



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

2016-17 HERI Faculty Survey

HERI Theme Reports

Full-time Undergraduate Faculty

Illinois Wesleyan University

Comparison group 1: PRIVATE NONSECTARIAN 4YR COLLEGES - VERY HIGH SELECTIVITY
Comparison group 2: PRIVATE NONSECTARIAN 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 the survey items were included because they relate to the theme, the item(s) may not be the most important to your institution, its mission, programs, or goals. We encourage you to review your entire Institutional Profile for additional results of specific interest on your campus. Theme reports are generated for full-time undergraduate faculty.

Theme Description –
Provides a brief definition of the topics covered by the theme.

Summarized Frequencies –
Full results for all items are provided in the Institutional Profile report.

Mean – The arithmetic mean is computed for each survey item based on the response options. Response options are given numeric values and are listed in descending order (i.e., 5=Much Stronger, 4=Stronger, 3=No Change, 2=Weaker, 1=Much Weaker).

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

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
There is adequate support for faculty development									
Agree Strongly / Agree somewhat	21.4%	73.6%	76.7%	28.6%	76.5%	77.8%	14.3%	68.5%	75.3%
Mean	1.21	1.97	2.00	1.29	2.00	2.02	1.14	1.90	1.98
Standard Deviation	0.42	0.70	0.68	0.47	0.69	0.68	0.36	0.72	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect Size	--	-1.09	-1.16	--	-1.03	-1.07	--	-1.06	-1.24

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

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

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

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

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

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

2016-17 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.

Illinois Wesleyan 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	98.0%	98.3%	98.8%	96.0%	98.1%	98.9%	100.0%	98.5%	98.7%	
During the past two years, have you engaged in any of the following activities?										
Taught an honors course	15.9%	20.1%	19.2%	8.3%	20.3%	21.0%	25.0%	19.9%	17.1%	
Taught an interdisciplinary course	52.9%	60.1%	51.9%	51.1%	58.4%	52.6%	54.8%	62.2%	51.0%	
Taught an area studies course (e.g., womens's studies, ethnic studies, LGBTQ studies)	24.4%	27.3%	21.0%	16.3%	22.1%	17.5%	34.1%	33.8%	24.8%	
Taught a service learning course	9.9%	16.8%	17.9%	6.1%	13.8%	14.4%	14.3%	20.5%	21.9%	
Taught a course exclusively online	1.1%	4.5%	15.9%	0.0%	3.9%	15.1%	2.6%	5.2%	16.8%	
Participated in organized activities around enhancing pedagogy and student learning	76.9%	74.0%	72.4%	69.4%	66.8%	67.0%	85.7%	83.1%	78.5%	
Taught a seminar for first-year students	34.8%	34.4%	34.7%	28.6%	33.5%	33.0%	42.5%	35.5%	36.5%	
Participated in the development of curriculum (enhancing an existing course)	85.6%	88.1%	89.7%	81.3%	85.9%	88.4%	90.5%	90.9%	91.2%	
How many courses are you teaching this term?										
Mean	3.5	3.1	3.9	3.5	3.1	3.9	3.6	3.1	3.8	
Median	4.0	3.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	
Mode	4	3	3	4	3	3	4	3	3	
How many courses that you are teaching this term are (means are shown):										
General education courses	1.9	1.5	1.6	1.9	1.5	1.6	1.9	1.5	1.6	
Courses required for an undergraduate major	2.2	2.0	2.3	2.2	2.0	2.3	2.3	2.0	2.3	
Other undergraduate credit courses	1.4	1.7	1.6	1.4	1.7	1.6	1.5	1.7	1.6	
Developmental/remedial courses (not for credit)	1.0	1.0	1.1	1.0	1.0	1.1	1.0	1.0	1.1	
Graduate courses	1.0	1.1	1.4	1.0	1.1	1.4	1.0	1.1	1.3	
How many of these courses that you are teaching this term are being taught (means are shown):										
At this institution	2.6	2.4	2.7	2.6	2.4	2.7	2.7	2.4	2.7	
At another institution	1.3	1.1	1.2	1.4	1.1	1.2	1.2	1.2	1.2	

