HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

Saint Thomas University

comparison group 1:	Private/Nonsectarian 4yr Colleges
comparison group 2:	Nonsectarian, Catholic, Other Religious 4yr Colleges

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HERI Theme Reports

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HERI Theme Reports

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How to Read the HERI Faculty Survey Report
HERI Theme

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).

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.

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

	Total			Men			Women		
Sample Uiversity	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).

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Professional Practice - Teaching

HERI Theme

Professional Practice - Teaching - These items relate to use of pedagogical practicies 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

Saint Thomas 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	100.0%	98.0%	98.7%	100.0%	97.9%	98.6%	100.0%	98.0%	98.8%	
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	15.7%	20.6%	19.1%	12.0%	22.1%	20.7%	19.2%	18.9%	17.1%	
Taught an interdisciplinary course	47.2%	53.3%	49.1%	38.5%	54.8%	50.3%	55.6%	51.5%	47.7%	
Taught an ethnic studies course	15.1%	15.5%	13.4%	7.7%	15.5%	12.4%	22.2%	15.4%	14.6%	
Taught a women's studies course	9.6%	11.1%	9.9%	0.0%	4.8%	4.4%	19.2%	18.6%	16.4%	
Taught a service learning course	24.5%	19.3%	21.6%	26.9%	16.6%	18.0%	22.2%	22.5%	25.9%	
Taught an exclusively web-based course at this institution	39.6%	9.6%	12.8%	38.5%	9.2%	11.7%	40.7%	10.2%	14.1%	
Participated in a teaching enhancement workshop	58.5%	68.7%	70.3%	50.0%	64.0%	65.7%	66.7%	74.5%	75.9%	
Collaborated with the local community in research/teaching	50.9%	41.0%	43.9%	46.2%	36.0%	40.0%	55.6%	47.0%	48.7%	CM Practice
Taught a seminar for first-year students	39.6%	35.2%	32.8%	38.5%	35.0%	32.5%	40.7%	35.5%	33.2%	
Taught a capstone course	40.4%	42.5%	41.0%	32.0%	43.7%	42.3%	48.1%	41.1%	39.3%	
Taught in a learning community (e.g., FIG, linked courses)	5.7%	7.9%	8.5%	7.7%	7.2%	7.6%	3.7%	8.7%	9.6%	
Supervised an undergraduate thesis	9.4%	47.6%	39.6%	3.8%	48.6%	39.9%	14.8%	46.5%	39.3%	
How many courses are you teaching this term?										
Mean	3.7	2.7	3.0	3.7	2.7	3.0	3.7	2.7	2.9	
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	
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)										
Undergraduate credit courses	0.0%	83.0%	72.5%	0.0%	83.9%	81.8%	0.0%	82.4%	67.2%	
Graduate courses	0.0%	4.5%	9.4%	0.0%	3.9%	10.3%	0.0%	4.9%	8.9%	
Non-credit courses	0.0%	2.2%	3.9%	0.0%	2.1%	1.1%	0.0%	2.3%	5.5%	
I do not teach	0.0%	10.3%	14.2%	0.0%	10.1%	6.9%	0.0%	10.4%	18.3%	

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

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Full-time Undergraduate Faculty

Professional Practice - Teaching

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See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Do you teach remedial/developmental skills in any of the following areas?										
Reading	1.9%	7.0%	6.3%	0.0%	6.4%	5.5%	3.7%	7.7%	7.3%	
Writing	0.0%	18.0%	15.4%	0.0%	17.0%	14.2%	0.0%	19.3%	16.8%	
Mathematics	1.9%	5.6%	4.8%	3.8%	7.0%	5.7%	0.0%	4.0%	3.7%	
ESL	3.8%	1.1%	1.1%	3.8%	1.1%	1.0%	3.7%	1.1%	1.3%	
General academic skills	13.2%	12.1%	11.1%	11.5%	11.1%	10.3%	14.8%	13.2%	12.1%	
Other subject areas	13.2%	6.7%	6.2%	7.7%	5.5%	5.4%	18.5%	8.3%	7.3%	
In how many of the courses that you teach do you use each of the following?										
Evaluation Methods										
Multiple-choice exams										
All / Most	30.2%	20.9%	28.3%	23.0%	20.5%	27.2%	37.0%	21.5%	29.6%	
Mean	2.04	1.80	2.00	1.81	1.78	1.98	2.26	1.82	2.02	
Standard deviation	0.98	0.99	1.06	0.90	0.97	1.04	1.02	1.00	1.08	
Significance	-			-			-	*		
Effect size	-	0.24	0.04	-	0.03	-0.16	-	0.44	0.22	
Essay exams										
All / Most	52.8%	44.0%	45.0%	57.7%	44.7%	46.9%	48.1%	43.2%	42.7%	
Mean	2.68	2.41	2.44	2.69	2.44	2.49	2.67	2.38	2.38	
Standard deviation	1.21	1.08	1.09	1.26	1.06	1.08	1.18	1.10	1.10	
Significance	-			-			-			
Effect size	-	0.25	0.22	-	0.24	0.19	-	0.26	0.26	
Short-answer exams										
All / Most	43.4%	42.8%	45.9%	34.6%	44.4%	48.4%	51.8%	41.0%	43.0%	
Mean	2.30	2.39	2.46	2.00	2.44	2.52	2.59	2.33	2.39	
Standard deviation	1.08	1.03	1.04	1.02	1.04	1.04	1.08	1.01	1.04	
Significance	-			-	*	*	-			
Effect size	-	-0.09	-0.15	-	-0.42	-0.50	-	0.26	0.19	

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

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See CIRP Construct: Student-Centered Pedagogy, Undergraduate Education Goal: Personal Development, Civic Minded Practice

Saint Thomas 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?										
Quizzes										
All / Most	32.1%	34.4%	37.9%	42.3%	34.3%	38.6%	22.2%	34.4%	37.0%	
Mean	2.17	2.21	2.30	2.23	2.20	2.31	2.11	2.21	2.28	
Standard deviation	0.99	1.03	1.05	1.03	1.02	1.04	0.97	1.04	1.05	
Significance	-			-			-			
Effect size	-	-0.04	-0.12	-	0.03	-0.08	-	-0.10	-0.16	
Weekly essay assignments										
All / Most	29.4%	22.8%	22.9%	20.0%	20.2%	20.6%	38.5%	25.8%	25.9%	
Mean	2.04	1.87	1.88	1.80	1.80	1.81	2.27	1.97	1.97	
Standard deviation	1.06	0.96	0.98	0.87	0.94	0.95	1.19	0.98	1.00	
Significance	-			-			-			
Effect size	-	0.18	0.16	-	0.00	-0.01	-	0.31	0.30	
Student presentations										
All / Most	47.1%	53.3%	53.3%	26.9%	46.1%	45.7%	66.6%	62.1%	62.8%	Student-Centered Pedagogy
Mean	2.55	2.72	2.72	2.15	2.56	2.56	2.93	2.92	2.91	
Standard deviation	1.05	0.97	0.95	1.01	0.97	0.94	0.96	0.92	0.93	
Significance	-			-	*	*	-			
Effect size	-	-0.18	-0.18	-	-0.42	-0.44	-	0.01	0.02	
Term/research papers										
All / Most	58.5%	49.2%	47.3%	57.7%	46.0%	44.8%	59.2%	52.9%	50.2%	
Mean	2.89	2.60	2.55	2.81	2.52	2.50	2.96	2.70	2.61	
Standard deviation	1.01	0.97	0.97	1.13	0.97	0.96	0.90	0.98	0.97	
Significance	-	*	*	-			-			
Effect size	-	0.30	0.35	-	0.30	0.32	-	0.27	0.36	
Student evaluations of each others' work										
All / Most	7.6%	25.1%	24.9%	3.8%	19.9%	19.8%	11.1%	31.5%	31.2%	Student-Centered Pedagogy
Mean	1.66	2.05	2.04	1.42	1.90	1.91	1.89	2.22	2.20	
Standard deviation	0.68	0.97	0.95	0.58	0.94	0.91	0.70	0.98	0.97	
Significance	-	**	**	-	**	**	-			
Effect size	-	-0.40	-0.40	-	-0.51	-0.54	-	-0.34	-0.32	

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

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Saint Thomas 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?										
Grading on a curve										
All / Most	26.4%	11.2%	11.5%	34.6%	13.7%	14.6%	18.5%	8.1%	7.8%	
Mean	1.85	1.47	1.48	2.12	1.56	1.58	1.59	1.37	1.36	
Standard deviation	1.06	0.81	0.82	1.11	0.87	0.89	0.97	0.72	0.71	
Significance	-	***	**	-	**	**	-			
Effect size	-	0.47	0.45	-	0.64	0.61	-	0.31	0.32	
Competency-based grading										
All / Most	53.9%	51.6%	50.9%	56.0%	50.6%	49.5%	51.8%	52.7%	52.7%	
Mean	2.67	2.53	2.52	2.64	2.47	2.46	2.70	2.61	2.60	
Standard deviation	1.13	1.20	1.19	1.19	1.20	1.19	1.10	1.19	1.19	
Significance	-			-			-			
Effect size	-	0.12	0.13	-	0.14	0.15	-	0.08	0.08	
Class discussions										
All / Most	96.2%	85.9%	86.3%	92.3%	83.0%	83.2%	100.0%	89.4%	90.1%	Student-Centered Pedagogy
Mean	3.79	3.55	3.55	3.65	3.48	3.47	3.93	3.64	3.65	
Standard deviation	0.57	0.76	0.76	0.75	0.81	0.81	0.27	0.69	0.68	
Significance	-	*	*	-			-	*	*	
Effect size	-	0.32	0.32	-	0.21	0.22	-	0.42	0.41	
Cooperative learning (small groups)										
All / Most	50.0%	66.7%	66.4%	36.0%	59.7%	58.4%	63.0%	75.1%	76.1%	Student-Centered Pedagogy
Mean	2.71	3.01	3.01	2.28	2.81	2.81	3.11	3.25	3.27	
Standard deviation	1.13	1.02	1.01	1.10	1.05	1.03	1.01	0.93	0.91	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.29	-0.30	-	-0.50	-0.51	-	-0.15	-0.18	
Experiential learning/Field studies										
All / Most	26.4%	28.1%	30.1%	11.5%	24.8%	25.1%	40.7%	32.0%	36.5%	Student-Centered Pedagogy
Mean	2.04	2.03	2.09	1.77	1.92	1.96	2.30	2.17	2.26	
Standard deviation	0.98	1.02	1.04	0.76	0.99	0.99	1.10	1.05	1.07	
Significance	-			-			-			
Effect size	-	0.01	-0.05	-	-0.15	-0.19	-	0.12	0.04	

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

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Saint Thomas 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?										
Teaching assistants										
All / Most	3.8%	6.2%	5.6%	3.8%	7.4%	6.5%	3.7%	4.9%	4.6%	
Mean	1.25	1.35	1.32	1.19	1.38	1.35	1.30	1.32	1.28	
Standard deviation	0.59	0.66	0.63	0.49	0.67	0.65	0.67	0.64	0.61	
Significance	-			-			-			
Effect size	-	-0.15	-0.11	-	-0.28	-0.25	-	-0.03	0.03	
Recitals/Demonstrations										
All / Most	22.6%	20.3%	20.1%	15.4%	20.5%	18.9%	29.6%	20.1%	21.6%	
Mean	1.87	1.76	1.75	1.62	1.76	1.74	2.11	1.76	1.78	
Standard deviation	1.02	0.98	0.97	0.94	0.97	0.94	1.05	0.98	0.99	
Significance	-			-			-			
Effect size	-	0.11	0.12	-	-0.14	-0.13	-	0.36	0.33	
Group projects										
All / Most	39.6%	36.6%	37.8%	26.9%	33.2%	32.6%	51.8%	40.8%	44.1%	Student-Centered Pedagogy
Mean	2.36	2.32	2.36	2.00	2.24	2.24	2.70	2.43	2.51	
Standard deviation	1.00	0.94	0.95	0.94	0.94	0.92	0.95	0.94	0.96	
Significance	-			-			-			
Effect size	-	0.04	0.00	-	-0.26	-0.26	-	0.29	0.20	
Extensive lecturing										
All / Most	47.1%	37.6%	38.8%	57.7%	46.7%	47.6%	37.0%	26.7%	28.0%	
Mean	2.34	2.25	2.28	2.54	2.44	2.46	2.15	2.03	2.06	
Standard deviation	0.98	0.97	0.96	0.99	0.97	0.95	0.95	0.91	0.91	
Significance	-			-			-			
Effect size	-	0.09	0.06	-	0.10	0.08	-	0.13	0.10	
Multiple drafts of written work										
All / Most	24.5%	31.2%	29.0%	15.3%	28.5%	24.7%	33.3%	34.6%	34.3%	
Mean	2.09	2.23	2.17	1.88	2.16	2.08	2.30	2.31	2.28	
Standard deviation	0.88	0.90	0.90	0.77	0.86	0.86	0.95	0.93	0.94	
Significance	-			-			-			
Effect size	-	-0.16	-0.09	-	-0.33	-0.23	-	-0.01	0.02	

