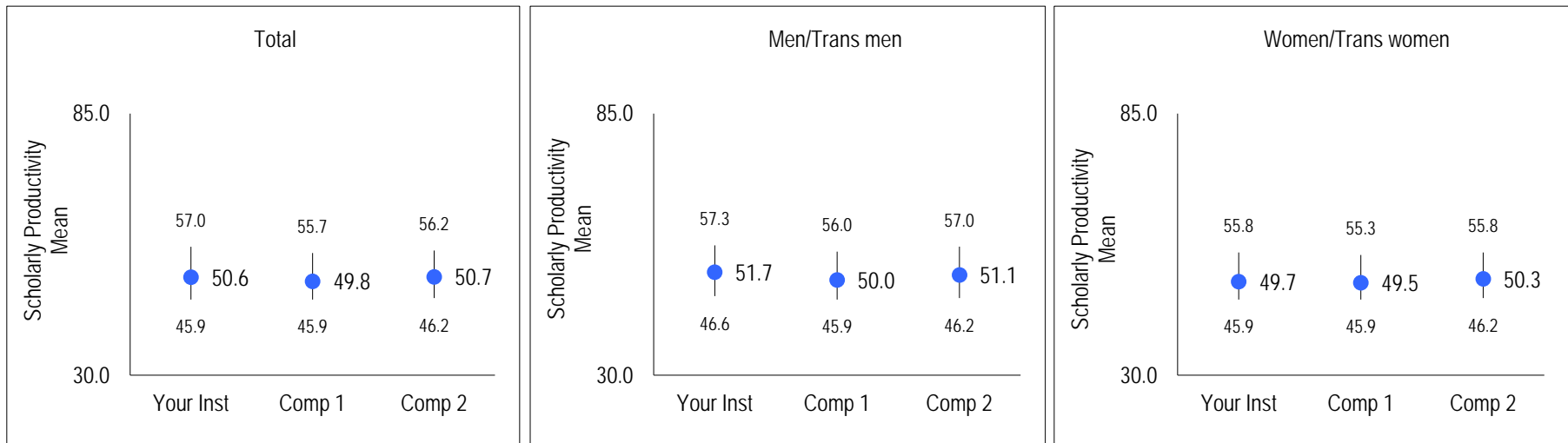
Please indicate the extent to which you agree it is your role to:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	75	903	1,792	35	500	907	40	403	885
Mean	50.6	49.8	50.7	51.7	50.0	51.1	49.7	49.5	50.3
Standard Deviation	8.18	7.84	7.92	8.43	8.01	7.92	7.95	7.63	7.90
Significance	-			-			-		
Effect Size	-	0.11	-0.01	-	0.21	0.07	-	0.03	-0.07
25th percentile	45.9	45.9	46.2	46.6	45.9	46.2	45.9	45.9	46.2
75th percentile	57.0	55.7	56.2	57.3	56.0	57.0	55.8	55.3	55.8

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic or professional journals (3.09)

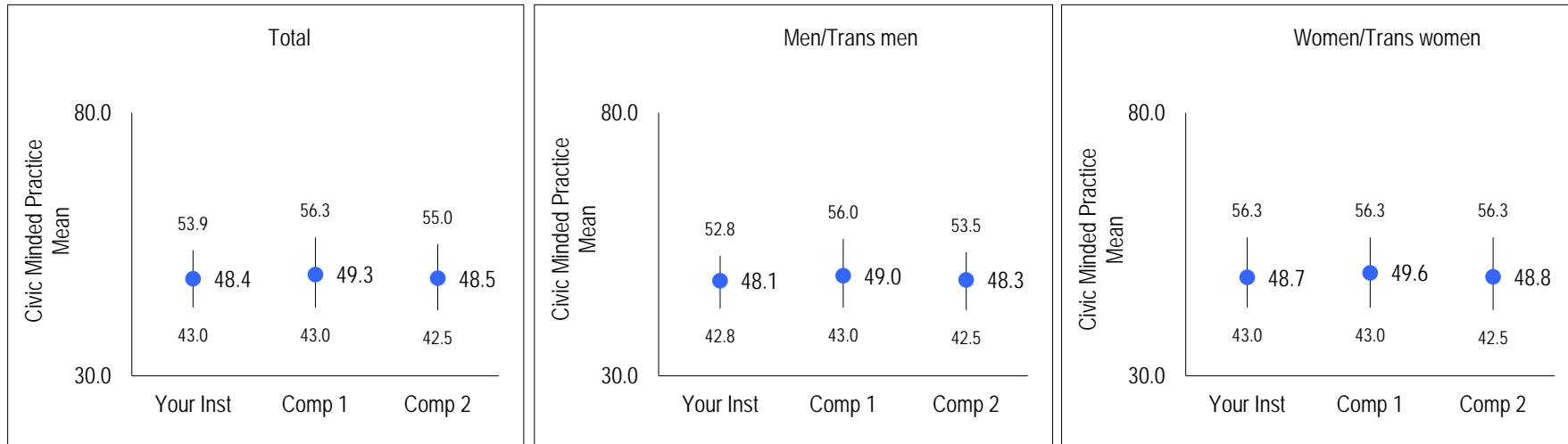
* Chapters in edited volumes (2.11)

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	64	808	1,611	28	446	810	36	362	801
Mean	48.4	49.3	48.5	48.1	49.0	48.3	48.7	49.6	48.8
Standard Deviation	7.24	7.85	7.91	6.89	7.65	7.78	7.58	8.10	8.04
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.11	-0.01	-	-0.12	-0.02	-	-0.11	-0.01
25th percentile	43.0	43.0	42.5	42.8	43.0	42.5	43.0	43.0	42.5
75th percentile	53.9	56.3	55.0	52.8	56.0	53.5	56.3	56.3	56.3

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



Survey items and estimation 'weights':

During the past three years, have you:

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

In the past year, have you:

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

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

- * Community service as part of coursework (1.54)

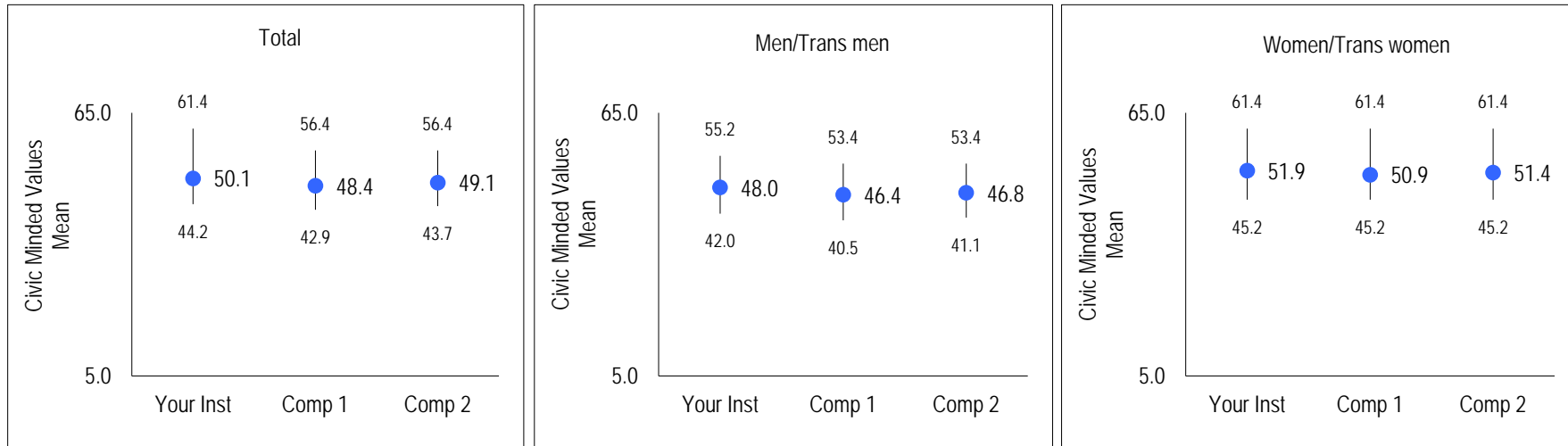
During the present term, how many hours per week on average do you spend on each of the following?