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Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
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%	100.0%	100.0%	100.0%	
Graduate courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Non-credit courses	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
I do not teach	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total(n)	8	326	374	5	155	180	3	171	194	
How often in the past year have you encouraged students to:										
Recognize the biases that affect their thinking										
Frequently / Occasionally	94.1%	92.2%	93.0%	93.6%	90.0%	91.6%	94.8%	95.1%	94.5%	
Mean	2.48	2.46	2.51	2.47	2.37	2.43	2.50	2.58	2.60	
Standard deviation	0.61	0.63	0.62	0.62	0.66	0.64	0.60	0.58	0.59	
Significance	-			-			-			
Effect size	-	0.03	-0.05	-	0.15	0.06	-	-0.14	-0.17	
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	92.8%	92.0%	90.0%	91.5%	89.5%	87.0%	94.6%	95.0%	93.1%	
Mean	2.65	2.61	2.56	2.60	2.53	2.47	2.73	2.71	2.66	
Standard deviation	0.61	0.63	0.67	0.65	0.68	0.71	0.56	0.55	0.60	
Significance	-			-			-			
Effect size	-	0.06	0.13	-	0.10	0.18	-	0.04	0.12	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Describe how different perspectives would affect the interpretation of a question or issue in your discipline										
Frequently / Occasionally	85.8%	82.3%	84.8%	78.7%	78.9%	81.8%	94.7%	86.6%	88.1%	
Mean	2.34	2.30	2.34	2.19	2.22	2.26	2.53	2.40	2.42	
Standard deviation	0.72	0.75	0.73	0.77	0.77	0.75	0.60	0.71	0.69	
Significance	-			-			-			
Effect size	-	0.05	0.00	-	-0.04	-0.09	-	0.18	0.16	
Discuss the ethical or moral implications of a course of action										
Frequently / Occasionally	83.3%	79.6%	83.4%	80.9%	77.2%	80.5%	86.5%	82.8%	86.6%	
Mean	2.21	2.20	2.29	2.09	2.15	2.21	2.38	2.25	2.37	
Standard deviation	0.71	0.75	0.73	0.69	0.76	0.75	0.72	0.73	0.71	
Significance	-			-			-			
Effect size	-	0.01	-0.11	-	-0.08	-0.16	-	0.18	0.01	
Apply mathematical concepts and computational thinking										
Frequently / Occasionally	48.2%	57.0%	61.9%	46.6%	61.3%	66.0%	50.0%	51.5%	57.5%	
Mean	1.75	1.92	1.95	1.80	2.00	2.04	1.68	1.82	1.85	
Standard deviation	0.85	0.88	0.84	0.92	0.88	0.85	0.77	0.87	0.83	
Significance	-		*	-			-			
Effect size	-	-0.19	-0.24	-	-0.23	-0.28	-	-0.16	-0.20	
In how many of the courses that you teach do you use each of the following?										
Class discussions										
All / Most	86.9%	85.5%	87.0%	85.1%	82.4%	84.1%	89.2%	89.4%	90.1%	Student-Centered Pedagogy
Mean	3.56	3.55	3.58	3.45	3.47	3.51	3.70	3.65	3.66	
Standard deviation	0.75	0.80	0.77	0.80	0.86	0.83	0.66	0.71	0.69	
Significance	-			-			-			
Effect size	-	0.01	-0.03	-	-0.02	-0.07	-	0.07	0.06	
Cooperative learning (small groups)										
All / Most	75.3%	76.9%	72.2%	68.1%	70.0%	64.5%	84.3%	85.5%	80.4%	Student-Centered Pedagogy
Mean	3.18	3.29	3.17	2.94	3.12	2.99	3.47	3.51	3.38	
Standard deviation	0.94	0.95	1.00	1.01	1.03	1.05	0.76	0.80	0.89	
Significance	-			-			-			
Effect size	-	-0.12	0.01	-	-0.17	-0.05	-	-0.05	0.10	
In how many of the courses that you teach do you use each of the following?										
Experiential learning/Field studies										
All / Most	27.4%	32.1%	36.5%	21.3%	30.6%	33.4%	35.1%	33.9%	39.8%	Student-Centered Pedagogy
Mean	2.02	2.15	2.28	1.77	2.10	2.20	2.35	2.21	2.37	
Standard deviation	1.03	1.08	1.07	0.94	1.09	1.06	1.06	1.07	1.08	
Significance	-		*	-	*	**	-			
Effect size	-	-0.12	-0.24	-	-0.30	-0.41	-	0.13	-0.02	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Performances/Demonstrations										
All / Most	48.1%	32.9%	41.5%	48.9%	30.4%	40.4%	47.3%	36.0%	42.6%	
Mean	2.49	2.16	2.38	2.42	2.09	2.34	2.58	2.25	2.42	
Standard deviation	1.13	1.10	1.13	1.16	1.10	1.11	1.11	1.11	1.15	
Significance	-	**		-			-			
Effect size	-	0.30	0.10	-	0.30	0.07	-	0.30	0.14	
In how many of the courses that you teach do you use each of the following?										
Group projects										Student-Centered Pedagogy
All / Most	42.7%	49.5%	49.3%	34.0%	45.1%	45.5%	54.3%	55.0%	53.4%	
Mean	2.50	2.63	2.62	2.32	2.52	2.54	2.74	2.76	2.72	
Standard deviation	1.00	1.01	1.04	0.93	1.02	1.04	1.04	0.99	1.04	
Significance	-			-			-			
Effect size	-	-0.13	-0.12	-	-0.20	-0.21	-	-0.02	0.02	
Extensive lecturing										
All / Most	36.3%	38.4%	43.4%	44.4%	46.0%	50.4%	25.8%	29.0%	35.6%	
Mean	2.15	2.29	2.41	2.31	2.45	2.58	1.94	2.08	2.23	
Standard deviation	0.96	0.98	1.02	1.02	1.00	1.03	0.84	0.92	0.99	
Significance	-		*	-			-			
Effect size	-	-0.14	-0.25	-	-0.14	-0.26	-	-0.15	-0.29	
Multiple drafts of written work										
All / Most	47.5%	39.2%	37.4%	38.3%	33.5%	33.4%	60.0%	46.4%	42.0%	
Mean	2.48	2.38	2.33	2.34	2.25	2.25	2.66	2.54	2.41	
Standard deviation	0.92	0.94	0.97	0.81	0.92	0.94	1.03	0.95	1.00	
Significance	-			-			-			
Effect size	-	0.11	0.15	-	0.10	0.10	-	0.13	0.25	
Reflective writing/journaling										
All / Most	28.6%	23.8%	28.9%	19.2%	19.0%	22.7%	40.5%	30.0%	35.9%	Student-Centered Pedagogy
Mean	2.08	1.95	2.05	1.79	1.80	1.88	2.46	2.13	2.24	
Standard deviation	0.98	0.99	1.03	0.86	0.93	0.96	1.02	1.03	1.06	
Significance	-			-			-			
Effect size	-	0.13	0.03	-	-0.01	-0.09	-	0.32	0.21	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Community service as part of coursework										
All / Most	8.4%	4.0%	6.7%	6.4%	3.4%	4.7%	11.1%	4.8%	8.8%	Civic Minded Practice
Mean	1.34	1.25	1.36	1.28	1.22	1.30	1.42	1.30	1.43	
Standard deviation	0.67	0.56	0.67	0.58	0.53	0.62	0.77	0.59	0.71	
Significance	-			-			-			
Effect size	-	0.16	-0.03	-	0.11	-0.03	-	0.20	-0.01	
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	10.7%	7.9%	13.9%	12.8%	8.2%	13.6%	8.1%	7.7%	14.3%	
Mean	1.37	1.32	1.50	1.40	1.31	1.48	1.32	1.33	1.53	
Standard deviation	0.74	0.72	0.90	0.83	0.71	0.89	0.63	0.72	0.91	
Significance	-			-			-			
Effect size	-	0.07	-0.14	-	0.13	-0.09	-	-0.01	-0.23	
Using real-life problems										
All / Most	58.5%	57.0%	66.3%	53.3%	55.3%	62.0%	64.8%	59.0%	70.9%	
Mean	2.71	2.76	2.98	2.58	2.72	2.89	2.86	2.82	3.08	
Standard deviation	0.97	1.04	0.99	0.99	1.05	1.01	0.95	1.04	0.96	
Significance	-		*	-		*	-			
Effect size	-	-0.05	-0.27	-	-0.13	-0.31	-	0.04	-0.23	
Using student inquiry to drive learning										
All / Most	62.6%	58.5%	62.0%	57.4%	53.7%	59.4%	69.5%	64.3%	64.8%	Student-Centered Pedagogy
Mean	2.80	2.81	2.90	2.60	2.70	2.83	3.06	2.95	2.97	
Standard deviation	0.97	0.97	0.95	0.99	0.98	0.96	0.89	0.93	0.94	
Significance	-			-			-			
Effect size	-	-0.01	-0.11	-	-0.10	-0.24	-	0.12	0.10	

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Professional Practice - Teaching
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Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Readings on racial and ethnic issues										
All / Most	26.9%	34.4%	32.1%	13.0%	28.0%	26.5%	44.4%	42.4%	38.3%	
Mean	1.99	2.16	2.08	1.59	1.98	1.92	2.50	2.39	2.26	
Standard deviation	1.12	1.16	1.11	0.83	1.10	1.06	1.23	1.18	1.13	
Significance	-			-	*	*	-			
Effect size	-	-0.15	-0.08	-	-0.35	-0.31	-	0.09	0.21	
Readings on women and gender issues										
All / Most	32.1%	34.2%	29.9%	19.6%	26.8%	23.9%	48.6%	43.4%	36.5%	Student-Centered Pedagogy
Mean	2.14	2.14	2.03	1.70	1.93	1.86	2.71	2.41	2.21	
Standard deviation	1.12	1.14	1.10	0.84	1.07	1.03	1.18	1.17	1.14	
Significance	-			-			-		*	
Effect size	-	0.00	0.10	-	-0.21	-0.16	-	0.26	0.44	
Supplemental instruction that is outside of class and office hours										
All / Most	35.0%	41.3%	42.5%	36.1%	40.4%	39.7%	33.3%	42.5%	45.4%	Student-Centered Pedagogy
Mean	2.30	2.43	2.45	2.32	2.40	2.39	2.28	2.47	2.52	
Standard deviation	1.04	1.06	1.06	1.04	1.03	1.02	1.06	1.10	1.10	
Significance	-			-			-			
Effect size	-	-0.12	-0.14	-	-0.08	-0.07	-	-0.17	-0.22	
In how many of the courses that you teach do you use each of the following?										
Student presentations										
All / Most	63.1%	61.1%	59.7%	59.6%	52.4%	51.8%	67.5%	71.9%	68.5%	
Mean	2.88	2.87	2.83	2.72	2.69	2.66	3.08	3.09	3.02	
Standard deviation	0.90	0.93	0.97	0.90	0.94	0.97	0.86	0.88	0.94	
Significance	-			-			-			
Effect size	-	0.01	0.05	-	0.03	0.06	-	-0.01	0.06	
Student evaluations of each others' work										
All / Most	31.8%	31.7%	34.9%	29.8%	26.1%	28.9%	34.3%	38.6%	41.5%	
Mean	2.33	2.21	2.25	2.26	2.08	2.11	2.43	2.38	2.40	
Standard deviation	0.77	0.97	1.01	0.74	0.95	0.96	0.81	0.97	1.03	
Significance	-			-			-			
Effect size	-	0.12	0.08	-	0.19	0.16	-	0.05	0.03	

