



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

2019-20 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

Truman State University

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

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CIRP Surveys are comprehensive, covering a wide range of topics that research has shown are important to the college experience. Theme reports combine relevant items together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and can be used to facilitate discussion on your campus. Although we include the survey items 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. HERI generates theme reports 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., 4=Strongly Agree, 3=Somewhat Agree, 2=Somewhat Disagree, 1=Strongly Disagree).

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

Sample University	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Please indicate the extent to which you agree it is your role to:									
Prepare students for employment after college									
Strongly Agree / Somewhat Agree	21.4%	73.6%	76.7%	28.6%	76.5%	77.8%	14.3%	68.5%	75.3%
Mean	1.21	1.97	2.00	1.29	2.00	2.02	1.14	1.90	1.98
Standard Deviation	0.42	0.70	0.68	0.47	0.69	0.68	0.36	0.72	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect Size	--	-1.09	-1.16	--	-1.03	-1.07	--	-1.06	-1.24

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

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

Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g. a negative effect size on questions regarding stress suggest fewer faculty at your institution reported this was the case).

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

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

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

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

2019-20 HERI Faculty Survey
Full-time Undergraduate Faculty
Professional Practice: Teaching
HERI Theme

Professional Practice: Teaching - These Items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Personally, how important to you is:										
Teaching										
Essential/Very important	98.4%	98.5%	98.7%	98.0%	98.5%	98.9%	98.8%	98.6%	98.5%	
During the past three years, have you:										
Taught an honors course	19.2%	16.4%	17.0%	21.7%	19.5%	18.2%	14.5%	13.2%	15.7%	
Taught an interdisciplinary course	54.2%	36.9%	36.3%	56.0%	38.7%	36.9%	51.3%	35.0%	35.7%	
Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies)	20.7%	12.7%	13.7%	17.2%	11.6%	10.5%	25.0%	13.9%	16.8%	
Taught a service learning course	20.0%	16.4%	18.8%	18.3%	15.1%	15.6%	22.1%	17.7%	22.0%	
Taught a course exclusively online	31.3%	29.0%	41.7%	26.9%	26.9%	38.2%	36.8%	31.1%	45.2%	
Participated in organized activities around enhancing pedagogy and student learning	68.5%	74.1%	75.0%	60.6%	69.9%	69.3%	76.6%	78.3%	80.6%	
Taught a seminar for first-year students	31.5%	19.2%	17.5%	26.9%	19.0%	16.8%	37.3%	19.4%	18.2%	
Participated in the development of curriculum (enhancing an existing course or creating a new course)	87.8%	85.0%	87.8%	84.0%	83.1%	86.1%	90.9%	86.9%	89.5%	
How many courses are you teaching this term (include all institutions at which you teach)?										
None	1.1%	4.7%	3.3%	2.0%	3.5%	2.8%	0.0%	5.9%	3.9%	
1	2.1%	8.3%	6.3%	4.0%	8.8%	6.6%	0.0%	7.8%	6.1%	
2	18.5%	18.1%	16.3%	18.8%	18.6%	15.7%	17.7%	17.6%	17.0%	
3	42.3%	36.7%	33.4%	44.6%	38.8%	36.2%	39.2%	34.4%	30.6%	
4	25.4%	21.9%	25.5%	23.8%	21.8%	25.3%	26.6%	22.1%	25.6%	
5	10.6%	10.2%	15.1%	6.9%	8.4%	13.4%	16.5%	12.1%	16.8%	
6 or more	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total(n)	189	998	2002	101	510	996	79	488	1006	
How many of the courses that you are teaching this term are:										
General education courses										
None	41.7%	52.5%	53.1%	43.5%	53.1%	52.8%	37.7%	51.8%	53.4%	
1-2	49.7%	36.5%	36.9%	48.2%	35.9%	37.2%	52.2%	37.2%	36.5%	

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Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
3-4	8.0%	9.0%	8.5%	8.2%	9.4%	9.0%	8.7%	8.6%	8.0%	
5+	0.6%	2.0%	1.5%	0.0%	1.6%	1.0%	1.4%	2.4%	2.1%	
Total(n)	163	844	1753	85	435	879	69	409	874	
Courses required for an undergraduate major										
None	4.5%	9.0%	7.8%	3.2%	9.2%	8.2%	6.8%	8.7%	7.3%	
1-2	54.2%	57.1%	53.0%	57.9%	56.7%	52.1%	48.6%	57.5%	54.0%	
3-4	39.5%	30.4%	33.0%	36.8%	31.1%	33.9%	43.2%	29.7%	32.2%	
5+	1.7%	3.5%	6.1%	2.1%	2.9%	5.8%	1.4%	4.1%	6.5%	
Total(n)	177	914	1870	95	476	938	74	438	932	
Other undergraduate credit courses										
None	49.6%	57.8%	56.5%	54.3%	61.0%	58.0%	42.4%	54.4%	54.9%	
1-2	45.3%	34.9%	36.4%	38.6%	31.3%	35.5%	54.2%	38.7%	37.3%	
3-4	5.1%	6.5%	5.9%	7.1%	7.4%	5.5%	3.4%	5.5%	6.4%	
5+	0.0%	0.8%	1.2%	0.0%	0.3%	1.1%	0.0%	1.5%	1.4%	
Total(n)	137	708	1500	70	364	761	59	344	739	
Developmental/remedial courses (not for credit)										
None	97.6%	97.2%	96.8%	98.4%	96.6%	96.7%	98.1%	97.9%	96.8%	
1-2	2.4%	2.1%	2.5%	1.6%	2.6%	2.6%	1.9%	1.5%	2.3%	
3-4	0.0%	0.6%	0.5%	0.0%	0.9%	0.5%	0.0%	0.3%	0.4%	
5+	0.0%	0.1%	0.3%	0.0%	0.0%	0.1%	0.0%	0.3%	0.4%	

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Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Total(n)	123	679	1455	63	348	731	53	331	724	
Graduate courses										
None	75.2%	71.7%	72.9%	79.5%	74.5%	76.6%	71.2%	68.8%	69.1%	
1-2	23.4%	26.9%	25.4%	20.5%	24.9%	22.8%	25.4%	29.0%	28.1%	
3-4	1.4%	1.1%	1.6%	0.0%	0.5%	0.6%	3.4%	1.6%	2.5%	
5+	0.0%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%	
Total(n)	141	750	1577	73	381	790	59	369	787	
How many of these courses that you are teaching this term are being taught at another institution:										
None	67.6%	65.6%	62.9%	67.0%	64.5%	62.8%	68.4%	66.8%	63.0%	
1-2	15.9%	17.8%	18.6%	16.5%	17.3%	17.3%	17.1%	18.3%	19.9%	
3-4	14.3%	14.1%	15.2%	13.4%	15.5%	16.6%	13.2%	12.7%	13.8%	
5+	2.2%	2.5%	3.3%	3.1%	2.7%	3.2%	1.3%	2.2%	3.3%	
Total(n)	182	934	1903	97	485	957	76	449	946	
What types of courses do you primarily teach? (based on faculty who indicated they were not teaching this term)										
Undergraduate credit courses	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	
Graduate courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Developmental/remedial courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
I do not teach	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total(n)	3	48	68	2	18	28	0	30	40	
In your interactions with undergraduates, how often in the past year did you encourage them to:										
Recognize biases that affect their thinking										
Frequently / Occasionally	93.4%	92.5%	93.0%	91.9%	89.7%	90.5%	95.9%	95.4%	95.3%	
Mean	2.52	2.48	2.50	2.42	2.39	2.41	2.64	2.57	2.59	
Standard deviation	0.62	0.63	0.63	0.64	0.67	0.66	0.56	0.58	0.58	
Significance	-			-			-			
Effect size	-	0.06	0.03	-	0.04	0.02	-	0.12	0.09	

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Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:										
Write in the specific style or format of your discipline										
Frequently / Occasionally	93.4%	88.0%	90.0%	89.7%	87.5%	89.2%	97.2%	88.4%	90.8%	
Mean	2.58	2.49	2.53	2.47	2.45	2.48	2.69	2.53	2.59	
Standard deviation	0.61	0.70	0.67	0.68	0.70	0.68	0.52	0.70	0.65	
Significance	-			-			-			
Effect size	-	0.13	0.07	-	0.03	-0.01	-	0.23	0.15	
Describe how different perspectives would affect the interpretation of a question or issue in your discipline										
Frequently / Occasionally	83.3%	84.6%	85.7%	77.0%	80.9%	81.2%	93.0%	88.1%	90.1%	
Mean	2.27	2.32	2.34	2.20	2.22	2.22	2.39	2.41	2.45	
Standard deviation	0.73	0.73	0.71	0.79	0.75	0.74	0.62	0.69	0.67	
Significance	-			-			-			
Effect size	-	-0.07	-0.10	-	-0.03	-0.03	-	-0.03	-0.09	
Discuss the ethical or moral implications of a course of action										
Frequently / Occasionally	82.8%	81.9%	83.4%	80.7%	79.5%	80.9%	84.8%	84.4%	85.8%	
Mean	2.22	2.24	2.29	2.17	2.17	2.19	2.26	2.31	2.38	
Standard deviation	0.72	0.74	0.73	0.73	0.75	0.73	0.71	0.73	0.72	
Significance	-			-			-			
Effect size	-	-0.03	-0.10	-	0.00	-0.03	-	-0.07	-0.17	
Apply mathematical concepts and computational thinking										
Frequently / Occasionally	67.4%	63.0%	64.8%	68.2%	69.1%	70.8%	65.3%	56.7%	58.9%	
Mean	2.02	1.98	1.99	2.08	2.10	2.11	1.92	1.86	1.88	
Standard deviation	0.82	0.85	0.84	0.85	0.84	0.83	0.78	0.84	0.83	
Significance	-			-			-			
Effect size	-	0.05	0.04	-	-0.02	-0.04	-	0.07	0.05	
In how many of the courses that you teach do you use each of the following?										
Class discussions										Student-Centered
All / Most	82.8%	87.4%	87.4%	74.1%	83.5%	83.6%	92.7%	91.4%	91.1%	