- * Community or public service (1.33)

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	69	874	1,757	32	478	877	37	396	880
Mean	50.1	48.4	49.1	48.0	46.4	46.8	51.9	50.9	51.4
Standard Deviation	9.52	10.21	9.96	9.97	10.91	10.70	8.85	8.68	8.56
Significance	-			-			-		
Effect Size	-	0.16	0.10	-	0.15	0.11	-	0.11	0.06
25th percentile	44.2	42.9	43.7	42.0	40.5	41.1	45.2	45.2	45.2
75th percentile	61.4	56.4	56.4	55.2	53.4	53.4	61.4	61.4	61.4

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



Survey items and estimation 'weights':

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

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

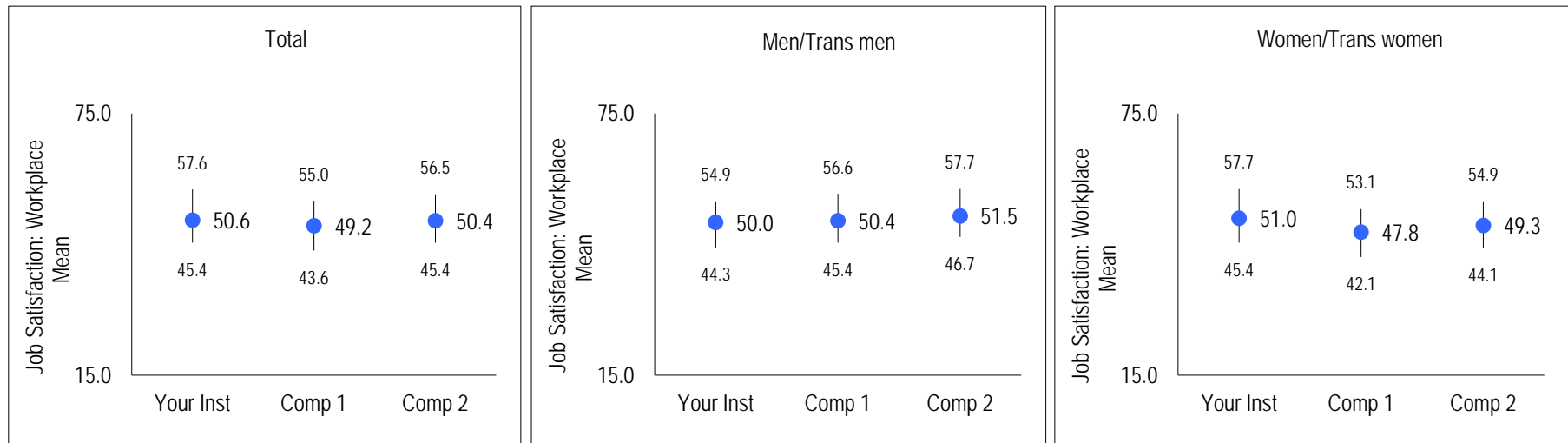
Please indicate your agreement with each of the following statements:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	65	824	1,640	29	450	825	36	374	815
Mean	50.6	49.2	50.4	50.0	50.4	51.5	51.0	47.8	49.3
Standard Deviation	8.04	8.83	8.99	7.13	8.67	8.91	8.78	8.81	8.95
Significance	-			-			-	*	
Effect Size	-	0.15	0.02	-	-0.05	-0.16	-	0.36	0.18
25th percentile	45.4	43.6	45.4	44.3	45.4	46.7	45.4	42.1	44.1
75th percentile	57.6	55.0	56.5	54.9	56.6	57.7	57.7	53.1	54.9

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



Survey items and estimation 'weights':

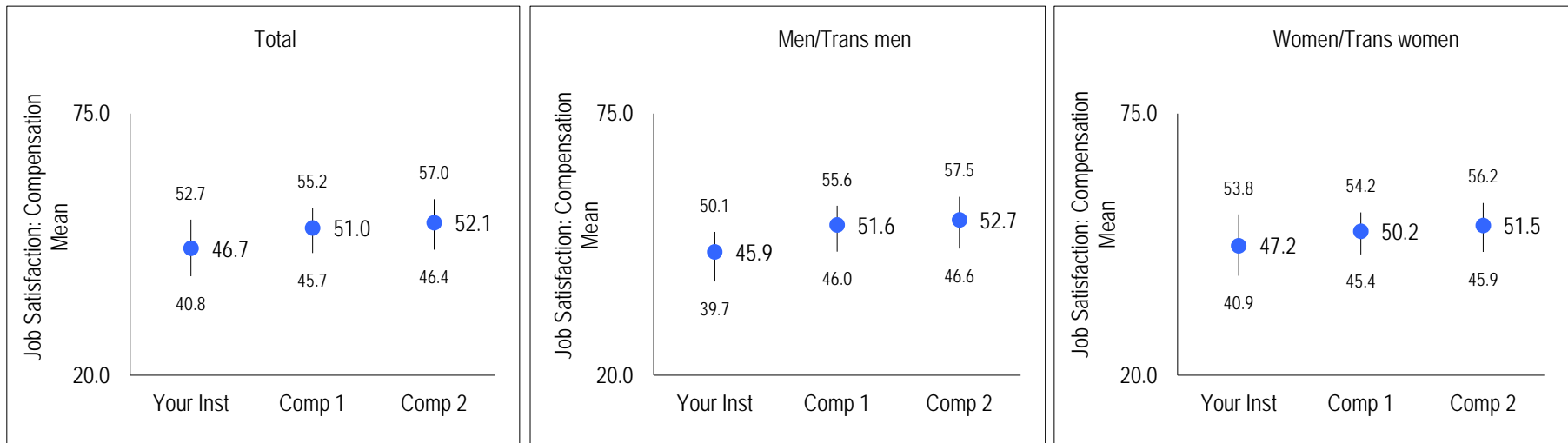
How satisfied are you with the following aspects of your job?

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	63	800	1,593	26	435	798	37	365	795
Mean	46.7	51.0	52.1	45.9	51.6	52.7	47.2	50.2	51.5
Standard Deviation	8.16	8.12	8.73	7.33	8.39	8.97	8.75	7.72	8.45
Significance	-	***	***	-	***	***	-	*	**
Effect Size	-	-0.53	-0.62	-	-0.68	-0.75	-	-0.39	-0.50
25th percentile	40.8	45.7	46.4	39.7	46.0	46.6	40.9	45.4	45.9
75th percentile	52.7	55.2	57.0	50.1	55.6	57.5	53.8	54.2	56.2

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



Survey items and estimation 'weights':

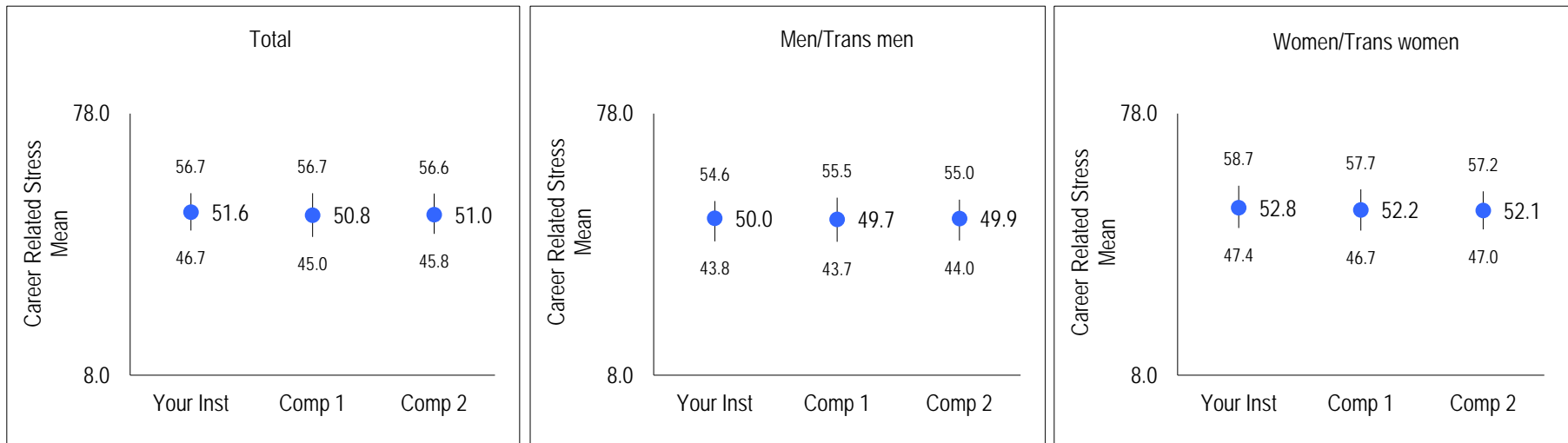
How satisfied are you with the following aspects of your job?

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	66	828	1,652	29	454	833	37	374	819
Mean	51.6	50.8	51.0	50.0	49.7	49.9	52.8	52.2	52.1
Standard Deviation	7.39	8.78	8.34	7.07	8.99	8.47	7.49	8.33	8.07
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.09	0.07	-	0.03	0.01	-	0.07	0.09
25th percentile	46.7	45.0	45.8	43.8	43.7	44.0	47.4	46.7	47.0
75th percentile	56.7	56.7	56.6	54.6	55.5	55.0	58.7	57.7	57.2

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



Survey items and estimation 'weights':