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	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Grading on a curve										
All / Most	18.0%	18.3%	16.9%	19.6%	22.6%	21.0%	16.2%	13.1%	12.2%	Student-Centered Pedagogy
Mean	1.67	1.66	1.62	1.78	1.76	1.74	1.54	1.53	1.49	
Standard deviation	0.99	0.97	0.92	0.96	1.03	0.99	1.02	0.87	0.81	
Significance	-			-			-			
Effect size	-	0.01	0.05	-	0.02	0.04	-	0.01	0.06	
In how many of the courses that you teach do you use each of the following?										
Rubric-based assessment										
All / Most	51.3%	51.2%	61.7%	40.4%	44.7%	54.0%	65.8%	59.5%	70.2%	
Mean	2.62	2.58	2.85	2.34	2.40	2.65	3.00	2.81	3.08	
Standard deviation	1.10	1.10	1.08	1.07	1.09	1.07	1.03	1.08	1.04	
Significance	-			-			-			
Effect size	-	0.04	-0.21	-	-0.06	-0.29	-	0.18	-0.08	
How frequently do you incorporate the following forms of technology into your courses?										
Videos or podcasts										
Frequently / Occasionally	87.0%	85.5%	88.5%	80.8%	81.6%	86.3%	94.6%	90.5%	90.8%	
Mean	2.18	2.22	2.31	2.04	2.15	2.24	2.35	2.31	2.39	
Standard deviation	0.64	0.68	0.67	0.66	0.70	0.68	0.59	0.64	0.65	
Significance	-			-		*	-			
Effect size	-	-0.06	-0.19	-	-0.16	-0.29	-	0.06	-0.06	
Simulations/animations										
Frequently / Occasionally	53.1%	54.7%	60.6%	43.2%	56.4%	62.3%	64.8%	52.6%	58.8%	
Mean	1.68	1.71	1.81	1.52	1.74	1.83	1.86	1.68	1.79	
Standard deviation	0.72	0.73	0.75	0.66	0.74	0.74	0.75	0.73	0.76	
Significance	-			-		**	-			
Effect size	-	-0.04	-0.17	-	-0.30	-0.42	-	0.25	0.09	

2016-17 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.

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Online homework or virtual labs										
Frequently / Occasionally	37.4%	40.6%	50.8%	32.6%	39.5%	48.7%	43.2%	42.0%	53.1%	
Mean	1.60	1.56	1.73	1.52	1.54	1.68	1.70	1.58	1.79	
Standard deviation	0.84	0.75	0.80	0.81	0.74	0.78	0.88	0.76	0.82	
Significance	-			-			-			
Effect size	-	0.05	-0.16	-	-0.03	-0.21	-	0.16	-0.11	
Online discussion boards										
Frequently / Occasionally	39.5%	41.8%	44.9%	34.1%	36.9%	39.7%	45.9%	47.7%	50.6%	
Mean	1.47	1.55	1.61	1.41	1.48	1.52	1.54	1.63	1.71	
Standard deviation	0.63	0.71	0.75	0.62	0.68	0.71	0.65	0.74	0.78	
Significance	-			-			-			
Effect size	-	-0.11	-0.19	-	-0.10	-0.15	-	-0.12	-0.22	
During the present term, how many hours per week on average do you actually spend on each of the following activities?										
Scheduled teaching (give actual, not credit hours)										
9 or more hours	51.2%	39.0%	53.8%	54.4%	39.5%	53.9%	47.4%	38.7%	54.0%	
Mean	3.42	3.26	3.65	3.37	3.26	3.66	3.47	3.25	3.64	
Standard deviation	1.17	1.22	1.35	1.18	1.21	1.37	1.18	1.24	1.34	
Significance	-			-			-			
Effect size	-	0.13	-0.17	-	0.09	-0.21	-	0.18	-0.13	
Preparing for teaching (including reading student papers and grading)										
9 or more hours	51.8%	62.1%	61.3%	44.4%	60.4%	58.8%	60.5%	64.3%	64.1%	
Mean	3.76	4.15	4.20	3.44	4.07	4.09	4.13	4.25	4.32	
Standard deviation	1.60	1.74	1.69	1.53	1.70	1.68	1.61	1.78	1.69	
Significance	-	*	*	-	*	*	-			
Effect size	-	-0.22	-0.26	-	-0.37	-0.39	-	-0.07	-0.11	
My teaching is valued by faculty in my department										
Agree strongly / Agree somewhat	92.6%	92.4%	92.8%	93.6%	92.7%	94.1%	91.1%	92.0%	91.3%	
Mean	3.51	3.55	3.53	3.47	3.56	3.56	3.56	3.54	3.50	
Standard deviation	0.71	0.69	0.70	0.69	0.69	0.67	0.75	0.70	0.73	
Significance	-			-			-			
Effect size	-	-0.06	-0.03	-	-0.13	-0.13	-	0.03	0.08	

2016-17 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.

Illinois Wesleyan 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	74.4%	85.1%	76.2%	73.9%	84.8%	75.0%	75.0%	85.6%	77.6%	
During the past two years, have you engaged in any of the following activities?										
Collaborated with the local community in research/teaching	35.2%	34.2%	42.2%	26.5%	31.9%	37.8%	46.2%	37.1%	47.3%	CM Practice
Conducted research or writing focused on - International/global issues	33.7%	43.5%	36.7%	24.0%	41.2%	37.4%	46.2%	46.4%	35.9%	
Conducted research or writing focused on - Racial or ethnic minorities	23.0%	35.6%	29.6%	13.7%	30.8%	27.1%	36.1%	41.7%	32.3%	
Conducted research or writing focused on - Women and gender issues	35.6%	34.3%	29.1%	21.6%	24.2%	21.6%	53.8%	46.9%	37.4%	
Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues	11.8%	14.4%	13.1%	10.2%	11.9%	11.7%	13.9%	17.6%	14.8%	
Engaged in academic research that spans multiple disciplines	67.8%	76.1%	66.8%	66.7%	75.1%	68.9%	69.2%	77.4%	64.5%	
Received funding for your work from - Foundations	24.1%	25.3%	20.4%	14.3%	24.2%	20.5%	36.8%	26.8%	20.4%	
Received funding for your work from - State or federal government	11.5%	17.1%	14.0%	16.3%	17.5%	13.8%	5.3%	16.6%	14.3%	
Received funding for your work from - Business or industry	3.6%	6.3%	9.2%	4.3%	7.7%	10.2%	2.7%	4.6%	8.1%	
In the past two years, to what extent have you:										
Presented with undergraduate students at conferences										
To a very large extent / To a large extent	11.4%	13.8%	11.5%	14.3%	14.0%	11.7%	7.7%	13.6%	11.2%	
Published with undergraduates										
To a very large extent / To a large extent	9.3%	10.9%	6.9%	12.8%	11.8%	8.0%	5.1%	9.8%	5.7%	
How many of the following have you published?										
Articles in academic or professional journals										
5 or more	51.6%	53.9%	39.4%	52.1%	56.8%	43.4%	51.2%	50.4%	34.9%	Scholarly Productivity
Mean	3.45	3.59	2.99	3.52	3.73	3.20	3.37	3.41	2.76	
Standard deviation	1.54	1.66	1.69	1.73	1.73	1.78	1.30	1.55	1.54	
Significance	-		*	-			-		*	
Effect size	-	-0.08	0.27	-	-0.12	0.18	-	-0.03	0.40	

2016-17 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.

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Chapters in edited volumes										
1 or more	52.5%	57.4%	44.2%	47.7%	56.0%	46.2%	57.9%	59.4%	42.0%	Scholarly Productivity
Mean	1.88	2.07	1.76	1.75	2.09	1.82	2.03	2.04	1.69	
Standard deviation	1.07	1.21	1.06	0.94	1.27	1.12	1.20	1.13	1.00	
Significance	-	-	-	-	-	-	-	-	*	
Effect size	-	-0.16	0.11	-	-0.27	-0.06	-	-0.01	0.34	
Books, manuals, or monographs										
1 or more	40.0%	39.0%	32.3%	41.3%	41.3%	35.6%	38.4%	36.2%	28.9%	
Mean	1.45	1.59	1.49	1.46	1.67	1.57	1.44	1.49	1.40	
Standard deviation	0.59	0.92	0.86	0.59	1.02	0.95	0.60	0.77	0.74	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.15	-0.05	-	-0.21	-0.12	-	-0.06	0.05	
Other, such as patents, or computer software products										
1 or more	19.5%	19.6%	20.0%	20.4%	22.1%	25.0%	18.4%	16.7%	14.0%	
Mean	1.43	1.39	1.40	1.43	1.45	1.53	1.42	1.31	1.26	
Standard deviation	0.96	0.95	1.00	0.90	1.02	1.13	1.03	0.84	0.82	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.04	0.03	-	-0.02	-0.09	-	0.13	0.20	
In the past three years, how many exhibitions or performances in the fine or applied arts have you presented?										
1 or more	25.9%	19.1%	22.7%	23.5%	19.3%	23.0%	28.6%	18.8%	22.2%	
Mean	1.65	1.50	1.62	1.72	1.53	1.67	1.57	1.45	1.56	
Standard deviation	1.32	1.19	1.33	1.46	1.25	1.41	1.15	1.10	1.22	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.13	0.02	-	0.15	0.04	-	0.11	0.01	
In the past three years, how many of your professional writings have been published or accepted for publication?										
3 or more	45.8%	51.3%	37.1%	40.4%	50.9%	39.1%	52.5%	51.8%	35.1%	Scholarly Productivity
Mean	3.49	3.92	3.18	3.45	3.95	3.30	3.55	3.89	3.04	
Standard deviation	2.15	2.36	2.38	2.30	2.46	2.50	1.97	2.22	2.23	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.18	0.13	-	-0.20	0.06	-	-0.15	0.23	

2016-17 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.