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Professional Practice: Teaching
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Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.45	3.56	3.56	3.24	3.45	3.46	3.70	3.68	3.66	Pedagogy
Standard deviation	0.83	0.76	0.75	0.95	0.84	0.82	0.60	0.65	0.66	
Significance	-			-	*	*	-			
Effect size	-	-0.14	-0.15	-	-0.25	-0.27	-	0.03	0.06	
Cooperative learning (small groups)										Student-Centered Pedagogy
All / Most	75.2%	78.8%	74.6%	64.2%	71.8%	65.9%	87.4%	86.0%	82.9%	
Mean	3.20	3.33	3.22	2.98	3.15	3.01	3.46	3.51	3.43	
Standard deviation	0.96	0.91	0.95	1.07	0.98	1.02	0.75	0.79	0.84	
Significance	-			-			-			
Effect size	-	-0.14	-0.02	-	-0.17	-0.03	-	-0.06	0.04	
In how many of the courses that you teach do you use each of the following?										Student-Centered Pedagogy
Experiential learning/Field studies										
All / Most	21.9%	29.9%	32.1%	25.8%	28.2%	29.8%	19.7%	31.6%	34.2%	
Mean	1.85	2.06	2.13	1.87	2.00	2.07	1.86	2.12	2.19	
Standard deviation	0.91	1.05	1.06	0.99	1.03	1.05	0.87	1.08	1.07	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-	*	**	-			-		*	
Effect size	-	-0.20	-0.26	-	-0.13	-0.19	-	-0.24	-0.31	
Performances/Demonstrations										
All / Most	36.3%	39.6%	37.4%	36.4%	38.2%	36.2%	35.3%	40.9%	38.6%	
Mean	2.12	2.25	2.21	2.20	2.23	2.18	2.03	2.27	2.24	
Standard deviation	1.06	1.16	1.12	1.10	1.15	1.11	1.01	1.17	1.14	
Significance	-			-			-			
Effect size	-	-0.11	-0.08	-	-0.03	0.02	-	-0.21	-0.18	
In how many of the courses that you teach do you use each of the following?										
Group projects										Student-Centered Pedagogy
All / Most	50.3%	52.9%	49.1%	48.8%	51.5%	46.9%	52.8%	54.4%	51.3%	
Mean	2.53	2.65	2.58	2.48	2.61	2.52	2.61	2.70	2.64	
Standard deviation	0.99	1.05	1.04	0.99	1.02	1.04	1.01	1.08	1.05	
Significance	-			-			-			
Effect size	-	-0.11	-0.05	-	-0.13	-0.04	-	-0.08	-0.03	
Extensive lecturing										
All / Most	44.3%	43.2%	43.4%	52.3%	53.2%	55.1%	34.7%	33.1%	32.2%	
Mean	2.44	2.38	2.40	2.66	2.63	2.67	2.18	2.13	2.15	
Standard deviation	0.91	1.01	0.99	0.89	0.99	0.97	0.88	0.96	0.94	
Significance	-			-			-			
Effect size	-	0.06	0.04	-	0.03	-0.01	-	0.05	0.03	
Multiple drafts of written work										
All / Most	37.1%	37.0%	33.9%	36.1%	36.3%	31.9%	38.9%	37.7%	35.8%	
Mean	2.30	2.28	2.23	2.24	2.27	2.17	2.36	2.30	2.29	
Standard deviation	0.89	0.98	0.97	0.84	0.98	0.95	0.92	0.99	0.98	
Significance	-			-			-			

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Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	0.02	0.07	-	-0.03	0.07	-	0.06	0.07	
Reflective writing/Journaling										
All / Most	25.3%	29.8%	29.7%	14.1%	20.8%	20.3%	37.5%	38.9%	38.7%	Student-Centered Pedagogy
Mean	1.96	2.08	2.07	1.71	1.85	1.83	2.24	2.31	2.30	
Standard deviation	0.93	1.07	1.04	0.80	1.01	0.96	0.99	1.08	1.06	
Significance	-			-			-			
Effect size	-	-0.11	-0.11	-	-0.14	-0.13	-	-0.06	-0.06	
Community service as part of coursework										
All / Most	6.0%	7.5%	9.8%	7.0%	6.3%	7.5%	5.6%	8.7%	12.0%	Civic Minded Practice
Mean	1.43	1.38	1.44	1.37	1.32	1.36	1.53	1.44	1.53	
Standard deviation	0.66	0.70	0.76	0.69	0.65	0.71	0.65	0.73	0.79	
Significance	-			-			-			
Effect size	-	0.07	-0.01	-	0.08	0.01	-	0.12	0.00	
In how many of the courses that you teach do you use each of the following?										
Electronic quizzes with immediate feedback in class										
All / Most	15.0%	21.4%	24.7%	18.6%	20.6%	23.2%	11.1%	22.0%	26.1%	
Mean	1.54	1.75	1.84	1.59	1.71	1.77	1.49	1.79	1.91	
Standard deviation	0.83	0.99	1.05	0.95	0.99	1.03	0.69	0.99	1.06	
Significance	-	*	***	-			-	*	***	
Effect size	-	-0.21	-0.29	-	-0.12	-0.17	-	-0.30	-0.40	
Real-life problems										
All / Most	52.1%	64.1%	66.9%	51.2%	61.4%	62.5%	52.7%	66.8%	71.2%	
Mean	2.67	2.92	2.96	2.58	2.80	2.83	2.78	3.04	3.10	
Standard deviation	1.03	1.00	0.97	1.02	1.01	0.98	1.01	0.97	0.95	
Significance	-	**	***	-		*	-	*	**	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	-0.25	-0.30	-	-0.22	-0.26	-	-0.27	-0.34	
Student inquiry to drive learning										
All / Most	47.6%	60.5%	60.2%	50.0%	57.2%	55.1%	45.1%	63.9%	65.1%	Student-Centered Pedagogy
Mean	2.60	2.83	2.83	2.64	2.74	2.71	2.54	2.93	2.94	
Standard deviation	0.98	1.00	0.97	1.02	0.99	0.98	0.94	0.99	0.94	
Significance	-	**	**	-	-	-	-	**	***	
Effect size	-	-0.23	-0.24	-	-0.10	-0.07	-	-0.39	-0.43	
Readings on racial and ethnic issues										
All / Most	24.2%	28.3%	29.4%	20.0%	23.1%	22.8%	29.6%	33.4%	35.8%	
Mean	1.98	2.03	2.06	1.84	1.88	1.87	2.15	2.19	2.24	
Standard deviation	1.00	1.11	1.09	0.99	1.08	1.04	0.99	1.12	1.11	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.05	-0.07	-	-0.04	-0.03	-	-0.04	-0.08	
Readings on women or gender issues										
All / Most	25.5%	26.5%	26.2%	25.0%	23.3%	20.7%	25.0%	29.5%	31.5%	Student-Centered Pedagogy
Mean	1.93	1.95	1.96	1.87	1.83	1.79	2.03	2.06	2.12	
Standard deviation	0.99	1.11	1.08	1.00	1.09	1.03	0.96	1.11	1.10	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.02	-0.03	-	0.04	0.08	-	-0.03	-0.08	
Supplemental instruction outside of class and office hours										
All / Most	30.1%	36.2%	35.5%	36.4%	37.4%	35.5%	20.8%	35.0%	35.6%	Student-Centered Pedagogy
Mean	2.11	2.25	2.27	2.21	2.28	2.25	1.96	2.23	2.29	
Standard deviation	0.96	1.05	1.04	1.00	1.03	1.00	0.86	1.08	1.07	
Significance	-	-	-	-	-	-	-	*	*	
Effect size	-	-0.13	-0.15	-	-0.07	-0.04	-	-0.25	-0.31	
In how many of the courses that you teach do you use each of the following?										
Student presentations										
All / Most	62.7%	55.8%	54.1%	62.3%	51.9%	48.4%	65.3%	59.7%	59.5%	
Mean	2.78	2.74	2.70	2.76	2.67	2.59	2.83	2.80	2.82	
Standard deviation	0.90	0.99	0.98	0.92	0.99	0.96	0.82	0.99	0.99	
Significance	-	-	-	-	-	-	-	-	-	

2019-20 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice: Teaching
 HERI Theme

Professional Practice: Teaching - These Items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	0.04	0.08	-	0.09	0.18	-	0.03	0.01	
Student evaluations of each others' work										
All / Most	37.9%	36.8%	32.9%	37.6%	32.1%	28.2%	38.9%	41.6%	37.5%	
Mean	2.32	2.33	2.23	2.25	2.20	2.09	2.42	2.45	2.36	
Standard deviation	0.89	0.98	0.97	0.91	0.96	0.94	0.83	0.99	0.98	
Significance	-			-			-			
Effect size	-	-0.01	0.09	-	0.05	0.17	-	-0.03	0.06	
Grading on a curve										Student-Centered Pedagogy
All / Most	15.2%	14.5%	13.0%	21.4%	19.4%	17.7%	8.4%	9.5%	8.5%	
Mean	1.61	1.58	1.54	1.76	1.69	1.66	1.43	1.48	1.42	
Standard deviation	0.93	0.90	0.86	1.00	0.98	0.94	0.80	0.79	0.75	
Significance	-			-			-			
Effect size	-	0.03	0.08	-	0.07	0.11	-	-0.06	0.01	
In how many of the courses that you teach do you use each of the following?										
Rubric-based assessment										
All / Most	65.5%	69.6%	70.6%	59.5%	63.7%	64.0%	73.6%	75.6%	77.0%	
Mean	2.88	3.06	3.06	2.77	2.92	2.87	3.03	3.21	3.24	
Standard deviation	1.06	1.00	0.98	1.08	1.02	1.00	1.01	0.96	0.92	
Significance	-	*	*	-			-			
Effect size	-	-0.18	-0.18	-	-0.15	-0.10	-	-0.19	-0.23	
In how many of the courses that you teach do you use each of the following?										
Flipping the classroom (i.e., students must watch/listen to instructional content before class, while class time is used for projects, assignments, and discussions)										
All / Most	30.3%	27.1%	27.0%	23.5%	24.8%	24.3%	38.0%	29.6%	29.5%	
Mean	2.04	2.04	2.05	1.88	1.98	1.96	2.23	2.10	2.15	
Standard deviation	0.94	1.00	0.99	0.85	0.98	0.95	1.03	1.02	1.02	
Significance	-			-			-			
Effect size	-	0.00	-0.01	-	-0.10	-0.08	-	0.13	0.08	

2019-20 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice: Teaching
 HERI Theme

Professional Practice: Teaching - These Items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How frequently do you incorporate the following forms of technology into your courses?										
Videos or podcasts										
Frequently / Occasionally	84.4%	89.1%	91.0%	79.1%	85.3%	88.2%	91.6%	92.8%	93.7%	
Mean	2.28	2.36	2.39	2.16	2.26	2.28	2.39	2.46	2.49	
Standard deviation	0.72	0.67	0.65	0.75	0.70	0.66	0.64	0.63	0.61	
Significance	-		*	-			-			

2019-20 HERI Faculty Survey
Full-time Undergraduate Faculty
Professional Practice: Teaching
HERI Theme