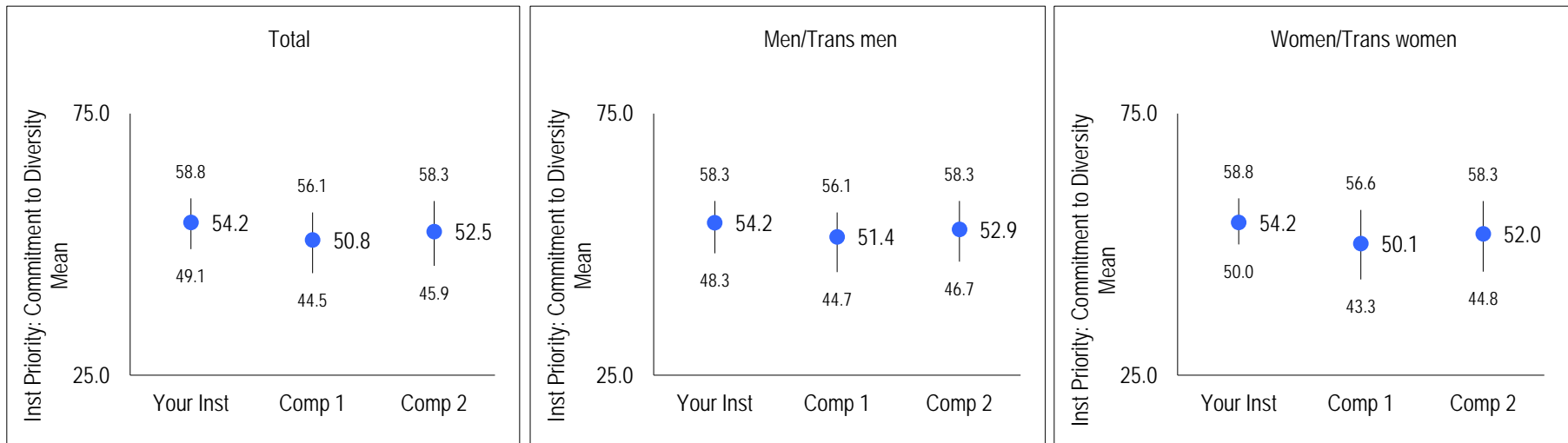
Please indicate the extent to which each of the following has been a source of stress for you during the last year:

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

Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	841	1,670	29	462	848	38	379	822
Mean	54.2	50.8	52.5	54.2	51.4	52.9	54.2	50.1	52.0
Standard Deviation	7.19	9.51	9.22	7.70	9.28	8.95	6.88	9.74	9.48
Significance	-	**		-			-	*	
Effect Size	-	0.35	0.19	-	0.30	0.15	-	0.41	0.23
25th percentile	49.1	44.5	45.9	48.3	44.7	46.7	50.0	43.3	44.8
75th percentile	58.8	56.1	58.3	58.3	56.1	58.3	58.8	56.6	58.3

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



Survey items and estimation 'weights':

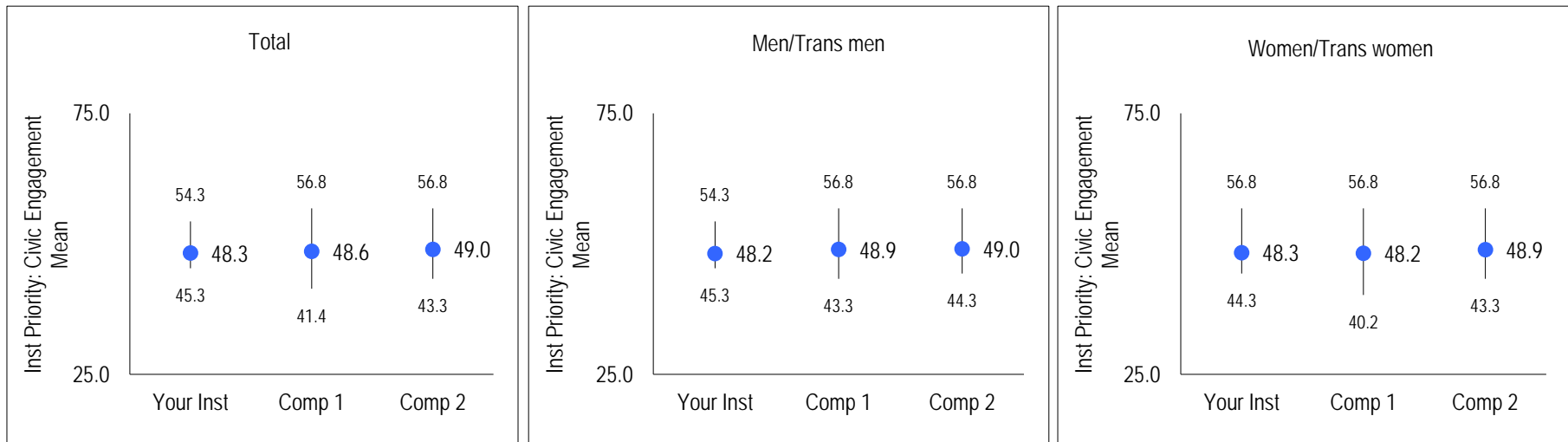
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	854	1,690	29	470	858	38	384	832
Mean	48.3	48.6	49.0	48.2	48.9	49.0	48.3	48.2	48.9
Standard Deviation	8.41	9.90	9.48	8.28	9.57	9.22	8.62	10.28	9.75
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.03	-0.07	-	-0.08	-0.09	-	0.01	-0.06
25th percentile	45.3	41.4	43.3	45.3	43.3	44.3	44.3	40.2	43.3
75th percentile	54.3	56.8	56.8	54.3	56.8	56.8	56.8	56.8	56.8

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



Survey items and estimation 'weights':

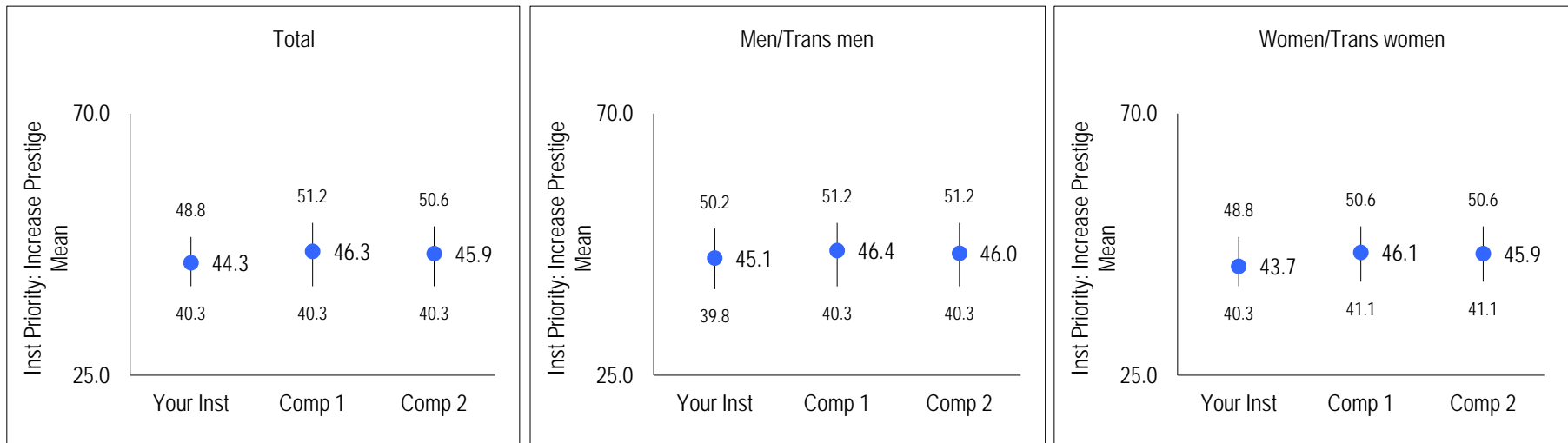
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	66	847	1,681	28	467	854	38	380	827
Mean	44.3	46.3	45.9	45.1	46.4	46.0	43.7	46.1	45.9
Standard Deviation	6.99	7.69	7.63	8.06	7.99	7.79	6.12	7.32	7.46
Significance	-	*		-			-		
Effect Size	-	-0.25	-0.21	-	-0.16	-0.10	-	-0.32	-0.29
25th percentile	40.3	40.3	40.3	39.8	40.3	40.3	40.3	41.1	41.1
75th percentile	48.8	51.2	50.6	50.2	51.2	51.2	48.8	50.6	50.6

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



Survey items and estimation 'weights':