Illinois Wesleyan 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?										
Other creative products/performances										
1 or more hours	35.4%	32.7%	46.1%	32.5%	36.1%	49.1%	39.0%	28.5%	42.6%	
Mean	1.68	1.64	1.91	1.70	1.72	2.02	1.67	1.54	1.79	
Standard deviation	1.32	1.26	1.38	1.34	1.33	1.47	1.31	1.15	1.25	
Significance	-			-			-			
Effect size	-	0.03	-0.17	-	-0.02	-0.22	-	0.11	-0.10	
My research is valued by faculty in my department										
Agree strongly / Agree somewhat	75.1%	83.7%	80.3%	74.4%	84.6%	82.1%	75.8%	82.6%	78.1%	
Mean	3.01	3.23	3.12	3.00	3.24	3.15	3.03	3.21	3.07	
Standard deviation	0.96	0.82	0.85	0.93	0.81	0.84	1.02	0.82	0.86	
Significance	-	*		-	*		-			
Effect size	-	-0.27	-0.13	-	-0.30	-0.18	-	-0.22	-0.05	

2016-17 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.

Illinois Wesleyan 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	72.3%	58.2%	66.7%	63.0%	55.0%	63.5%	83.8%	62.4%	70.5%	
During the past two years, have you engaged in any of the following activities?										
Advised student groups involved in service/volunteer work	54.9%	49.7%	56.6%	54.9%	48.3%	54.9%	55.0%	51.5%	58.5%	Civic Minded Practice
Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)	44.0%	53.9%	52.2%	39.2%	56.4%	55.2%	50.0%	50.7%	48.8%	
Please indicate the extent to which you:										
Mentor faculty										
To a very large extent / To a large extent	35.1%	36.3%	39.9%	29.5%	35.3%	39.1%	42.5%	37.6%	40.8%	
Mean	3.09	3.04	3.13	2.95	3.04	3.14	3.27	3.03	3.12	
Standard deviation	1.07	1.22	1.25	1.01	1.18	1.22	1.13	1.26	1.29	
Significance	-			-			-			
Effect size	-	0.04	-0.03	-	-0.08	-0.16	-	0.19	0.12	

2016-17 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.

Illinois Wesleyan 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 extent to which you:										
Mentor undergraduate students										
To a very large extent / To a large extent	86.3%	83.0%	77.0%	80.5%	81.7%	76.8%	94.1%	84.4%	77.3%	
Mean	4.26	4.29	4.13	4.09	4.24	4.11	4.50	4.35	4.15	
Standard deviation	0.81	0.93	1.03	0.89	0.93	1.00	0.62	0.92	1.06	
Significance	-			-			-			
Effect size	-	-0.03	0.13	-	-0.16	-0.02	-	0.16	0.33	
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 + hours	30.7%	33.7%	37.5%	30.5%	30.9%	34.8%	30.8%	37.0%	40.1%	
Mean	2.31	2.39	2.49	2.26	2.34	2.45	2.36	2.46	2.53	
Standard deviation	0.85	0.88	0.98	0.83	0.82	0.98	0.87	0.94	0.98	
Significance	-			-			-			
Effect size	-	-0.09	-0.18	-	-0.10	-0.19	-	-0.11	-0.17	
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+ hours	36.1%	33.3%	36.6%	34.8%	32.7%	35.6%	37.5%	34.1%	37.6%	
Mean	2.33	2.45	2.50	2.30	2.45	2.47	2.35	2.45	2.54	
Standard deviation	0.93	1.11	1.09	1.09	1.13	1.08	0.70	1.07	1.10	
Significance	-			-			-			
Effect size	-	-0.11	-0.16	-	-0.13	-0.16	-	-0.09	-0.17	

2016-17 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.

Illinois Wesleyan University	Total			Men			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	8.3%	7.3%	11.0%	6.4%	7.8%	10.6%	10.5%	6.5%	11.2%	Civic Minded Practice
Mean	1.66	1.57	1.75	1.51	1.55	1.69	1.84	1.60	1.81	
Standard deviation	0.70	0.76	0.86	0.69	0.78	0.77	0.68	0.73	0.94	
Significance	-			-			-	*		
Effect size	-	0.12	-0.10	-	-0.05	-0.23	-	0.33	0.03	
My service is valued by faculty in my department										
Agree strongly / Agree somewhat	87.6%	88.0%	89.6%	86.9%	87.1%	91.5%	88.6%	89.1%	87.5%	
Mean	3.30	3.35	3.39	3.17	3.32	3.42	3.46	3.39	3.35	
Standard deviation	0.75	0.78	0.76	0.71	0.81	0.73	0.78	0.74	0.79	
Significance	-			-		*	-			
Effect size	-	-0.06	-0.12	-	-0.19	-0.34	-	0.09	0.14	

2016-17 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

Illinois Wesleyan 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 organized activities around enhancing pedagogy and student learning	76.9%	74.0%	72.4%	69.4%	66.8%	67.0%	85.7%	83.1%	78.5%	
Have you engaged in any of the following professional development opportunities at your institution?										
Funded workshops outside the institution focused on teaching										
Yes	57.8%	51.5%	49.1%	43.8%	42.4%	43.4%	73.8%	62.7%	55.5%	
Paid sabbatical leave										
Yes	29.2%	25.0%	14.6%	30.6%	25.5%	16.5%	27.5%	24.3%	12.4%	
Travel funds paid by the institution										
Yes	82.4%	76.9%	60.7%	79.6%	74.1%	57.2%	85.7%	80.3%	64.5%	
Internal grants for research										
Yes	41.6%	47.7%	33.7%	34.7%	45.6%	34.7%	50.0%	50.4%	32.7%	
Training for administrative leadership										
Yes	5.6%	8.3%	10.5%	2.1%	8.0%	9.3%	9.5%	8.6%	11.8%	
Received incentives to develop new courses										
Yes	36.0%	23.5%	22.4%	31.3%	21.3%	22.4%	41.5%	26.2%	22.5%	
Have you ever interrupted your professional career for more than one year for family reasons?										
Yes	2.6%	6.1%	7.5%	2.3%	4.2%	3.6%	3.0%	8.7%	11.8%	
Have you ever received an award for outstanding teaching?										
Yes	26.9%	22.5%	23.8%	25.0%	22.7%	26.1%	29.4%	22.2%	21.3%	

