



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

2013-14 HERI Faculty Survey

CIRP Construct 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

HERI

HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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| | | | |
|---|---|----|--|
| | | 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 |

| <u>Catholic 4yr Colleges - medium selectivity</u> | | |
|---|-----------------------------------|----|
| 1744 | Canisius College | NY |
| 1571 | College of Saint Mary | NE |
| 2274 | King's College | PA |
| 655 | Lewis University | IL |
| 1274 | Madonna University | MI |
| 1096 | Mount St Mary's University | MD |
| 1818 | Niagara University | NY |
| 227 | Saint Marys College of California | CA |
| 1331 | The College of Saint Scholastica | MN |
| 5562 | Walsh University | OH |

| <u>Other Religious 4yr Colleges - very low selectivity</u> | | |
|--|--|----|
| 1934 | Bennett College for Women | NC |
| 1941 | Chowan University | NC |
| 1156 | Eastern Nazarene College | MA |
| 2787 | Emory & Henry College | VA |
| 1951 | Gardner-Webb University | NC |
| 833 | Grand View University | IA |
| 1952 | Greensboro College | NC |
| 2797 | Lynchburg College | VA |
| 1820 | Nyack College | NY |
| 2654 | Schreiner University | TX |
| 536 | Shorter University | GA |
| 5053 | Vanguard University of Southern California | CA |
| 6422 | Virginia Wesleyan College | VA |
| 5811 | William Jessup University | CA |

| <u>Other Religious 4yr Colleges - low selectivity</u> | | |
|---|--|----|
| 1243 | Adrian College | MI |
| 2884 | Alderson Broaddus College | WV |
| 2049 | Bluffton University | OH |
| 2784 | Bridgewater College | VA |
| 1455 | Central Methodist University-College of Liberal Ar | MO |
| 1792 | Keuka College | NY |
| 2945 | Lakeland College | WI |
| 968 | Midway College | KY |
| 5360 | North Central University | MN |
| 675 | North Park University | IL |
| 5052 | Simpson University | CA |
| 2678 | Texas Lutheran University | TX |
| 763 | University of Indianapolis | IN |

| <u>Other Religious 4yr Colleges - high selectivity</u> | | |
|--|--|--|
|--|--|--|

| | | |
|------|------------------------------|----|
| 2591 | Abilene Christian University | TX |
| 494 | Agnes Scott College | GA |
| 2233 | Allegheny College | PA |
| 597 | Augustana College | IL |
| 2519 | Belmont University | TN |
| 1325 | Bethel University | MN |
| 5795 | Calvin College | MI |
| 141 | Chapman University | CA |
| 752 | DePauw University | IN |
| 753 | Earlham College | IN |
| 1164 | Gordon College | MA |
| 1338 | Gustavus Adolphus College | MN |
| 1269 | Hope College | MI |
| 841 | Luther College | IA |
| 1344 | Macalester College | MN |
| 2293 | Muhlenberg College | PA |
| 1589 | Nebraska Wesleyan University | NE |
| 2087 | Ohio Northern University | OH |
| 1355 | St Olaf College | MN |
| 2335 | Susquehanna University | PA |
| 783 | Taylor University | IN |
| 2685 | Trinity University | TX |
| 787 | Valparaiso University | IN |
| 1892 | Wagner College | NY |
| 2868 | Whitworth University | WA |
| 2113 | Wittenberg University | OH |

How to Read the CIRP Construct Percentage Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your 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.

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

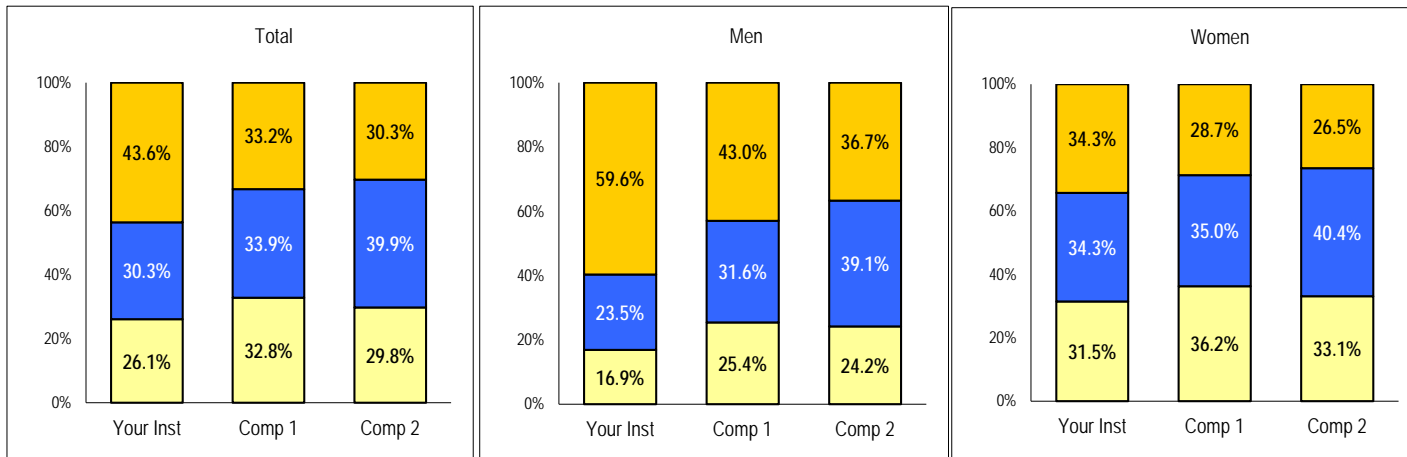
Comp 1 – The first comparison group is based on your institution's type and control.