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

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Saint Thomas 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	20.7%	22.1%	22.2%	11.5%	20.2%	18.7%	29.6%	24.3%	26.5%	
Mean	2.08	2.00	1.99	1.88	1.92	1.90	2.26	2.08	2.09	
Standard deviation	0.94	0.86	0.87	0.71	0.85	0.84	1.10	0.87	0.89	
Significance	-			-			-			
Effect size	-	0.09	0.10	-	-0.05	-0.02	-	0.21	0.19	
Reflective writing/journaling										Student-Centered Pedagogy
All / Most	28.3%	21.6%	23.9%	11.5%	18.2%	18.0%	44.4%	25.7%	31.3%	
Mean	2.00	1.92	1.97	1.58	1.79	1.80	2.41	2.08	2.17	
Standard deviation	1.06	0.93	0.95	0.70	0.87	0.88	1.19	0.96	0.99	
Significance	-			-			-			
Effect size	-	0.09	0.03	-	-0.24	-0.25	-	0.34	0.24	
Community service as part of coursework										Civic Minded Practice
All / Most	13.2%	5.9%	8.4%	7.7%	4.8%	5.8%	18.5%	7.1%	11.5%	
Mean	1.57	1.38	1.46	1.35	1.33	1.37	1.78	1.45	1.57	
Standard deviation	0.87	0.66	0.73	0.63	0.61	0.65	1.01	0.71	0.81	
Significance	-	*		-			-	*		
Effect size	-	0.29	0.15	-	0.03	-0.03	-	0.46	0.26	
Electronic quizzes with immediate feedback in class										
All / Most	9.4%	4.9%	6.3%	3.8%	3.8%	5.4%	14.8%	6.1%	7.4%	
Mean	1.51	1.23	1.28	1.38	1.18	1.24	1.63	1.29	1.32	
Standard deviation	0.87	0.58	0.63	0.57	0.50	0.58	1.08	0.65	0.68	
Significance	-	***	**	-	*		-	**	*	
Effect size	-	0.48	0.37	-	0.40	0.24	-	0.52	0.46	
Using real-life problems										
All / Most	71.7%	56.8%	59.6%	61.6%	56.6%	57.3%	81.5%	57.0%	62.5%	
Mean	3.06	2.74	2.81	2.77	2.70	2.75	3.33	2.79	2.89	
Standard deviation	1.01	1.00	0.99	1.07	1.01	0.99	0.88	0.99	0.98	
Significance	-	*		-			-	**	*	
Effect size	-	0.32	0.25	-	0.07	0.02	-	0.55	0.45	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Teaching

HERI Theme

Professional Practice - Teaching - These items relate to use of pedagogical practicies 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

Saint Thomas 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?										
Using student inquiry to drive learning										Student-Centered Pedagogy
All / Most	50.9%	49.3%	49.3%	38.5%	46.1%	45.9%	62.9%	53.2%	53.6%	
Mean	2.66	2.61	2.60	2.50	2.55	2.54	2.81	2.68	2.68	
Standard deviation	1.00	0.91	0.93	0.99	0.92	0.94	1.00	0.89	0.91	
Significance	-			-			-			
Effect size	-	0.05	0.06	-	-0.05	-0.04	-	0.15	0.14	
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	56.6%	55.7%	60.9%	57.7%	55.8%	62.1%	55.5%	55.5%	59.5%	
Mean	3.96	3.72	3.82	4.04	3.73	3.86	3.89	3.71	3.78	
Standard deviation	1.24	1.13	1.14	1.22	1.17	1.16	1.28	1.08	1.11	
Significance	-			-			-			
Effect size	-	0.21	0.12	-	0.26	0.16	-	0.17	0.10	
Preparing for teaching (including reading student papers and grading)										
13 or more hours	43.4%	47.7%	46.1%	30.7%	43.0%	42.0%	55.5%	53.1%	51.3%	
Mean	4.45	4.59	4.54	4.08	4.41	4.39	4.81	4.79	4.72	
Standard deviation	1.66	1.69	1.65	1.57	1.66	1.61	1.69	1.71	1.69	
Significance	-			-			-			
Effect size	-	-0.08	-0.05	-	-0.20	-0.19	-	0.01	0.05	
Have you ever received an award for outstanding teaching?										
Yes	46.2%	39.4%	39.7%	50.0%	41.8%	41.8%	42.3%	36.6%	37.2%	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Scholarship

HERI Theme

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

Saint Thomas 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:										
Research										
Essential / Very important	73.1%	74.1%	70.0%	76.0%	73.8%	70.3%	70.3%	74.5%	69.7%	
During the past two years, have you engaged in any of the following activities?										
Collaborated with the local community in research/teaching	50.9%	41.0%	43.9%	46.2%	36.0%	40.0%	55.6%	47.0%	48.7%	CM Practice
Conducted research or writing focused on - International/global issues	37.7%	32.6%	29.7%	38.5%	34.2%	31.6%	37.0%	30.8%	27.3%	
Conducted research or writing focused on - Racial or ethnic minorities	30.8%	25.3%	22.9%	34.6%	22.7%	19.9%	26.9%	28.3%	26.5%	
Conducted research or writing focused on - Women and gender issues	24.5%	24.4%	21.6%	19.2%	16.8%	14.1%	29.6%	33.4%	30.8%	
Engaged undergraduates on your research project	24.5%	49.4%	44.2%	23.1%	53.0%	47.8%	25.9%	45.2%	39.7%	
Worked with undergraduates on a research project	39.6%	68.5%	63.0%	34.6%	71.3%	66.2%	44.4%	65.2%	59.2%	
Engaged in academic research that spans multiple disciplines	45.3%	62.9%	58.8%	50.0%	63.8%	60.9%	40.7%	61.9%	56.3%	
Received funding for your work from - Foundations	9.4%	19.0%	16.7%	15.4%	20.3%	17.1%	3.7%	17.4%	16.2%	
Received funding for your work from - State or federal government	17.0%	15.6%	12.5%	7.7%	16.5%	13.0%	25.9%	14.6%	11.9%	
Received funding for your work from - Business or industry	7.5%	6.3%	6.1%	3.8%	7.8%	7.5%	11.1%	4.5%	4.3%	
Have you engaged in any of the following professional development opportunities at your institution?										
Internal grants for research										
Yes	47.2%	47.4%	43.5%	38.5%	48.3%	45.0%	55.6%	46.4%	41.7%	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Scholarship

HERI Theme

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

Saint Thomas 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 the following have you published?										
Articles in academic or professional journals										
5 or more	35.8%	40.3%	34.8%	42.2%	45.8%	40.4%	29.6%	33.6%	27.9%	Scholarly Productivity
Mean	2.89	3.04	2.85	3.19	3.24	3.07	2.59	2.78	2.58	
Standard deviation	1.90	1.67	1.62	2.02	1.75	1.72	1.76	1.52	1.46	
Significance	-			-			-			
Effect size	-	-0.09	0.02	-	-0.03	0.07	-	-0.13	0.01	
Chapters in edited volumes										
1 or more	40.4%	46.1%	41.6%	46.1%	45.8%	42.7%	34.5%	46.3%	40.1%	
Mean	1.71	1.80	1.69	1.96	1.85	1.76	1.46	1.74	1.61	Scholarly Productivity
Standard deviation	1.05	1.09	1.03	1.25	1.17	1.11	0.76	0.99	0.92	
Significance	-			-			-			
Effect size	-	-0.08	0.02	-	0.09	0.18	-	-0.28	-0.16	
Books, manuals, or monographs										
1 or more	40.4%	34.2%	30.7%	57.7%	39.2%	35.7%	23.0%	28.0%	24.5%	
Mean	1.60	1.49	1.45	1.81	1.58	1.54	1.38	1.38	1.32	
Standard deviation	0.87	0.81	0.80	0.90	0.88	0.89	0.80	0.70	0.66	
Significance	-			-			-			
Effect size	-	0.14	0.19	-	0.26	0.30	-	0.00	0.09	
Other, such as patents, or computer software products										
1 or more	1.9%	8.8%	8.7%	3.8%	10.0%	10.3%	0.0%	7.3%	6.7%	
Mean	1.04	1.15	1.15	1.08	1.19	1.19	1.00	1.11	1.10	
Standard deviation	0.27	0.61	0.61	0.39	0.70	0.70	0.00	0.47	0.48	
Significance	-			-			-			
Effect size	-	-0.18	-0.18	-	-0.16	-0.16	-	-0.23	-0.21	
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?										
1 or more	16.9%	19.2%	18.2%	11.5%	21.7%	19.3%	22.2%	16.1%	16.6%	
Mean	1.28	1.45	1.44	1.19	1.56	1.50	1.37	1.33	1.36	
Standard deviation	0.69	1.12	1.11	0.57	1.26	1.22	0.79	0.90	0.95	
Significance	-			-			-			
Effect size	-	-0.15	-0.14	-	-0.29	-0.25	-	0.04	0.01	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Scholarship

HERI Theme

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

Saint Thomas 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 your professional writings have been published or accepted for publication in the last two years?										Scholarly Productivity
3 or more	26.4%	28.8%	25.0%	38.4%	32.4%	28.5%	14.8%	24.5%	20.9%	
Mean	1.98	2.07	1.97	2.27	2.15	2.06	1.70	1.96	1.88	
Standard deviation	1.03	1.03	1.01	1.08	1.10	1.07	0.91	0.92	0.92	
Significance	-			-			-			
Effect size	-	-0.09	0.01	-	0.11	0.20	-	-0.28	-0.20	
Indicate the importance to you personally of each of the following:										
Making a theoretical contribution to science										
Essential / Very important	34.6%	27.8%	27.4%	28.0%	28.4%	27.9%	40.7%	27.2%	26.5%	
Mean	2.15	1.93	1.93	1.96	1.96	1.94	2.33	1.90	1.91	
Standard deviation	1.11	0.95	0.94	1.14	0.94	0.94	1.07	0.96	0.95	
Significance	-			-			-	*	*	
Effect size	-	0.23	0.23	-	0.00	0.02	-	0.45	0.44	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Research and scholarly writing										
5 or more hours	44.2%	42.3%	38.2%	49.9%	47.7%	42.6%	38.4%	35.7%	32.9%	
Mean	2.87	2.67	2.55	2.85	2.82	2.68	2.88	2.48	2.39	
Standard deviation	1.83	1.45	1.38	1.64	1.53	1.47	2.03	1.32	1.26	
Significance	-			-			-		*	
Effect size	-	0.14	0.23	-	0.02	0.12	-	0.30	0.39	
Other creative products/performances										
1 or more hours	50.0%	41.8%	42.8%	49.9%	44.4%	44.6%	49.9%	38.5%	40.5%	
Mean	1.82	1.72	1.71	1.75	1.80	1.77	1.88	1.63	1.64	
Standard deviation	1.17	1.21	1.16	0.94	1.29	1.21	1.37	1.10	1.09	
Significance	-			-			-			
Effect size	-	0.08	0.09	-	-0.04	-0.02	-	0.23	0.22	
Do you use your scholarship to address local community needs?										CM Practice
Yes	36.5%	32.6%	38.0%	30.8%	29.5%	35.4%	42.3%	36.3%	41.2%	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Service

HERI Theme

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

Saint Thomas 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:										
Service										
Essential / Very important	88.5%	65.4%	69.4%	88.0%	61.5%	65.7%	88.9%	70.2%	74.0%	
During the past two years, have you engaged in any of the following activities?										Civic Minded Practice
Advised student groups involved in service/volunteer work	60.4%	43.8%	48.5%	61.5%	43.7%	47.1%	59.3%	44.0%	50.2%	
Published op-ed pieces or editorials	15.1%	13.9%	14.4%	15.4%	15.7%	16.2%	14.8%	11.7%	12.2%	
Please indicate the extent to which you:										
Mentor new faculty										
To a great extent / To some extent	77.3%	75.6%	74.1%	84.6%	74.8%	74.1%	70.3%	76.6%	74.1%	
Mean	2.04	1.98	1.96	2.08	1.94	1.93	2.00	2.03	1.99	
Standard deviation	0.71	0.68	0.69	0.63	0.66	0.67	0.78	0.70	0.71	
Significance	-			-			-			
Effect size	-	0.09	0.12	-	0.21	0.22	-	-0.04	0.01	
Indicate the importance to you personally of each of the following:										
Mentoring the next generation of scholars										
Essential / Very important	71.7%	75.2%	75.8%	57.7%	70.9%	72.1%	85.1%	80.5%	80.4%	
Mean	3.04	3.07	3.08	2.81	2.97	3.00	3.26	3.19	3.19	
Standard deviation	0.92	0.84	0.83	0.98	0.85	0.84	0.81	0.81	0.81	
Significance	-			-			-			
Effect size	-	-0.04	-0.05	-	-0.19	-0.23	-	0.09	0.09	
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	66.0%	42.7%	43.0%	61.4%	39.4%	39.7%	70.3%	46.9%	46.6%	
Mean	3.15	2.58	2.60	3.15	2.53	2.53	3.15	2.64	2.67	
Standard deviation	1.05	0.95	0.95	1.12	0.94	0.91	0.99	0.95	0.99	
Significance	-	***	***	-	***	***	-	**	*	
Effect size	-	0.60	0.58	-	0.66	0.68	-	0.54	0.48	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Professional Practice - Service

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	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?										
Committee work and meetings										
5 or more hours	43.4%	34.3%	33.5%	38.5%	31.7%	30.2%	48.1%	37.5%	37.8%	
Mean	2.51	2.46	2.44	2.42	2.42	2.38	2.59	2.52	2.51	
Standard deviation	0.72	0.97	0.92	0.70	0.99	0.92	0.75	0.94	0.92	
Significance	-			-			-			
Effect size	-	0.05	0.08	-	0.00	0.04	-	0.07	0.09	
Other administration										
5 or more hours	32.0%	28.9%	31.9%	42.3%	27.6%	30.0%	22.2%	30.8%	34.4%	
Mean	2.40	2.34	2.43	2.42	2.33	2.37	2.37	2.35	2.51	
Standard deviation	1.26	1.44	1.49	1.27	1.49	1.46	1.28	1.38	1.53	
Significance	-			-			-			
Effect size	-	0.04	-0.02	-	0.06	0.03	-	0.01	-0.09	
Consultation with clients/patients										
1 or more hours	17.3%	16.3%	18.2%	15.4%	17.2%	17.5%	19.2%	15.3%	18.9%	
Mean	1.23	1.25	1.29	1.23	1.26	1.26	1.23	1.25	1.32	
Standard deviation	0.55	0.69	0.76	0.59	0.67	0.70	0.51	0.71	0.82	
Significance	-			-			-			
Effect size	-	-0.03	-0.08	-	-0.04	-0.04	-	-0.03	-0.11	
Community or public service										
1 or more hours	63.4%	53.4%	60.0%	65.3%	50.1%	57.7%	61.4%	57.4%	62.7%	Civic Minded Practice
Mean	1.85	1.67	1.75	1.77	1.65	1.74	1.92	1.69	1.77	
Standard deviation	0.85	0.80	0.79	0.65	0.84	0.82	1.02	0.74	0.75	
Significance	-			-			-			
Effect size	-	0.23	0.13	-	0.14	0.04	-	0.31	0.20	
Do you use your scholarship to address local community needs?										
Yes	36.5%	32.6%	38.0%	30.8%	29.5%	35.4%	42.3%	36.3%	41.2%	CM Practice
Engaged in public service/professional consulting without pay?										
Yes	61.5%	51.4%	53.8%	65.4%	51.1%	54.6%	57.7%	51.9%	52.9%	CM Practice