Professional Practice: Teaching - These Items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	-0.12	-0.17	-	-0.14	-0.18	-	-0.11	-0.16	
Simulations/animations										
Frequently / Occasionally	56.7%	62.2%	64.5%	58.9%	65.6%	66.1%	54.2%	58.7%	63.1%	
Mean	1.72	1.82	1.86	1.75	1.85	1.86	1.68	1.79	1.86	
Standard deviation	0.72	0.73	0.74	0.72	0.72	0.72	0.71	0.75	0.76	
Significance	-		*	-			-			
Effect size	-	-0.14	-0.19	-	-0.14	-0.15	-	-0.15	-0.24	
Online homework or virtual labs										
Frequently / Occasionally	65.0%	68.5%	72.2%	61.2%	66.8%	68.4%	70.8%	70.4%	75.7%	
Mean	1.96	2.03	2.09	1.92	2.00	2.04	2.03	2.06	2.14	
Standard deviation	0.81	0.81	0.80	0.83	0.81	0.82	0.79	0.80	0.78	
Significance	-		*	-			-			
Effect size	-	-0.09	-0.16	-	-0.10	-0.15	-	-0.04	-0.14	
Online discussion boards										
Frequently / Occasionally	46.9%	57.7%	62.7%	40.0%	50.7%	55.2%	58.3%	64.7%	70.0%	
Mean	1.57	1.76	1.87	1.49	1.66	1.75	1.68	1.86	1.98	
Standard deviation	0.66	0.74	0.77	0.67	0.73	0.77	0.65	0.74	0.76	
Significance	-	**	***	-	*	**	-		**	
Effect size	-	-0.26	-0.39	-	-0.23	-0.34	-	-0.24	-0.39	
Audience response systems to gauge students' understanding (e.g., clickers)										
Frequently / Occasionally	20.4%	28.1%	28.0%	12.8%	23.8%	23.1%	27.8%	32.4%	32.8%	
Mean	1.26	1.36	1.36	1.17	1.33	1.30	1.33	1.40	1.41	
Standard deviation	0.55	0.63	0.62	0.49	0.63	0.59	0.58	0.63	0.64	
Significance	-		*	-	*	*	-			
Effect size	-	-0.16	-0.16	-	-0.25	-0.22	-	-0.11	-0.13	
During the present term, how many hours per week on average do you spend on each of the following?										
Scheduled teaching (give actual, not credit hours)										
9 or more hours	81.0%	62.7%	63.2%	82.9%	66.0%	66.3%	76.4%	59.4%	60.2%	
Mean	4.19	3.81	3.87	4.20	3.90	3.91	4.03	3.73	3.83	
Standard deviation	1.12	1.34	1.31	1.15	1.35	1.29	0.98	1.32	1.33	
Significance	-	***	**	-		*	-			
Effect size	-	0.28	0.24	-	0.22	0.22	-	0.23	0.15	

2019-20 HERI Faculty Survey
 Full-time Undergraduate Faculty
Professional Practice: Teaching
 HERI Theme

Professional Practice: Teaching - These Items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Preparing for teaching (including reading student papers and grading)										
9 or more hours	76.2%	66.6%	67.0%	73.1%	65.4%	66.6%	77.5%	67.8%	67.4%	
Mean	4.80	4.34	4.36	4.54	4.32	4.31	5.04	4.36	4.41	
Standard deviation	1.55	1.66	1.63	1.50	1.63	1.60	1.58	1.70	1.65	
Significance	-	***	***	-			-	**	**	
Effect size	-	0.28	0.27	-	0.13	0.14	-	0.40	0.38	
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										
Strongly agree/Somewhat agree	91.1%	88.9%	89.3%	85.9%	89.6%	90.4%	97.2%	88.2%	88.1%	
Mean	3.39	3.37	3.38	3.19	3.38	3.41	3.58	3.35	3.36	
Standard deviation	0.79	0.81	0.80	0.90	0.82	0.79	0.60	0.81	0.81	
Significance	-			-		*	-	*	*	
Effect size	-	0.02	0.01	-	-0.23	-0.28	-	0.28	0.27	

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Personally, how important to you is:										
Research										
Essential / Very important	64.9%	68.5%	68.0%	69.8%	70.3%	69.9%	55.9%	66.6%	66.2%	
During the past three years, have you:										
Collaborated with the local community on research/teaching to address their needs	33.1%	44.1%	49.9%	29.5%	41.5%	46.9%	42.1%	46.8%	52.9%	Civic Minded Practice
Conducted research or writing focused on - International/global issues	31.7%	34.1%	33.9%	36.2%	36.0%	36.0%	26.3%	32.2%	31.8%	
Conducted research or writing focused on - Racial or ethnic minorities	23.6%	27.8%	28.0%	26.6%	24.0%	23.4%	18.9%	31.7%	32.7%	
Conducted research or writing focused on - Women or gender issues	23.5%	26.8%	26.9%	23.4%	19.5%	19.5%	24.0%	34.4%	34.1%	
Conducted research or writing focused on - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) issues	10.1%	11.6%	11.6%	8.6%	9.1%	8.9%	13.3%	14.3%	14.2%	
Engaged in academic research that spans multiple disciplines	64.4%	65.9%	64.8%	72.0%	69.7%	68.6%	55.4%	62.0%	61.1%	
Received funding for your work from - Foundations	18.0%	18.1%	19.4%	19.1%	19.2%	20.2%	17.6%	17.0%	18.6%	
Received funding for your work from - State or federal government	11.7%	18.8%	19.6%	10.6%	19.5%	23.0%	12.0%	18.1%	16.3%	
Received funding for your work from - Business or industry	2.8%	7.3%	7.2%	3.2%	9.3%	9.6%	0.0%	5.2%	5.0%	
In the past year, to what extent have you:										
Presented with undergraduate students at conferences										
To a very large extent / To a large extent	11.7%	10.9%	11.0%	11.7%	11.3%	12.1%	9.4%	10.4%	10.1%	
Published with undergraduates										
To a very large extent / To a large extent	3.9%	5.5%	5.5%	4.4%	7.7%	7.1%	4.1%	3.2%	3.9%	
How many of the following have you published?										
Articles in academic or professional journals										
5 or more	31.0%	42.6%	42.0%	33.7%	48.1%	49.9%	26.0%	37.1%	34.5%	Scholarly Productivity
Mean	2.80	3.09	3.09	2.95	3.32	3.38	2.62	2.87	2.81	
Standard deviation	1.47	1.64	1.65	1.51	1.72	1.72	1.39	1.52	1.52	

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-	*	*	-	-	*	-	-	-	
Effect size	-	-0.18	-0.18	-	-0.22	-0.25	-	-0.16	-0.13	
Chapters in edited volumes										
1 or more	33.9%	44.0%	44.2%	40.0%	45.3%	45.8%	26.5%	42.8%	42.7%	Scholarly Productivity
Mean	1.58	1.75	1.75	1.69	1.81	1.80	1.43	1.70	1.70	
Standard deviation	0.97	1.05	1.04	1.01	1.12	1.09	0.87	0.98	0.99	
Significance	-	*	*	-	-	-	-	*	*	
Effect size	-	-0.16	-0.16	-	-0.11	-0.10	-	-0.28	-0.27	
Books, manuals, monographs, or research reports										
1 or more	30.9%	34.9%	36.1%	33.3%	39.8%	40.5%	24.6%	30.1%	31.8%	
Mean	1.53	1.54	1.57	1.60	1.66	1.69	1.33	1.41	1.46	
Standard deviation	0.98	0.93	0.96	1.00	1.03	1.06	0.75	0.79	0.84	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.01	-0.04	-	-0.06	-0.08	-	-0.10	-0.15	
Other, such as patents or computer software products										
1 or more	8.4%	9.7%	9.4%	12.2%	13.5%	12.6%	4.2%	5.9%	6.3%	
Mean	1.15	1.18	1.17	1.22	1.26	1.24	1.09	1.10	1.10	
Standard deviation	0.59	0.68	0.65	0.70	0.81	0.78	0.44	0.51	0.47	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.04	-0.03	-	-0.05	-0.03	-	-0.02	-0.02	
In the past three years, how many exhibitions, recordings, or performances in the fine or applied arts have you presented?										
1 or more	19.4%	19.8%	18.4%	24.2%	23.2%	20.5%	15.0%	16.5%	16.1%	
Mean	1.57	1.55	1.51	1.69	1.66	1.58	1.42	1.44	1.43	
Standard deviation	1.29	1.28	1.23	1.38	1.39	1.33	1.12	1.16	1.13	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.02	0.05	-	0.02	0.08	-	-0.02	-0.01	
In the past three years, how many of your professional writings have been published or accepted for publication?										
3 or more	23.2%	37.7%	38.5%	26.5%	41.2%	41.1%	19.1%	34.3%	35.8%	Scholarly Productivity
Mean	2.63	3.22	3.23	2.74	3.40	3.41	2.51	3.04	3.05	
Standard deviation	2.13	2.29	2.27	2.11	2.35	2.34	2.19	2.21	2.18	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-	**	***	-	*	**	-		*	
Effect size	-	-0.26	-0.26	-	-0.28	-0.29	-	-0.24	-0.25	
During the present term, how many hours per week on average do you spend on each of the following?										
Other creative products/performances										
1 or more hours	32.3%	30.8%	31.4%	36.3%	36.5%	34.7%	26.0%	25.0%	28.1%	
Mean	1.63	1.52	1.55	1.73	1.61	1.63	1.45	1.43	1.47	
Standard deviation	1.22	1.04	1.06	1.30	1.09	1.14	0.97	0.98	0.98	
Significance	-			-			-			
Effect size	-	0.11	0.08	-	0.11	0.09	-	0.02	-0.02	
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										
Strongly agree/Somewhat agree	68.6%	73.9%	74.3%	62.6%	73.9%	75.0%	75.8%	74.0%	73.7%	
Mean	2.87	2.94	2.95	2.71	2.94	2.95	3.03	2.95	2.94	
Standard deviation	0.94	0.92	0.91	0.96	0.94	0.90	0.87	0.90	0.91	
Significance	-			-		*	-			
Effect size	-	-0.08	-0.09	-	-0.24	-0.27	-	0.09	0.10	

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Personally, how important to you is:										
Service										
Essential / Very important	67.8%	66.4%	69.7%	62.9%	63.4%	67.3%	74.3%	69.3%	72.0%	
During the past three years, have you:										
Advised student groups involved in service/volunteer work	63.7%	54.0%	58.0%	61.7%	55.7%	58.2%	69.3%	52.3%	57.8%	Civic Minded Practice
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	38.3%	47.0%	46.8%	40.0%	51.6%	49.9%	36.0%	42.3%	43.8%	
Please indicate the extent to which you:										
Mentor faculty										
To a very large extent / To a large extent	32.0%	35.2%	37.0%	31.1%	38.0%	40.4%	35.8%	32.4%	33.8%	
Mean	2.87	2.96	3.04	2.85	3.09	3.16	2.96	2.84	2.93	
Standard deviation	1.28	1.27	1.27	1.20	1.22	1.22	1.36	1.32	1.30	
Significance	-			-		*	-			
Effect size	-	-0.07	-0.13	-	-0.20	-0.25	-	0.09	0.02	

Professional Practice: Service - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.