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

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.

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

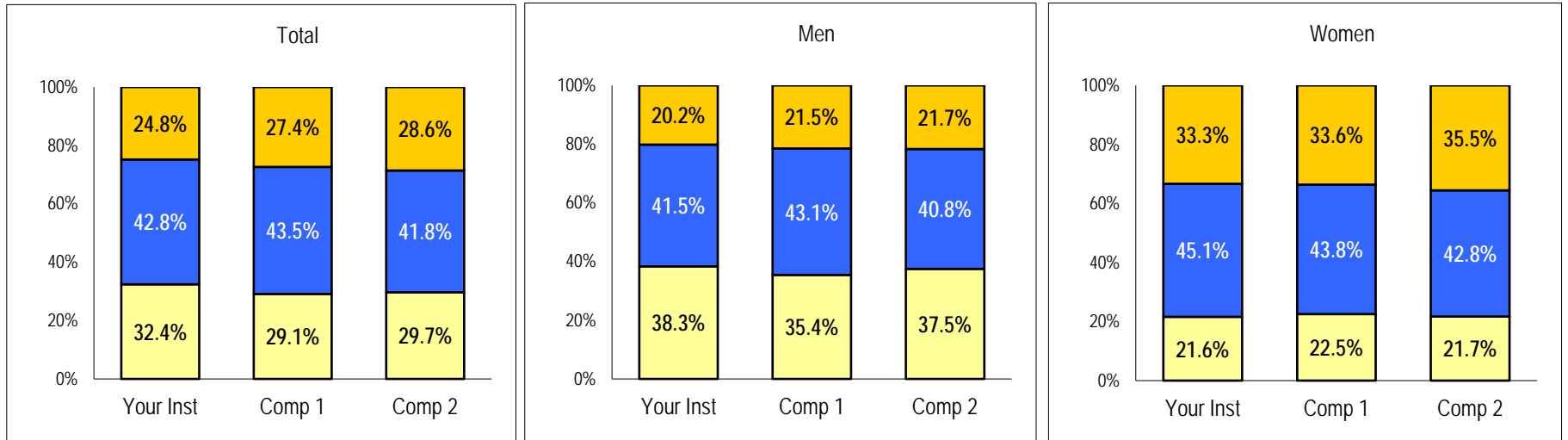
Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 145 | 1,164 | 2,910 | 94 | 596 | 1,460 | 51 | 568 | 1,450 |
| High Student-Centered Pedagogy | 24.8% | 27.4% | 28.6% | 20.2% | 21.5% | 21.7% | 33.3% | 33.6% | 35.5% |
| Average Student-Centered Pedagogy | 42.8% | 43.5% | 41.8% | 41.5% | 43.1% | 40.8% | 45.1% | 43.8% | 42.8% |
| Low Student-Centered Pedagogy | 32.4% | 29.1% | 29.7% | 38.3% | 35.4% | 37.5% | 21.6% | 22.5% | 21.7% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

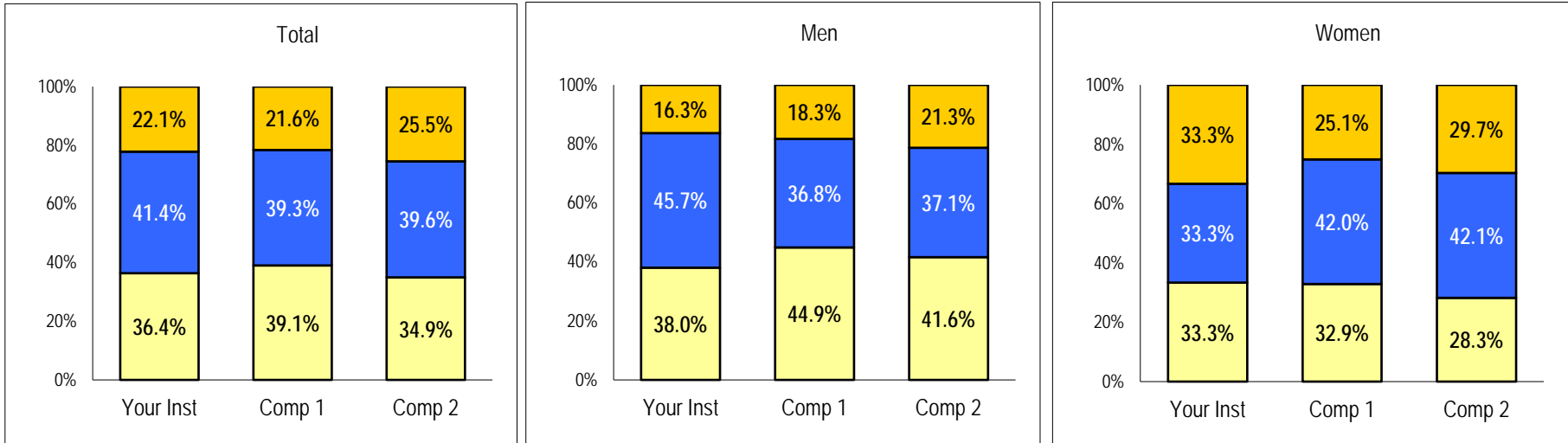
- * Cooperative learning (small groups) (2.30)
- * Student presentations (1.85)
- * Group projects (1.82)
- * Class discussions (1.70)
- * Student evaluations of each others' work (1.53)
- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)
- * Student-selected topics for course content (1.21)