2016-17 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

Illinois Wesleyan 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 research is valued by faculty in my department										
Agree Strongly / Agree somewhat	75.1%	83.7%	80.3%	74.4%	84.6%	82.1%	75.8%	82.6%	78.1%	
Mean	3.01	3.23	3.12	3.00	3.24	3.15	3.03	3.21	3.07	
Standard deviation	0.96	0.82	0.85	0.93	0.81	0.84	1.02	0.82	0.86	
Significance	-	*		-	*		-			
Effect size	-	-0.27	-0.13	-	-0.30	-0.18	-	-0.22	-0.05	
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	92.6%	92.4%	92.8%	93.6%	92.7%	94.1%	91.1%	92.0%	91.3%	
Mean	3.51	3.55	3.53	3.47	3.56	3.56	3.56	3.54	3.50	
Standard deviation	0.71	0.69	0.70	0.69	0.69	0.67	0.75	0.70	0.73	
Significance	-			-			-			
Effect size	-	-0.06	-0.03	-	-0.13	-0.13	-	0.03	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:										
My service is valued by faculty in my department										
Agree Strongly / Agree somewhat	87.6%	88.0%	89.6%	86.9%	87.1%	91.5%	88.6%	89.1%	87.5%	
Mean	3.30	3.35	3.39	3.17	3.32	3.42	3.46	3.39	3.35	
Standard deviation	0.75	0.78	0.76	0.71	0.81	0.73	0.78	0.74	0.79	
Significance	-			-		*	-			
Effect size	-	-0.06	-0.12	-	-0.19	-0.34	-	0.09	0.14	
There is adequate support for faculty development										
Agree Strongly / Agree somewhat	73.2%	85.2%	70.0%	68.1%	87.2%	72.9%	80.0%	82.8%	66.6%	
Mean	2.89	3.23	2.87	2.89	3.28	2.92	2.89	3.16	2.81	
Standard deviation	0.82	0.78	0.91	0.84	0.76	0.88	0.80	0.80	0.95	
Significance	-	***		-	***		-	*		
Effect size	-	-0.44	0.02	-	-0.51	-0.03	-	-0.34	0.08	

2016-17 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

Illinois Wesleyan 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:										
Prepare students for employment after college										
Essential / Very important	96.3%	92.6%	96.2%	100.0%	91.6%	95.3%	91.9%	93.9%	97.1%	
Mean	3.59	3.44	3.65	3.62	3.41	3.59	3.54	3.47	3.71	
Standard deviation	0.57	0.66	0.58	0.49	0.68	0.62	0.65	0.64	0.53	
Significance	-	*		-	*		-			
Effect size	-	0.23	-0.10	-	0.31	0.05	-	0.11	-0.32	
Prepare students for graduate or advanced education										
Essential / Very important	96.4%	94.9%	95.8%	97.8%	94.5%	95.4%	94.4%	95.3%	96.3%	
Mean	3.56	3.48	3.59	3.57	3.46	3.55	3.56	3.51	3.64	
Standard deviation	0.57	0.61	0.58	0.54	0.62	0.60	0.61	0.60	0.56	
Significance	-			-			-			
Effect size	-	0.13	-0.05	-	0.18	0.03	-	0.08	-0.14	
Develop moral character										
Essential / Very important	90.3%	84.6%	88.2%	91.3%	83.6%	87.3%	89.2%	85.9%	89.2%	UG Ed Goal:
Mean	3.23	3.15	3.29	3.20	3.12	3.25	3.27	3.18	3.32	Personal
Standard deviation	0.69	0.75	0.74	0.72	0.77	0.76	0.65	0.71	0.71	Develop-
Significance	-			-			-			ment
Effect size	-	0.11	-0.08	-	0.10	-0.07	-	0.13	-0.07	
Provide for students' emotional development										
Essential / Very important	81.7%	75.2%	79.9%	84.8%	72.2%	76.3%	77.7%	79.1%	83.9%	UG Ed Goal:
Mean	3.09	2.95	3.06	3.07	2.89	2.97	3.11	3.04	3.17	Personal
Standard deviation	0.74	0.79	0.80	0.74	0.81	0.82	0.75	0.76	0.76	Develop-
Significance	-			-			-			ment
Effect size	-	0.18	0.04	-	0.22	0.12	-	0.09	-0.08	
Help students develop personal values										
Essential / Very important	89.2%	85.4%	89.0%	89.1%	84.6%	88.2%	89.1%	86.4%	89.8%	UG Ed Goal:
Mean	3.27	3.18	3.27	3.20	3.13	3.23	3.35	3.23	3.32	Personal
Standard deviation	0.68	0.75	0.72	0.69	0.76	0.74	0.68	0.73	0.69	Develop-
Significance	-			-			-			ment
Effect size	-	0.12	0.00	-	0.09	-0.04	-	0.16	0.04	

2016-17 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

Illinois Wesleyan University	Total			Men			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										
Essential / Very important	91.4%	84.3%	85.9%	86.9%	79.3%	80.6%	97.3%	90.7%	91.8%	
Mean	3.37	3.24	3.30	3.24	3.09	3.15	3.53	3.42	3.47	
Standard deviation	0.68	0.82	0.82	0.74	0.87	0.89	0.56	0.70	0.69	
Significance	-			-			-			
Effect size	-	0.16	0.09	-	0.17	0.10	-	0.16	0.09	
Promote ability to write effectively										
Essential / Very important	97.6%	97.4%	97.0%	100.0%	96.5%	96.1%	94.6%	98.5%	98.0%	
Mean	3.82	3.78	3.73	3.85	3.73	3.67	3.78	3.85	3.80	
Standard deviation	0.45	0.50	0.54	0.36	0.55	0.58	0.53	0.42	0.47	
Significance	-			-		*	-			
Effect size	-	0.08	0.17	-	0.22	0.31	-	-0.17	-0.04	
Teach students tolerance and respect for different beliefs										
Essential / Very important	96.4%	92.7%	92.8%	95.7%	90.0%	89.3%	97.2%	96.3%	96.7%	
Mean	3.68	3.51	3.55	3.63	3.40	3.42	3.75	3.64	3.68	
Standard deviation	0.59	0.69	0.69	0.64	0.75	0.78	0.50	0.57	0.56	
Significance	-	*		-	*		-			
Effect size	-	0.25	0.19	-	0.31	0.27	-	0.19	0.13	
Encourage students to become agents of social change										
Essential / Very important	80.5%	78.7%	82.7%	76.1%	72.5%	77.1%	86.1%	86.5%	88.8%	
Mean	3.13	3.06	3.18	3.04	2.91	3.02	3.25	3.26	3.36	
Standard deviation	0.78	0.88	0.87	0.79	0.94	0.93	0.77	0.76	0.75	
Significance	-			-			-			
Effect size	-	0.08	-0.06	-	0.14	0.02	-	-0.01	-0.15	

2016-17 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

Illinois Wesleyan 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	48.2%	60.9%	70.1%	61.7%	63.9%	72.4%	29.4%	57.2%	67.6%	
Mean	2.51	2.68	2.86	2.68	2.71	2.88	2.26	2.65	2.84	
Standard deviation	0.78	0.83	0.85	0.78	0.81	0.80	0.71	0.84	0.89	
Significance	-		***	-			-	**	***	
Effect size	-	-0.20	-0.41	-	-0.04	-0.25	-	-0.46	-0.65	
Indicate how important you believe the priority listed below is at your college or university:										
To develop leadership ability among students										
Highest priority / High priority	67.1%	65.6%	63.1%	64.5%	64.6%	60.5%	70.6%	66.9%	65.9%	
Mean	2.84	2.82	2.77	2.82	2.79	2.73	2.85	2.87	2.83	
Standard deviation	0.76	0.84	0.86	0.72	0.85	0.85	0.82	0.83	0.86	
Significance	-			-			-			
Effect size	-	0.02	0.08	-	0.04	0.11	-	-0.02	0.02	

Diversity

HERI Theme

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

Illinois Wesleyan 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:										
Enhance students' knowledge of and appreciation for other racial/ethnic groups										
Essential / Very important	91.4%	84.3%	85.9%	86.9%	79.3%	80.6%	97.3%	90.7%	91.8%	
Mean	3.37	3.24	3.30	3.24	3.09	3.15	3.53	3.42	3.47	
Standard deviation	0.68	0.82	0.82	0.74	0.87	0.89	0.56	0.70	0.69	
Significance	-			-			-			
Effect size	-	0.16	0.09	-	0.17	0.10	-	0.16	0.09	
Teach students tolerance and respect for different beliefs										
Essential / Very important	96.4%	92.7%	92.8%	95.7%	90.0%	89.3%	97.2%	96.3%	96.7%	
Mean	3.68	3.51	3.55	3.63	3.40	3.42	3.75	3.64	3.68	
Standard deviation	0.59	0.69	0.69	0.64	0.75	0.78	0.50	0.57	0.56	
Significance	-	*		-	*		-			
Effect size	-	0.25	0.19	-	0.31	0.27	-	0.19	0.13	
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										
Agree strongly / Agree somewhat	32.5%	45.6%	28.3%	36.1%	40.0%	25.1%	27.2%	52.7%	32.0%	
Mean	2.18	2.42	2.02	2.19	2.33	1.93	2.15	2.55	2.12	
Standard deviation	0.74	0.84	0.88	0.77	0.84	0.87	0.71	0.82	0.87	
Significance	-	*		-		*	-	**		
Effect size	-	-0.29	0.18	-	-0.17	0.30	-	-0.49	0.03	