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Institutional Support and Resources

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you engaged in any of the following activities?										
Participated in a teaching enhancement workshop	58.5%	68.7%	70.3%	50.0%	64.0%	65.7%	66.7%	74.5%	75.9%	
Have you engaged in any of the following professional development opportunities at your institution?										
Paid workshops outside the institution focused on teaching										
Yes	28.3%	29.6%	32.7%	26.9%	28.6%	30.1%	29.6%	30.8%	35.9%	
Paid sabbatical leave										
Yes	22.6%	41.2%	34.8%	23.1%	44.0%	38.1%	22.2%	37.8%	30.8%	
Travel funds paid by the institution										
Yes	75.5%	81.9%	81.1%	69.2%	81.2%	80.6%	81.5%	82.6%	81.7%	
Internal grants for research										
Yes	47.2%	47.4%	43.5%	38.5%	48.3%	45.0%	55.6%	46.4%	41.7%	
Training for administrative leadership										
Yes	18.9%	12.9%	14.1%	19.2%	14.4%	15.0%	18.5%	11.2%	13.0%	
Received incentives to develop new courses										
Yes	18.9%	29.3%	26.1%	19.2%	28.1%	26.2%	18.5%	30.7%	26.0%	
Received incentives to integrate new technology into your classroom										
Yes	28.3%	17.2%	17.9%	30.8%	17.2%	18.9%	25.9%	17.1%	16.6%	
Have you ever interrupted your professional career for more than one year for family reasons?										
Yes	13.5%	11.5%	11.7%	11.5%	5.4%	5.6%	15.4%	18.9%	19.1%	
Have you ever received an award for outstanding teaching?										
Yes	46.2%	39.4%	39.7%	50.0%	41.8%	41.8%	42.3%	36.6%	37.2%	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Institutional Support and Resources

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
Faculty are rewarded for being good teachers										
Very descriptive / Somewhat descriptive	40.3%	78.6%	77.4%	42.3%	79.7%	78.8%	38.5%	77.2%	75.8%	
Mean	1.52	2.04	2.00	1.58	2.06	2.02	1.46	2.01	1.98	
Standard deviation	0.70	0.68	0.68	0.76	0.68	0.67	0.65	0.69	0.68	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.76	-0.71	-	-0.71	-0.66	-	-0.80	-0.76	
There is respect for the expression of diverse values and beliefs										
Very descriptive / Somewhat descriptive	90.4%	91.9%	90.2%	88.4%	91.8%	90.7%	92.3%	92.0%	89.6%	
Mean	2.29	2.34	2.28	2.23	2.35	2.29	2.35	2.32	2.26	
Standard deviation	0.64	0.62	0.63	0.65	0.62	0.63	0.63	0.61	0.63	
Significance	-			-			-			
Effect size	-	-0.08	0.02	-	-0.19	-0.10	-	0.05	0.14	
Faculty are rewarded for their efforts to use instructional technology										
Very descriptive / Somewhat descriptive	45.1%	61.4%	61.3%	48.0%	63.3%	63.2%	42.3%	59.3%	59.0%	
Mean	1.57	1.75	1.75	1.56	1.77	1.76	1.58	1.73	1.74	
Standard deviation	0.70	0.68	0.68	0.65	0.67	0.66	0.76	0.69	0.70	
Significance	-			-			-			
Effect size	-	-0.26	-0.26	-	-0.31	-0.30	-	-0.22	-0.23	
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	72.5%	78.4%	77.5%	72.0%	80.7%	79.3%	73.1%	75.4%	75.1%	
Mean	2.82	3.01	2.98	2.68	3.03	3.01	2.96	2.98	2.95	
Standard deviation	0.87	0.82	0.83	0.90	0.81	0.82	0.82	0.84	0.84	
Significance	-			-	*	*	-			
Effect size	-	-0.23	-0.19	-	-0.43	-0.40	-	-0.02	0.01	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Institutional Support and Resources

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
My teaching is valued by faculty in my department										
Agree Strongly / Agree somewhat	86.3%	92.9%	93.0%	88.0%	92.3%	92.5%	84.7%	93.7%	93.4%	
Mean	3.18	3.49	3.49	3.12	3.50	3.50	3.23	3.49	3.49	
Standard deviation	0.82	0.69	0.68	0.73	0.70	0.69	0.91	0.67	0.67	
Significance	-	**	**	-	**	**	-		*	
Effect size	-	-0.45	-0.46	-	-0.54	-0.55	-	-0.39	-0.39	
There is adequate support for faculty development										
Agree Strongly / Agree somewhat	53.8%	64.8%	67.4%	65.3%	67.8%	69.5%	42.3%	61.0%	64.8%	
Mean	2.42	2.71	2.75	2.50	2.77	2.79	2.35	2.63	2.71	
Standard deviation	0.98	0.88	0.86	1.03	0.86	0.84	0.94	0.91	0.89	
Significance	-	*	**	-			-		*	
Effect size	-	-0.33	-0.38	-	-0.31	-0.35	-	-0.31	-0.40	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Develop ability to think critically										
Essential / Very important	98.0%	99.3%	99.4%	96.0%	99.0%	99.1%	100.0%	99.7%	99.7%	
Mean	3.84	3.89	3.89	3.76	3.86	3.86	3.92	3.93	3.92	
Standard deviation	0.50	0.35	0.35	0.66	0.40	0.39	0.27	0.27	0.28	
Significance	-			-			-			
Effect size	-	-0.14	-0.14	-	-0.25	-0.26	-	-0.04	0.00	
Prepare students for employment after college										
Essential / Very important	88.3%	78.5%	81.4%	80.0%	75.5%	79.0%	96.2%	82.0%	84.4%	
Mean	3.45	3.12	3.19	3.28	3.03	3.12	3.62	3.22	3.27	
Standard deviation	0.81	0.79	0.76	0.98	0.80	0.78	0.57	0.77	0.74	
Significance	-	**	*	-			-	**	*	
Effect size	-	0.42	0.34	-	0.31	0.21	-	0.52	0.47	
Prepare students for graduate or advanced education										
Essential / Very important	80.4%	78.6%	79.0%	72.0%	77.4%	77.6%	88.5%	80.1%	80.7%	
Mean	3.27	3.07	3.08	3.16	3.02	3.03	3.38	3.12	3.14	
Standard deviation	0.83	0.73	0.73	0.94	0.73	0.72	0.70	0.73	0.73	
Significance	-			-			-			
Effect size	-	0.27	0.26	-	0.19	0.18	-	0.36	0.33	
Develop moral character										
Essential / Very important	90.2%	73.3%	79.3%	84.0%	70.6%	76.9%	96.2%	76.6%	82.3%	UG Ed Goal: Personal Develop-ment
Mean	3.37	3.02	3.19	3.20	2.95	3.12	3.54	3.11	3.27	
Standard deviation	0.77	0.86	0.82	0.91	0.88	0.85	0.58	0.82	0.78	
Significance	-	**		-			-	**		
Effect size	-	0.41	0.22	-	0.28	0.09	-	0.52	0.35	
Provide for students' emotional development										
Essential / Very important	80.4%	55.7%	61.5%	72.0%	50.4%	56.5%	88.5%	62.1%	67.5%	UG Ed Goal: Personal Develop-ment
Mean	3.18	2.68	2.79	2.96	2.57	2.69	3.38	2.81	2.92	
Standard deviation	0.84	0.87	0.86	0.93	0.85	0.85	0.70	0.87	0.85	
Significance	-	***	**	-	*		-	***	**	
Effect size	-	0.57	0.45	-	0.46	0.32	-	0.66	0.54	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Teach students the classic works of Western civilization										
Essential / Very important	37.3%	30.0%	33.0%	44.0%	32.2%	35.8%	30.7%	27.4%	29.5%	
Mean	2.25	2.15	2.20	2.40	2.20	2.25	2.12	2.09	2.14	
Standard deviation	0.96	0.92	0.92	1.08	0.93	0.93	0.82	0.89	0.89	
Significance	-			-			-			
Effect size	-	0.11	0.05	-	0.22	0.16	-	0.03	-0.02	
Help students develop personal values										
Essential / Very important	94.1%	69.9%	76.4%	92.0%	65.7%	73.5%	96.1%	74.8%	79.9%	UG Ed Goal: Personal Develop-ment
Mean	3.43	2.95	3.10	3.28	2.86	3.03	3.58	3.06	3.18	
Standard deviation	0.67	0.84	0.83	0.74	0.84	0.84	0.58	0.83	0.80	
Significance	-	***	**	-	*		-	**	*	
Effect size	-	0.57	0.40	-	0.50	0.30	-	0.63	0.50	
Enhance students' self-understanding										
Essential / Very important	84.3%	77.4%	80.3%	80.0%	75.6%	77.9%	88.5%	79.7%	83.2%	UG Ed Goal: Personal Develop-ment
Mean	3.37	3.10	3.18	3.20	3.04	3.11	3.54	3.19	3.27	
Standard deviation	0.80	0.82	0.80	0.87	0.82	0.81	0.71	0.81	0.78	
Significance	-	*		-			-	*		
Effect size	-	0.33	0.24	-	0.20	0.11	-	0.43	0.35	
Instill in students a commitment to community service										
Essential / Very important	78.5%	47.6%	56.1%	72.0%	41.9%	49.9%	84.6%	54.4%	63.6%	
Mean	3.04	2.52	2.68	2.80	2.39	2.55	3.27	2.67	2.83	Civic Minded Values
Standard deviation	0.85	0.91	0.90	0.91	0.91	0.91	0.72	0.89	0.87	
Significance	-	***	**	-	*		-	***	*	
Effect size	-	0.57	0.40	-	0.45	0.27	-	0.67	0.51	
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Essential / Very important	84.3%	76.1%	77.4%	72.0%	68.8%	70.6%	96.2%	84.9%	85.7%	
Mean	3.37	3.13	3.15	3.04	2.97	2.99	3.69	3.32	3.35	
Standard deviation	0.80	0.87	0.85	0.89	0.91	0.89	0.55	0.78	0.76	
Significance	-			-			-	*	*	
Effect size	-	0.28	0.26	-	0.08	0.06	-	0.47	0.45	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Help master knowledge in a discipline										
Essential / Very important	92.0%	93.2%	94.1%	83.3%	92.3%	93.3%	100.0%	94.3%	95.0%	
Mean	3.50	3.48	3.49	3.29	3.42	3.45	3.69	3.54	3.55	
Standard deviation	0.71	0.63	0.62	0.86	0.64	0.64	0.47	0.61	0.60	
Significance	-			-			-			
Effect size	-	0.03	0.02	-	-0.20	-0.25	-	0.25	0.23	
Develop creative capacities										
Essential / Very important	88.3%	80.2%	79.8%	84.0%	79.6%	79.0%	92.3%	80.9%	80.7%	
Mean	3.37	3.17	3.15	3.20	3.13	3.13	3.54	3.21	3.18	
Standard deviation	0.75	0.78	0.78	0.82	0.77	0.78	0.65	0.79	0.79	
Significance	-		*	-			-	*	*	
Effect size	-	0.26	0.28	-	0.09	0.09	-	0.42	0.46	
Instill a basic appreciation of the liberal arts										
Essential / Very important	74.5%	77.9%	78.2%	76.0%	76.8%	76.9%	73.1%	79.0%	79.7%	
Mean	3.06	3.15	3.13	3.04	3.13	3.10	3.08	3.19	3.16	
Standard deviation	0.81	0.83	0.81	0.84	0.84	0.83	0.80	0.82	0.80	
Significance	-			-			-			
Effect size	-	-0.11	-0.09	-	-0.11	-0.07	-	-0.13	-0.10	
Promote ability to write effectively										
Essential / Very important	94.1%	94.9%	94.5%	92.0%	93.4%	92.6%	96.2%	96.8%	96.8%	
Mean	3.55	3.59	3.57	3.40	3.52	3.49	3.69	3.68	3.68	
Standard deviation	0.67	0.60	0.61	0.76	0.63	0.65	0.55	0.54	0.54	
Significance	-			-			-			
Effect size	-	-0.07	-0.03	-	-0.19	-0.14	-	0.02	0.02	
Help students evaluate the quality and reliability of information										
Essential / Very important	98.1%	95.7%	95.7%	96.0%	94.1%	94.3%	100.0%	97.6%	97.3%	
Mean	3.57	3.59	3.58	3.52	3.52	3.51	3.62	3.69	3.68	
Standard deviation	0.61	0.58	0.59	0.71	0.61	0.62	0.50	0.52	0.53	
Significance	-			-			-			
Effect size	-	-0.03	-0.02	-	0.00	0.02	-	-0.13	-0.11	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you of each of the following education goals for undergraduate students:										
Engage students in civil discourse around controversial issues										
Essential / Very important	74.5%	73.2%	73.5%	64.0%	68.4%	70.2%	84.6%	79.0%	77.6%	
Mean	3.04	3.01	3.02	2.80	2.89	2.94	3.27	3.15	3.12	
Standard deviation	0.85	0.91	0.88	0.91	0.93	0.89	0.72	0.87	0.86	
Significance	-			-			-			
Effect size	-	0.03	0.02	-	-0.10	-0.16	-	0.14	0.17	
Teach students tolerance and respect for different beliefs										
Essential / Very important	92.2%	84.7%	85.7%	84.0%	79.5%	80.7%	100.0%	91.1%	91.8%	
Mean	3.45	3.33	3.34	3.16	3.17	3.19	3.73	3.51	3.52	
Standard deviation	0.76	0.79	0.77	0.90	0.84	0.82	0.45	0.68	0.66	
Significance	-			-			-			
Effect size	-	0.15	0.14	-	-0.01	-0.04	-	0.32	0.32	
Encourage students to become agents of social change										
Essential / Very important	66.6%	58.4%	61.9%	44.0%	50.2%	53.6%	88.5%	68.3%	72.1%	
Mean	3.02	2.74	2.80	2.56	2.55	2.62	3.46	2.96	3.03	
Standard deviation	1.01	0.97	0.94	1.08	0.96	0.94	0.71	0.93	0.89	
Significance	-	*		-			-	**	*	
Effect size	-	0.29	0.23	-	0.01	-0.06	-	0.54	0.48	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
This institution takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	88.7%	67.7%	72.5%	92.4%	68.2%	73.3%	85.1%	67.1%	71.4%	
Mean	3.28	2.79	2.90	3.35	2.80	2.91	3.22	2.78	2.88	
Standard deviation	0.77	0.83	0.81	0.75	0.82	0.80	0.80	0.84	0.83	
Significance	-	***	***	-	***	**	-	**	*	
Effect size	-	0.59	0.47	-	0.67	0.55	-	0.52	0.41	
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	71.1%	85.3%	85.9%	61.6%	84.5%	84.8%	80.8%	86.2%	87.2%	
Mean	3.10	3.34	3.32	2.92	3.32	3.30	3.27	3.35	3.35	
Standard deviation	0.91	0.79	0.77	1.02	0.80	0.78	0.78	0.79	0.75	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.30	-0.29	-	-0.50	-0.49	-	-0.10	-0.11	
To develop leadership ability among students										
Highest priority / High priority	75.0%	60.4%	65.1%	73.1%	56.4%	61.9%	77.0%	65.3%	69.0%	
Mean	3.12	2.71	2.79	3.00	2.63	2.74	3.23	2.80	2.86	
Standard deviation	0.88	0.81	0.81	0.94	0.78	0.80	0.82	0.82	0.80	
Significance	-	***	**	-	*		-	**	*	
Effect size	-	0.51	0.41	-	0.47	0.33	-	0.52	0.46	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Goals for Undergraduate Education