2013-14 HERI Faculty Survey
CIRP Construct Percentage Report
Undergraduate Education Goal: Personal Development
Full-time Undergraduate Faculty

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 140 | 1,124 | 2,811 | 92 | 574 | 1,406 | 48 | 550 | 1,405 |
| High UG Ed Goal: Personal Development | 22.1% | 21.6% | 25.5% | 16.3% | 18.3% | 21.3% | 33.3% | 25.1% | 29.7% |
| Average UG Ed Goal: Personal Development | 41.4% | 39.3% | 39.6% | 45.7% | 36.8% | 37.1% | 33.3% | 42.0% | 42.1% |
| Low UG Ed Goal: Personal Development | 36.4% | 39.1% | 34.9% | 38.0% | 44.9% | 41.6% | 33.3% | 32.9% | 28.3% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

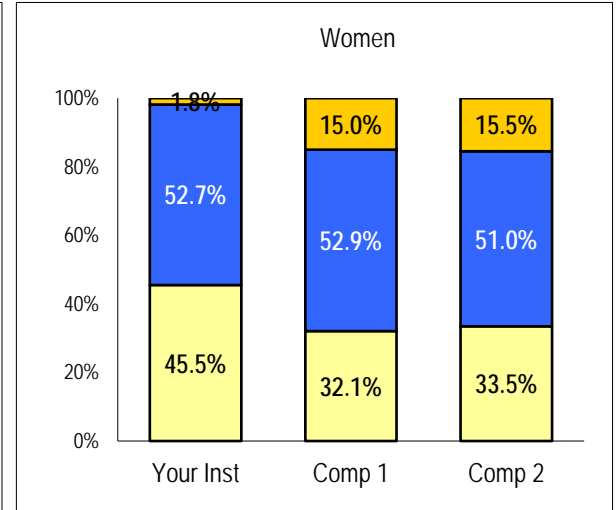
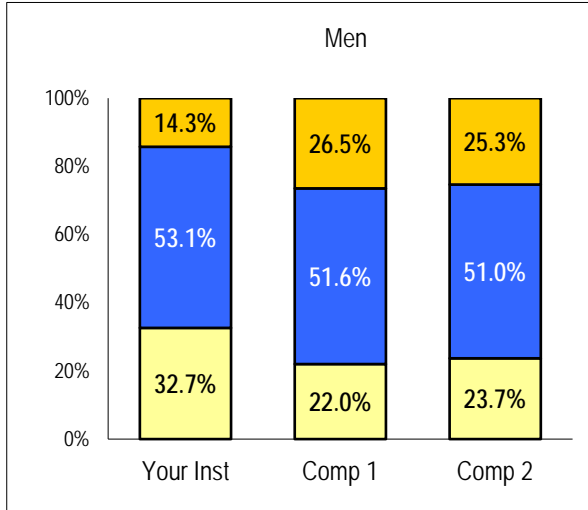
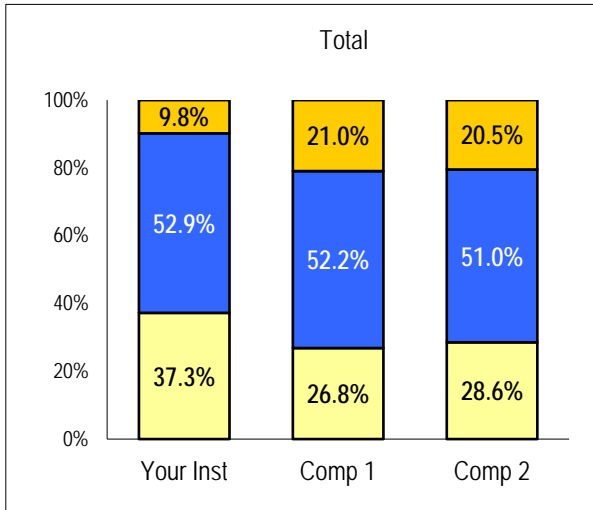
Indicate the importance to you of each of the following education goals for undergraduate students:

- * Help students develop personal values (4.28)
- * Provide for students' emotional development (2.15)
- * Develop moral character (3.42)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 153 | 1,241 | 3,103 | 98 | 642 | 1,564 | 55 | 599 | 1,539 |
| High Scholarly Productivity | 9.8% | 21.0% | 20.5% | 14.3% | 26.5% | 25.3% | 1.8% | 15.0% | 15.5% |
| Average Scholarly Productivity | 52.9% | 52.2% | 51.0% | 53.1% | 51.6% | 51.0% | 52.7% | 52.9% | 51.0% |
| Low Scholarly Productivity | 37.3% | 26.8% | 28.6% | 32.7% | 22.0% | 23.7% | 45.5% | 32.1% | 33.5% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic and professional journals (3.09)

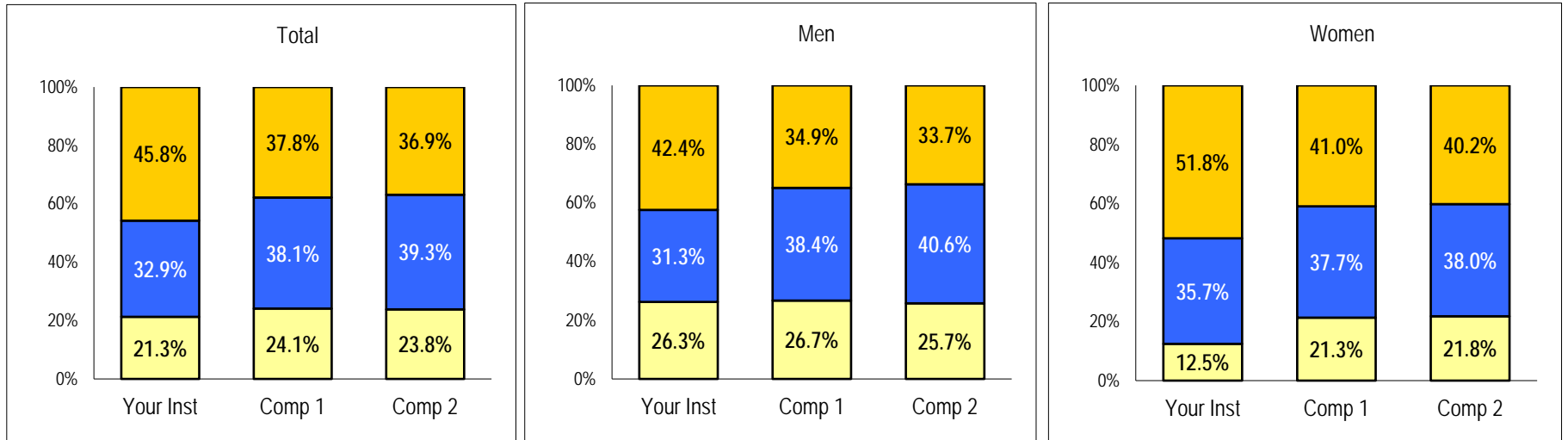
* How many of your professional writings have been published or accepted for publication in the last two years (2.53)

* Chapters in edited volumes (2.11)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 155 | 1,266 | 3,155 | 99 | 656 | 1,593 | 56 | 610 | 1,562 |
| High Civic Minded Practice | 45.8% | 37.8% | 36.9% | 42.4% | 34.9% | 33.7% | 51.8% | 41.0% | 40.2% |
| Average Civic Minded Practice | 32.9% | 38.1% | 39.3% | 31.3% | 38.4% | 40.6% | 35.7% | 37.7% | 38.0% |
| Low Civic Minded Practice | 21.3% | 24.1% | 23.8% | 26.3% | 26.7% | 25.7% | 12.5% | 21.3% | 21.8% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

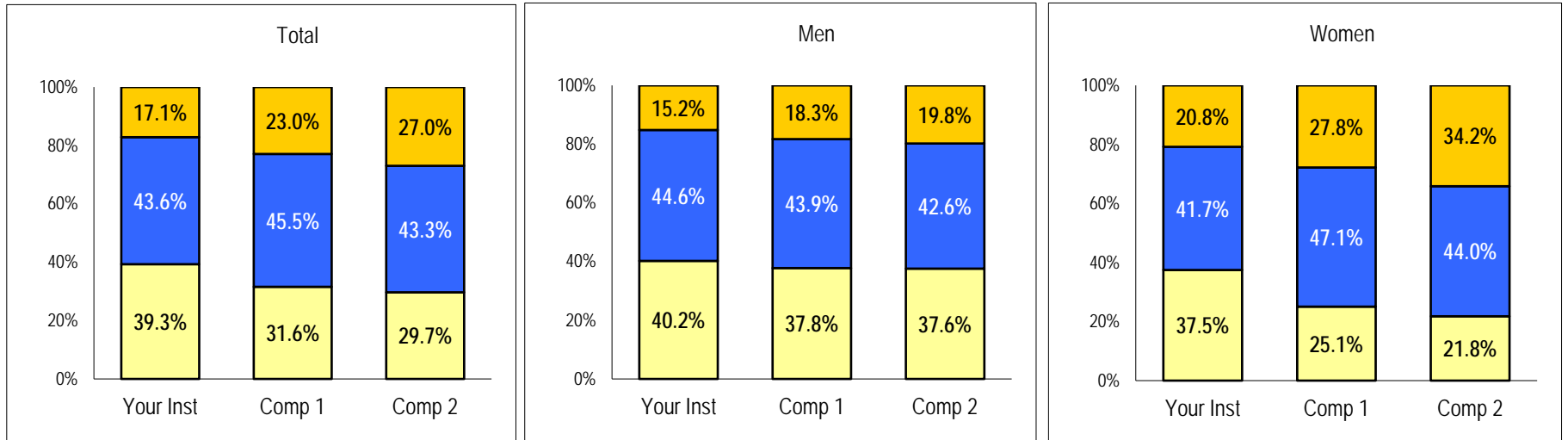
- * Collaborated with the local community in research/teaching (2.17)
- * Do you use your scholarship to address local community needs? (1.81)
- * Community service as part of coursework (1.53)