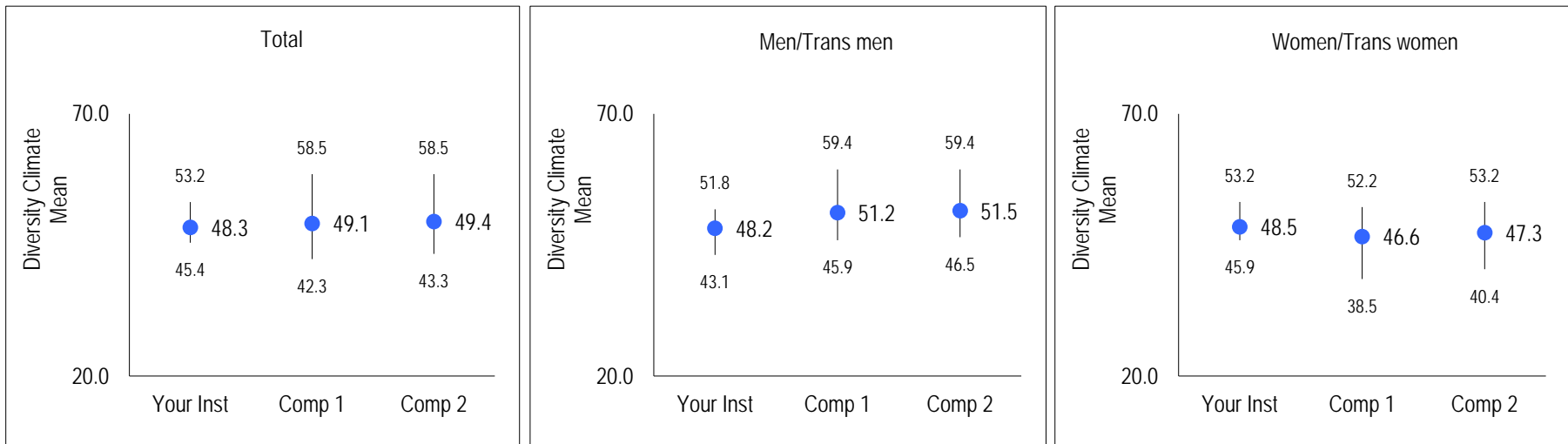
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	833	1,666	30	457	844	37	376	822
Mean	48.3	49.1	49.4	48.2	51.2	51.5	48.5	46.6	47.3
Standard Deviation	6.87	9.67	9.37	6.90	9.28	9.01	6.93	9.55	9.26
Significance	-			-		*	-		
Effect Size	-	-0.08	-0.12	-	-0.32	-0.37	-	0.20	0.13
25th percentile	45.4	42.3	43.3	43.1	45.9	46.5	45.9	38.5	40.4
75th percentile	53.2	58.5	58.5	51.8	59.4	59.4	53.2	52.2	53.2

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



Survey items and estimation 'weights':

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

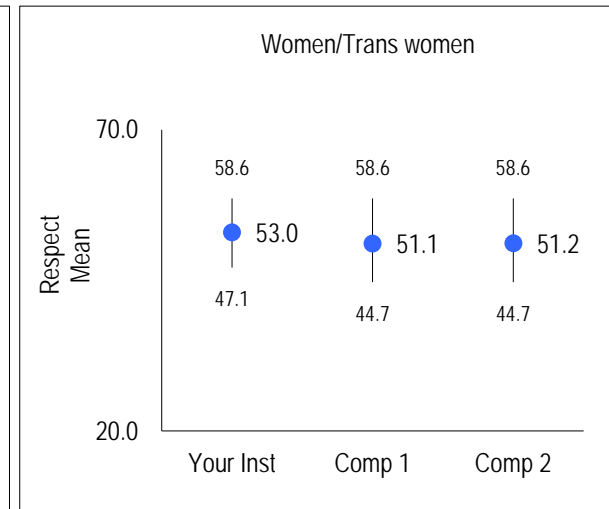
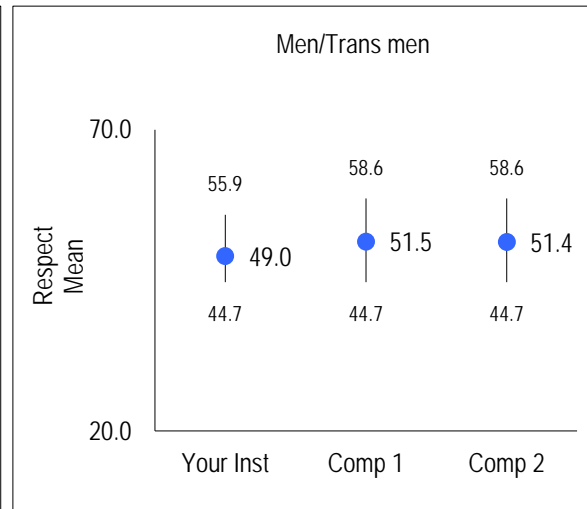
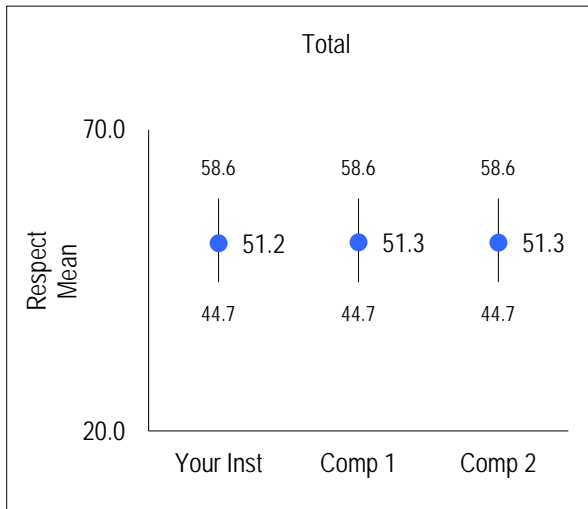
- * This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- * This institution takes responsibility for educating underprepared students (0.88)
- * Faculty of color are treated fairly here (5.13)
- * Women faculty are treated fairly here (4.67)
- * LGBTQ+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

2019-20 HERI Faculty Survey
CIRP Construct Mean Report
Respect
Full-time Undergraduate Faculty

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	68	856	1,712	31	469	865	37	387	847
Mean	51.2	51.3	51.3	49.0	51.5	51.4	53.0	51.1	51.2
Standard Deviation	7.76	8.95	8.88	7.56	8.42	8.70	7.56	9.57	9.07
Significance	-			-			-		
Effect Size	-	-0.02	-0.01	-	-0.29	-0.27	-	0.19	0.20
25th percentile	44.7	44.7	44.7	44.7	44.7	44.7	47.1	44.7	44.7
75th percentile	58.6	58.6	58.6	55.9	58.6	58.6	58.6	58.6	58.6

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



Survey items and estimation 'weights':

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

- * My research is valued by faculty in my department (2.32)
- * My teaching is valued by faculty in my department (5.73)
- * My service is valued by faculty in my department (3.71)
- * Faculty here respect each other (1.14)

How to Read the CIRP Construct Percentage Reports

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

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

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

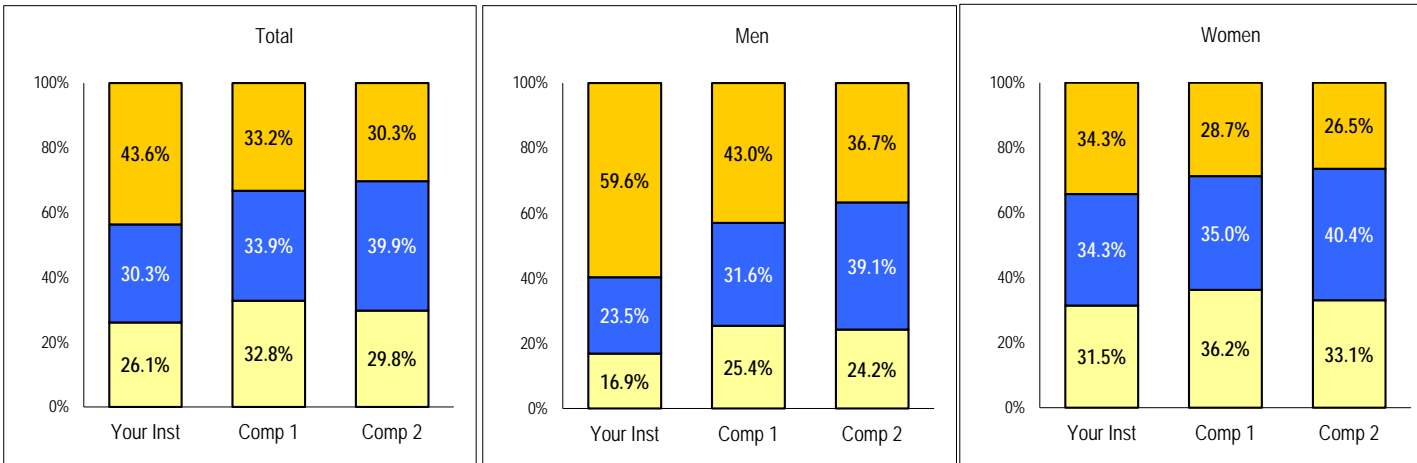
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

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

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

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

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



Survey items and estimation 'weights':

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

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

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

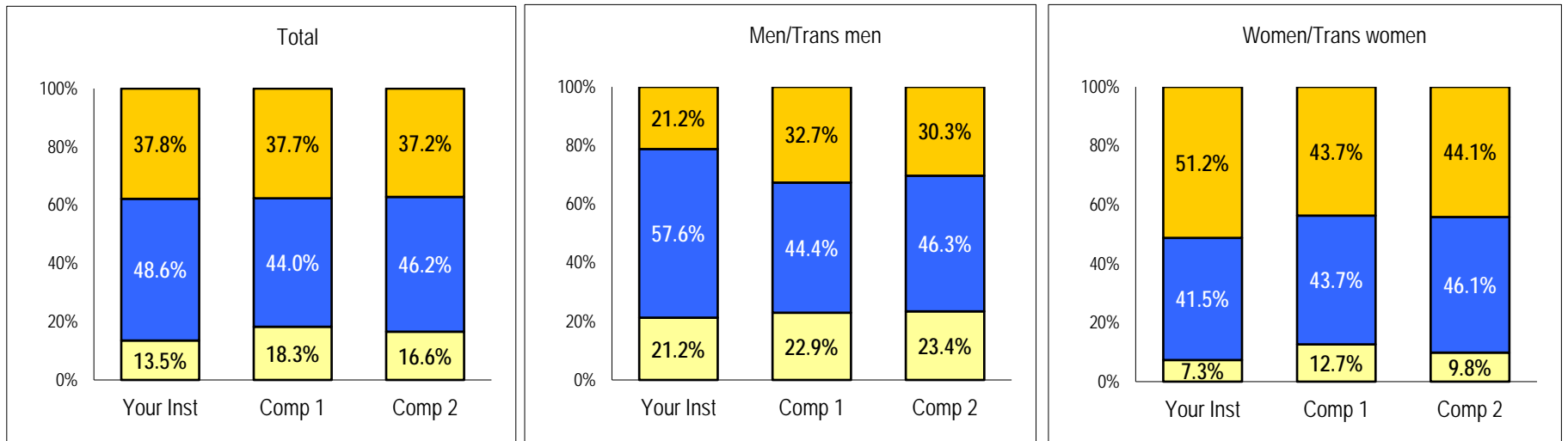
Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation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