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges should encourage students to be involved in community service activities										Civic Minded Values
Agree strongly / Agree somewhat	94.3%	88.8%	91.7%	92.3%	84.8%	88.8%	96.2%	93.6%	95.3%	
Mean	3.31	3.16	3.26	3.23	3.06	3.17	3.38	3.29	3.37	
Standard deviation	0.64	0.68	0.65	0.59	0.72	0.68	0.70	0.60	0.60	
Significance	-			-			-			
Effect size	-	0.22	0.08	-	0.24	0.09	-	0.15	0.02	
Colleges should be concerned with facilitating undergraduate students' spiritual development										
Agree strongly / Agree somewhat	78.5%	37.0%	57.2%	80.8%	38.5%	58.3%	76.0%	35.2%	56.0%	
Mean	3.14	2.14	2.61	3.12	2.16	2.63	3.16	2.13	2.58	
Standard deviation	0.80	0.91	1.00	0.82	0.93	1.01	0.80	0.88	0.98	
Significance	-	***	***	-	***	*	-	***	**	
Effect size	-	1.10	0.53	-	1.03	0.49	-	1.17	0.59	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										
Essential / Very important	73.6%	74.6%	75.4%	65.4%	68.2%	69.4%	81.5%	82.4%	82.8%	Social Agency
Mean	3.15	3.07	3.09	2.92	2.93	2.95	3.37	3.24	3.26	
Standard deviation	0.91	0.86	0.85	0.98	0.89	0.87	0.79	0.79	0.78	
Significance	-			-			-			
Effect size	-	0.09	0.07	-	-0.01	-0.03	-	0.16	0.14	
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	84.3%	76.1%	77.4%	72.0%	68.8%	70.6%	96.2%	84.9%	85.7%	
Mean	3.37	3.13	3.15	3.04	2.97	2.99	3.69	3.32	3.35	
Standard deviation	0.80	0.87	0.85	0.89	0.91	0.89	0.55	0.78	0.76	
Significance	-			-			-	*	*	
Effect size	-	0.28	0.26	-	0.08	0.06	-	0.47	0.45	
Teach students tolerance and respect for different beliefs										
Essential / Very important	92.2%	84.7%	85.7%	84.0%	79.5%	80.7%	100.0%	91.1%	91.8%	
Mean	3.45	3.33	3.34	3.16	3.17	3.19	3.73	3.51	3.52	
Standard deviation	0.76	0.79	0.77	0.90	0.84	0.82	0.45	0.68	0.66	
Significance	-			-			-			
Effect size	-	0.15	0.14	-	-0.01	-0.04	-	0.32	0.32	
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	90.4%	91.9%	90.2%	88.4%	91.8%	90.7%	92.3%	92.0%	89.6%	
Mean	2.29	2.34	2.28	2.23	2.35	2.29	2.35	2.32	2.26	
Standard deviation	0.64	0.62	0.63	0.65	0.62	0.63	0.63	0.61	0.63	
Significance	-			-			-			
Effect size	-	-0.08	0.02	-	-0.19	-0.10	-	0.05	0.14	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
The administration is open about its policies										
Very descriptive / Somewhat descriptive	73.0%	71.1%	73.9%	88.5%	72.4%	74.2%	57.7%	69.6%	73.4%	
Mean	1.92	1.90	1.95	2.04	1.92	1.97	1.81	1.87	1.93	
Standard deviation	0.68	0.68	0.69	0.53	0.68	0.69	0.80	0.68	0.68	
Significance	-			-			-			
Effect size	-	0.03	-0.04	-	0.18	0.10	-	-0.09	-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:										
Racial and ethnic diversity should be more strongly reflected in the curriculum										
Agree strongly / Agree somewhat	54.7%	60.2%	62.3%	50.0%	54.1%	55.5%	59.2%	67.6%	70.5%	
Mean	2.66	2.72	2.75	2.58	2.61	2.62	2.74	2.86	2.92	
Standard deviation	0.88	0.81	0.83	0.76	0.80	0.82	0.98	0.80	0.80	
Significance	-			-			-			
Effect size	-	-0.07	-0.11	-	-0.04	-0.05	-	-0.15	-0.23	
This institution should hire more faculty of color										
Agree strongly / Agree somewhat	61.6%	75.3%	75.0%	53.9%	70.0%	70.9%	69.3%	81.8%	80.2%	
Mean	2.83	3.00	3.00	2.73	2.87	2.88	2.92	3.15	3.13	
Standard deviation	0.98	0.83	0.82	1.04	0.85	0.83	0.93	0.78	0.79	
Significance	-			-			-			
Effect size	-	-0.20	-0.21	-	-0.16	-0.18	-	-0.29	-0.27	
This institution should hire more women faculty										
Agree strongly / Agree somewhat	48.1%	52.7%	52.9%	26.9%	48.5%	48.9%	69.2%	57.8%	57.9%	
Mean	2.50	2.56	2.58	2.19	2.46	2.49	2.81	2.68	2.69	
Standard deviation	0.87	0.78	0.79	0.80	0.76	0.78	0.85	0.77	0.79	
Significance	-			-			-			
Effect size	-	-0.08	-0.10	-	-0.36	-0.38	-	0.17	0.15	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	88.0%	93.2%	94.4%	83.4%	92.6%	94.3%	92.3%	94.1%	94.7%	
Mean	3.30	3.48	3.51	3.17	3.45	3.49	3.42	3.51	3.54	
Standard deviation	0.79	0.64	0.62	0.92	0.65	0.62	0.64	0.62	0.61	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.28	-0.34	-	-0.43	-0.52	-	-0.15	-0.20	
There is a lot of campus racial conflict here										
Agree strongly / Agree somewhat	5.7%	10.6%	11.0%	3.8%	7.1%	8.3%	7.4%	14.7%	14.3%	
Mean	1.43	1.60	1.61	1.35	1.52	1.53	1.52	1.70	1.71	
Standard deviation	0.67	0.71	0.73	0.56	0.65	0.68	0.75	0.76	0.77	
Significance	-			-			-			
Effect size	-	-0.24	-0.25	-	-0.26	-0.26	-	-0.24	-0.25	
Faculty of color are treated fairly here										
Agree strongly / Agree somewhat	92.1%	90.8%	91.0%	95.8%	92.9%	93.4%	88.9%	88.2%	88.0%	
Mean	3.59	3.39	3.40	3.79	3.46	3.47	3.41	3.30	3.30	
Standard deviation	0.70	0.70	0.71	0.51	0.68	0.67	0.80	0.72	0.74	
Significance	-	*		-	*	*	-			
Effect size	-	0.29	0.27	-	0.49	0.48	-	0.15	0.15	
Women faculty are treated fairly here										
Agree strongly / Agree somewhat	92.2%	90.5%	89.9%	100.0%	94.3%	94.6%	85.1%	85.8%	84.1%	
Mean	3.53	3.42	3.41	3.83	3.55	3.56	3.26	3.27	3.23	
Standard deviation	0.76	0.70	0.72	0.38	0.61	0.61	0.90	0.76	0.79	
Significance	-			-	*	*	-			
Effect size	-	0.16	0.17	-	0.46	0.44	-	-0.01	0.04	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Gay and lesbian faculty are treated fairly here										
Agree strongly / Agree somewhat	87.8%	89.7%	80.5%	95.9%	90.0%	81.6%	80.0%	89.4%	79.2%	
Mean	3.41	3.36	3.15	3.63	3.42	3.21	3.20	3.28	3.07	
Standard deviation	0.70	0.74	0.92	0.58	0.73	0.91	0.76	0.75	0.92	
Significance	-		*	-		*	-			
Effect size	-	0.07	0.28	-	0.29	0.46	-	-0.11	0.14	
My values are congruent with the dominant institutional values										
Agree strongly / Agree somewhat	88.4%	76.8%	81.3%	88.4%	76.0%	80.1%	88.5%	77.8%	82.7%	
Mean	3.23	2.97	3.10	3.15	2.97	3.08	3.31	2.98	3.12	
Standard deviation	0.65	0.83	0.81	0.61	0.87	0.83	0.68	0.78	0.77	
Significance	-	*		-			-	*		
Effect size	-	0.31	0.16	-	0.21	0.08	-	0.42	0.25	
This institution takes responsibility for educating underprepared students										
Agree strongly / Agree somewhat	88.7%	67.7%	72.5%	92.4%	68.2%	73.3%	85.1%	67.1%	71.4%	
Mean	3.28	2.79	2.90	3.35	2.80	2.91	3.22	2.78	2.88	
Standard deviation	0.77	0.83	0.81	0.75	0.82	0.80	0.80	0.84	0.83	
Significance	-	***	***	-	***	**	-	**	*	
Effect size	-	0.59	0.47	-	0.67	0.55	-	0.52	0.41	

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

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Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To develop a sense of community among students and faculty										
Highest priority / High priority	69.3%	67.3%	72.8%	65.4%	65.2%	70.6%	73.1%	69.7%	75.6%	
Mean	2.92	2.79	2.91	2.85	2.74	2.86	3.00	2.85	2.97	
Standard deviation	0.93	0.81	0.79	0.92	0.82	0.80	0.94	0.80	0.78	
Significance	-			-			-			
Effect size	-	0.16	0.01	-	0.13	-0.01	-	0.19	0.04	
To recruit more minority students										
Highest priority / High priority	51.9%	49.1%	48.1%	53.8%	49.3%	47.4%	50.0%	48.8%	48.9%	Institutional Priority: Commitment to Diversity
Mean	2.58	2.49	2.47	2.54	2.50	2.45	2.62	2.48	2.48	
Standard deviation	1.04	0.86	0.86	0.86	0.84	0.84	1.20	0.89	0.88	
Significance	-			-			-			
Effect size	-	0.10	0.13	-	0.05	0.11	-	0.16	0.16	
To create a diverse multi-cultural campus environment										
Highest priority / High priority	80.8%	58.1%	54.4%	84.7%	59.6%	54.3%	76.9%	56.3%	54.7%	Institutional Priority: Commitment to Diversity
Mean	3.17	2.66	2.59	3.23	2.69	2.59	3.12	2.63	2.59	
Standard deviation	0.83	0.88	0.90	0.71	0.85	0.88	0.95	0.92	0.92	
Significance	-	***	***	-	**	***	-	**	**	
Effect size	-	0.58	0.64	-	0.64	0.73	-	0.53	0.58	
To promote gender equity among faculty										
Highest priority / High priority	50.9%	49.5%	48.3%	65.4%	56.9%	55.6%	36.0%	40.8%	39.5%	
Mean	2.55	2.45	2.42	2.73	2.59	2.56	2.36	2.27	2.25	
Standard deviation	0.94	0.92	0.91	0.83	0.86	0.85	1.04	0.97	0.94	
Significance	-			-			-			
Effect size	-	0.11	0.14	-	0.16	0.20	-	0.09	0.12	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To increase the representation of minorities in the faculty and administration										Institutional Priority: Commitment to Diversity
Highest priority / High priority	41.1%	41.0%	38.4%	38.5%	42.3%	38.8%	44.0%	39.6%	37.9%	
Mean	2.29	2.31	2.28	2.27	2.35	2.29	2.32	2.27	2.26	
Standard deviation	0.88	0.87	0.86	0.67	0.84	0.84	1.07	0.90	0.89	
Significance	-			-			-			
Effect size	-	-0.02	0.01	-	-0.10	-0.02	-	0.06	0.07	
To develop an appreciation for multiculturalism										
Highest priority / High priority	71.2%	60.4%	58.6%	73.1%	61.9%	58.2%	69.2%	58.6%	59.1%	Institutional Priority: Commitment to Diversity
Mean	2.98	2.70	2.66	3.00	2.74	2.65	2.96	2.66	2.68	
Standard deviation	0.85	0.89	0.89	0.75	0.85	0.87	0.96	0.93	0.91	
Significance	-	*	**	-		*	-			
Effect size	-	0.31	0.36	-	0.31	0.40	-	0.32	0.31	
Please indicate your agreement with each of the following statements:										
Promoting diversity leads to the admission of too many underprepared students										
Agree strongly / Agree somewhat	37.3%	20.1%	22.7%	42.3%	23.7%	26.7%	32.0%	15.8%	17.8%	
Mean	2.12	1.87	1.92	2.19	1.96	2.01	2.04	1.75	1.81	
Standard deviation	0.84	0.81	0.82	0.80	0.82	0.83	0.89	0.78	0.79	
Significance	-	*		-			-			
Effect size	-	0.31	0.24	-	0.28	0.22	-	0.37	0.29	
A racially/ethnically diverse student body enhances the educational experience of all students										
Agree strongly / Agree somewhat	98.1%	95.9%	95.9%	96.2%	93.9%	94.0%	100.0%	98.4%	98.2%	
Mean	3.56	3.58	3.57	3.46	3.48	3.47	3.65	3.71	3.69	
Standard deviation	0.54	0.61	0.61	0.58	0.67	0.66	0.49	0.50	0.51	
Significance	-			-			-			
Effect size	-	-0.03	-0.02	-	-0.03	-0.02	-	-0.12	-0.08	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Diversity