- * Engaged in public service/professional consulting without pay? (1.24)
- * Community or public service (1.33)
- * Advised student groups involved in service/volunteer work (1.43)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 140 | 1,124 | 2,813 | 92 | 574 | 1,406 | 48 | 550 | 1,407 |
| High Civic Minded Values | 17.1% | 23.0% | 27.0% | 15.2% | 18.3% | 19.8% | 20.8% | 27.8% | 34.2% |
| Average Civic Minded Values | 43.6% | 45.5% | 43.3% | 44.6% | 43.9% | 42.6% | 41.7% | 47.1% | 44.0% |
| Low Civic Minded Values | 39.3% | 31.6% | 29.7% | 40.2% | 37.8% | 37.6% | 37.5% | 25.1% | 21.8% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

* Encourage students to become agents of social change (2.77)

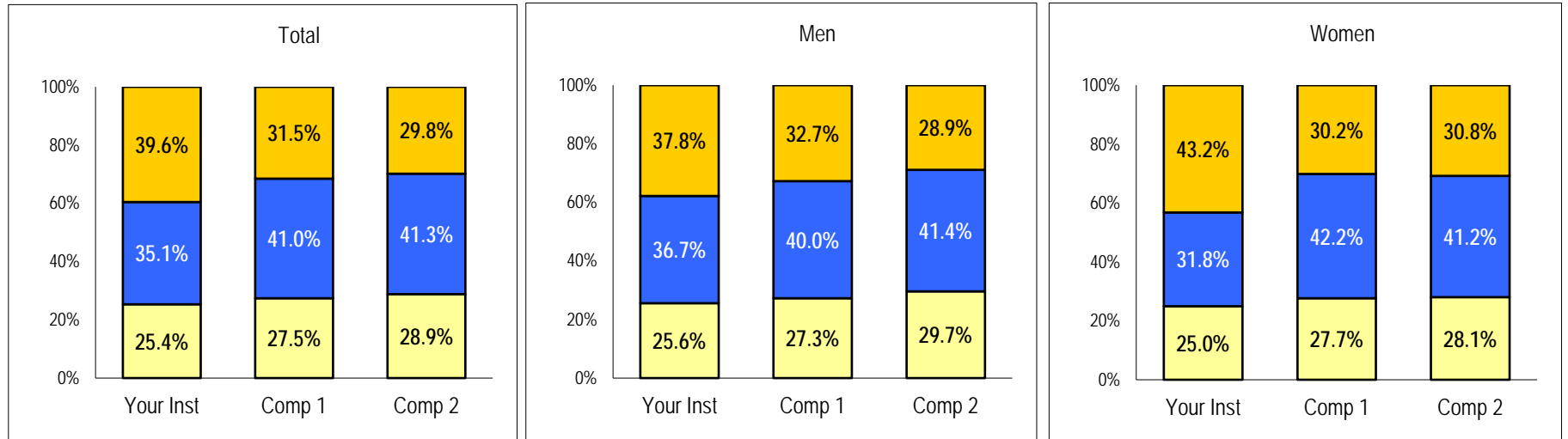
* Colleges have a responsibility to work with their surrounding communities to address

* Instill in students a commitment to community service (2.69)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 134 | 1,067 | 2,671 | 90 | 550 | 1,342 | 44 | 517 | 1,329 |
| High Job Satisfaction: Workplace | 39.6% | 31.5% | 29.8% | 37.8% | 32.7% | 28.9% | 43.2% | 30.2% | 30.8% |
| Average Job Satisfaction: Workplace | 35.1% | 41.0% | 41.3% | 36.7% | 40.0% | 41.4% | 31.8% | 42.2% | 41.2% |
| Low Job Satisfaction: Workplace | 25.4% | 27.5% | 28.9% | 25.6% | 27.3% | 29.7% | 25.0% | 27.7% | 28.1% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