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	74	865	1,716	33	471	859	41	394	857
High Student-Centered Pedagogy	37.8%	37.7%	37.2%	21.2%	32.7%	30.3%	51.2%	43.7%	44.1%
Average Student-Centered Pedagogy	48.6%	44.0%	46.2%	57.6%	44.4%	46.3%	41.5%	43.7%	46.1%
Low Student-Centered Pedagogy	13.5%	18.3%	16.6%	21.2%	22.9%	23.4%	7.3%	12.7%	9.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

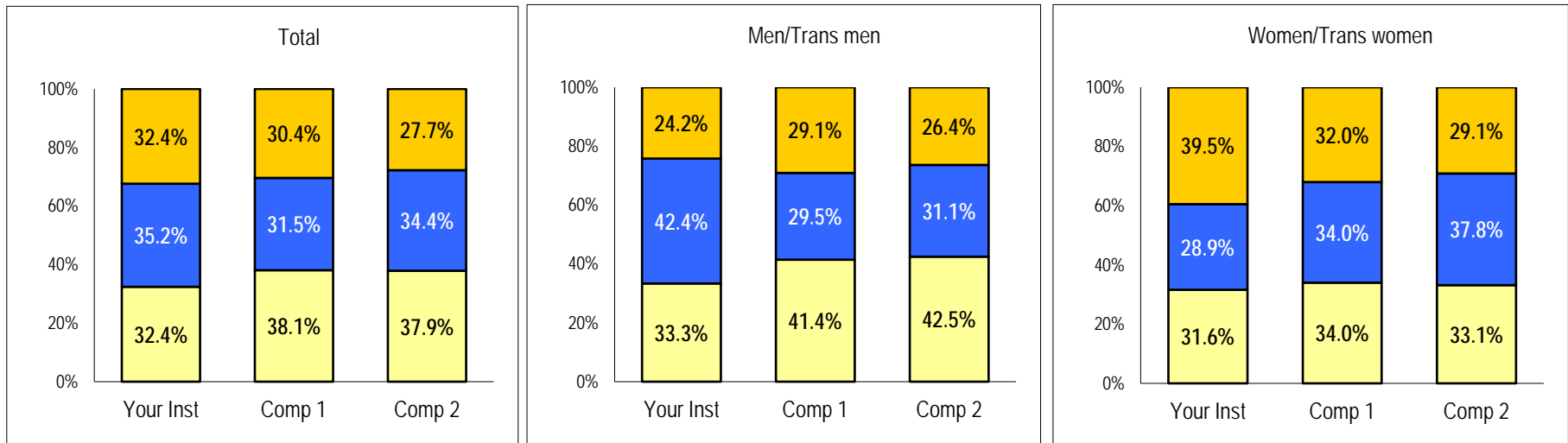
- * Student presentations (1.00)
- * Student evaluations of each other's work (1.00)
- * Class discussions (1.70)
- * Cooperative learning (small groups) (2.30)
- * Experiential learning/Field studies (1.30)
- * Group projects (1.82)
- * Reflective writing/journaling (1.21)
- * Using student inquiry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

2019-20 HERI Faculty Survey
CIRP Construct Percentage Report
Undergraduate Education Goal: Personal Development
 Full-time Undergraduate Faculty

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	71	888	1,778	33	488	894	38	400	884
High UG Ed Goal: Personal Development	32.4%	30.4%	27.7%	24.2%	29.1%	26.4%	39.5%	32.0%	29.1%
Average UG Ed Goal: Personal Development	35.2%	31.5%	34.4%	42.4%	29.5%	31.1%	28.9%	34.0%	37.8%
Low UG Ed Goal: Personal Development	32.4%	38.1%	37.9%	33.3%	41.4%	42.5%	31.6%	34.0%	33.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

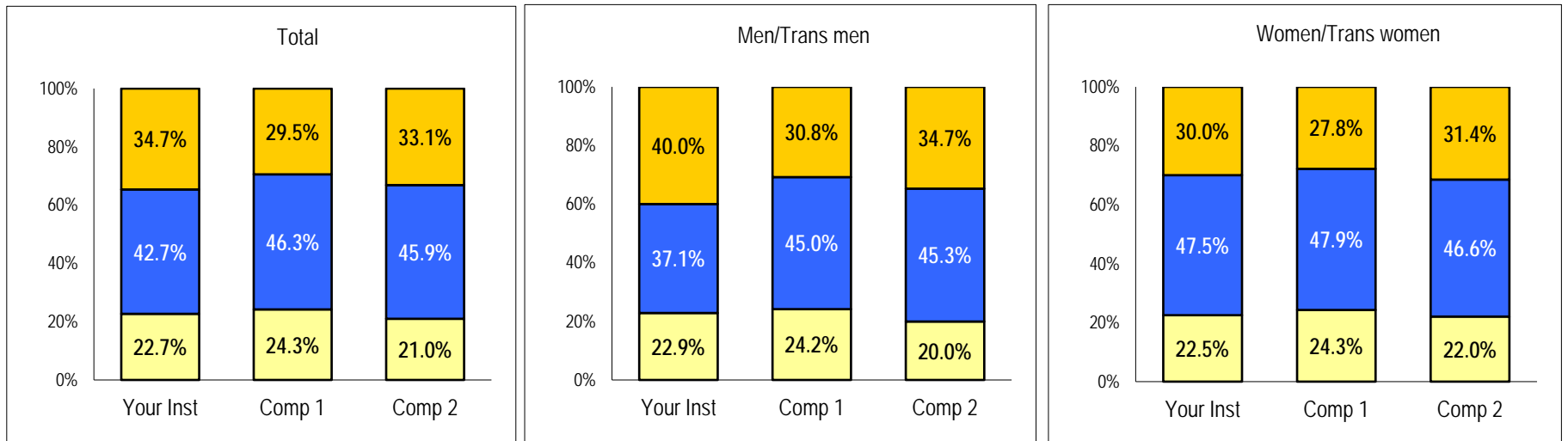
Please indicate the extent to which you agree it is your role to:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	75	903	1,792	35	500	907	40	403	885
High Scholarly Productivity	34.7%	29.5%	33.1%	40.0%	30.8%	34.7%	30.0%	27.8%	31.4%
Average Scholarly Productivity	42.7%	46.3%	45.9%	37.1%	45.0%	45.3%	47.5%	47.9%	46.6%
Low Scholarly Productivity	22.7%	24.3%	21.0%	22.9%	24.2%	20.0%	22.5%	24.3%	22.0%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic or professional journals (3.09)

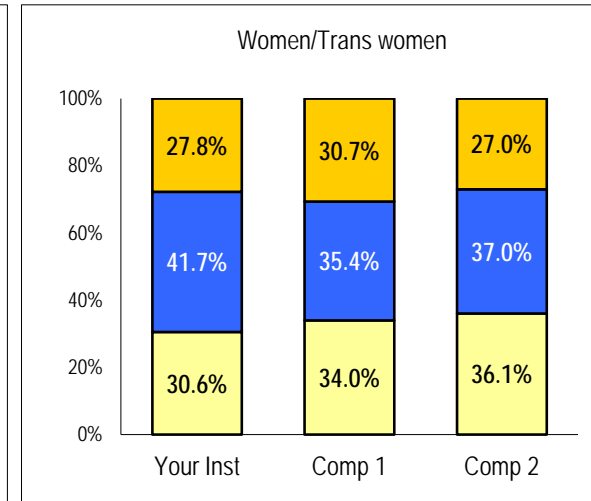
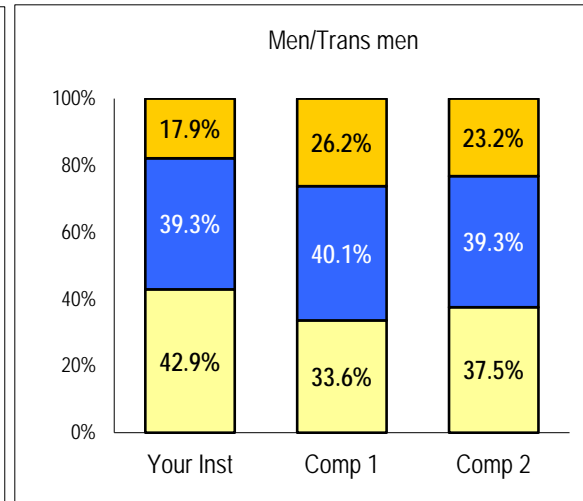
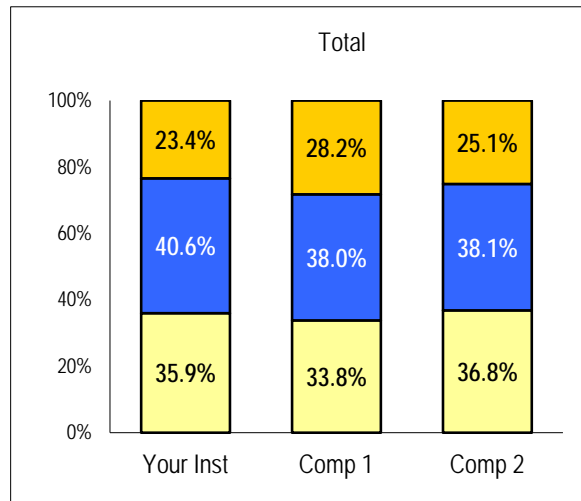
* Chapters in edited volumes (2.11)