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges should prohibit racist/sexist speech on campus										
Agree strongly / Agree somewhat	78.9%	63.9%	68.1%	65.4%	58.4%	63.7%	92.3%	70.4%	73.4%	
Mean	3.21	2.89	2.98	3.00	2.75	2.86	3.42	3.06	3.13	
Standard deviation	0.91	1.00	0.98	1.02	1.03	1.01	0.76	0.94	0.93	
Significance	-	*		-			-			
Effect size	-	0.32	0.23	-	0.24	0.14	-	0.38	0.31	
This institution should not offer remedial/developmental education										
Agree strongly / Agree somewhat	2.0%	21.0%	19.5%	0.0%	25.7%	23.2%	3.8%	15.4%	15.1%	
Mean	1.22	1.91	1.87	1.12	2.00	1.96	1.31	1.80	1.76	
Standard deviation	0.46	0.84	0.83	0.33	0.86	0.83	0.55	0.80	0.81	
Significance	-	***	***	-	***	***	-	**	**	
Effect size	-	-0.82	-0.78	-	-1.02	-1.01	-	-0.61	-0.56	

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

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2010-11 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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you:										
Considered early retirement?										
Yes	9.4%	18.6%	17.9%	11.5%	19.2%	18.1%	7.4%	18.0%	17.7%	
Considered leaving academe for another job?										
Yes	9.4%	34.1%	32.2%	15.4%	30.3%	29.9%	3.7%	38.6%	35.0%	
Considered leaving this institution for another?										
Yes	26.4%	45.0%	43.5%	26.9%	44.5%	43.0%	25.9%	45.7%	44.0%	
If you were to begin your career again, would you:										
Still want to come to this institution?										
Definitely yes / Probably yes	75.5%	71.1%	73.8%	75.0%	70.6%	73.0%	76.0%	71.7%	74.8%	
Mean	4.00	3.92	3.99	4.04	3.91	3.98	3.96	3.92	4.00	
Standard deviation	1.14	1.14	1.09	1.27	1.16	1.11	1.02	1.12	1.06	
Significance	-			-			-			
Effect size	-	0.07	0.01	-	0.11	0.05	-	0.04	-0.04	
Still want to be a college professor?										
Definitely yes / Probably yes	92.1%	88.8%	89.8%	92.0%	89.7%	90.7%	92.3%	87.7%	88.7%	
Mean	4.57	4.47	4.50	4.56	4.50	4.53	4.58	4.43	4.46	
Standard deviation	0.88	0.80	0.77	0.87	0.77	0.76	0.90	0.82	0.78	
Significance	-			-			-			
Effect size	-	0.13	0.09	-	0.08	0.04	-	0.18	0.15	
How satisfied are you with the following aspects of your job?										
Salary										Job Satisfaction: Compen-sation
Very satisfied / Satisfied	44.2%	49.8%	47.9%	60.0%	52.7%	50.1%	29.6%	46.3%	45.3%	
Mean	2.29	2.39	2.37	2.56	2.47	2.41	2.04	2.30	2.31	
Standard deviation	0.96	0.93	0.90	0.82	0.93	0.90	1.02	0.93	0.89	
Significance	-			-			-			
Effect size	-	-0.11	-0.09	-	0.10	0.17	-	-0.28	-0.30	

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

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2010-11 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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Health benefits										
Very satisfied / Satisfied	77.6%	62.7%	63.0%	79.2%	63.1%	62.7%	76.0%	62.4%	63.6%	
Mean	2.86	2.63	2.65	2.83	2.64	2.65	2.88	2.61	2.65	
Standard deviation	0.74	0.87	0.86	0.76	0.88	0.87	0.73	0.87	0.86	
Significance	-			-			-			
Effect size	-	0.26	0.24	-	0.22	0.21	-	0.31	0.27	
Retirement benefits										
Very satisfied / Satisfied	42.0%	61.2%	62.8%	38.5%	63.0%	63.6%	45.8%	59.0%	62.0%	Job Satisfaction: Compen-sation
Mean	2.24	2.63	2.65	2.08	2.68	2.67	2.42	2.58	2.63	
Standard deviation	0.85	0.86	0.85	0.84	0.87	0.85	0.83	0.85	0.85	
Significance	-	**	***	-	***	***	-			
Effect size	-	-0.45	-0.48	-	-0.69	-0.69	-	-0.19	-0.25	
Opportunity for scholarly pursuits										
Very satisfied / Satisfied	43.2%	51.1%	50.3%	46.2%	57.4%	55.3%	40.0%	43.6%	44.0%	Job Satisfaction: Compen-sation
Mean	2.64	2.49	2.49	2.96	2.57	2.53	2.33	2.40	2.43	
Standard deviation	0.98	0.91	0.91	0.72	0.89	0.91	1.11	0.92	0.90	
Significance	-			-	*	*	-			
Effect size	-	0.16	0.16	-	0.44	0.47	-	-0.08	-0.11	
Teaching load										
Very satisfied / Satisfied	66.1%	57.8%	56.6%	80.7%	60.7%	58.5%	51.8%	54.4%	54.3%	Job Satisfaction: Compen-sation
Mean	2.64	2.49	2.49	2.96	2.57	2.53	2.33	2.40	2.43	
Standard deviation	0.98	0.91	0.91	0.72	0.89	0.91	1.11	0.92	0.90	
Significance	-			-	*	*	-			
Effect size	-	0.16	0.16	-	0.44	0.47	-	-0.08	-0.11	
Quality of students										
Very satisfied / Satisfied	32.7%	60.8%	58.7%	30.8%	61.6%	57.4%	34.6%	59.6%	60.2%	
Mean	2.10	2.62	2.58	2.08	2.63	2.56	2.12	2.61	2.61	
Standard deviation	0.93	0.90	0.87	0.93	0.89	0.88	0.95	0.90	0.85	
Significance	-	***	***	-	**	**	-	**	**	
Effect size	-	-0.58	-0.55	-	-0.62	-0.55	-	-0.54	-0.58	

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

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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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Office/lab space										
Very satisfied / Satisfied	80.7%	70.5%	71.3%	80.8%	68.4%	69.8%	80.8%	72.9%	73.0%	
Mean	3.10	2.85	2.87	3.15	2.83	2.84	3.04	2.87	2.90	
Standard deviation	0.89	0.96	0.95	0.83	0.95	0.95	0.96	0.97	0.95	
Significance	-			-			-			
Effect size	-	0.26	0.24	-	0.34	0.33	-	0.18	0.15	
Autonomy and independence										
Very satisfied / Satisfied	88.5%	86.4%	85.8%	88.5%	85.5%	85.6%	88.5%	87.5%	86.0%	Job Satisfaction: Workplace
Mean	3.27	3.24	3.21	3.23	3.26	3.22	3.31	3.23	3.20	
Standard deviation	0.77	0.77	0.77	0.86	0.80	0.78	0.68	0.74	0.76	
Significance	-			-			-			
Effect size	-	0.04	0.08	-	-0.04	0.01	-	0.11	0.14	
Professional relationships with other faculty										
Very satisfied / Satisfied	78.9%	79.4%	80.7%	77.0%	78.3%	79.8%	80.8%	80.9%	81.9%	Job Satisfaction: Workplace
Mean	3.08	3.06	3.09	3.04	3.06	3.08	3.12	3.07	3.09	
Standard deviation	0.81	0.83	0.82	0.82	0.86	0.84	0.82	0.80	0.80	
Significance	-			-			-			
Effect size	-	0.02	-0.01	-	-0.02	-0.05	-	0.06	0.04	
Social relationships with other faculty										
Very satisfied / Satisfied	81.7%	71.0%	71.8%	79.2%	68.9%	69.8%	84.0%	73.7%	74.2%	
Mean	3.12	2.88	2.89	3.08	2.84	2.85	3.16	2.93	2.93	
Standard deviation	0.75	0.85	0.84	0.72	0.86	0.85	0.80	0.83	0.83	
Significance	-	*		-			-			
Effect size	-	0.28	0.27	-	0.28	0.27	-	0.28	0.28	
Competency of colleagues										
Very satisfied / Satisfied	81.6%	80.6%	81.5%	76.0%	79.1%	79.9%	87.5%	82.5%	83.3%	Job Satisfaction: Workplace
Mean	2.90	3.07	3.07	2.80	3.04	3.04	3.00	3.10	3.10	
Standard deviation	0.77	0.79	0.78	0.76	0.82	0.80	0.78	0.76	0.75	
Significance	-			-			-			
Effect size	-	-0.22	-0.22	-	-0.29	-0.30	-	-0.13	-0.13	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Job security										Job Satisfaction: Compen-sation
Very satisfied / Satisfied	73.1%	75.5%	76.1%	80.7%	76.7%	77.3%	65.4%	74.1%	74.6%	
Mean	2.85	2.99	2.98	2.92	3.04	3.03	2.77	2.92	2.93	
Standard deviation	0.78	0.90	0.89	0.80	0.90	0.89	0.76	0.89	0.87	
Significance	-			-			-			
Effect size	-	-0.16	-0.15	-	-0.13	-0.12	-	-0.17	-0.18	
Departmental leadership										
Very satisfied / Satisfied	66.0%	71.3%	72.0%	70.8%	74.9%	74.7%	61.5%	66.9%	68.7%	Job Satisfaction: Workplace
Mean	2.74	2.94	2.94	2.79	3.02	3.00	2.69	2.84	2.87	
Standard deviation	1.05	1.01	0.99	1.02	1.01	0.98	1.09	1.01	0.99	
Significance	-			-			-			
Effect size	-	-0.20	-0.20	-	-0.23	-0.21	-	-0.15	-0.18	
Course assignments										
Very satisfied / Satisfied	88.7%	84.6%	85.2%	92.3%	85.5%	85.8%	85.2%	83.5%	84.7%	Job Satisfaction: Workplace
Mean	3.19	3.16	3.15	3.27	3.20	3.17	3.11	3.12	3.13	
Standard deviation	0.74	0.76	0.74	0.72	0.77	0.74	0.75	0.75	0.74	
Significance	-			-			-			
Effect size	-	0.04	0.05	-	0.09	0.14	-	-0.01	-0.03	
Freedom to determine course content										
Very satisfied / Satisfied	96.1%	91.6%	92.2%	92.3%	92.2%	92.7%	100.0%	90.6%	91.6%	
Mean	3.56	3.50	3.48	3.42	3.52	3.50	3.69	3.47	3.44	
Standard deviation	0.64	0.71	0.70	0.76	0.71	0.69	0.47	0.71	0.70	
Significance	-			-			-			
Effect size	-	0.08	0.11	-	-0.14	-0.12	-	0.31	0.36	
Availability of child care at this institution										
Very satisfied / Satisfied	22.2%	23.4%	22.7%	50.0%	27.6%	27.2%	14.3%	19.1%	18.0%	
Mean	1.56	1.68	1.65	2.00	1.82	1.79	1.43	1.54	1.50	
Standard deviation	1.13	1.00	0.99	1.41	1.04	1.04	1.13	0.93	0.93	
Significance	-			-			-			
Effect size	-	-0.12	-0.09	-	0.17	0.20	-	-0.12	-0.08	