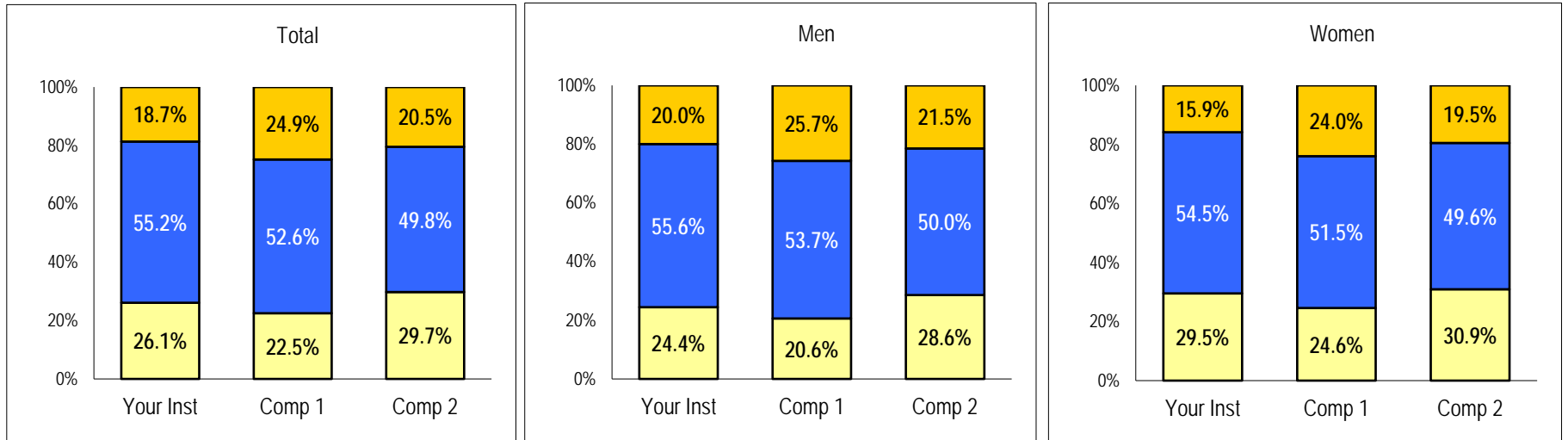
- * Professional relationships with other faculty (3.13)
- * Competency of colleagues (2.39)
- * Autonomy and independence (1.55)

- * Departmental leadership (1.40)
- * Course assignments (1.27)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 134 | 1,066 | 2,670 | 90 | 549 | 1,341 | 44 | 517 | 1,329 |
| High Job Satisfaction: Compensation | 18.7% | 24.9% | 20.5% | 20.0% | 25.7% | 21.5% | 15.9% | 24.0% | 19.5% |
| Average Job Satisfaction: Compensation | 55.2% | 52.6% | 49.8% | 55.6% | 53.7% | 50.0% | 54.5% | 51.5% | 49.6% |
| Low Job Satisfaction: Compensation | 26.1% | 22.5% | 29.7% | 24.4% | 20.6% | 28.6% | 29.5% | 24.6% | 30.9% |
| 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?

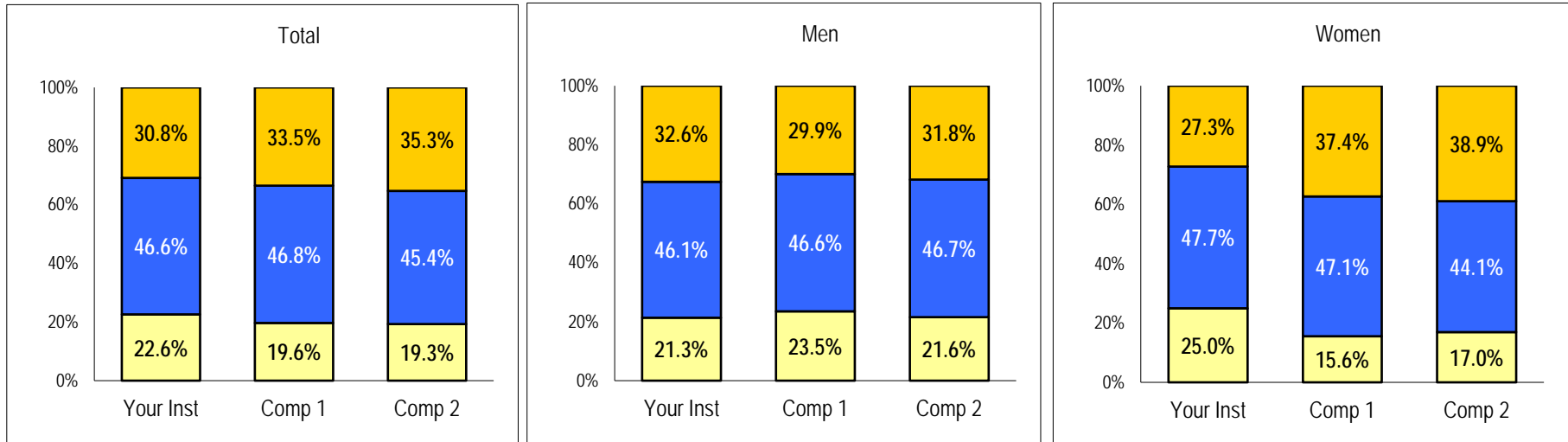
- * Opportunity for scholarly pursuits (2.38)
- * Retirement benefits (1.68)
- * Salary (1.39)