Truman State University	Total			Men/Trans men			Women/Trans 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:										
Mentor undergraduate students										
To a very large extent / To a large extent	78.8%	68.9%	70.0%	78.7%	69.5%	70.1%	80.6%	68.3%	70.0%	
Mean	4.13	3.89	3.92	4.07	3.90	3.91	4.22	3.88	3.92	
Standard deviation	0.98	1.10	1.08	0.99	1.07	1.05	0.92	1.13	1.10	
Significance	-	*	*	-			-	*	*	
Effect size	-	0.22	0.19	-	0.16	0.15	-	0.30	0.27	
During the present term, how many hours per week on average do you spend on each of the following?										
Advising or counseling students										
5+ hours	41.5%	30.2%	31.6%	28.4%	25.0%	28.0%	56.2%	35.6%	35.1%	
Mean	2.51	2.33	2.37	2.40	2.25	2.33	2.66	2.40	2.42	
Standard deviation	0.91	0.93	0.96	0.99	0.94	0.98	0.82	0.92	0.95	
Significance	-	*		-			-	*	*	
Effect size	-	0.19	0.15	-	0.16	0.07	-	0.28	0.25	
During the present term, how many hours per week on average do you spend on each of the following?										
Committee work and meetings										
5+ hours	43.2%	42.2%	42.6%	39.7%	38.5%	40.2%	47.2%	46.0%	44.7%	
Mean	2.60	2.64	2.65	2.56	2.57	2.61	2.68	2.71	2.69	
Standard deviation	0.94	1.16	1.13	0.96	1.10	1.10	0.96	1.21	1.15	
Significance	-			-			-			
Effect size	-	-0.03	-0.04	-	-0.01	-0.05	-	-0.02	-0.01	

Professional Practice: Service - These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Community or public service										
5+ hours	11.4%	13.3%	15.2%	11.3%	12.2%	14.7%	12.7%	14.6%	15.4%	Civic Minded Practice
Mean	1.72	1.76	1.84	1.69	1.72	1.79	1.77	1.81	1.89	
Standard deviation	0.82	0.87	0.88	0.88	0.92	0.89	0.78	0.81	0.87	
Significance	-			-			-			
Effect size	-	-0.05	-0.14	-	-0.03	-0.11	-	-0.05	-0.14	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
My service is valued by faculty in my department										
Strongly agree/Somewhat agree	84.2%	83.3%	84.9%	78.2%	82.2%	83.9%	91.5%	84.5%	85.9%	
Mean	3.27	3.23	3.26	3.10	3.21	3.25	3.46	3.24	3.27	
Standard deviation	0.85	0.90	0.87	0.97	0.93	0.88	0.65	0.86	0.85	
Significance	-			-			-	*		
Effect size	-	0.04	0.01	-	-0.12	-0.17	-	0.26	0.22	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
During the past three years, have you: Participated in organized activities around enhancing pedagogy and student learning	68.5%	74.1%	75.0%	60.6%	69.9%	69.3%	76.6%	78.3%	80.6%	
During the past year, have you taken advantage of any of the following professional development opportunities provided by this institution?										
Funded workshops focused on teaching Yes	51.1%	58.0%	55.9%	37.6%	49.1%	47.8%	66.2%	67.0%	63.8%	
Paid sabbatical leave Yes	4.0%	7.4%	7.6%	2.2%	6.3%	8.0%	6.8%	8.6%	7.2%	
Travel funds paid by the institution Yes	59.8%	63.9%	65.5%	54.3%	62.9%	63.5%	68.9%	64.9%	67.5%	
Internal grants for research Yes	23.1%	31.2%	31.7%	20.7%	29.9%	32.1%	27.4%	32.5%	31.4%	
Training for administrative leadership Yes	5.1%	10.1%	10.7%	5.4%	8.7%	10.4%	4.1%	11.5%	11.1%	
Incentives to develop new courses Yes	12.6%	16.5%	18.8%	17.2%	16.8%	18.3%	8.1%	16.3%	19.2%	
Have you ever interrupted your professional career for more than one year for family reasons? Yes	9.3%	6.9%	7.1%	6.6%	4.3%	4.3%	13.8%	9.5%	9.9%	
Have you ever been formally recognized for outstanding teaching at this institution? Yes	40.3%	27.0%	33.4%	39.5%	27.5%	33.9%	40.0%	26.6%	33.0%	
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 Strongly agree / Somewhat agree	68.6%	73.9%	74.3%	62.6%	73.9%	75.0%	75.8%	74.0%	73.7%	

2019-20 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.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	2.87	2.94	2.95	2.71	2.94	2.95	3.03	2.95	2.94	
Standard deviation	0.94	0.92	0.91	0.96	0.94	0.90	0.87	0.90	0.91	
Significance	-			-		*	-			
Effect size	-	-0.08	-0.09	-	-0.24	-0.27	-	0.09	0.10	
My teaching is valued by faculty in my department										
Strongly agree / Somewhat agree	91.1%	88.9%	89.3%	85.9%	89.6%	90.4%	97.2%	88.2%	88.1%	
Mean	3.39	3.37	3.38	3.19	3.38	3.41	3.58	3.35	3.36	
Standard deviation	0.79	0.81	0.80	0.90	0.82	0.79	0.60	0.81	0.81	
Significance	-			-		*	-	*	*	
Effect size	-	0.02	0.01	-	-0.23	-0.28	-	0.28	0.27	
My service is valued by faculty in my department										
Strongly agree / Somewhat agree	84.2%	83.3%	84.9%	78.2%	82.2%	83.9%	91.5%	84.5%	85.9%	
Mean	3.27	3.23	3.26	3.10	3.21	3.25	3.46	3.24	3.27	
Standard deviation	0.85	0.90	0.87	0.97	0.93	0.88	0.65	0.86	0.85	
Significance	-			-			-	*		
Effect size	-	0.04	0.01	-	-0.12	-0.17	-	0.26	0.22	
There is adequate support for faculty development										
Strongly agree / Somewhat agree	48.1%	63.3%	61.5%	43.6%	60.5%	60.4%	52.1%	66.1%	62.7%	
Mean	2.42	2.71	2.66	2.29	2.66	2.64	2.56	2.75	2.67	
Standard deviation	0.89	0.91	0.92	0.93	0.95	0.92	0.82	0.87	0.93	
Significance	-	***	**	-	**	**	-			
Effect size	-	-0.32	-0.26	-	-0.39	-0.38	-	-0.22	-0.12	

2019-20 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 .

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Please indicate the extent to which you agree it is your role to:										
Prepare students for employment after college										
Strongly Agree / Somewhat Agree	97.6%	96.7%	97.5%	96.5%	95.6%	96.5%	98.6%	97.9%	98.3%	
Mean	3.68	3.71	3.74	3.62	3.66	3.69	3.75	3.76	3.79	
Standard deviation	0.52	0.54	0.51	0.56	0.58	0.55	0.47	0.49	0.46	
Significance	-			-			-			
Effect size	-	-0.06	-0.12	-	-0.07	-0.13	-	-0.02	-0.09	
Prepare students for graduate or advanced education										
Strongly Agree / Somewhat Agree	96.4%	94.5%	95.6%	95.3%	93.5%	95.1%	98.6%	95.4%	96.1%	
Mean	3.63	3.51	3.54	3.56	3.46	3.50	3.72	3.55	3.57	
Standard deviation	0.60	0.63	0.60	0.66	0.65	0.62	0.48	0.60	0.58	
Significance	-	*		-			-	*	*	
Effect size	-	0.19	0.15	-	0.15	0.10	-	0.28	0.26	
Develop students' moral character										UG Ed Goal:
Strongly Agree / Somewhat Agree	86.7%	85.4%	86.2%	82.4%	83.6%	84.2%	93.1%	87.2%	88.1%	Personal
Mean	3.20	3.18	3.20	3.12	3.14	3.13	3.32	3.22	3.26	Develop-
Standard deviation	0.71	0.76	0.75	0.75	0.78	0.77	0.60	0.74	0.71	ment
Significance	-			-			-			
Effect size	-	0.03	0.00	-	-0.03	-0.01	-	0.14	0.08	
Provide for students' emotional development										UG Ed Goal:
Strongly Agree / Somewhat Agree	84.2%	80.8%	80.4%	78.8%	76.7%	75.8%	91.5%	84.9%	84.9%	Personal
Mean	3.13	3.10	3.08	3.01	2.99	2.95	3.28	3.21	3.21	Develop-
Standard deviation	0.76	0.81	0.80	0.82	0.84	0.83	0.61	0.75	0.75	ment
Significance	-			-			-			
Effect size	-	0.04	0.06	-	0.02	0.07	-	0.09	0.09	
Help students develop personal values										UG Ed Goal:
Strongly Agree / Somewhat Agree	84.9%	84.3%	85.7%	83.5%	83.4%	84.0%	87.5%	85.2%	87.4%	Personal
Mean	3.19	3.21	3.20	3.12	3.14	3.13	3.29	3.28	3.28	Develop-
Standard deviation	0.78	0.77	0.75	0.79	0.79	0.79	0.72	0.74	0.70	ment
Significance	-			-			-			
Effect size	-	-0.03	-0.01	-	-0.03	-0.01	-	0.01	0.01	

2019-20 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 .

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Strongly Agree / Somewhat Agree	85.5%	85.0%	86.7%	81.2%	78.6%	80.7%	93.0%	91.6%	92.5%	
Mean	3.28	3.31	3.31	3.14	3.11	3.10	3.50	3.51	3.51	
Standard deviation	0.84	0.84	0.81	0.86	0.90	0.88	0.71	0.71	0.68	
Significance	-			-			-			
Effect size	-	-0.04	-0.04	-	0.03	0.05	-	-0.01	-0.01	
Promote students' ability to write effectively										
Strongly Agree / Somewhat Agree	97.5%	95.3%	95.7%	96.5%	94.5%	95.1%	98.6%	96.1%	96.2%	
Mean	3.70	3.66	3.66	3.62	3.61	3.62	3.81	3.70	3.69	
Standard deviation	0.53	0.60	0.59	0.60	0.62	0.62	0.43	0.58	0.57	
Significance	-			-			-			
Effect size	-	0.07	0.07	-	0.02	0.00	-	0.19	0.21	
Encourage respect for different beliefs										
Strongly Agree / Somewhat Agree	94.0%	94.2%	94.5%	91.8%	92.6%	92.1%	97.2%	95.9%	96.7%	
Mean	3.55	3.60	3.61	3.39	3.47	3.47	3.79	3.73	3.75	
Standard deviation	0.70	0.65	0.65	0.77	0.72	0.74	0.47	0.56	0.52	
Significance	-			-			-			
Effect size	-	-0.08	-0.09	-	-0.11	-0.11	-	0.11	0.08	
Encourage students to become agents of social change										
Strongly Agree / Somewhat Agree	78.1%	81.8%	83.2%	71.4%	74.9%	76.1%	86.1%	88.8%	90.0%	
Mean	3.08	3.18	3.19	2.92	2.99	2.99	3.28	3.37	3.38	
Standard deviation	0.84	0.87	0.85	0.85	0.92	0.90	0.77	0.78	0.75	
Significance	-			-			-			
Effect size	-	-0.11	-0.13	-	-0.08	-0.08	-	-0.12	-0.13	