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	64	808	1,611	28	446	810	36	362	801
High Civic Minded Practice	23.4%	28.2%	25.1%	17.9%	26.2%	23.2%	27.8%	30.7%	27.0%
Average Civic Minded Practice	40.6%	38.0%	38.1%	39.3%	40.1%	39.3%	41.7%	35.4%	37.0%
Low Civic Minded Practice	35.9%	33.8%	36.8%	42.9%	33.6%	37.5%	30.6%	34.0%	36.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

During the past three years, have you:

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

In the past year, have you:

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

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

- * Community service as part of coursework (1.54)

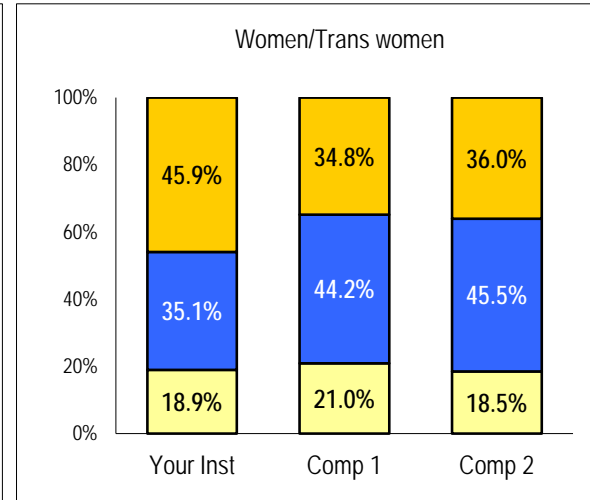
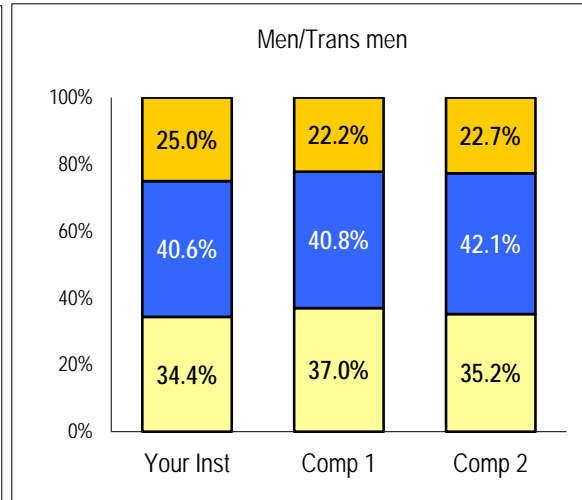
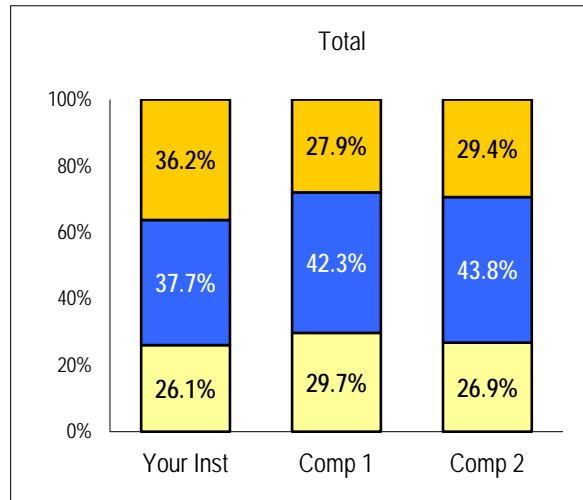
During the present term, how many hours per week on average do you spend on each of the following?

- * Community or public service (1.33)

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	69	874	1,757	32	478	877	37	396	880
High Civic Minded Values	36.2%	27.9%	29.4%	25.0%	22.2%	22.7%	45.9%	34.8%	36.0%
Average Civic Minded Values	37.7%	42.3%	43.8%	40.6%	40.8%	42.1%	35.1%	44.2%	45.5%
Low Civic Minded Values	26.1%	29.7%	26.9%	34.4%	37.0%	35.2%	18.9%	21.0%	18.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

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

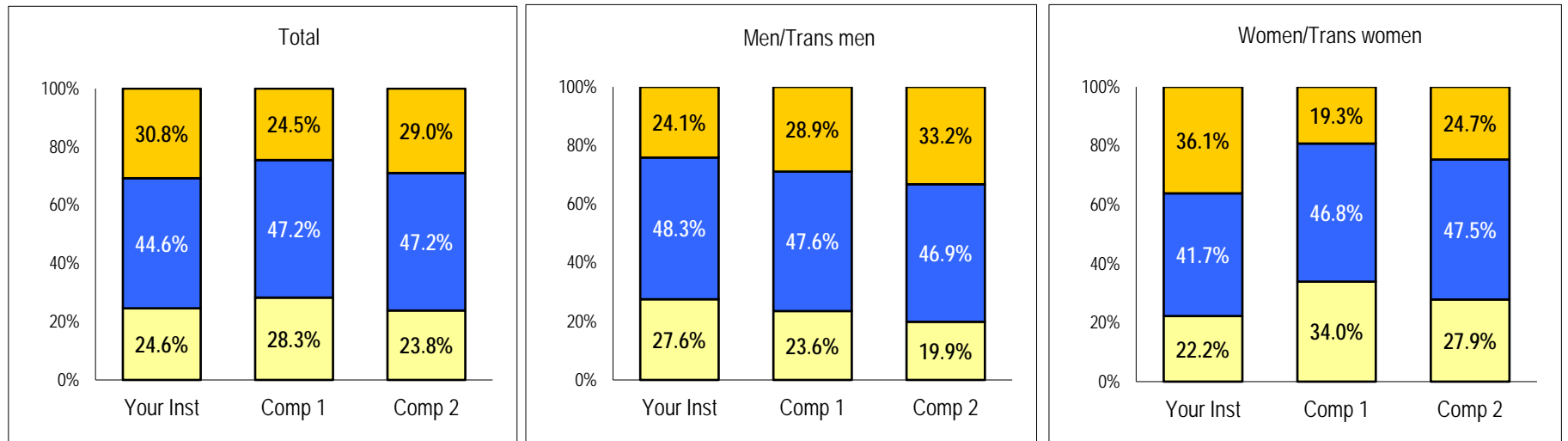
Please indicate your agreement with each of the following statements:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	65	824	1,640	29	450	825	36	374	815
High Job Satisfaction: Workplace	30.8%	24.5%	29.0%	24.1%	28.9%	33.2%	36.1%	19.3%	24.7%
Average Job Satisfaction: Workplace	44.6%	47.2%	47.2%	48.3%	47.6%	46.9%	41.7%	46.8%	47.5%
Low Job Satisfaction: Workplace	24.6%	28.3%	23.8%	27.6%	23.6%	19.9%	22.2%	34.0%	27.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

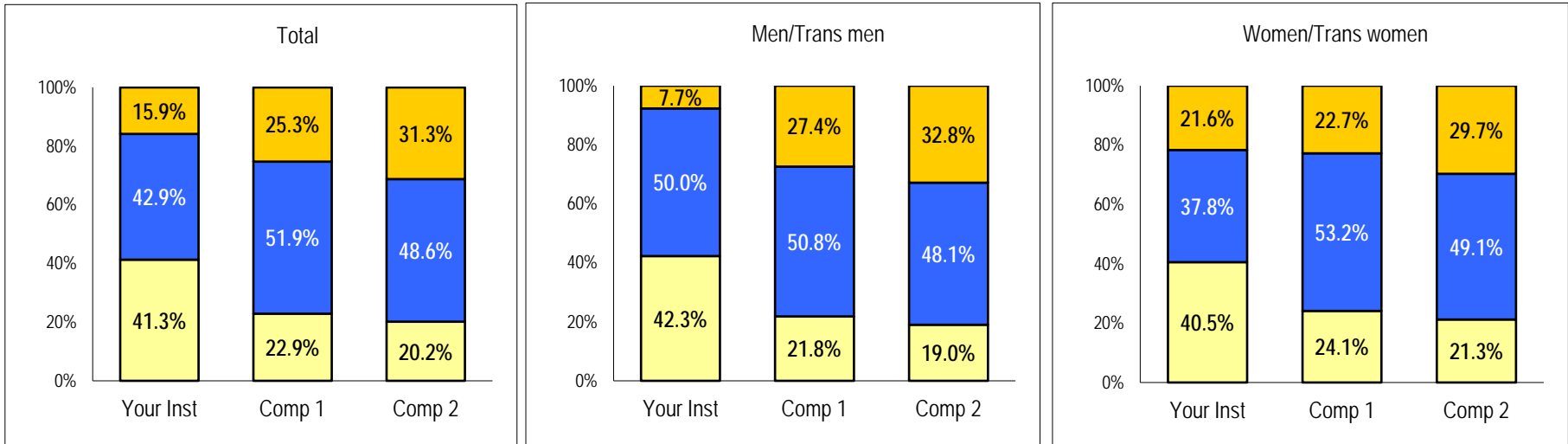
How satisfied are you with the following aspects of your job?