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

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2010-11 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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How satisfied are you with the following aspects of your job?										
Prospects for career advancement										Job Satisfaction: Compen-sation
Very satisfied / Satisfied	53.2%	54.8%	55.7%	56.5%	58.0%	57.5%	50.0%	51.0%	53.5%	
Mean	2.40	2.46	2.48	2.43	2.52	2.51	2.38	2.38	2.45	
Standard deviation	0.97	0.91	0.90	0.95	0.88	0.88	1.01	0.94	0.91	
Significance	-			-			-			
Effect size	-	-0.07	-0.09	-	-0.10	-0.09	-	0.00	-0.08	
Clerical/administrative support										
Very satisfied / Satisfied	59.6%	59.0%	61.2%	65.4%	60.4%	61.9%	53.9%	57.4%	60.4%	
Mean	2.58	2.62	2.66	2.73	2.64	2.67	2.42	2.58	2.65	
Standard deviation	1.04	0.99	0.98	1.00	0.97	0.96	1.06	1.01	1.00	
Significance	-			-			-			
Effect size	-	-0.04	-0.08	-	0.09	0.06	-	-0.16	-0.23	
Overall job satisfaction										
Very satisfied / Satisfied	83.0%	76.3%	77.6%	88.5%	76.2%	77.4%	77.8%	76.3%	77.7%	
Mean	3.09	2.94	2.96	3.23	2.96	2.98	2.96	2.90	2.94	
Standard deviation	0.77	0.81	0.79	0.76	0.85	0.81	0.76	0.75	0.76	
Significance	-			-			-			
Effect size	-	0.19	0.16	-	0.32	0.31	-	0.08	0.03	
Tuition remission for your children/dependents										
Very satisfied / Satisfied	90.9%	75.6%	79.9%	100.0%	76.3%	79.7%	84.6%	74.6%	80.2%	
Mean	3.32	3.05	3.14	3.22	3.09	3.15	3.38	2.99	3.13	
Standard deviation	0.65	1.02	0.96	0.44	1.01	0.95	0.77	1.03	0.96	
Significance	-			-			-			
Effect size	-	0.26	0.19	-	0.13	0.07	-	0.38	0.26	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Racial and ethnic diversity should be more strongly reflected in the curriculum										
Agree strongly / Agree somewhat	54.7%	60.2%	62.3%	50.0%	54.1%	55.5%	59.2%	67.6%	70.5%	
Mean	2.66	2.72	2.75	2.58	2.61	2.62	2.74	2.86	2.92	
Standard deviation	0.88	0.81	0.83	0.76	0.80	0.82	0.98	0.80	0.80	
Significance	-			-			-			
Effect size	-	-0.07	-0.11	-	-0.04	-0.05	-	-0.15	-0.23	
This institution should hire more faculty of color										
Agree strongly / Agree somewhat	61.6%	75.3%	75.0%	53.9%	70.0%	70.9%	69.3%	81.8%	80.2%	
Mean	2.83	3.00	3.00	2.73	2.87	2.88	2.92	3.15	3.13	
Standard deviation	0.98	0.83	0.82	1.04	0.85	0.83	0.93	0.78	0.79	
Significance	-			-			-			
Effect size	-	-0.20	-0.21	-	-0.16	-0.18	-	-0.29	-0.27	
This institution should hire more women faculty										
Agree strongly / Agree somewhat	48.1%	52.7%	52.9%	26.9%	48.5%	48.9%	69.2%	57.8%	57.9%	
Mean	2.50	2.56	2.58	2.19	2.46	2.49	2.81	2.68	2.69	
Standard deviation	0.87	0.78	0.79	0.80	0.76	0.78	0.85	0.77	0.79	
Significance	-			-			-			
Effect size	-	-0.08	-0.10	-	-0.36	-0.38	-	0.17	0.15	
Faculty are committed to the welfare of this institution										
Agree strongly / Agree somewhat	94.2%	92.8%	94.1%	96.0%	92.1%	93.6%	92.4%	93.6%	94.5%	
Mean	3.29	3.42	3.46	3.20	3.39	3.44	3.38	3.46	3.48	
Standard deviation	0.64	0.65	0.63	0.65	0.66	0.64	0.64	0.63	0.61	
Significance	-			-			-			
Effect size	-	-0.20	-0.27	-	-0.29	-0.38	-	-0.13	-0.16	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	88.0%	93.2%	94.4%	83.4%	92.6%	94.3%	92.3%	94.1%	94.7%	
Mean	3.30	3.48	3.51	3.17	3.45	3.49	3.42	3.51	3.54	
Standard deviation	0.79	0.64	0.62	0.92	0.65	0.62	0.64	0.62	0.61	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.28	-0.34	-	-0.43	-0.52	-	-0.15	-0.20	
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	71.1%	85.3%	85.9%	61.6%	84.5%	84.8%	80.8%	86.2%	87.2%	
Mean	3.10	3.34	3.32	2.92	3.32	3.30	3.27	3.35	3.35	
Standard deviation	0.91	0.79	0.77	1.02	0.80	0.78	0.78	0.79	0.75	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.30	-0.29	-	-0.50	-0.49	-	-0.10	-0.11	
To develop a sense of community among students and faculty										
Highest priority / High priority	69.3%	67.3%	72.8%	65.4%	65.2%	70.6%	73.1%	69.7%	75.6%	
Mean	2.92	2.79	2.91	2.85	2.74	2.86	3.00	2.85	2.97	
Standard deviation	0.93	0.81	0.79	0.92	0.82	0.80	0.94	0.80	0.78	
Significance	-			-			-			
Effect size	-	0.16	0.01	-	0.13	-0.01	-	0.19	0.04	
To facilitate student involvement in community service										
Highest priority / High priority	69.2%	47.7%	61.8%	69.3%	44.7%	59.4%	69.2%	51.4%	64.8%	Institutional Priority: Civic Engagement
Mean	2.94	2.48	2.74	2.92	2.43	2.68	2.96	2.55	2.82	
Standard deviation	0.85	0.84	0.85	0.74	0.83	0.84	0.96	0.85	0.86	
Significance	-	***		-	**		-	*		
Effect size	-	0.55	0.24	-	0.59	0.29	-	0.48	0.16	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To help students learn how to bring about change in society										
Highest priority / High priority	67.3%	43.0%	51.5%	65.4%	41.0%	48.6%	69.2%	45.2%	55.1%	
Mean	2.88	2.37	2.54	2.81	2.34	2.49	2.96	2.41	2.61	
Standard deviation	0.88	0.87	0.89	0.80	0.83	0.86	0.96	0.92	0.92	
Significance	-	***	**	-	**		-	**		
Effect size	-	0.59	0.38	-	0.57	0.37	-	0.60	0.38	
To increase or maintain institutional prestige										
Highest priority / High priority	52.9%	65.5%	63.8%	50.0%	66.2%	62.7%	56.0%	64.5%	65.2%	Institutional Priority: Increase Prestige
Mean	2.69	2.82	2.78	2.58	2.80	2.75	2.80	2.84	2.81	
Standard deviation	1.05	0.87	0.87	1.03	0.84	0.86	1.08	0.89	0.87	
Significance	-			-			-			
Effect size	-	-0.15	-0.10	-	-0.26	-0.20	-	-0.04	-0.01	
To hire faculty 'stars'										
Highest priority / High priority	30.8%	16.5%	18.0%	23.0%	15.5%	16.3%	38.5%	17.8%	20.2%	Institutional Priority: Increase Prestige
Mean	2.04	1.70	1.74	1.73	1.66	1.67	2.35	1.76	1.82	
Standard deviation	0.99	0.83	0.85	0.92	0.80	0.82	0.98	0.86	0.87	
Significance	-	**	*	-			-	***	**	
Effect size	-	0.41	0.35	-	0.09	0.07	-	0.69	0.61	
To recruit more minority students										
Highest priority / High priority	51.9%	49.1%	48.1%	53.8%	49.3%	47.4%	50.0%	48.8%	48.9%	Institutional Priority: Commitment to Diversity
Mean	2.58	2.49	2.47	2.54	2.50	2.45	2.62	2.48	2.48	
Standard deviation	1.04	0.86	0.86	0.86	0.84	0.84	1.20	0.89	0.88	
Significance	-			-			-			
Effect size	-	0.10	0.13	-	0.05	0.11	-	0.16	0.16	
To enhance the institution's national image										
Highest priority / High priority	67.3%	68.3%	63.2%	65.4%	68.4%	63.5%	69.2%	68.2%	63.0%	Institutional Priority: Increase Prestige
Mean	2.83	2.89	2.78	2.65	2.88	2.78	3.00	2.91	2.79	
Standard deviation	1.00	0.90	0.92	0.94	0.88	0.90	1.06	0.92	0.93	
Significance	-			-			-			
Effect size	-	-0.07	0.05	-	-0.26	-0.14	-	0.10	0.23	

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

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Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To create a diverse multi-cultural campus environment										Institutional Priority: Commitment to Diversity
Highest priority / High priority	80.8%	58.1%	54.4%	84.7%	59.6%	54.3%	76.9%	56.3%	54.7%	
Mean	3.17	2.66	2.59	3.23	2.69	2.59	3.12	2.63	2.59	
Standard deviation	0.83	0.88	0.90	0.71	0.85	0.88	0.95	0.92	0.92	
Significance	-	***	***	-	**	***	-	**	**	
Effect size	-	0.58	0.64	-	0.64	0.73	-	0.53	0.58	
To promote gender equity among faculty										
Highest priority / High priority	50.9%	49.5%	48.3%	65.4%	56.9%	55.6%	36.0%	40.8%	39.5%	
Mean	2.55	2.45	2.42	2.73	2.59	2.56	2.36	2.27	2.25	
Standard deviation	0.94	0.92	0.91	0.83	0.86	0.85	1.04	0.97	0.94	
Significance	-			-			-			
Effect size	-	0.11	0.14	-	0.16	0.20	-	0.09	0.12	
To provide resources for faculty to engage in community-based teaching or research										
Highest priority / High priority	36.5%	29.2%	33.2%	38.4%	27.8%	31.2%	34.6%	30.9%	35.7%	Institutional Priority: Civic Engagement
Mean	2.25	2.09	2.16	2.31	2.08	2.13	2.19	2.10	2.19	
Standard deviation	0.95	0.84	0.87	0.93	0.80	0.84	0.98	0.89	0.90	
Significance	-			-			-			
Effect size	-	0.19	0.10	-	0.29	0.21	-	0.10	0.00	
To create and sustain partnerships with surrounding communities										
Highest priority / High priority	42.3%	35.6%	42.0%	42.3%	32.5%	38.7%	42.3%	39.3%	46.2%	Institutional Priority: Civic Engagement
Mean	2.42	2.24	2.36	2.38	2.17	2.28	2.46	2.32	2.44	
Standard deviation	0.85	0.84	0.86	0.80	0.81	0.84	0.90	0.87	0.88	
Significance	-			-			-			
Effect size	-	0.21	0.07	-	0.26	0.12	-	0.16	0.02	
To pursue extramural funding										
Highest priority / High priority	42.8%	42.9%	42.4%	45.9%	39.9%	40.8%	40.0%	46.3%	44.4%	
Mean	2.41	2.35	2.33	2.46	2.31	2.30	2.36	2.40	2.37	
Standard deviation	0.89	0.88	0.90	0.98	0.84	0.88	0.81	0.92	0.92	
Significance	-			-			-			
Effect size	-	0.07	0.09	-	0.18	0.18	-	-0.04	-0.01	

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

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Institutional Priorities

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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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To increase the representation of minorities in the faculty and administration										Institutional Priority: Commitment to Diversity
Highest priority / High priority	41.1%	41.0%	38.4%	38.5%	42.3%	38.8%	44.0%	39.6%	37.9%	
Mean	2.29	2.31	2.28	2.27	2.35	2.29	2.32	2.27	2.26	
Standard deviation	0.88	0.87	0.86	0.67	0.84	0.84	1.07	0.90	0.89	
Significance	-			-			-			
Effect size	-	-0.02	0.01	-	-0.10	-0.02	-	0.06	0.07	
To strengthen links with the for-profit, corporate sector										
Highest priority / High priority	52.0%	29.1%	30.5%	50.0%	27.4%	29.1%	53.9%	31.1%	32.3%	
Mean	2.62	2.00	2.06	2.58	1.98	2.02	2.65	2.04	2.09	
Standard deviation	0.92	0.95	0.93	1.06	0.93	0.92	0.80	0.97	0.95	
Significance	-	***	***	-	**	**	-	**	**	
Effect size	-	0.65	0.60	-	0.65	0.61	-	0.63	0.59	
To develop leadership ability among students										
Highest priority / High priority	75.0%	60.4%	65.1%	73.1%	56.4%	61.9%	77.0%	65.3%	69.0%	
Mean	3.12	2.71	2.79	3.00	2.63	2.74	3.23	2.80	2.86	
Standard deviation	0.88	0.81	0.81	0.94	0.78	0.80	0.82	0.82	0.80	
Significance	-	***	**	-	*		-	**	*	
Effect size	-	0.51	0.41	-	0.47	0.33	-	0.52	0.46	
To increase the representation of women in the faculty and administration										Institutional Priority: Commitment to Diversity
Highest priority / High priority	31.3%	33.8%	31.8%	23.1%	39.5%	36.2%	40.0%	26.9%	26.3%	
Mean	2.06	2.17	2.14	2.00	2.29	2.24	2.12	2.02	2.02	
Standard deviation	0.95	0.86	0.85	0.69	0.83	0.83	1.17	0.87	0.86	
Significance	-			-			-			
Effect size	-	-0.13	-0.09	-	-0.35	-0.29	-	0.11	0.12	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how important you believe each priority listed below is at your college or university?										
To develop an appreciation for multiculturalism										Institutional Priority: Commitment to Diversity
Highest priority / High priority	71.2%	60.4%	58.6%	73.1%	61.9%	58.2%	69.2%	58.6%	59.1%	
Mean	2.98	2.70	2.66	3.00	2.74	2.65	2.96	2.66	2.68	
Standard deviation	0.85	0.89	0.89	0.75	0.85	0.87	0.96	0.93	0.91	
Significance	-	*	**	-		*	-			
Effect size	-	0.31	0.36	-	0.31	0.40	-	0.32	0.31	
Please indicate your agreement with each of the following statements:										
Colleges should be actively involved in solving social problems										Civic Minded Values
Agree strongly / Agree somewhat	82.6%	75.2%	76.2%	80.7%	72.6%	73.4%	84.6%	78.5%	79.6%	
Mean	3.12	2.90	2.93	3.08	2.83	2.86	3.15	2.98	3.01	
Standard deviation	0.68	0.75	0.74	0.69	0.77	0.76	0.67	0.72	0.71	
Significance	-	*		-			-			
Effect size	-	0.29	0.26	-	0.32	0.29	-	0.24	0.20	
Colleges should encourage students to be involved in community service activities										
Agree strongly / Agree somewhat	94.3%	88.8%	91.7%	92.3%	84.8%	88.8%	96.2%	93.6%	95.3%	Civic Minded Values
Mean	3.31	3.16	3.26	3.23	3.06	3.17	3.38	3.29	3.37	
Standard deviation	0.64	0.68	0.65	0.59	0.72	0.68	0.70	0.60	0.60	
Significance	-			-			-			
Effect size	-	0.22	0.08	-	0.24	0.09	-	0.15	0.02	
Colleges should be concerned with facilitating undergraduate students' spiritual development										
Agree strongly / Agree somewhat	78.5%	37.0%	57.2%	80.8%	38.5%	58.3%	76.0%	35.2%	56.0%	
Mean	3.14	2.14	2.61	3.12	2.16	2.63	3.16	2.13	2.58	
Standard deviation	0.80	0.91	1.00	0.82	0.93	1.01	0.80	0.88	0.98	
Significance	-	***	***	-	***	*	-	***	**	
Effect size	-	1.10	0.53	-	1.03	0.49	-	1.17	0.59	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Institutional Priorities

HERI Theme

Institutional Priorities - These items gauge faculty opinion on various types of institutional priorities.
See CIRP Construct: Institutional Priority: Increase Prestige, Institutional Priority: Commitment to Diversity, Institutional Priority: Civic Engagement

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate your agreement with each of the following statements:										
Colleges have a responsibility to work with their surrounding communities to address local issues										Civic Minded Values
Agree strongly / Agree somewhat	90.4%	86.9%	89.6%	88.5%	85.1%	87.7%	92.3%	89.0%	91.7%	
Mean	3.35	3.11	3.18	3.27	3.04	3.12	3.42	3.20	3.26	
Standard deviation	0.65	0.67	0.65	0.67	0.68	0.66	0.64	0.65	0.63	
Significance	-	*		-			-			
Effect size	-	0.36	0.26	-	0.34	0.23	-	0.34	0.25	
This institution should not offer remedial/developmental education										
Agree strongly / Agree somewhat	2.0%	21.0%	19.5%	0.0%	25.7%	23.2%	3.8%	15.4%	15.1%	
Mean	1.22	1.91	1.87	1.12	2.00	1.96	1.31	1.80	1.76	
Standard deviation	0.46	0.84	0.83	0.33	0.86	0.83	0.55	0.80	0.81	
Significance	-	***	***	-	***	***	-	**	**	
Effect size	-	-0.82	-0.78	-	-1.02	-1.01	-	-0.61	-0.56	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Interaction with Students