Diversity

HERI Theme

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

Illinois Wesleyan University	Total			Men			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										
Agree strongly / Agree somewhat	48.2%	60.9%	70.1%	61.7%	63.9%	72.4%	29.4%	57.2%	67.6%	
Mean	2.51	2.68	2.86	2.68	2.71	2.88	2.26	2.65	2.84	
Standard deviation	0.78	0.83	0.85	0.78	0.81	0.80	0.71	0.84	0.89	
Significance	-		***	-			-	**	***	
Effect size	-	-0.20	-0.41	-	-0.04	-0.25	-	-0.46	-0.65	
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	58.2%	70.8%	70.8%	60.0%	70.2%	70.3%	55.9%	71.6%	71.3%	
Mean	2.71	2.90	2.90	2.69	2.86	2.88	2.74	2.94	2.93	
Standard deviation	0.82	0.83	0.84	0.76	0.83	0.84	0.90	0.82	0.83	
Significance	-	*	*	-			-			
Effect size	-	-0.23	-0.23	-	-0.20	-0.23	-	-0.24	-0.23	
To recruit more minority students										Institutional Priority: Commitment to Diversity
Highest priority / High priority	54.4%	67.7%	55.9%	62.2%	67.4%	56.2%	44.1%	68.3%	55.8%	
Mean	2.65	2.85	2.61	2.71	2.81	2.60	2.56	2.89	2.63	
Standard deviation	0.80	0.87	0.91	0.76	0.87	0.89	0.86	0.87	0.94	
Significance	-	*		-			-	*		
Effect size	-	-0.23	0.04	-	-0.11	0.12	-	-0.38	-0.07	
To promote gender diversity among in the faculty and administration										
Highest priority / High priority	44.9%	62.1%	50.5%	50.0%	67.6%	55.0%	38.2%	55.1%	45.3%	
Mean	2.42	2.73	2.51	2.57	2.82	2.58	2.24	2.62	2.43	
Standard deviation	0.90	0.89	0.93	0.87	0.86	0.91	0.92	0.91	0.94	
Significance	-	**		-			-	*		
Effect size	-	-0.35	-0.10	-	-0.29	-0.01	-	-0.42	-0.20	

Diversity

HERI Theme

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

Illinois Wesleyan 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 promote racial and ethnic diversity in the faculty and administration										
Highest priority / High priority	48.1%	69.9%	56.6%	51.1%	72.0%	58.2%	44.1%	67.3%	54.8%	Institutional Priority: Commitment to Diversity
Mean	2.43	2.88	2.62	2.51	2.91	2.64	2.32	2.85	2.60	
Standard deviation	0.90	0.90	0.96	0.89	0.89	0.93	0.91	0.91	0.99	
Significance	-	***		-	**		-	***		
Effect size	-	-0.50	-0.20	-	-0.45	-0.14	-	-0.58	-0.28	
To develop an appreciation for multiculturalism										
Highest priority / High priority	63.3%	71.0%	66.3%	61.4%	70.4%	65.6%	65.8%	71.7%	67.0%	Institutional Priority: Commitment to Diversity
Mean	2.82	2.93	2.83	2.80	2.92	2.80	2.86	2.94	2.86	
Standard deviation	0.76	0.86	0.92	0.73	0.86	0.90	0.81	0.86	0.94	
Significance	-			-			-			
Effect size	-	-0.13	-0.01	-	-0.14	0.00	-	-0.09	0.00	
Please indicate your agreement with each of the following statements:										
A racially/ethnically diverse student body enhances the educational experience of all students										
Agree strongly / Agree somewhat	95.2%	97.0%	96.2%	91.5%	95.6%	93.9%	100.0%	98.9%	98.8%	
Mean	3.70	3.74	3.70	3.55	3.63	3.59	3.89	3.88	3.83	
Standard deviation	0.55	0.54	0.58	0.65	0.62	0.68	0.31	0.37	0.42	
Significance	-			-			-			
Effect size	-	-0.07	0.00	-	-0.13	-0.06	-	0.03	0.14	

Satisfaction

HERI Theme

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

Illinois Wesleyan 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 leaving academe for another job?										
Yes	41.0%	29.6%	33.9%	37.8%	27.9%	31.4%	45.5%	31.8%	36.7%	
Considered leaving this institution for another?										
Yes	43.0%	40.1%	42.8%	37.8%	40.2%	41.0%	50.0%	40.0%	44.9%	
If you were to begin your career again, would you:										
Still want to come to this institution?										
Definitely yes / Probably yes	76.3%	84.8%	80.4%	65.1%	84.9%	80.8%	90.9%	84.6%	79.8%	
Mean	3.93	4.29	4.17	3.74	4.31	4.20	4.18	4.26	4.14	
Standard deviation	1.02	0.91	0.98	1.16	0.93	0.96	0.77	0.88	1.00	
Significance	-	***	*	-	***	**	-	0.88	1.00	
Effect size	-	-0.40	-0.24	-	-0.61	-0.48	-	-0.09	0.04	
Still want to be a college professor?										
Definitely yes / Probably yes	79.5%	90.9%	90.8%	79.6%	91.2%	90.8%	79.4%	90.4%	90.8%	
Mean	4.31	4.54	4.54	4.34	4.59	4.56	4.26	4.48	4.52	
Standard deviation	0.98	0.73	0.74	0.99	0.72	0.75	0.99	0.74	0.72	
Significance	-	**	**	-	*		-		*	
Effect size	-	-0.32	-0.31	-	-0.35	-0.29	-	-0.30	-0.36	

Satisfaction

HERI Theme

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

Illinois Wesleyan 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?										
Salary										Job Satisfaction: Compensation
Very satisfied / Satisfied	24.7%	74.4%	56.2%	24.4%	73.1%	59.5%	25.0%	75.8%	52.5%	
Mean	1.87	2.93	2.52	1.93	2.91	2.58	1.78	2.95	2.45	
Standard deviation	0.82	0.86	0.94	0.81	0.87	0.92	0.83	0.84	0.96	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-1.23	-0.69	-	-1.13	-0.71	-	-1.39	-0.70	
How satisfied are you with the following aspects of your job?										
Health benefits										
Very satisfied / Satisfied	33.4%	74.9%	66.6%	35.5%	75.0%	67.6%	30.3%	74.8%	65.3%	
Mean	2.06	2.96	2.74	2.13	2.97	2.77	1.97	2.95	2.70	
Standard deviation	0.81	0.85	0.88	0.81	0.87	0.88	0.81	0.83	0.89	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-1.06	-0.77	-	-0.97	-0.73	-	-1.18	-0.82	
Retirement benefits										
Very satisfied / Satisfied	28.2%	79.5%	67.5%	33.3%	78.4%	68.7%	21.2%	80.9%	66.2%	Job Satisfaction: Compensation
Mean	1.99	3.06	2.78	2.07	3.04	2.80	1.88	3.08	2.75	
Standard deviation	0.83	0.81	0.90	0.89	0.83	0.88	0.74	0.78	0.92	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-1.32	-0.88	-	-1.17	-0.83	-	-1.54	-0.95	
Opportunity for scholarly pursuits										
Very satisfied / Satisfied	70.5%	73.5%	56.0%	66.6%	75.7%	61.7%	75.7%	70.8%	49.4%	Job Satisfaction: Compensation
Mean	2.65	2.93	2.57	2.62	3.00	2.67	2.70	2.85	2.45	
Standard deviation	0.70	0.87	0.94	0.72	0.87	0.93	0.68	0.87	0.93	
Significance	-	**		-	**		-			
Effect size	-	-0.32	0.09	-	-0.44	-0.05	-	-0.17	0.27	