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

Truman State University	Total			Men/Trans men			Women/Trans 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										
Strongly Agree / Somewhat Agree	55.1%	67.1%	70.7%	55.7%	68.6%	71.7%	53.6%	65.6%	69.6%	
Mean	2.51	2.74	2.83	2.54	2.77	2.84	2.46	2.71	2.81	
Standard deviation	0.85	0.83	0.86	0.89	0.82	0.85	0.80	0.84	0.88	
Significance	-	**	***	-	*	**	-	*	**	
Effect size	-	-0.28	-0.37	-	-0.28	-0.35	-	-0.30	-0.40	
Indicate how important you believe each priority listed below is at your college or university:										
Develop leadership ability among students										
Highest priority / High priority	68.4%	62.3%	59.8%	63.2%	58.1%	56.9%	73.5%	66.8%	62.6%	
Mean	2.91	2.74	2.70	2.88	2.68	2.65	2.94	2.80	2.75	
Standard deviation	0.83	0.85	0.85	0.91	0.84	0.85	0.77	0.86	0.85	
Significance	-	*	**	-	-	*	-	-	-	
Effect size	-	0.20	0.25	-	0.24	0.27	-	0.16	0.22	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Please indicate the extent to which you agree it is your role to:										
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Strongly agree / Somewhat agree	85.5%	85.0%	86.7%	81.2%	78.6%	80.7%	93.0%	91.6%	92.5%	
Mean	3.28	3.31	3.31	3.14	3.11	3.10	3.50	3.51	3.51	
Standard deviation	0.84	0.84	0.81	0.86	0.90	0.88	0.71	0.71	0.68	
Significance	-			-			-			
Effect size	-	-0.04	-0.04	-	0.03	0.05	-	-0.01	-0.01	
Encourage respect for different beliefs										
Strongly agree / Somewhat agree	94.0%	94.2%	94.5%	91.8%	92.6%	92.1%	97.2%	95.9%	96.7%	
Mean	3.55	3.60	3.61	3.39	3.47	3.47	3.79	3.73	3.75	
Standard deviation	0.70	0.65	0.65	0.77	0.72	0.74	0.47	0.56	0.52	
Significance	-			-			-			
Effect size	-	-0.08	-0.09	-	-0.11	-0.11	-	0.11	0.08	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
There is a lot of campus racial conflict here										
Strongly agree / Somewhat agree	10.2%	23.3%	23.6%	11.6%	18.4%	18.0%	8.5%	28.5%	29.0%	
Mean	1.68	1.99	1.97	1.71	1.88	1.85	1.66	2.11	2.10	
Standard deviation	0.67	0.82	0.84	0.70	0.83	0.80	0.63	0.80	0.85	
Significance	-	***	***	-			-	***	***	
Effect size	-	-0.38	-0.35	-	-0.20	-0.18	-	-0.56	-0.52	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
This institution takes responsibility for educating underprepared students										
Strongly agree / Somewhat agree	55.1%	67.1%	70.7%	55.7%	68.6%	71.7%	53.6%	65.6%	69.6%	
Mean	2.51	2.74	2.83	2.54	2.77	2.84	2.46	2.71	2.81	
Standard deviation	0.85	0.83	0.86	0.89	0.82	0.85	0.80	0.84	0.88	
Significance	-	**	***	-	*	**	-	*	**	
Effect size	-	-0.28	-0.37	-	-0.28	-0.35	-	-0.30	-0.40	
Indicate how important you believe each priority listed below is at your college or university:										
Develop a sense of community among students and faculty										
Highest priority / High priority	68.0%	65.1%	64.9%	69.8%	64.9%	64.1%	65.2%	65.3%	65.6%	
Mean	2.83	2.77	2.78	2.76	2.77	2.77	2.90	2.77	2.79	
Standard deviation	0.79	0.85	0.86	0.80	0.84	0.86	0.81	0.86	0.86	
Significance	-			-			-			
Effect size	-	0.07	0.06	-	-0.01	-0.01	-	0.15	0.13	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Recruit more traditionally underrepresented students										
Highest priority / High priority	42.4%	54.5%	57.2%	42.7%	54.6%	55.6%	40.6%	54.6%	58.8%	Institutional Priority: Commitmen t to Diversity
Mean	2.38	2.58	2.63	2.33	2.57	2.58	2.41	2.60	2.68	
Standard deviation	0.90	0.90	0.88	0.95	0.90	0.87	0.85	0.89	0.89	
Significance	-	*	***	-	*	*	-		*	
Effect size	-	-0.22	-0.28	-	-0.27	-0.29	-	-0.21	-0.30	
Promote gender diversity among in the faculty and administration										
Highest priority / High priority	40.1%	51.1%	50.8%	44.8%	56.0%	54.9%	33.3%	45.9%	46.8%	
Mean	2.33	2.55	2.53	2.49	2.63	2.58	2.16	2.47	2.47	
Standard deviation	0.86	0.90	0.91	0.87	0.87	0.88	0.82	0.93	0.93	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.24	-0.22	-	-0.16	-0.10	-	-0.33	-0.33	
Indicate how important you believe each priority listed below is at your college or university:										
Promote racial and ethnic diversity in the faculty and administration										Institutional Priority: Commitmen t to Diversity
Highest priority / High priority	39.7%	53.7%	54.5%	43.4%	55.1%	55.7%	33.9%	52.3%	53.3%	
Mean	2.36	2.61	2.60	2.47	2.63	2.61	2.22	2.59	2.60	
Standard deviation	0.86	0.96	0.96	0.87	0.93	0.92	0.84	0.99	0.99	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.26	-0.25	-	-0.17	-0.15	-	-0.37	-0.38	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Develop an appreciation for multiculturalism										Institutional Priority: Commitment to Diversity
Highest priority / High priority	63.8%	64.8%	62.7%	65.4%	64.7%	61.5%	59.4%	64.8%	63.8%	
Mean	2.77	2.80	2.77	2.76	2.77	2.72	2.77	2.82	2.82	
Standard deviation	0.92	0.88	0.90	0.85	0.86	0.86	1.00	0.90	0.93	
Significance	-			-			-			
Effect size	-	-0.03	0.00	-	-0.01	0.05	-	-0.06	-0.05	
Please indicate your agreement with each of the following statements:										
A racially/ethnically diverse student body enhances the educational experience of all students										
Strongly agree / Somewhat agree	96.9%	96.5%	96.9%	93.9%	94.2%	94.6%	100.0%	99.0%	99.1%	
Mean	3.66	3.72	3.72	3.55	3.59	3.60	3.81	3.85	3.84	
Standard deviation	0.56	0.57	0.56	0.65	0.67	0.65	0.39	0.40	0.40	
Significance	-			-			-			
Effect size	-	-0.11	-0.11	-	-0.06	-0.08	-	-0.10	-0.07	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
During the past year, have you:										
Considered leaving academe for another job?										
Yes	44.1%	39.7%	38.9%	42.9%	38.9%	37.2%	45.5%	40.5%	40.6%	
Considered leaving this institution for another?										
Yes	48.7%	44.2%	45.5%	50.6%	45.2%	47.8%	45.5%	43.1%	43.4%	
If given the choice, would you:										
Still come to this institution?										
Definitely yes / Probably yes	72.1%	79.0%	78.2%	67.1%	76.7%	76.6%	80.3%	81.4%	79.8%	
Mean	3.91	4.13	4.08	3.84	4.09	4.04	4.05	4.16	4.12	
Standard deviation	1.08	0.99	1.01	1.13	1.04	1.06	0.95	0.94	0.96	
Significance	-	*		-			-			
Effect size	-	-0.22	-0.17	-	-0.24	-0.19	-	-0.12	-0.07	
Still be a college professor?										
Definitely yes / Probably yes	85.4%	88.1%	90.0%	85.5%	88.7%	91.0%	83.4%	87.3%	88.9%	
Mean	4.34	4.45	4.50	4.42	4.46	4.51	4.24	4.44	4.48	
Standard deviation	0.92	0.84	0.78	1.00	0.88	0.79	0.88	0.79	0.78	
Significance	-		*	-			-		*	
Effect size	-	-0.13	-0.21	-	-0.05	-0.11	-	-0.25	-0.31	

Satisfaction

HERI Theme

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

Truman State University	Total			Men/Trans men			Women/Trans 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?										
Salary										Job Satisfaction: Compensation
Verv satisfied / Satisfied	25.5%	50.2%	46.4%	23.7%	50.3%	48.1%	28.0%	50.2%	44.7%	
Mean	1.84	2.39	2.33	1.75	2.36	2.35	1.94	2.42	2.31	
Standard deviation	0.85	0.92	0.91	0.88	0.94	0.92	0.83	0.90	0.89	
Significance	-	***	***	-	***	***	-	***	**	
Effect size	-	-0.60	-0.54	-	-0.65	-0.65	-	-0.53	-0.42	
How satisfied are you with the following aspects of your job?										
Health benefits										
Verv satisfied / Satisfied	53.9%	78.6%	76.3%	59.2%	78.1%	74.9%	51.5%	79.2%	77.7%	
Mean	2.48	3.05	3.00	2.53	3.03	2.96	2.46	3.07	3.04	
Standard deviation	0.78	0.81	0.88	0.84	0.83	0.89	0.74	0.79	0.87	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.70	-0.59	-	-0.60	-0.48	-	-0.77	-0.67	
Retirement benefits										Job Satisfaction: Compensation
Very satisfied / Satisfied	54.9%	77.1%	76.1%	55.3%	76.2%	74.8%	52.9%	78.0%	77.3%	
Mean	2.55	3.01	2.99	2.54	3.00	2.97	2.56	3.02	3.02	
Standard deviation	0.85	0.84	0.85	0.93	0.88	0.87	0.78	0.79	0.83	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.55	-0.52	-	-0.52	-0.49	-	-0.58	-0.55	

Satisfaction

HERI Theme

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Opportunity for scholarly pursuits										
Very satisfied / Satisfied	43.1%	51.2%	51.2%	46.0%	52.3%	51.5%	45.5%	50.0%	50.8%	Job Satisfaction: Compensation
Mean	2.25	2.44	2.43	2.32	2.47	2.46	2.25	2.40	2.41	
Standard deviation	0.91	0.89	0.88	0.97	0.92	0.90	0.85	0.85	0.87	
Significance	-	*	*	-			-			
Effect size	-	-0.21	-0.20	-	-0.16	-0.16	-	-0.18	-0.18	
Teaching load										
Very satisfied / Satisfied	53.3%	53.8%	54.1%	56.5%	56.9%	55.6%	49.3%	50.8%	52.7%	Job Satisfaction: Compensation
Mean	2.50	2.46	2.45	2.57	2.53	2.48	2.43	2.39	2.42	
Standard deviation	0.83	0.93	0.93	0.85	0.95	0.94	0.82	0.91	0.91	
Significance	-			-			-			
Effect size	-	0.04	0.05	-	0.04	0.10	-	0.04	0.01	
Quality of students										
Very satisfied / Satisfied	89.4%	75.7%	68.4%	86.9%	75.4%	64.9%	94.1%	76.1%	71.8%	
Mean	3.36	2.95	2.78	3.33	2.96	2.72	3.44	2.93	2.83	
Standard deviation	0.71	0.80	0.85	0.77	0.84	0.91	0.61	0.77	0.79	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.51	0.68	-	0.44	0.67	-	0.66	0.77	