- * Teaching load (1.22)
- * Job security (1.39)
- * Prospects for career advancement (1.53)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 133 | 1,059 | 2,652 | 89 | 545 | 1,331 | 44 | 514 | 1,321 |
| High Career Related Stress | 30.8% | 33.5% | 35.3% | 32.6% | 29.9% | 31.8% | 27.3% | 37.4% | 38.9% |
| Average Career Related Stress | 46.6% | 46.8% | 45.4% | 46.1% | 46.6% | 46.7% | 47.7% | 47.1% | 44.1% |
| Low Career Related Stress | 22.6% | 19.6% | 19.3% | 21.3% | 23.5% | 21.6% | 25.0% | 15.6% | 17.0% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

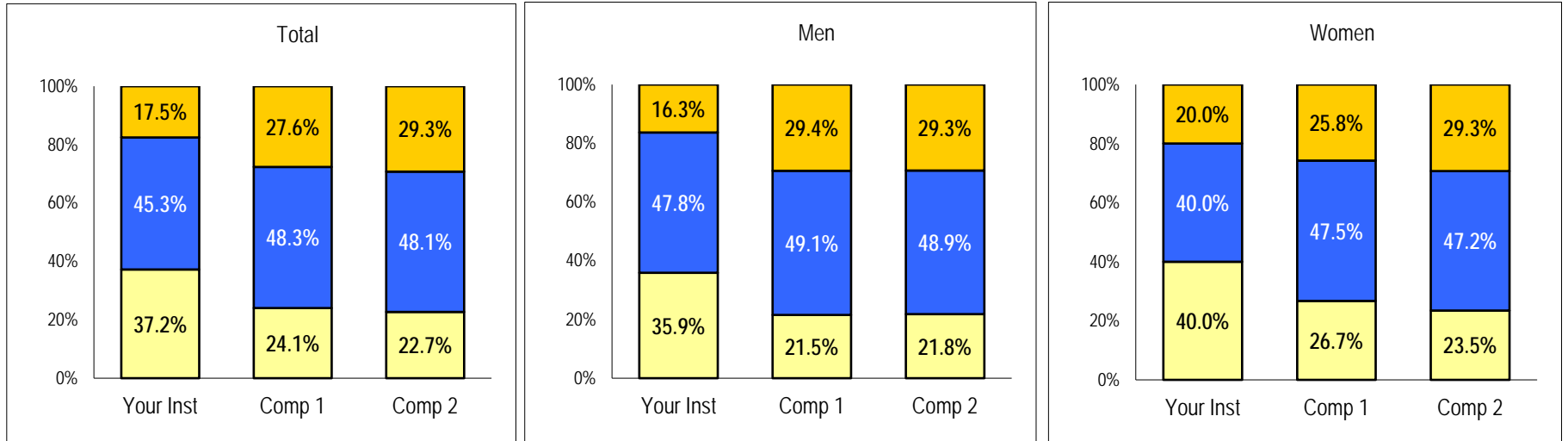
- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Committee work (1.38)
- * Institutional procedures/red tape (1.08)
- * Colleagues (1.16)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Students (1.08)

2013-14 HERI Faculty Survey
CIRP Construct Percentage Report
Institutional Priority: Commitment to Diversity
 Full-time Undergraduate Faculty

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

| Southern Utah University | Total | | | Men | | | Women | | |
|---|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 137 | 1,089 | 2,715 | 92 | 558 | 1,362 | 45 | 531 | 1,353 |
| High Institutional Priority: Commitment to Diversity | 17.5% | 27.6% | 29.3% | 16.3% | 29.4% | 29.3% | 20.0% | 25.8% | 29.3% |
| Average Institutional Priority: Commitment to Diversity | 45.3% | 48.3% | 48.1% | 47.8% | 49.1% | 48.9% | 40.0% | 47.5% | 47.2% |
| Low Institutional Priority: Commitment to Diversity | 37.2% | 24.1% | 22.7% | 35.9% | 21.5% | 21.8% | 40.0% | 26.7% | 23.5% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

* To promote gender diversity in the faculty and administration (3.34)

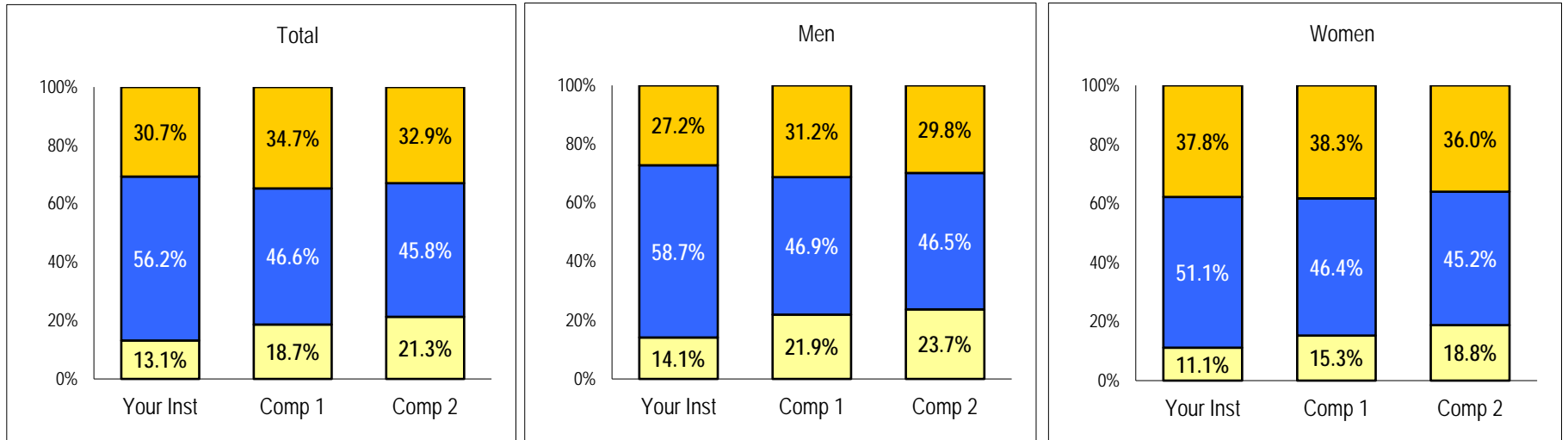
* To recruit more minority students (1.77)