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	63	800	1,593	26	435	798	37	365	795
High Job Satisfaction: Compensation	15.9%	25.3%	31.3%	7.7%	27.4%	32.8%	21.6%	22.7%	29.7%
Average Job Satisfaction: Compensation	42.9%	51.9%	48.6%	50.0%	50.8%	48.1%	37.8%	53.2%	49.1%
Low Job Satisfaction: Compensation	41.3%	22.9%	20.2%	42.3%	21.8%	19.0%	40.5%	24.1%	21.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

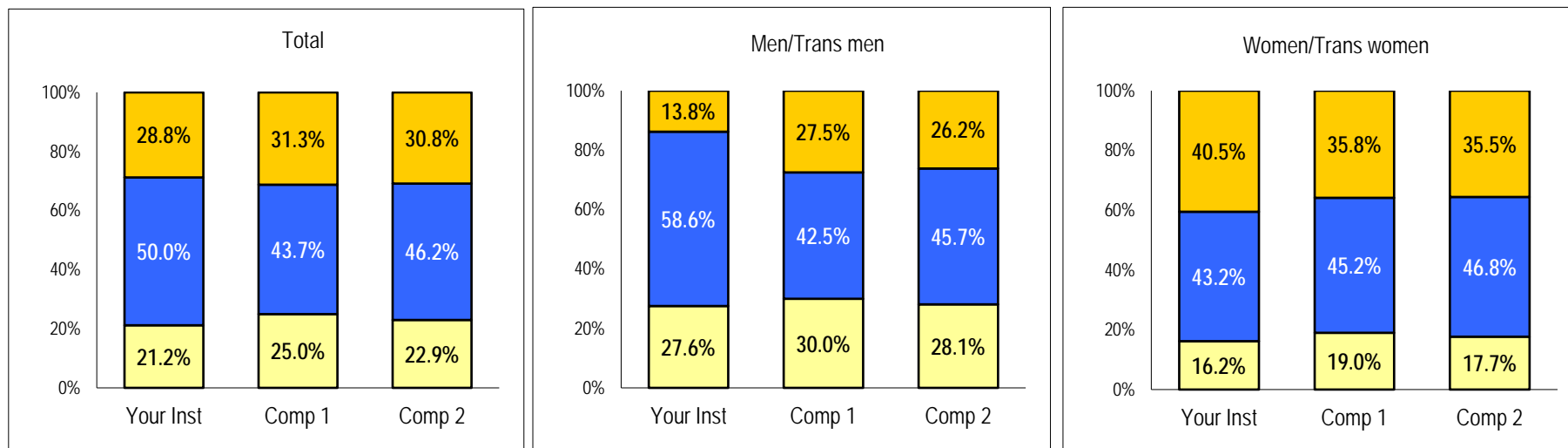
How satisfied are you with the following aspects of your job?

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	66	828	1,652	29	454	833	37	374	819
High Career Related Stress	28.8%	31.3%	30.8%	13.8%	27.5%	26.2%	40.5%	35.8%	35.5%
Average Career Related Stress	50.0%	43.7%	46.2%	58.6%	42.5%	45.7%	43.2%	45.2%	46.8%
Low Career Related Stress	21.2%	25.0%	22.9%	27.6%	30.0%	28.1%	16.2%	19.0%	17.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

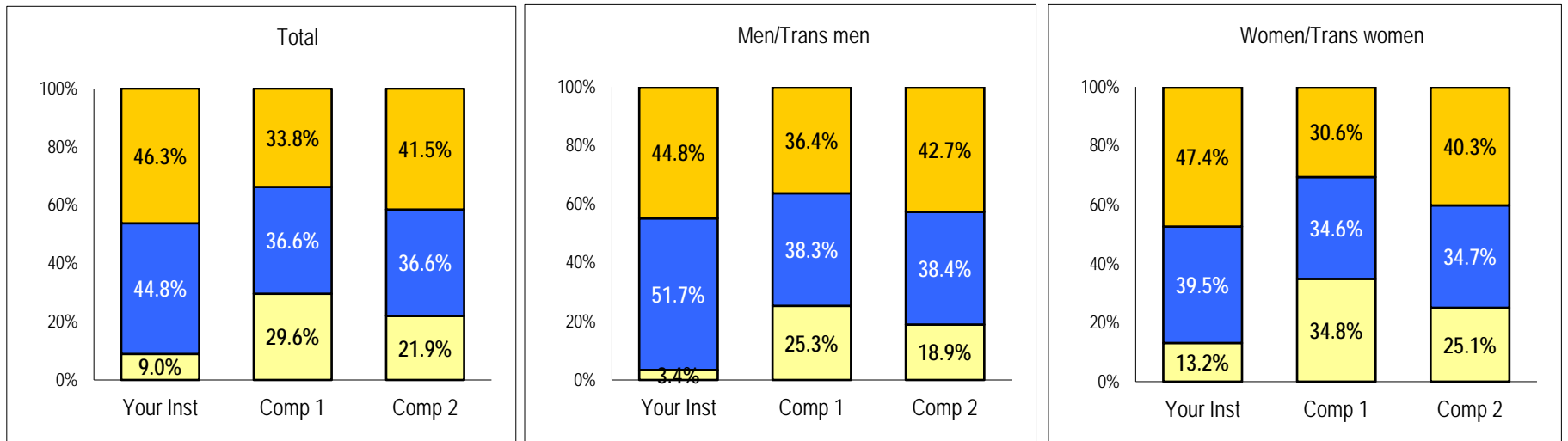
Please indicate the extent to which each of the following has been a source of stress for you during the last year:

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

Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	841	1,670	29	462	848	38	379	822
High Institutional Priority: Commitment to Diversity	46.3%	33.8%	41.5%	44.8%	36.4%	42.7%	47.4%	30.6%	40.3%
Average Institutional Priority: Commitment to Diversity	44.8%	36.6%	36.6%	51.7%	38.3%	38.4%	39.5%	34.6%	34.7%
Low Institutional Priority: Commitment to Diversity	9.0%	29.6%	21.9%	3.4%	25.3%	18.9%	13.2%	34.8%	25.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

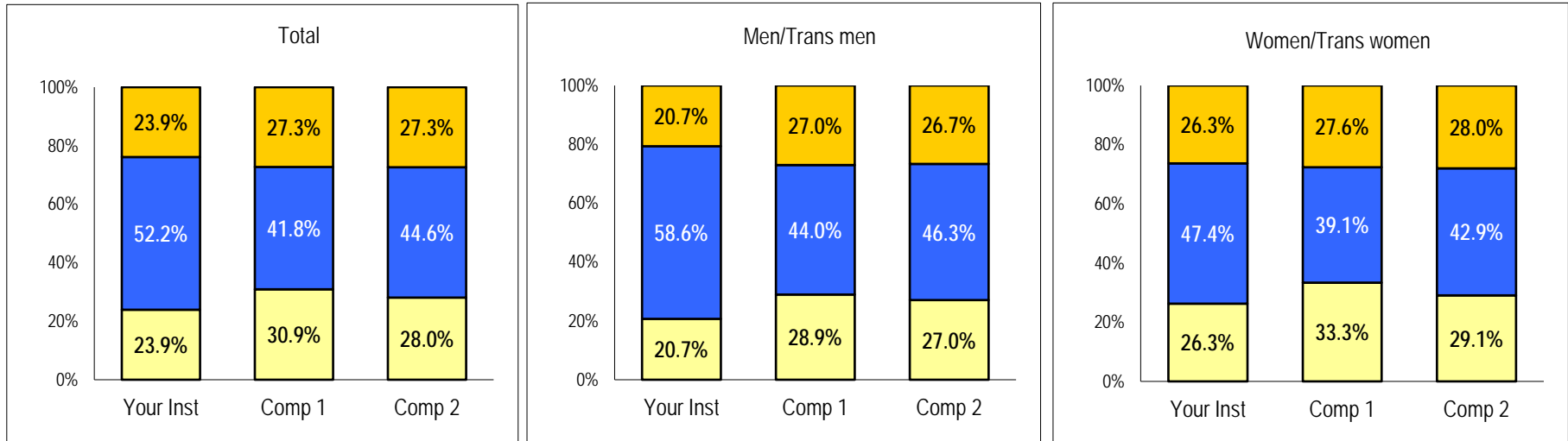
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	854	1,690	29	470	858	38	384	832
High Institutional Priority: Civic Engagement	23.9%	27.3%	27.3%	20.7%	27.0%	26.7%	26.3%	27.6%	28.0%
Average Institutional Priority: Civic Engagement	52.2%	41.8%	44.6%	58.6%	44.0%	46.3%	47.4%	39.1%	42.9%
Low Institutional Priority: Civic Engagement	23.9%	30.9%	28.0%	20.7%	28.9%	27.0%	26.3%	33.3%	29.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