Satisfaction

HERI Theme

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Autonomy and independence										
Very satisfied / Satisfied	88.3%	84.9%	84.6%	86.9%	84.9%	84.1%	89.7%	84.9%	85.1%	Job Satisfaction: Workplace
Mean	3.32	3.22	3.23	3.22	3.22	3.20	3.41	3.23	3.26	
Standard deviation	0.80	0.80	0.80	0.81	0.80	0.80	0.80	0.80	0.80	
Significance	-			-			-			
Effect size	-	0.13	0.11	-	0.00	0.03	-	0.23	0.19	
Departmental leadership										
Very satisfied / Satisfied	75.8%	73.3%	72.7%	73.7%	73.0%	73.7%	79.5%	73.5%	71.8%	Job Satisfaction: Workplace
Mean	3.16	3.00	2.99	3.04	2.99	3.00	3.29	3.02	2.99	
Standard deviation	1.00	1.01	1.02	1.00	1.02	1.01	0.96	0.99	1.02	
Significance	-		*	-			-	*	*	
Effect size	-	0.16	0.17	-	0.05	0.04	-	0.27	0.29	
Departmental support for work/life balance										
Very satisfied / Satisfied	67.9%	67.6%	68.6%	68.5%	68.6%	70.6%	67.7%	66.6%	66.7%	Job Satisfaction: Workplace
Mean	2.79	2.79	2.84	2.75	2.81	2.86	2.79	2.78	2.82	
Standard deviation	0.94	0.96	0.95	0.98	0.95	0.92	0.91	0.97	0.97	
Significance	-			-			-			
Effect size	-	0.00	-0.05	-	-0.06	-0.12	-	0.01	-0.03	
Institutional support for work/life balance										
Very satisfied / Satisfied	49.7%	49.8%	51.2%	52.6%	52.8%	54.3%	44.1%	46.7%	48.1%	
Mean	2.37	2.42	2.45	2.39	2.46	2.49	2.31	2.37	2.41	
Standard deviation	0.92	0.96	0.96	0.97	0.97	0.95	0.85	0.95	0.96	
Significance	-			-			-			
Effect size	-	-0.05	-0.08	-	-0.07	-0.11	-	-0.06	-0.10	

Satisfaction

HERI Theme

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

Truman State University	Total			Men/Trans men			Women/Trans 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: Compensation
Very satisfied / Satisfied	43.1%	51.3%	52.7%	44.7%	54.2%	54.4%	42.6%	48.4%	51.0%	
Mean	2.25	2.39	2.42	2.24	2.43	2.45	2.26	2.35	2.39	
Standard deviation	0.91	0.94	0.93	0.96	0.97	0.94	0.84	0.91	0.92	
Significance	-		*	-			-			
Effect size	-	-0.15	-0.18	-	-0.20	-0.22	-	-0.10	-0.14	
Overall job										
Very satisfied / Satisfied	70.9%	77.4%	77.6%	69.4%	76.6%	77.1%	74.6%	78.3%	78.1%	
Mean	2.80	2.93	2.96	2.77	2.93	2.94	2.87	2.94	2.98	
Standard deviation	0.78	0.77	0.77	0.88	0.81	0.80	0.69	0.74	0.75	
Significance	-		*	-			-			
Effect size	-	-0.17	-0.21	-	-0.20	-0.21	-	-0.09	-0.15	
Relative equity of salary and job benefits										
Very satisfied / Satisfied	31.4%	46.1%	42.7%	32.9%	50.6%	46.9%	30.8%	41.5%	38.6%	
Mean	1.93	2.29	2.23	1.92	2.34	2.29	1.98	2.24	2.18	
Standard deviation	0.89	0.93	0.93	0.98	0.97	0.95	0.80	0.89	0.90	
Significance	-	***	***	-	***	**	-	*		
Effect size	-	-0.39	-0.32	-	-0.43	-0.39	-	-0.29	-0.22	

Satisfaction

HERI Theme

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

Truman State University	Total			Men/Trans men			Women/Trans 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?										
Flexibility in relation to family matters or emergencies										
Very satisfied / Satisfied	80.0%	83.4%	83.4%	81.3%	84.2%	84.7%	77.2%	82.7%	82.3%	
Mean	3.08	3.12	3.15	3.07	3.13	3.16	3.09	3.10	3.14	
Standard deviation	0.83	0.79	0.80	0.88	0.81	0.81	0.82	0.77	0.80	
Significance	-			-			-			
Effect size	-	-0.05	-0.09	-	-0.07	-0.11	-	-0.01	-0.06	
How satisfied are you with the following aspects of your job?										
Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)										
Very satisfied / Satisfied	57.1%	68.2%	70.5%	63.5%	71.4%	72.9%	50.0%	65.0%	68.3%	
Mean	2.57	2.75	2.81	2.73	2.82	2.85	2.38	2.68	2.77	
Standard deviation	0.96	0.90	0.90	0.91	0.89	0.88	1.02	0.91	0.92	
Significance	-	*	**	-			-	*	**	
Effect size	-	-0.20	-0.27	-	-0.10	-0.14	-	-0.33	-0.42	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Indicate how important you believe each priority listed below is at your college or university:										
Develop a sense of community among students and faculty										
Highest priority / High priority	68.0%	65.1%	64.9%	69.8%	64.9%	64.1%	65.2%	65.3%	65.6%	
Mean	2.83	2.77	2.78	2.76	2.77	2.77	2.90	2.77	2.79	
Standard deviation	0.79	0.85	0.86	0.80	0.84	0.86	0.81	0.86	0.86	
Significance	-			-			-			
Effect size	-	0.07	0.06	-	-0.01	-0.01	-	0.15	0.13	
Facilitate student involvement in community service										
Highest priority / High priority	45.0%	43.8%	47.8%	38.6%	39.8%	45.0%	47.8%	47.9%	50.4%	Institutional Priority: Civic Engagement
Mean	2.40	2.39	2.45	2.27	2.35	2.40	2.49	2.43	2.49	
Standard deviation	0.83	0.83	0.86	0.81	0.84	0.87	0.83	0.83	0.85	
Significance	-			-			-			
Effect size	-	0.01	-0.06	-	-0.10	-0.15	-	0.07	0.00	
Indicate how important you believe each priority listed below is at your college or university:										
Help students learn how to bring about change in society										
Highest priority / High priority	39.9%	45.0%	42.5%	38.2%	43.9%	40.4%	40.6%	46.2%	44.5%	
Mean	2.30	2.41	2.35	2.24	2.35	2.31	2.38	2.47	2.39	
Standard deviation	0.88	0.91	0.92	0.89	0.91	0.92	0.88	0.90	0.93	
Significance	-			-			-			
Effect size	-	-0.12	-0.05	-	-0.12	-0.08	-	-0.10	-0.01	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Increase or maintain institutional prestige										
Highest priority / High priority	69.7%	64.1%	55.3%	61.8%	62.9%	54.0%	76.5%	65.3%	56.5%	Institutional Priority: Increase Prestige
Mean	2.85	2.75	2.59	2.76	2.75	2.57	2.91	2.76	2.61	
Standard deviation	0.87	0.89	0.91	0.95	0.92	0.92	0.75	0.85	0.90	
Significance	-		***	-			-		**	
Effect size	-	0.11	0.29	-	0.01	0.21	-	0.18	0.33	
Hire faculty "stars"										
Highest priority / High priority	11.9%	18.8%	16.8%	13.4%	18.1%	16.0%	10.1%	19.5%	17.6%	Institutional Priority: Increase Prestige
Mean	1.52	1.72	1.69	1.56	1.66	1.64	1.48	1.77	1.75	
Standard deviation	0.84	0.86	0.84	0.89	0.87	0.84	0.80	0.85	0.84	
Significance	-	**	*	-			-	**	*	
Effect size	-	-0.23	-0.20	-	-0.11	-0.10	-	-0.34	-0.32	
Recruit more traditionally underrepresented students										
Highest priority / High priority	42.4%	54.5%	57.2%	42.7%	54.6%	55.6%	40.6%	54.6%	58.8%	Institutional Priority: Commitment to Diversity
Mean	2.38	2.58	2.63	2.33	2.57	2.58	2.41	2.60	2.68	
Standard deviation	0.90	0.90	0.88	0.95	0.90	0.87	0.85	0.89	0.89	
Significance	-	*	***	-	*	*	-		*	
Effect size	-	-0.22	-0.28	-	-0.27	-0.29	-	-0.21	-0.30	
Promote gender diversity in the faculty and administration										
Highest priority / High priority	40.1%	51.1%	50.8%	44.8%	56.0%	54.9%	33.3%	45.9%	46.8%	
Mean	2.33	2.55	2.53	2.49	2.63	2.58	2.16	2.47	2.47	
Standard deviation	0.86	0.90	0.91	0.87	0.87	0.88	0.82	0.93	0.93	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.24	-0.22	-	-0.16	-0.10	-	-0.33	-0.33	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Promote racial and ethnic diversity in the faculty and administration										
Highest priority / High priority	39.7%	53.7%	54.5%	43.4%	55.1%	55.7%	33.9%	52.3%	53.3%	
Mean	2.36	2.61	2.60	2.47	2.63	2.61	2.22	2.59	2.60	
Standard deviation	0.86	0.96	0.96	0.87	0.93	0.92	0.84	0.99	0.99	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.26	-0.25	-	-0.17	-0.15	-	-0.37	-0.38	
Provide resources for faculty to engage in community-based teaching or research										
Highest priority / High priority	27.0%	38.9%	42.9%	25.0%	37.2%	41.8%	28.9%	40.7%	44.1%	Institutional
Mean	1.99	2.28	2.34	2.01	2.27	2.33	1.96	2.28	2.34	Priority: Civic
Standard deviation	0.91	0.90	0.94	0.90	0.86	0.91	0.90	0.94	0.96	Engagement
Significance	-	***	***	-	*	**	-	**	**	
Effect size	-	-0.32	-0.37	-	-0.30	-0.35	-	-0.34	-0.40	
Indicate how important you believe each priority listed below is at your college or university:										
Create and sustain partnerships with surrounding communities										
Highest priority / High priority	34.0%	51.8%	56.2%	31.6%	48.4%	53.4%	35.8%	55.3%	58.9%	Institutional
Mean	2.17	2.54	2.62	2.21	2.52	2.59	2.15	2.56	2.65	Priority: Civic
Standard deviation	0.85	0.86	0.88	0.84	0.84	0.86	0.82	0.87	0.89	Engagement
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	-0.43	-0.51	-	-0.37	-0.44	-	-0.47	-0.56	
Pursue extramural funding										
Highest priority / High priority	40.2%	41.8%	40.3%	44.0%	41.5%	40.2%	33.4%	42.3%	40.5%	
Mean	2.22	2.31	2.30	2.29	2.32	2.32	2.09	2.29	2.28	
Standard deviation	0.99	0.91	0.91	1.02	0.93	0.91	0.91	0.90	0.92	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.03	-0.03	-	-0.22	-0.21	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Strengthen links with the for-profit, corporate sector										
Highest priority / High priority	22.0%	36.0%	35.6%	25.7%	38.5%	36.9%	16.6%	33.3%	34.3%	
Mean	1.93	2.20	2.18	2.00	2.24	2.19	1.85	2.16	2.17	
Standard deviation	0.82	0.94	0.94	0.83	0.96	0.96	0.77	0.92	0.93	
Significance	-	**	**	-	*		-	*	**	
Effect size	-	-0.29	-0.27	-	-0.25	-0.20	-	-0.34	-0.34	
Develop leadership ability among students										
Highest priority / High priority	68.4%	62.3%	59.8%	63.2%	58.1%	56.9%	73.5%	66.8%	62.6%	
Mean	2.91	2.74	2.70	2.88	2.68	2.65	2.94	2.80	2.75	
Standard deviation	0.83	0.85	0.85	0.91	0.84	0.85	0.77	0.86	0.85	
Significance	-	*	**	-		*	-			
Effect size	-	0.20	0.25	-	0.24	0.27	-	0.16	0.22	
Indicate how important you believe each priority listed below is at your college or university:										
Develop an appreciation for multiculturalism										Institutional Priority: Commitment to Diversity
Highest priority / High priority	63.8%	64.8%	62.7%	65.4%	64.7%	61.5%	59.4%	64.8%	63.8%	
Mean	2.77	2.80	2.77	2.76	2.77	2.72	2.77	2.82	2.82	
Standard deviation	0.92	0.88	0.90	0.85	0.86	0.86	1.00	0.90	0.93	
Significance	-			-			-			
Effect size	-	-0.03	0.00	-	-0.01	0.05	-	-0.06	-0.05	