* To promote racial and ethnic diversity in the faculty and administration (5.72)

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

| Southern Utah University | Total | | | Men | | | Women | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 137 | 1,087 | 2,714 | 92 | 557 | 1,362 | 45 | 530 | 1,352 |
| High Institutional Priority: Civic Engagement | 30.7% | 34.7% | 32.9% | 27.2% | 31.2% | 29.8% | 37.8% | 38.3% | 36.0% |
| Average Institutional Priority: Civic Engagement | 56.2% | 46.6% | 45.8% | 58.7% | 46.9% | 46.5% | 51.1% | 46.4% | 45.2% |
| Low Institutional Priority: Civic Engagement | 13.1% | 18.7% | 21.3% | 14.1% | 21.9% | 23.7% | 11.1% | 15.3% | 18.8% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

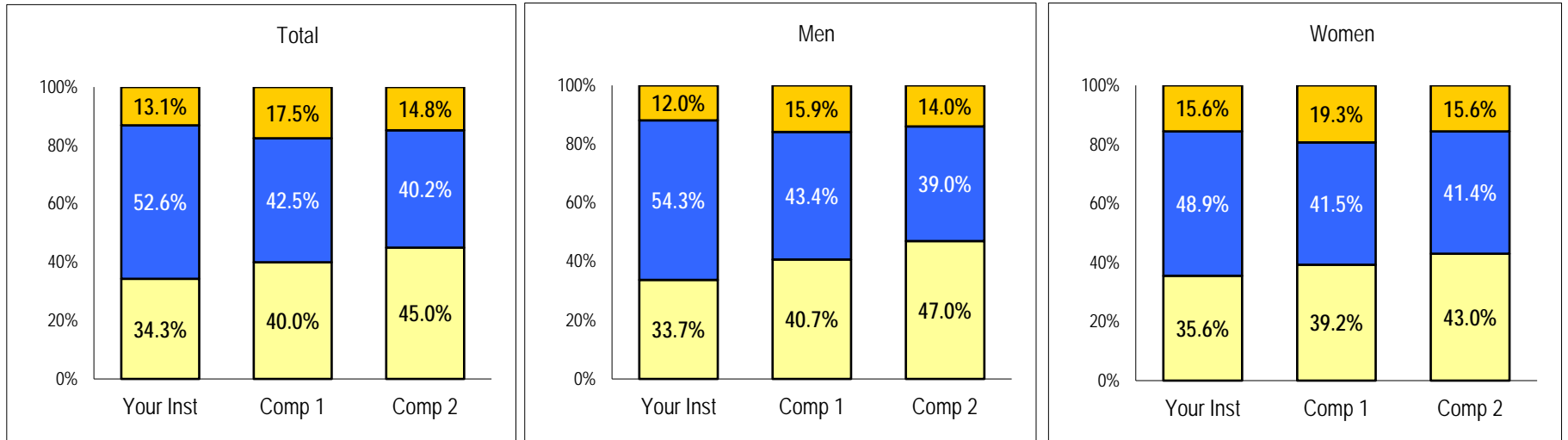
- * To provide resources for faculty to engage in community-based teaching or research (2.08)
- * To create and sustain partnerships with surrounding communities (2.84)
- * To facilitate student involvement in community service (1.56)

2013-14 HERI Faculty Survey
 CIRP Construct Percentage Report
Institutional Priority: Increase Prestige
 Full-time Undergraduate Faculty

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

| Southern Utah University | Total | | | Men | | | Women | | |
|---|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 137 | 1,083 | 2,702 | 92 | 555 | 1,355 | 45 | 528 | 1,347 |
| High Institutional Priority: Increase Prestige | 13.1% | 17.5% | 14.8% | 12.0% | 15.9% | 14.0% | 15.6% | 19.3% | 15.6% |
| Average Institutional Priority: Increase Prestige | 52.6% | 42.5% | 40.2% | 54.3% | 43.4% | 39.0% | 48.9% | 41.5% | 41.4% |
| Low Institutional Priority: Increase Prestige | 34.3% | 40.0% | 45.0% | 33.7% | 40.7% | 47.0% | 35.6% | 39.2% | 43.0% |
| Significance (based on High score group) | - | - | - | - | - | - | - | - | - |

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



Survey items and estimation 'weights':

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

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