HERI Theme

Interaction with Students - These items relate to the amount and types of interactions faculty have with students on campus.
See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During the past two years, have you engaged in any of the following activities?										Civic Minded Practice
Advised student groups involved in service/volunteer work	60.4%	43.8%	48.5%	61.5%	43.7%	47.1%	59.3%	44.0%	50.2%	
Engaged undergraduates on your research project	24.5%	49.4%	44.2%	23.1%	53.0%	47.8%	25.9%	45.2%	39.7%	
Worked with undergraduates on a research project	39.6%	68.5%	63.0%	34.6%	71.3%	66.2%	44.4%	65.2%	59.2%	
Supervised an undergraduate thesis	9.4%	47.6%	39.6%	3.8%	48.6%	39.9%	14.8%	46.5%	39.3%	
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	98.1%	96.7%	97.7%	96.2%	97.6%	98.3%	100.0%	95.7%	97.1%	
Mean	2.58	2.70	2.73	2.69	2.70	2.73	2.46	2.70	2.72	
Standard deviation	0.54	0.53	0.49	0.55	0.51	0.48	0.51	0.55	0.51	
Significance	-		*	-			-	*	**	
Effect size	-	-0.23	-0.31	-	-0.02	-0.08	-	-0.44	-0.51	
Most students are treated like “numbers in a book”										
Very descriptive / Somewhat descriptive	7.5%	11.1%	8.9%	7.7%	12.1%	10.0%	7.4%	9.8%	7.7%	
Mean	1.08	1.14	1.11	1.08	1.16	1.12	1.07	1.12	1.09	
Standard deviation	0.27	0.43	0.38	0.27	0.45	0.39	0.27	0.40	0.35	
Significance	-			-			-			
Effect size	-	-0.14	-0.08	-	-0.18	-0.10	-	-0.13	-0.06	
Faculty are rewarded for being good teachers										
Very descriptive / Somewhat descriptive	40.3%	78.6%	77.4%	42.3%	79.7%	78.8%	38.5%	77.2%	75.8%	
Mean	1.52	2.04	2.00	1.58	2.06	2.02	1.46	2.01	1.98	
Standard deviation	0.70	0.68	0.68	0.76	0.68	0.67	0.65	0.69	0.68	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.76	-0.71	-	-0.71	-0.66	-	-0.80	-0.76	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Interaction with Students

HERI Theme

Interaction with Students - These items relate to the amount and types of interactions faculty have with students on campus.
See CIRP Construct: Student-Centered Pedagogy, Civic Minded Practice

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Students										Career Related Stress
Extensive / Somewhat	50.0%	64.9%	64.0%	46.2%	63.4%	61.6%	53.9%	66.6%	67.0%	
Mean	1.54	1.70	1.69	1.46	1.68	1.66	1.62	1.73	1.73	
Standard deviation	0.58	0.56	0.57	0.51	0.55	0.56	0.64	0.57	0.57	
Significance	-	*		-	*		-			
Effect size	-	-0.29	-0.26	-	-0.40	-0.36	-	-0.19	-0.19	
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	94.1%	90.9%	94.0%	96.0%	90.7%	93.9%	92.3%	91.3%	94.0%	
Mean	3.31	3.23	3.34	3.32	3.20	3.31	3.31	3.27	3.37	
Standard deviation	0.65	0.62	0.60	0.56	0.61	0.60	0.74	0.62	0.61	
Significance	-			-			-			
Effect size	-	0.13	-0.05	-	0.20	0.02	-	0.06	-0.10	
Faculty feel that most students are well-prepared academically										
Agree strongly / Agree somewhat	25.0%	46.4%	45.6%	19.2%	48.1%	45.2%	30.8%	44.5%	46.2%	
Mean	1.87	2.39	2.38	1.69	2.41	2.37	2.04	2.36	2.40	
Standard deviation	0.89	0.84	0.82	0.79	0.83	0.81	0.96	0.85	0.82	
Significance	-	***	***	-	***	***	-		*	
Effect size	-	-0.62	-0.62	-	-0.87	-0.84	-	-0.38	-0.44	
Faculty here are strongly interested in the academic problems of undergraduates										
Agree strongly / Agree somewhat	88.0%	93.2%	94.4%	83.4%	92.6%	94.3%	92.3%	94.1%	94.7%	
Mean	3.30	3.48	3.51	3.17	3.45	3.49	3.42	3.51	3.54	
Standard deviation	0.79	0.64	0.62	0.92	0.65	0.62	0.64	0.62	0.61	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.28	-0.34	-	-0.43	-0.52	-	-0.15	-0.20	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Habits of Mind

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	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	90.2%	98.7%	98.2%	87.5%	99.0%	98.2%	92.6%	98.6%	97.9%	
Mean	2.78	2.95	2.93	2.75	2.95	2.92	2.81	2.96	2.94	
Standard deviation	0.61	0.26	0.32	0.68	0.27	0.33	0.56	0.26	0.31	
Significance	-	***	***	-	***	*	-	**	*	
Effect size	-	-0.65	-0.47	-	-0.74	-0.52	-	-0.58	-0.42	
Support their opinions with a logical argument										
Frequently / Occasionally	90.0%	98.3%	97.7%	86.9%	98.6%	98.1%	92.6%	97.9%	97.2%	
Mean	2.68	2.83	2.79	2.61	2.81	2.79	2.74	2.85	2.80	
Standard deviation	0.65	0.42	0.46	0.72	0.42	0.45	0.59	0.41	0.47	
Significance	-	*		-	*		-			
Effect size	-	-0.36	-0.24	-	-0.48	-0.40	-	-0.27	-0.13	
Seek solutions to problems and explain them to others										
Frequently / Occasionally	90.2%	97.6%	96.9%	87.5%	97.8%	97.1%	92.6%	97.4%	96.6%	
Mean	2.67	2.72	2.70	2.63	2.71	2.70	2.70	2.72	2.71	
Standard deviation	0.65	0.50	0.52	0.71	0.50	0.52	0.61	0.50	0.53	
Significance	-			-			-			
Effect size	-	-0.10	-0.06	-	-0.16	-0.13	-	-0.04	-0.02	
Revise their papers to improve their writing										
Frequently / Occasionally	80.4%	91.6%	90.9%	79.1%	90.9%	89.7%	81.5%	92.5%	92.5%	
Mean	2.41	2.53	2.51	2.38	2.48	2.44	2.44	2.58	2.59	
Standard deviation	0.80	0.65	0.66	0.82	0.66	0.67	0.80	0.63	0.63	
Significance	-			-			-			
Effect size	-	-0.18	-0.15	-	-0.15	-0.09	-	-0.22	-0.24	
Evaluate the quality or reliability of information they receive										
Frequently / Occasionally	90.1%	96.8%	96.0%	87.5%	96.6%	95.8%	92.6%	96.9%	96.3%	
Mean	2.63	2.68	2.65	2.63	2.64	2.60	2.63	2.73	2.71	
Standard deviation	0.66	0.53	0.55	0.71	0.55	0.57	0.63	0.51	0.53	
Significance	-			-			-			
Effect size	-	-0.09	-0.04	-	-0.02	0.05	-	-0.20	-0.15	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Habits of Mind

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	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	88.3%	87.1%	86.5%	87.5%	88.2%	86.8%	88.9%	85.9%	86.2%	
Mean	2.29	2.31	2.27	2.38	2.33	2.28	2.22	2.28	2.27	
Standard deviation	0.67	0.69	0.68	0.71	0.68	0.68	0.64	0.69	0.69	
Significance	-			-			-			
Effect size	-	-0.03	0.03	-	0.07	0.15	-	-0.09	-0.07	
Seek alternative solutions to a problem										
Frequently / Occasionally	90.2%	96.8%	96.1%	87.5%	97.3%	96.3%	92.6%	96.3%	95.8%	
Mean	2.57	2.59	2.57	2.63	2.59	2.55	2.52	2.60	2.59	
Standard deviation	0.67	0.55	0.57	0.71	0.54	0.57	0.64	0.56	0.57	
Significance	-			-			-			
Effect size	-	-0.04	0.00	-	0.07	0.14	-	-0.14	-0.12	
Look up scientific research articles and resources										
Frequently / Occasionally	84.3%	84.4%	84.8%	83.3%	84.7%	84.2%	85.2%	84.1%	85.6%	
Mean	2.47	2.35	2.34	2.33	2.32	2.28	2.59	2.39	2.42	
Standard deviation	0.76	0.73	0.73	0.76	0.72	0.72	0.75	0.75	0.73	
Significance	-			-			-			
Effect size	-	0.16	0.18	-	0.01	0.07	-	0.27	0.23	
Explore topics on their own, even though it was not required for a class										
Frequently / Occasionally	86.3%	95.9%	95.2%	87.5%	96.3%	95.0%	85.1%	95.5%	95.4%	
Mean	2.37	2.47	2.45	2.42	2.46	2.42	2.33	2.48	2.48	
Standard deviation	0.72	0.57	0.59	0.72	0.57	0.59	0.73	0.58	0.59	
Significance	-			-			-			
Effect size	-	-0.18	-0.14	-	-0.07	0.00	-	-0.26	-0.25	
Accept mistakes as part of the learning process										
Frequently / Occasionally	90.2%	97.0%	96.9%	87.5%	96.0%	96.6%	92.6%	98.1%	97.3%	
Mean	2.73	2.73	2.72	2.71	2.71	2.70	2.74	2.76	2.75	
Standard deviation	0.63	0.51	0.51	0.69	0.54	0.53	0.59	0.47	0.49	
Significance	-			-			-			
Effect size	-	0.00	0.02	-	0.00	0.02	-	-0.04	-0.02	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Habits of Mind

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	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	90.2%	97.4%	96.4%	87.5%	96.8%	95.8%	92.6%	98.1%	97.2%	
Mean	2.67	2.75	2.72	2.67	2.69	2.66	2.67	2.81	2.78	
Standard deviation	0.65	0.49	0.52	0.70	0.53	0.55	0.62	0.44	0.47	
Significance	-			-			-			
Effect size	-	-0.16	-0.10	-	-0.04	0.02	-	-0.32	-0.23	
Integrate skills and knowledge from different sources and experiences										
Frequently / Occasionally	90.2%	97.9%	97.3%	87.5%	97.8%	97.2%	92.6%	97.9%	97.3%	
Mean	2.67	2.73	2.74	2.67	2.70	2.70	2.67	2.77	2.78	
Standard deviation	0.65	0.49	0.50	0.70	0.50	0.52	0.62	0.47	0.47	
Significance	-			-			-			
Effect size	-	-0.12	-0.14	-	-0.06	-0.06	-	-0.21	-0.23	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which you:										
Achieve a healthy balance between your personal life and your professional life										
To a great extent / To some extent	83.0%	82.0%	83.5%	77.0%	84.3%	86.1%	88.9%	79.2%	80.2%	
Mean	2.34	2.14	2.16	2.15	2.21	2.24	2.52	2.05	2.05	
Standard deviation	0.76	0.69	0.68	0.78	0.69	0.68	0.70	0.68	0.67	
Significance	-	*		-			-	***	***	
Effect size	-	0.29	0.26	-	-0.09	-0.13	-	0.69	0.70	
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar										
To a great extent / To some extent	58.5%	60.2%	61.8%	61.5%	52.8%	55.6%	55.5%	69.1%	69.3%	
Mean	1.83	1.84	1.87	1.88	1.72	1.77	1.78	1.99	1.98	
Standard deviation	0.80	0.78	0.78	0.82	0.76	0.78	0.80	0.78	0.77	
Significance	-			-			-			
Effect size	-	-0.01	-0.05	-	0.21	0.14	-	-0.27	-0.26	
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	57.5%	78.3%	77.1%	54.5%	75.5%	74.1%	60.0%	81.7%	80.4%	
Mean	1.79	2.01	1.98	1.68	1.94	1.91	1.88	2.08	2.05	
Standard deviation	0.78	0.66	0.66	0.72	0.66	0.65	0.83	0.66	0.66	
Significance	-	*	*	-			-			
Effect size	-	-0.33	-0.29	-	-0.39	-0.35	-	-0.30	-0.26	
Child care										
Extensive / Somewhat	36.7%	62.3%	57.2%	30.8%	60.4%	53.9%	41.2%	64.9%	61.8%	
Mean	1.47	1.85	1.76	1.38	1.79	1.69	1.53	1.93	1.86	
Standard deviation	0.68	0.76	0.75	0.65	0.73	0.72	0.72	0.79	0.78	
Significance	-	**	*	-	*		-	*		
Effect size	-	-0.50	-0.39	-	-0.56	-0.43	-	-0.51	-0.42	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Care of elderly parent										
Extensive / Somewhat	56.7%	48.7%	50.4%	31.3%	43.9%	45.9%	85.7%	54.9%	56.4%	
Mean	1.83	1.62	1.64	1.50	1.54	1.57	2.21	1.73	1.75	
Standard deviation	0.83	0.71	0.71	0.82	0.67	0.68	0.70	0.75	0.74	
Significance	-			-			-	*	*	
Effect size	-	0.30	0.27	-	-0.06	-0.10	-	0.64	0.62	
My physical health										
Extensive / Somewhat	58.3%	55.7%	54.0%	52.0%	51.8%	51.1%	65.2%	60.6%	57.5%	
Mean	1.71	1.64	1.62	1.60	1.58	1.58	1.83	1.72	1.68	
Standard deviation	0.68	0.63	0.63	0.65	0.61	0.61	0.72	0.65	0.66	
Significance	-			-			-			
Effect size	-	0.11	0.14	-	0.03	0.03	-	0.17	0.23	
Health of spouse/partner										
Extensive / Somewhat	33.3%	40.5%	41.9%	28.6%	41.0%	42.8%	38.9%	39.9%	40.6%	
Mean	1.38	1.47	1.49	1.33	1.47	1.50	1.44	1.46	1.48	
Standard deviation	0.59	0.61	0.63	0.58	0.61	0.63	0.62	0.61	0.63	
Significance	-			-			-			
Effect size	-	-0.15	-0.17	-	-0.23	-0.27	-	-0.03	-0.06	
Review/promotion process										
Extensive / Somewhat	38.1%	56.1%	55.2%	22.7%	50.0%	49.4%	55.0%	63.7%	62.6%	
Mean	1.52	1.74	1.73	1.27	1.66	1.65	1.80	1.84	1.82	
Standard deviation	0.74	0.75	0.74	0.55	0.74	0.73	0.83	0.74	0.74	
Significance	-			-	*	*	-			
Effect size	-	-0.29	-0.28	-	-0.53	-0.52	-	-0.05	-0.03	
Subtle discrimination (e.g., prejudice, racism, sexism)										
Extensive / Somewhat	26.1%	29.4%	27.2%	30.4%	20.3%	19.2%	21.7%	40.2%	37.1%	
Mean	1.33	1.36	1.33	1.35	1.26	1.24	1.30	1.48	1.45	
Standard deviation	0.60	0.61	0.59	0.57	0.57	0.53	0.63	0.64	0.63	
Significance	-			-			-			
Effect size	-	-0.05	0.00	-	0.16	0.21	-	-0.28	-0.24	