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

Truman State University	Total			Men/Trans men			Women/Trans 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
Strongly agree / Somewhat agree	95.1%	94.4%	95.0%	90.4%	92.2%	93.0%	100.0%	96.8%	97.0%	
Mean	3.47	3.50	3.52	3.42	3.40	3.41	3.53	3.61	3.63	
Standard deviation	0.59	0.64	0.63	0.66	0.69	0.68	0.50	0.56	0.55	
Significance	-			-			-			
Effect size	-	-0.05	-0.08	-	0.03	0.01	-	-0.14	-0.18	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
During the past three years, have you:										Civic Minded Practice
Advised student groups involved in service/volunteer work	63.7%	54.0%	58.0%	61.7%	55.7%	58.2%	69.3%	52.3%	57.8%	
In the past year, to what extent have you:										
Engaged undergraduates on your research project(s) *	56.9%	52.9%	50.1%	59.6%	56.9%	54.7%	54.7%	48.9%	45.8%	
Worked with undergraduates on their research project *	81.7%	70.0%	66.6%	83.0%	74.3%	71.7%	78.9%	65.5%	61.8%	
Please indicate the extent to which each of the following has been a source of stress for you during the past year:										
Students										Career Related Stress
Extensive / Somewhat	74.3%	66.5%	69.5%	69.9%	63.5%	65.3%	77.6%	69.6%	73.5%	
Mean	1.86	1.77	1.81	1.84	1.73	1.75	1.88	1.81	1.87	
Standard deviation	0.59	0.63	0.63	0.65	0.63	0.62	0.56	0.62	0.62	
Significance	-			-			-			
Effect size	-	0.14	0.08	-	0.17	0.15	-	0.11	0.02	
Please indicate the extent to which you agree or disagree with each of the following:										
I try to dispel perceptions of competition in my classroom										
Strongly agree/Somewhat agree	70.8%	74.1%	73.5%	67.1%	67.8%	65.4%	73.3%	80.5%	81.3%	
Mean	3.01	3.02	3.00	2.86	2.87	2.81	3.17	3.16	3.18	
Standard deviation	0.90	0.86	0.87	0.90	0.91	0.90	0.89	0.79	0.79	
Significance	-			-			-			
Effect size	-	-0.01	0.01	-	-0.01	0.06	-	0.01	-0.01	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	

* Includes all response options except 'Not at all'.

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
In your interactions with undergraduates, how often in the past year did you encourage them to:										
Ask questions in class										
Frequently / Occasionally	99.4%	99.7%	99.6%	98.9%	99.6%	99.6%	100.0%	99.8%	99.5%	
Mean	2.95	2.96	2.96	2.91	2.95	2.95	2.99	2.97	2.97	
Standard deviation	0.25	0.22	0.23	0.33	0.25	0.24	0.12	0.19	0.21	
Significance	-			-			-			
Effect size	-	-0.05	-0.04	-	-0.16	-0.17	-	0.11	0.10	
Support their opinions with a logical argument										
Frequently / Occasionally	98.2%	97.8%	97.9%	96.5%	96.1%	96.6%	100.0%	99.5%	99.1%	
Mean	2.77	2.78	2.79	2.71	2.73	2.76	2.84	2.83	2.82	
Standard deviation	0.46	0.47	0.45	0.53	0.53	0.50	0.37	0.39	0.40	
Significance	-			-			-			
Effect size	-	-0.02	-0.04	-	-0.04	-0.10	-	0.03	0.05	
Seek solutions to problems and explain them to others										
Frequently / Occasionally	95.9%	97.3%	97.6%	94.3%	96.4%	97.1%	97.3%	98.2%	98.1%	
Mean	2.69	2.74	2.74	2.68	2.71	2.72	2.70	2.76	2.77	
Standard deviation	0.55	0.50	0.49	0.58	0.53	0.51	0.52	0.47	0.46	
Significance	-			-			-			
Effect size	-	-0.10	-0.10	-	-0.06	-0.08	-	-0.13	-0.15	
Analyze multiple sources of information before coming to a conclusion										
Frequently / Occasionally	94.1%	95.3%	96.1%	91.9%	93.8%	94.7%	95.9%	96.8%	97.4%	
Mean	2.60	2.63	2.63	2.57	2.59	2.59	2.63	2.67	2.68	
Standard deviation	0.60	0.57	0.56	0.64	0.60	0.59	0.57	0.54	0.52	
Significance	-			-			-			
Effect size	-	-0.05	-0.05	-	-0.03	-0.03	-	-0.07	-0.10	
Evaluate the quality or reliability of information they receive										
Frequently / Occasionally	95.9%	96.1%	97.0%	93.1%	94.5%	96.0%	98.6%	97.7%	98.1%	
Mean	2.64	2.66	2.67	2.67	2.64	2.64	2.63	2.68	2.69	
Standard deviation	0.56	0.55	0.53	0.60	0.58	0.56	0.52	0.52	0.50	
Significance	-			-			-			
Effect size	-	-0.04	-0.06	-	0.05	0.05	-	-0.10	-0.12	

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

Truman State University	Total			Men/Trans men			Women/Trans 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 in the past year did you encourage them to:										
Take risks for potential gains										
Frequently / Occasionally	82.2%	83.3%	82.4%	81.3%	82.9%	81.1%	84.9%	83.8%	83.6%	
Mean	2.23	2.23	2.22	2.27	2.19	2.17	2.22	2.27	2.26	
Standard deviation	0.73	0.71	0.72	0.76	0.71	0.72	0.69	0.72	0.72	
Significance	-			-			-			
Effect size	-	0.00	0.01	-	0.11	0.14	-	-0.07	-0.06	
Seek alternative solutions to a problem										
Frequently / Occasionally	96.4%	97.4%	97.5%	94.3%	96.8%	97.3%	98.6%	97.9%	97.7%	
Mean	2.54	2.63	2.64	2.56	2.62	2.62	2.51	2.64	2.66	
Standard deviation	0.57	0.53	0.53	0.60	0.55	0.54	0.53	0.52	0.52	
Significance	-	*	*	-			-		*	
Effect size	-	-0.17	-0.19	-	-0.11	-0.11	-	-0.25	-0.29	
Look up scientific research articles and resources										
Frequently / Occasionally	86.9%	87.4%	88.7%	83.9%	84.8%	87.2%	90.3%	90.1%	90.2%	
Mean	2.39	2.40	2.45	2.33	2.33	2.40	2.46	2.47	2.50	
Standard deviation	0.71	0.70	0.69	0.74	0.73	0.70	0.67	0.67	0.67	
Significance	-			-			-			
Effect size	-	-0.01	-0.09	-	0.00	-0.10	-	-0.01	-0.06	
Explore topics on their own, even though it was not required for a class										
Frequently / Occasionally	94.0%	96.0%	96.0%	94.2%	96.1%	95.8%	95.9%	95.8%	96.1%	
Mean	2.42	2.46	2.48	2.45	2.44	2.45	2.40	2.48	2.50	
Standard deviation	0.60	0.57	0.57	0.61	0.57	0.58	0.57	0.58	0.57	
Significance	-			-			-			
Effect size	-	-0.07	-0.11	-	0.02	0.00	-	-0.14	-0.18	
Accept mistakes as part of the learning process										
Frequently / Occasionally	97.7%	98.6%	98.3%	95.4%	97.7%	98.0%	100.0%	99.5%	98.7%	
Mean	2.77	2.78	2.76	2.71	2.73	2.72	2.83	2.83	2.80	
Standard deviation	0.48	0.45	0.46	0.55	0.49	0.49	0.38	0.39	0.43	
Significance	-			-			-			
Effect size	-	-0.02	0.02	-	-0.04	-0.02	-	0.00	0.07	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Recognize biases that affect their thinking										
Frequently / Occasionally	93.4%	92.5%	93.0%	91.9%	89.7%	90.5%	95.9%	95.4%	95.3%	
Mean	2.52	2.48	2.50	2.42	2.39	2.41	2.64	2.57	2.59	
Standard deviation	0.62	0.63	0.63	0.64	0.67	0.66	0.56	0.58	0.58	
Significance	-			-			-			
Effect size	-	0.06	0.03	-	0.04	0.02	-	0.12	0.09	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Please indicate your agreement with each of the following statements:										
I achieve a healthy balance between my personal life and my professional life										
Strongly agree / Somewhat agree	65.2%	64.6%	63.9%	64.2%	67.3%	67.1%	63.4%	61.8%	60.9%	
Mean	2.73	2.74	2.74	2.72	2.79	2.79	2.68	2.69	2.68	
Standard deviation	0.92	0.95	0.96	0.98	0.94	0.94	0.87	0.95	0.96	
Significance	-			-			-			
Effect size	-	-0.01	-0.01	-	-0.07	-0.07	-	-0.01	0.00	
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar										
Strongly agree / Somewhat agree	40.6%	53.9%	54.6%	35.8%	44.5%	44.1%	47.1%	63.5%	64.8%	
Mean	2.34	2.61	2.64	2.22	2.40	2.41	2.51	2.82	2.85	
Standard deviation	1.03	1.02	1.02	1.02	1.03	1.05	1.02	0.96	0.93	
Significance	-	**	***	-			-	*	**	
Effect size	-	-0.26	-0.29	-	-0.17	-0.18	-	-0.32	-0.37	
Please indicate the extent to which each of the following has been a source of stress for you during the past year:										
Managing household responsibilities										
Extensive / Somewhat	79.4%	78.4%	78.4%	72.5%	78.0%	76.5%	87.9%	78.8%	80.2%	
Mean	2.02	2.00	1.99	1.90	1.94	1.93	2.17	2.05	2.06	
Standard deviation	0.66	0.65	0.65	0.67	0.61	0.63	0.62	0.69	0.67	
Significance	-			-			-			
Effect size	-	0.03	0.05	-	-0.07	-0.05	-	0.17	0.16	
Child care										
Extensive / Somewhat	56.3%	61.8%	58.9%	52.5%	59.5%	55.3%	70.3%	64.1%	62.8%	
Mean	1.76	1.85	1.79	1.68	1.76	1.71	2.00	1.94	1.89	
Standard deviation	0.76	0.77	0.76	0.73	0.72	0.72	0.78	0.81	0.79	
Significance	-			-			-			
Effect size	-	-0.12	-0.04	-	-0.11	-0.04	-	0.07	0.14	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
My physical health										
Extensive / Somewhat	61.8%	63.0%	64.1%	55.4%	64.1%	62.9%	67.2%	62.0%	65.3%	
Mean	1.74	1.77	1.77	1.70	1.77	1.74	1.77	1.76	1.81	
Standard deviation	0.67	0.67	0.66	0.72	0.66	0.65	0.61	0.68	0.68	
Significance	-			-			-			
Effect size	-	-0.04	-0.05	-	-0.11	-0.06	-	0.01	-0.06	
My emotional well-being										
Extensive / Somewhat	66.0%	69.5%	69.7%	62.1%	65.8%	65.2%	70.4%	73.2%	74.0%	
Mean	1.79	1.87	1.88	1.76	1.81	1.82	1.84	1.93	1.94	
Standard deviation	0.66	0.68	0.69	0.68	0.68	0.69	0.65	0.68	0.68	
Significance	-			-			-			
Effect size	-	-0.12	-0.13	-	-0.07	-0.09	-	-0.13	-0.15	
Review/promotion process										
Extensive / Somewhat	50.9%	60.4%	60.0%	46.6%	56.9%	55.6%	59.6%	64.0%	64.2%	
Mean	1.66	1.80	1.78	1.60	1.76	1.73	1.77	1.84	1.83	
Standard deviation	0.73	0.74	0.73	0.72	0.75	0.74	0.73	0.74	0.72	
Significance	-			-			-			
Effect size	-	-0.19	-0.16	-	-0.21	-0.18	-	-0.09	-0.08	
Discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)										
Extensive / Somewhat	25.6%	33.2%	31.5%	20.3%	20.8%	21.2%	30.4%	45.0%	40.9%	
Mean	1.30	1.42	1.39	1.24	1.26	1.26	1.36	1.58	1.51	
Standard deviation	0.54	0.65	0.63	0.50	0.54	0.54	0.59	0.71	0.67	
Significance	-			-			-	*		
Effect size	-	-0.18	-0.14	-	-0.04	-0.04	-	-0.31	-0.22	
Committee work										
Extensive / Somewhat	76.0%	67.5%	68.7%	73.2%	64.8%	67.5%	79.1%	70.1%	69.7%	Career Related Stress
Mean	1.94	1.85	1.85	1.93	1.81	1.82	1.96	1.90	1.88	
Standard deviation	0.65	0.70	0.68	0.68	0.69	0.66	0.61	0.70	0.69	
Significance	-			-			-			
Effect size	-	0.13	0.13	-	0.17	0.17	-	0.09	0.12	
Faculty meetings										
Extensive / Somewhat	62.6%	58.0%	57.9%	64.4%	58.2%	60.0%	60.7%	57.7%	55.9%	
Mean	1.78	1.70	1.70	1.78	1.68	1.70	1.76	1.72	1.69	
Standard deviation	0.69	0.67	0.67	0.67	0.64	0.65	0.70	0.70	0.69	
Significance	-			-			-			