Satisfaction

HERI Theme

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Teaching load										
Very satisfied / Satisfied	64.1%	69.2%	60.8%	66.7%	72.0%	63.5%	60.6%	65.7%	57.8%	Job Satisfaction: Compensation
Mean	3.15	3.24	2.88	3.16	3.20	2.85	3.15	3.28	2.92	
Standard deviation	0.70	0.74	0.83	0.74	0.76	0.86	0.66	0.71	0.80	
Significance	-		**	-		*	-			
Effect size	-	-0.12	0.33	-	-0.05	0.36	-	-0.18	0.29	
Quality of students										
Very satisfied / Satisfied	82.3%	86.3%	71.6%	80.0%	85.6%	69.5%	85.3%	87.4%	73.9%	
Mean	3.15	3.24	2.88	3.16	3.20	2.85	3.15	3.28	2.92	
Standard deviation	0.70	0.74	0.83	0.74	0.76	0.86	0.66	0.71	0.80	
Significance	-		**	-		*	-			
Effect size	-	-0.12	0.33	-	-0.05	0.36	-	-0.18	0.29	
Autonomy and independence										
Very satisfied / Satisfied	96.2%	94.4%	87.9%	95.5%	94.1%	87.3%	97.0%	95.0%	88.5%	Job Satisfaction: Workplace
Mean	3.42	3.53	3.32	3.36	3.53	3.33	3.48	3.51	3.30	
Standard deviation	0.61	0.64	0.77	0.65	0.64	0.77	0.57	0.64	0.78	
Significance	-			-			-			
Effect size	-	-0.17	0.13	-	-0.27	0.04	-	-0.05	0.23	
Departmental leadership										
Very satisfied / Satisfied	70.5%	77.7%	77.1%	72.7%	79.3%	78.6%	67.7%	75.7%	75.3%	Job Satisfaction: Workplace
Mean	2.87	3.08	3.08	2.86	3.11	3.11	2.88	3.05	3.06	
Standard deviation	1.09	0.94	0.94	1.11	0.96	0.95	1.07	0.92	0.93	
Significance	-			-			-			
Effect size	-	-0.22	-0.22	-	-0.26	-0.26	-	-0.18	-0.19	
Departmental support for work/life balance										
Very satisfied / Satisfied	74.4%	73.7%	71.7%	73.3%	76.1%	73.6%	75.7%	70.7%	69.5%	Job Satisfaction: Workplace
Mean	2.85	2.95	2.92	2.76	2.99	2.95	2.97	2.90	2.90	
Standard deviation	0.90	0.91	0.93	0.83	0.91	0.94	0.98	0.91	0.92	
Significance	-			-			-			
Effect size	-	-0.11	-0.08	-	-0.25	-0.20	-	0.08	0.08	

Satisfaction

HERI Theme

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Institutional support for work/life balance										
Very satisfied / Satisfied	52.6%	58.3%	55.1%	59.1%	63.2%	59.7%	43.8%	52.1%	49.8%	
Mean	2.49	2.60	2.53	2.59	2.69	2.61	2.34	2.48	2.44	
Standard deviation	0.84	0.93	0.94	0.84	0.93	0.96	0.83	0.92	0.91	
Significance	-			-			-			
Effect size	-	-0.12	-0.04	-	-0.11	-0.02	-	-0.15	-0.11	
How satisfied are you with the following aspects of your job?										
Prospects for career advancement										Job Satisfaction: Compensation
Very satisfied / Satisfied	62.7%	69.1%	58.9%	63.6%	71.8%	61.7%	61.3%	65.7%	55.9%	
Mean	2.56	2.80	2.57	2.59	2.86	2.61	2.52	2.71	2.53	
Standard deviation	0.84	0.89	0.92	0.84	0.89	0.91	0.85	0.89	0.93	
Significance	-	*		-	*		-			
Effect size	-	-0.27	-0.01	-	-0.30	-0.02	-	-0.21	-0.01	
Overall job satisfaction										
Very satisfied / Satisfied	72.7%	88.0%	81.6%	72.7%	88.1%	82.3%	72.7%	87.7%	80.8%	
Mean	2.81	3.23	3.07	2.80	3.28	3.09	2.82	3.18	3.04	
Standard deviation	0.73	0.71	0.75	0.76	0.72	0.74	0.68	0.69	0.75	
Significance	-	***	**	-	***	*	-	**		
Effect size	-	-0.59	-0.35	-	-0.67	-0.39	-	-0.52	-0.29	
Relative equity of salary and job benefits										
Very satisfied / Satisfied	23.4%	64.7%	51.5%	32.6%	67.7%	57.5%	11.7%	60.9%	44.9%	
Mean	1.90	2.73	2.42	2.00	2.79	2.52	1.76	2.64	2.30	
Standard deviation	0.79	0.92	0.96	0.82	0.92	0.95	0.74	0.91	0.95	
Significance	-	***	***	-	***	***	-	***	**	
Effect size	-	-0.90	-0.54	-	-0.86	-0.55	-	-0.97	-0.57	
How satisfied are you with the following aspects of your job?										
Flexibility in relation to family matters or emergencies										
Very satisfied / Satisfied	85.9%	87.0%	87.8%	88.9%	88.9%	87.4%	81.8%	84.4%	88.2%	
Mean	3.10	3.25	3.25	3.18	3.32	3.26	3.00	3.16	3.23	
Standard deviation	0.69	0.75	0.72	0.61	0.73	0.72	0.79	0.78	0.73	
Significance	-			-			-			
Effect size	-	-0.20	-0.21	-	-0.19	-0.11	-	-0.21	-0.32	

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

Illinois Wesleyan 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	58.2%	70.8%	70.8%	60.0%	70.2%	70.3%	55.9%	71.6%	71.3%	
Mean	2.71	2.90	2.90	2.69	2.86	2.88	2.74	2.94	2.93	
Standard deviation	0.82	0.83	0.84	0.76	0.83	0.84	0.90	0.82	0.83	
Significance	-	*	*	-			-			
Effect size	-	-0.23	-0.23	-	-0.20	-0.23	-	-0.24	-0.23	
To facilitate student involvement in community service										
Highest priority / High priority	35.1%	43.0%	49.2%	38.6%	42.3%	45.2%	30.3%	43.8%	53.7%	Institutional Priority: Civic Engagemen t
Mean	2.29	2.37	2.48	2.36	2.37	2.42	2.18	2.38	2.55	
Standard deviation	0.74	0.80	0.83	0.69	0.80	0.80	0.81	0.79	0.86	
Significance	-		*	-			-		*	
Effect size	-	-0.10	-0.23	-	-0.01	-0.08	-	-0.25	-0.43	
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	45.5%	48.5%	48.0%	46.5%	46.9%	46.6%	44.1%	50.5%	49.4%	
Mean	2.48	2.50	2.46	2.51	2.48	2.43	2.44	2.52	2.50	
Standard deviation	0.79	0.88	0.90	0.80	0.88	0.90	0.79	0.87	0.90	
Significance	-			-			-			
Effect size	-	-0.02	0.02	-	0.03	0.09	-	-0.09	-0.07	