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

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Personal finances										
Extensive / Somewhat	62.0%	67.8%	68.5%	58.3%	67.4%	68.6%	65.4%	68.3%	68.2%	
Mean	1.86	1.86	1.87	1.71	1.83	1.86	2.00	1.90	1.89	
Standard deviation	0.78	0.70	0.70	0.69	0.68	0.69	0.85	0.72	0.72	
Significance	-			-			-			
Effect size	-	0.00	-0.01	-	-0.18	-0.22	-	0.14	0.15	
Committee work										
Extensive / Somewhat	53.0%	65.4%	64.8%	54.2%	62.9%	62.3%	52.0%	68.6%	68.0%	Career Related Stress
Mean	1.59	1.79	1.78	1.54	1.75	1.73	1.64	1.84	1.83	
Standard deviation	0.61	0.66	0.66	0.51	0.66	0.65	0.70	0.66	0.66	
Significance	-	*	*	-			-			
Effect size	-	-0.30	-0.29	-	-0.32	-0.29	-	-0.30	-0.29	
Faculty meetings										
Extensive / Somewhat	42.3%	54.3%	55.3%	50.0%	51.3%	52.8%	34.6%	57.8%	58.5%	
Mean	1.46	1.64	1.65	1.50	1.60	1.61	1.42	1.69	1.69	
Standard deviation	0.58	0.65	0.65	0.51	0.64	0.64	0.64	0.66	0.65	
Significance	-	*	*	-			-	*	*	
Effect size	-	-0.28	-0.29	-	-0.16	-0.17	-	-0.41	-0.42	
Colleagues										
Extensive / Somewhat	52.0%	63.6%	62.1%	53.8%	59.7%	58.1%	50.0%	68.2%	67.1%	Career Related Stress
Mean	1.58	1.78	1.75	1.54	1.71	1.69	1.62	1.85	1.82	
Standard deviation	0.61	0.67	0.66	0.51	0.66	0.66	0.70	0.68	0.67	
Significance	-	*		-			-			
Effect size	-	-0.30	-0.26	-	-0.26	-0.23	-	-0.34	-0.30	
Students										
Extensive / Somewhat	50.0%	64.9%	64.0%	46.2%	63.4%	61.6%	53.9%	66.6%	67.0%	
Mean	1.54	1.70	1.69	1.46	1.68	1.66	1.62	1.73	1.73	
Standard deviation	0.58	0.56	0.57	0.51	0.55	0.56	0.64	0.57	0.57	
Significance	-	*		-	*		-			
Effect size	-	-0.29	-0.26	-	-0.40	-0.36	-	-0.19	-0.19	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Research or publishing demands										Career Related Stress
Extensive / Somewhat	43.2%	66.0%	61.7%	34.6%	62.8%	57.8%	52.0%	70.0%	66.4%	
Mean	1.49	1.81	1.76	1.35	1.76	1.70	1.64	1.89	1.84	
Standard deviation	0.61	0.68	0.69	0.49	0.66	0.67	0.70	0.69	0.70	
Significance	-	***	**	-	**	**	-			
Effect size	-	-0.47	-0.39	-	-0.62	-0.52	-	-0.36	-0.29	
Institutional procedures and "red tape"										
Extensive / Somewhat	51.9%	62.0%	63.9%	50.0%	63.4%	63.9%	53.9%	60.3%	63.9%	Career Related Stress
Mean	1.67	1.78	1.79	1.65	1.80	1.79	1.69	1.76	1.79	
Standard deviation	0.73	0.70	0.68	0.75	0.70	0.68	0.74	0.70	0.68	
Significance	-			-			-			
Effect size	-	-0.16	-0.18	-	-0.21	-0.21	-	-0.10	-0.15	
Teaching load										
Extensive / Somewhat	53.0%	64.8%	66.7%	34.6%	61.9%	64.2%	72.0%	68.4%	69.7%	Career Related Stress
Mean	1.69	1.86	1.87	1.38	1.79	1.82	2.00	1.93	1.93	
Standard deviation	0.73	0.73	0.72	0.57	0.71	0.71	0.76	0.75	0.73	
Significance	-			-	**	**	-			
Effect size	-	-0.23	-0.25	-	-0.58	-0.62	-	0.09	0.10	
Children's problems										
Extensive / Somewhat	26.5%	49.2%	47.4%	31.3%	46.7%	45.2%	22.3%	52.9%	50.5%	
Mean	1.38	1.58	1.56	1.50	1.54	1.52	1.28	1.63	1.61	
Standard deviation	0.70	0.65	0.65	0.82	0.63	0.63	0.57	0.67	0.67	
Significance	-			-			-	*	*	
Effect size	-	-0.31	-0.28	-	-0.06	-0.03	-	-0.52	-0.49	
Friction with spouse/partner										
Extensive / Somewhat	22.5%	33.8%	32.7%	25.0%	30.8%	30.5%	20.0%	37.7%	35.7%	
Mean	1.23	1.41	1.39	1.25	1.36	1.36	1.20	1.46	1.43	
Standard deviation	0.42	0.61	0.60	0.44	0.59	0.58	0.41	0.65	0.62	
Significance	-			-			-			
Effect size	-	-0.30	-0.27	-	-0.19	-0.19	-	-0.40	-0.37	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Lack of personal time										Career Related Stress
Extensive / Somewhat	73.1%	83.0%	83.1%	57.7%	77.6%	77.9%	88.4%	89.5%	89.4%	
Mean	1.98	2.18	2.16	1.73	2.05	2.04	2.23	2.33	2.32	
Standard deviation	0.73	0.70	0.69	0.72	0.71	0.69	0.65	0.66	0.65	
Significance	-	*		-	*	*	-			
Effect size	-	-0.29	-0.26	-	-0.45	-0.45	-	-0.15	-0.14	
Keeping up with information technology										
Extensive / Somewhat	53.9%	50.8%	53.4%	46.1%	48.0%	49.7%	61.6%	53.9%	57.9%	
Mean	1.67	1.58	1.61	1.58	1.55	1.56	1.77	1.61	1.67	
Standard deviation	0.71	0.62	0.62	0.70	0.62	0.61	0.71	0.62	0.63	
Significance	-			-			-			
Effect size	-	0.15	0.10	-	0.05	0.03	-	0.26	0.16	
Job security										
Extensive / Somewhat	39.2%	41.5%	39.4%	38.5%	40.1%	37.4%	40.0%	43.4%	42.1%	
Mean	1.45	1.53	1.50	1.46	1.50	1.47	1.44	1.56	1.54	
Standard deviation	0.61	0.69	0.68	0.65	0.67	0.67	0.58	0.70	0.69	
Significance	-			-			-			
Effect size	-	-0.12	-0.07	-	-0.06	-0.01	-	-0.17	-0.14	
Being part of a dual career couple										
Extensive / Somewhat	41.4%	51.5%	50.9%	40.9%	47.2%	46.1%	42.1%	57.2%	57.2%	
Mean	1.49	1.63	1.62	1.50	1.56	1.55	1.47	1.72	1.71	
Standard deviation	0.64	0.68	0.68	0.67	0.66	0.66	0.61	0.70	0.70	
Significance	-			-			-			
Effect size	-	-0.21	-0.19	-	-0.09	-0.08	-	-0.36	-0.34	
Working with underprepared students										
Extensive / Somewhat	74.5%	74.0%	76.5%	68.0%	71.0%	74.5%	80.7%	77.6%	79.1%	
Mean	2.00	1.92	1.95	1.92	1.86	1.91	2.08	2.01	2.01	
Standard deviation	0.72	0.66	0.65	0.76	0.65	0.64	0.69	0.67	0.65	
Significance	-			-			-			
Effect size	-	0.12	0.08	-	0.09	0.02	-	0.10	0.11	

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

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2010-11 HERI Faculty Survey
Full-time Undergraduate Faculty

Health and Wellness

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Self-imposed high expectations										Career Related Stress
Extensive / Somewhat	74.5%	84.2%	84.2%	80.0%	80.5%	80.5%	69.2%	88.6%	88.7%	
Mean	2.00	2.11	2.12	1.96	2.04	2.04	2.04	2.20	2.20	
Standard deviation	0.72	0.65	0.65	0.61	0.66	0.66	0.82	0.62	0.62	
Significance	-			-			-			
Effect size	-	-0.17	-0.18	-	-0.12	-0.12	-	-0.26	-0.26	
Change in work responsibilities										
Extensive / Somewhat	42.0%	51.8%	51.9%	44.0%	46.3%	45.1%	40.0%	58.9%	60.3%	
Mean	1.46	1.65	1.65	1.52	1.57	1.56	1.40	1.75	1.77	
Standard deviation	0.58	0.70	0.70	0.65	0.67	0.67	0.50	0.72	0.72	
Significance	-			-			-	*	*	
Effect size	-	-0.27	-0.27	-	-0.07	-0.06	-	-0.49	-0.51	
Institutional budget cuts										
Extensive / Somewhat	62.0%	67.0%	61.9%	60.0%	63.2%	58.7%	64.0%	71.7%	65.9%	
Mean	1.68	1.84	1.78	1.64	1.78	1.73	1.72	1.91	1.83	
Standard deviation	0.59	0.69	0.70	0.57	0.69	0.70	0.61	0.69	0.70	
Significance	-			-			-			
Effect size	-	-0.23	-0.14	-	-0.20	-0.13	-	-0.28	-0.16	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Relationship with Administration

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate how well each of the following describes your college or university:										
The faculty are typically at odds with campus administration										
Very descriptive / Somewhat descriptive	69.2%	73.0%	66.8%	69.2%	71.9%	66.5%	69.3%	74.4%	67.2%	
Mean	1.88	1.92	1.83	1.85	1.90	1.83	1.92	1.95	1.84	
Standard deviation	0.70	0.68	0.69	0.67	0.67	0.69	0.74	0.68	0.68	
Significance	-			-			-			
Effect size	-	-0.06	0.07	-	-0.07	0.03	-	-0.04	0.12	
Administrators consider faculty concerns when making policy										
Very descriptive / Somewhat descriptive	75.0%	74.7%	77.2%	88.4%	76.1%	77.6%	61.5%	73.1%	76.6%	
Mean	1.94	1.95	1.97	2.08	1.99	1.99	1.81	1.90	1.94	
Standard deviation	0.67	0.67	0.65	0.56	0.68	0.66	0.75	0.66	0.64	
Significance	-			-			-			
Effect size	-	-0.01	-0.05	-	0.13	0.14	-	-0.14	-0.20	
The administration is open about its policies										
Very descriptive / Somewhat descriptive	73.0%	71.1%	73.9%	88.5%	72.4%	74.2%	57.7%	69.6%	73.4%	
Mean	1.92	1.90	1.95	2.04	1.92	1.97	1.81	1.87	1.93	
Standard deviation	0.68	0.68	0.69	0.53	0.68	0.69	0.80	0.68	0.68	
Significance	-			-			-			
Effect size	-	0.03	-0.04	-	0.18	0.10	-	-0.09	-0.18	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Colleagues										Career
Extensive / Somewhat	52.0%	63.6%	62.1%	53.8%	59.7%	58.1%	50.0%	68.2%	67.1%	Related
Mean	1.58	1.78	1.75	1.54	1.71	1.69	1.62	1.85	1.82	Stress
Standard deviation	0.61	0.67	0.66	0.51	0.66	0.66	0.70	0.68	0.67	
Significance	-	*		-			-			
Effect size	-	-0.30	-0.26	-	-0.26	-0.23	-	-0.34	-0.30	

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

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2010-11 HERI Faculty Survey

Full-time Undergraduate Faculty

Relationship with Administration

HERI Theme

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

Saint Thomas University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Institutional procedures and "red tape"										Career Related Stress
Extensive / Somewhat	51.9%	62.0%	63.9%	50.0%	63.4%	63.9%	53.9%	60.3%	63.9%	
Mean	1.67	1.78	1.79	1.65	1.80	1.79	1.69	1.76	1.79	
Standard deviation	0.73	0.70	0.68	0.75	0.70	0.68	0.74	0.70	0.68	
Significance	-			-			-			
Effect size	-	-0.16	-0.18	-	-0.21	-0.21	-	-0.10	-0.15	
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	78.4%	74.1%	77.4%	80.8%	74.0%	76.3%	76.0%	74.3%	78.8%	
Mean	2.94	2.87	2.93	2.96	2.86	2.90	2.92	2.88	2.96	
Standard deviation	0.88	0.70	0.71	1.00	0.68	0.70	0.76	0.72	0.71	
Significance	-			-			-			
Effect size	-	0.10	0.01	-	0.15	0.09	-	0.06	-0.06	
Faculty are sufficiently involved in campus decision making										
Agree strongly / Agree somewhat	58.8%	62.1%	63.1%	68.0%	62.8%	63.4%	50.0%	61.2%	62.7%	
Mean	2.61	2.67	2.68	2.72	2.70	2.69	2.50	2.64	2.67	
Standard deviation	0.92	0.96	0.93	0.79	0.98	0.94	1.03	0.94	0.91	
Significance	-			-			-			
Effect size	-	-0.06	-0.08	-	0.02	0.03	-	-0.15	-0.19	
The criteria for advancement and promotion decisions are clear										
Agree strongly / Agree somewhat	79.3%	71.0%	72.1%	88.4%	72.0%	73.1%	70.3%	69.6%	70.9%	
Mean	3.02	2.86	2.90	3.19	2.89	2.92	2.85	2.83	2.88	
Standard deviation	0.91	0.89	0.89	0.75	0.90	0.90	1.03	0.87	0.89	
Significance	-			-			-			
Effect size	-	0.18	0.13	-	0.33	0.30	-	0.02	-0.03	

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