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

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	0.12	0.12	-	0.16	0.12	-	0.06	0.10	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Students										
Extensive / Somewhat	74.3%	66.5%	69.5%	69.9%	63.5%	65.3%	77.6%	69.6%	73.5%	
Mean	1.86	1.77	1.81	1.84	1.73	1.75	1.88	1.81	1.87	
Standard deviation	0.59	0.63	0.63	0.65	0.63	0.62	0.56	0.62	0.62	
Significance	-			-			-			
Effect size	-	0.14	0.08	-	0.17	0.15	-	0.11	0.02	
Please indicate the extent to which each of the following has been a source of stress for you during the past year:										
Research or publishing demands										Career Related Stress
Extensive / Somewhat	55.8%	66.6%	64.2%	51.4%	62.8%	59.8%	58.4%	70.6%	68.6%	
Mean	1.67	1.83	1.80	1.57	1.76	1.73	1.75	1.91	1.88	
Standard deviation	0.67	0.69	0.69	0.60	0.67	0.68	0.73	0.70	0.70	
Significance	-	*	*	-	*		-			
Effect size	-	-0.23	-0.19	-	-0.28	-0.24	-	-0.23	-0.19	
Institutional procedures and "red tape"										Career Related Stress
Extensive / Somewhat	62.7%	72.5%	73.2%	64.3%	73.7%	75.1%	60.0%	71.2%	71.2%	
Mean	1.80	1.96	1.97	1.86	1.99	2.02	1.72	1.94	1.93	
Standard deviation	0.72	0.72	0.71	0.75	0.72	0.72	0.67	0.72	0.71	
Significance	-	*	**	-			-	*	*	
Effect size	-	-0.22	-0.24	-	-0.18	-0.22	-	-0.31	-0.30	
Teaching load										Career Related Stress
Extensive / Somewhat	76.0%	74.1%	72.4%	70.9%	73.3%	70.1%	79.4%	74.9%	74.7%	
Mean	1.99	2.01	1.98	1.89	1.97	1.93	2.09	2.05	2.03	
Standard deviation	0.69	0.73	0.73	0.68	0.71	0.73	0.71	0.74	0.73	
Significance	-			-			-			
Effect size	-	-0.03	0.01	-	-0.11	-0.05	-	0.05	0.08	

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

Truman State University	Total			Men/Trans men			Women/Trans 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 past year:										
Lack of personal time										Career Related Stress
Extensive / Somewhat	77.4%	75.3%	73.2%	70.9%	70.1%	68.5%	83.6%	80.5%	77.7%	
Mean	2.12	2.06	2.02	2.00	1.95	1.91	2.25	2.16	2.12	
Standard deviation	0.75	0.74	0.74	0.77	0.74	0.73	0.72	0.73	0.74	
Significance	-			-			-			
Effect size	-	0.08	0.14	-	0.07	0.12	-	0.12	0.18	
Job security										
Extensive / Somewhat	44.3%	32.7%	34.7%	36.6%	31.9%	33.9%	51.5%	33.5%	35.7%	
Mean	1.59	1.42	1.44	1.49	1.41	1.43	1.67	1.42	1.45	
Standard deviation	0.73	0.65	0.66	0.71	0.66	0.66	0.74	0.65	0.66	
Significance	-	**	*	-			-	**	*	
Effect size	-	0.26	0.23	-	0.12	0.09	-	0.38	0.33	
Please indicate the extent to which each of the following has been a source of stress for you during the past year:										
Self-imposed high expectations										Career Related Stress
Extensive / Somewhat	82.3%	85.5%	84.5%	76.4%	82.8%	81.3%	88.2%	88.2%	87.6%	
Mean	2.16	2.17	2.17	2.03	2.11	2.09	2.31	2.24	2.26	
Standard deviation	0.70	0.66	0.67	0.71	0.66	0.67	0.67	0.65	0.66	
Significance	-			-			-			
Effect size	-	-0.02	-0.01	-	-0.12	-0.09	-	0.11	0.08	
Increased work responsibilities										
Extensive / Somewhat	77.8%	77.9%	78.2%	69.0%	73.3%	73.7%	89.2%	82.4%	82.5%	
Mean	2.03	2.07	2.06	1.86	1.98	1.98	2.25	2.15	2.14	
Standard deviation	0.69	0.71	0.70	0.68	0.72	0.71	0.64	0.69	0.69	
Significance	-			-			-			
Effect size	-	-0.06	-0.04	-	-0.17	-0.17	-	0.14	0.16	

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

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Institutional budget cuts										
Extensive / Somewhat	88.6%	74.6%	71.1%	90.5%	75.8%	70.1%	88.2%	73.3%	71.9%	
Mean	2.40	2.03	1.99	2.42	2.05	1.99	2.37	2.00	2.00	
Standard deviation	0.69	0.73	0.76	0.66	0.73	0.77	0.69	0.73	0.75	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.51	0.54	-	0.51	0.56	-	0.51	0.49	

Relationship with Administration - These items relate to faculty perception and experience with the campus administration.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Full-time Undergraduate Faculty	190	999	2,003	101	510	996	79	489	1,007	
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:										
The faculty are typically at odds with campus administration										
Strongly agree / Somewhat agree	51.0%	50.5%	52.1%	51.3%	48.0%	51.6%	50.0%	53.1%	52.6%	
Mean	2.54	2.56	2.57	2.58	2.54	2.57	2.50	2.58	2.57	
Standard deviation	0.79	0.80	0.81	0.84	0.85	0.83	0.74	0.75	0.78	
Significance	-			-			-			
Effect size	-	-0.03	-0.04	-	0.05	0.01	-	-0.11	-0.09	
Administrators consider faculty concerns when making policy										
Strongly agree / Somewhat agree	65.8%	58.5%	58.6%	60.3%	58.4%	59.4%	73.9%	58.5%	57.7%	
Mean	2.68	2.55	2.58	2.56	2.55	2.58	2.81	2.55	2.57	
Standard deviation	0.82	0.85	0.85	0.86	0.85	0.85	0.73	0.84	0.86	
Significance	-			-			-	*	*	
Effect size	-	0.15	0.12	-	0.01	-0.02	-	0.31	0.28	
Please indicate the extent to which each of the following has been a source of stress for you during the past year:										
Institutional procedures and "red tape"										
Extensive / Somewhat	62.7%	72.5%	73.2%	64.3%	73.7%	75.1%	60.0%	71.2%	71.2%	Career Related Stress
Mean	1.80	1.96	1.97	1.86	1.99	2.02	1.72	1.94	1.93	
Standard deviation	0.72	0.72	0.71	0.75	0.72	0.72	0.67	0.72	0.71	
Significance	-	*	**	-			-	*	*	
Effect size	-	-0.22	-0.24	-	-0.18	-0.22	-	-0.31	-0.30	
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										
Strongly agree / Somewhat agree	75.9%	77.7%	79.0%	70.1%	75.7%	76.4%	85.3%	79.7%	81.5%	
Mean	2.92	2.95	2.99	2.87	2.92	2.94	2.97	2.98	3.03	
Standard deviation	0.71	0.76	0.76	0.75	0.81	0.79	0.62	0.71	0.72	
Significance	-			-			-			
Effect size	-	-0.04	-0.09	-	-0.06	-0.09	-	-0.01	-0.08	

Relationship with Administration - These items relate to faculty perception and experience with the campus administration.

Truman State University	Total			Men/Trans men			Women/Trans women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Faculty are sufficiently involved in campus decision-making										
Strongly agree / Somewhat agree	71.0%	65.2%	63.2%	70.5%	67.9%	64.8%	72.9%	62.4%	61.7%	
Mean	2.72	2.66	2.64	2.64	2.69	2.67	2.81	2.63	2.62	
Standard deviation	0.92	0.87	0.88	0.94	0.90	0.88	0.89	0.85	0.87	
Significance	-			-			-			
Effect size	-	0.07	0.09	-	-0.06	-0.03	-	0.21	0.22	
The criteria for advancement and promotion decisions are clear										
Strongly agree / Somewhat agree	78.0%	77.0%	76.0%	73.4%	77.3%	76.3%	82.9%	76.7%	75.7%	
Mean	3.05	3.02	3.00	2.95	3.02	3.01	3.16	3.02	3.00	
Standard deviation	0.90	0.90	0.88	0.95	0.91	0.89	0.85	0.88	0.88	
Significance	-			-			-			
Effect size	-	0.03	0.06	-	-0.08	-0.07	-	0.16	0.18	