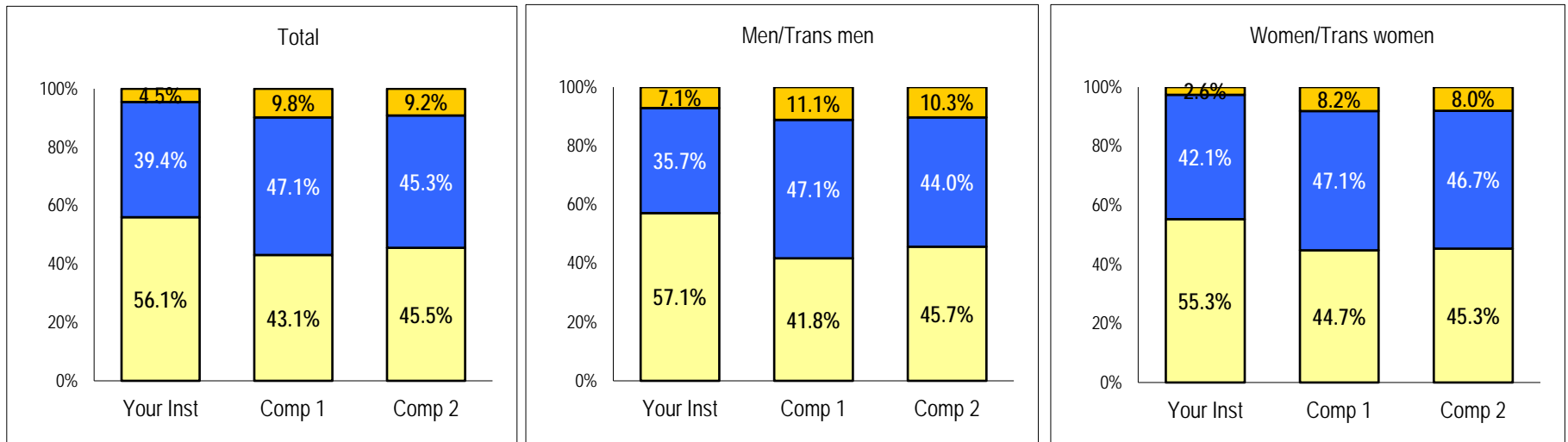
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	66	847	1,681	28	467	854	38	380	827
High Institutional Priority: Increase Prestige	4.5%	9.8%	9.2%	7.1%	11.1%	10.3%	2.6%	8.2%	8.0%
Average Institutional Priority: Increase Prestige	39.4%	47.1%	45.3%	35.7%	47.1%	44.0%	42.1%	47.1%	46.7%
Low Institutional Priority: Increase Prestige	56.1%	43.1%	45.5%	57.1%	41.8%	45.7%	55.3%	44.7%	45.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

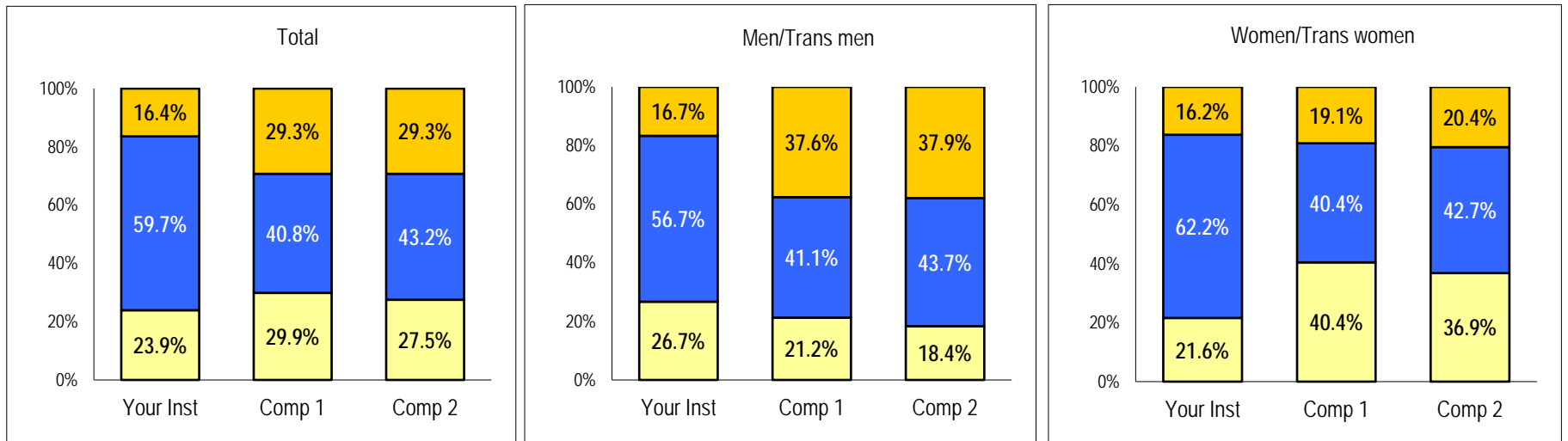
Indicate how important you believe each priority listed below is at your college or university:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	833	1,666	30	457	844	37	376	822
High Diversity Climate	16.4%	29.3%	29.3%	16.7%	37.6%	37.9%	16.2%	19.1%	20.4%
Average Diversity Climate	59.7%	40.8%	43.2%	56.7%	41.1%	43.7%	62.2%	40.4%	42.7%
Low Diversity Climate	23.9%	29.9%	27.5%	26.7%	21.2%	18.4%	21.6%	40.4%	36.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

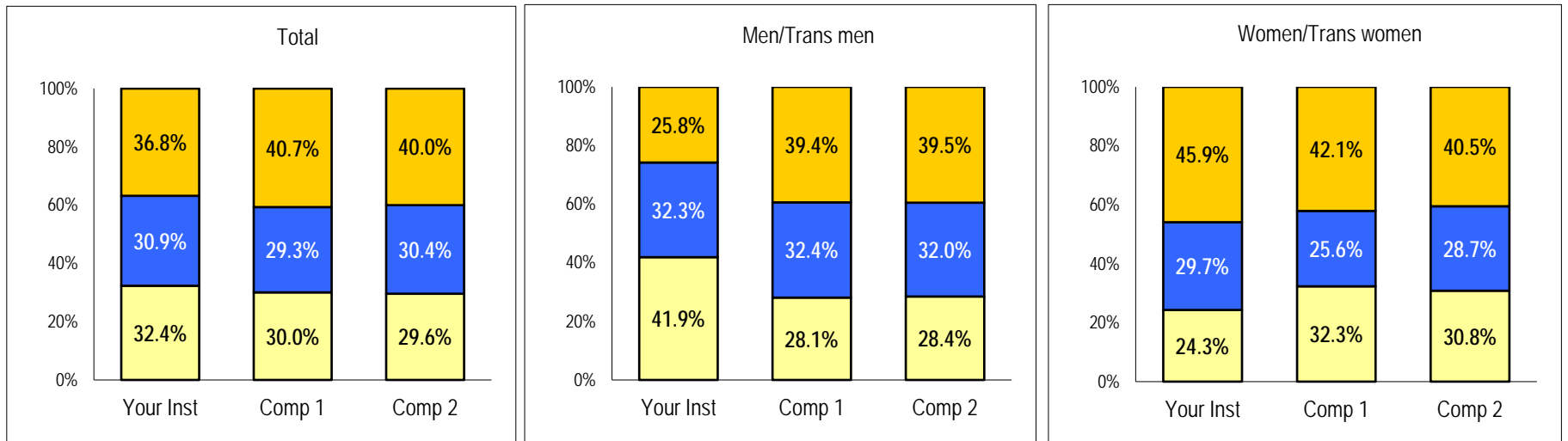
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

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

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

Illinois Wesleyan University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	68	856	1,712	31	469	865	37	387	847
High Respect	36.8%	40.7%	40.0%	25.8%	39.4%	39.5%	45.9%	42.1%	40.5%
Average Respect	30.9%	29.3%	30.4%	32.3%	32.4%	32.0%	29.7%	25.6%	28.7%
Low Respect	32.4%	30.0%	29.6%	41.9%	28.1%	28.4%	24.3%	32.3%	30.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

- * My research is valued by faculty in my department (2.32)
- * My teaching is valued by faculty in my department (5.73)
- * My service is valued by faculty in my department (3.71)
- * Faculty here respect each other (1.14)