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
To increase or maintain institutional prestige										
Highest priority / High priority	68.3%	79.3%	70.5%	66.7%	78.7%	70.3%	70.5%	79.9%	70.9%	Institutional Priority: Increase Prestige
Mean	2.80	3.11	2.93	2.73	3.09	2.91	2.88	3.13	2.95	
Standard deviation	0.70	0.82	0.89	0.72	0.83	0.89	0.69	0.82	0.89	
Significance	-	***		-	**		-			
Effect size	-	-0.38	-0.15	-	-0.43	-0.20	-	-0.30	-0.08	
To hire faculty 'stars'										
Highest priority / High priority	13.1%	20.2%	21.5%	11.4%	19.0%	21.5%	15.7%	21.9%	21.6%	Institutional Priority: Increase Prestige
Mean	1.54	1.79	1.82	1.50	1.74	1.77	1.59	1.85	1.87	
Standard deviation	0.82	0.84	0.89	0.76	0.84	0.87	0.91	0.85	0.90	
Significance	-	*	**	-		*	-			
Effect size	-	-0.30	-0.31	-	-0.29	-0.31	-	-0.31	-0.31	
To recruit more minority students										
Highest priority / High priority	54.4%	67.7%	55.9%	62.2%	67.4%	56.2%	44.1%	68.3%	55.8%	Institutional Priority: Commitmen t to Diversity
Mean	2.65	2.85	2.61	2.71	2.81	2.60	2.56	2.89	2.63	
Standard deviation	0.80	0.87	0.91	0.76	0.87	0.89	0.86	0.87	0.94	
Significance	-	*		-			-	*		
Effect size	-	-0.23	0.04	-	-0.11	0.12	-	-0.38	-0.07	
To promote gender diversity in the faculty and administration										
Highest priority / High priority	44.9%	62.1%	50.5%	50.0%	67.6%	55.0%	38.2%	55.1%	45.3%	
Mean	2.42	2.73	2.51	2.57	2.82	2.58	2.24	2.62	2.43	
Standard deviation	0.90	0.89	0.93	0.87	0.86	0.91	0.92	0.91	0.94	
Significance	-	**		-			-	*		
Effect size	-	-0.35	-0.10	-	-0.29	-0.01	-	-0.42	-0.20	

2016-17 HERI Faculty Survey
Full-time Undergraduate Faculty
Institutional Priorities
 HERI Theme

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
To promote racial and ethnic diversity in the faculty and administration										
Highest priority / High priority	48.1%	69.9%	56.6%	51.1%	72.0%	58.2%	44.1%	67.3%	54.8%	
Mean	2.43	2.88	2.62	2.51	2.91	2.64	2.32	2.85	2.60	
Standard deviation	0.90	0.90	0.96	0.89	0.89	0.93	0.91	0.91	0.99	
Significance	-	***		-	**		-	***		
Effect size	-	-0.50	-0.20	-	-0.45	-0.14	-	-0.58	-0.28	
To provide resources for faculty to engage in community-based teaching or research										Institutional Priority: Civic Engagement
Highest priority / High priority	27.9%	35.2%	36.2%	28.9%	33.7%	33.5%	26.5%	37.2%	39.4%	
Mean	2.11	2.21	2.21	2.16	2.19	2.18	2.06	2.23	2.24	
Standard deviation	0.77	0.86	0.93	0.71	0.86	0.89	0.85	0.85	0.96	
Significance	-			-			-			
Effect size	-	-0.12	-0.11	-	-0.03	-0.02	-	-0.20	-0.19	
Indicate how important you believe each priority listed below is at your college or university?										
To create and sustain partnerships with surrounding communities										Institutional Priority: Civic Engagement
Highest priority / High priority	28.8%	35.6%	43.3%	24.4%	34.7%	39.8%	34.3%	36.9%	47.2%	
Mean	2.13	2.25	2.38	2.16	2.24	2.32	2.09	2.26	2.44	
Standard deviation	0.74	0.82	0.89	0.64	0.83	0.88	0.85	0.82	0.90	
Significance	-		*	-			-		*	
Effect size	-	-0.15	-0.28	-	-0.10	-0.18	-	-0.21	-0.39	
To pursue extramural funding										
Highest priority / High priority	38.0%	42.2%	42.1%	37.8%	42.7%	41.5%	38.2%	41.6%	42.8%	
Mean	2.47	2.38	2.35	2.47	2.39	2.32	2.47	2.37	2.37	
Standard deviation	0.77	0.86	0.94	0.73	0.86	0.92	0.83	0.86	0.97	
Significance	-			-			-			
Effect size	-	0.10	0.13	-	0.09	0.16	-	0.12	0.10	

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
To strengthen links with the for-profit, corporate sector										
Highest priority / High priority	30.1%	20.9%	34.4%	31.1%	21.1%	34.6%	28.6%	20.8%	34.2%	
Mean	2.09	1.78	2.11	2.13	1.78	2.08	2.03	1.77	2.15	
Standard deviation	0.93	0.91	1.01	0.97	0.93	1.01	0.89	0.88	1.00	
Significance	-	**		-	*		-			
Effect size	-	0.34	-0.02	-	0.38	0.05	-	0.30	-0.12	
To develop leadership ability among students										
Highest priority / High priority	67.1%	65.6%	63.1%	64.5%	64.6%	60.5%	70.6%	66.9%	65.9%	
Mean	2.84	2.82	2.77	2.82	2.79	2.73	2.85	2.87	2.83	
Standard deviation	0.76	0.84	0.86	0.72	0.85	0.85	0.82	0.83	0.86	
Significance	-			-			-			
Effect size	-	0.02	0.08	-	0.04	0.11	-	-0.02	0.02	
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	63.3%	71.0%	66.3%	61.4%	70.4%	65.6%	65.8%	71.7%	67.0%	
Mean	2.82	2.93	2.83	2.80	2.92	2.80	2.86	2.94	2.86	
Standard deviation	0.76	0.86	0.92	0.73	0.86	0.90	0.81	0.86	0.94	
Significance	-			-			-			
Effect size	-	-0.13	-0.01	-	-0.14	0.00	-	-0.09	0.00	
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	89.2%	91.6%	91.7%	87.3%	87.8%	88.2%	91.7%	96.4%	95.6%	
Mean	3.39	3.39	3.40	3.30	3.28	3.29	3.50	3.53	3.52	
Standard deviation	0.71	0.67	0.68	0.69	0.71	0.72	0.74	0.59	0.60	
Significance	-			-			-			
Effect size	-	0.00	-0.01	-	0.03	0.01	-	-0.05	-0.03	

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

Illinois Wesleyan 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	54.9%	49.7%	56.6%	54.9%	48.3%	54.9%	55.0%	51.5%	58.5%	
Engaged undergraduates on <u>your</u> research project	62.5%	71.5%	58.9%	63.2%	71.7%	62.4%	61.4%	71.1%	54.9%	
Worked with undergraduates on their research project	83.4%	86.7%	77.3%	83.6%	86.7%	80.8%	82.9%	86.7%	73.3%	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										Career Related Stress
Students										
Extensive / Somewhat	80.2%	72.7%	68.0%	76.7%	69.5%	65.8%	84.9%	76.6%	70.5%	
Mean	1.84	1.85	1.79	1.79	1.81	1.75	1.91	1.91	1.84	
Standard deviation	0.46	0.62	0.62	0.47	0.62	0.61	0.46	0.61	0.63	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.02	0.08	-	-0.03	0.07	-	0.00	0.11	
Indicate the extent to which you agree or disagree with each of the following:										
I try to dispel perceptions of competition										
Agree strongly / Agree somewhat	66.3%	66.6%	62.6%	62.2%	62.3%	60.6%	71.5%	72.2%	64.9%	
Mean	2.76	2.82	2.76	2.69	2.73	2.72	2.86	2.94	2.81	
Standard deviation	0.89	0.86	0.86	0.90	0.88	0.87	0.88	0.82	0.84	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.07	0.00	-	-0.05	-0.03	-	-0.10	0.06	

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

Illinois Wesleyan 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	98.8%	99.2%	98.9%	97.8%	99.1%	99.1%	100.0%	99.2%	98.8%	
Mean	2.93	2.94	2.94	2.94	2.93	2.93	2.92	2.96	2.94	
Standard deviation	0.30	0.27	0.28	0.32	0.29	0.28	0.27	0.23	0.28	
Significance	-			-			-			
Effect size	-	-0.04	-0.04	-	0.03	0.04	-	-0.17	-0.07	
Support their opinions with a logical argument										
Frequently / Occasionally	98.8%	98.2%	98.3%	97.9%	98.1%	98.0%	100.0%	98.4%	98.4%	
Mean	2.80	2.82	2.82	2.76	2.80	2.81	2.85	2.84	2.82	
Standard deviation	0.43	0.43	0.43	0.48	0.44	0.44	0.37	0.41	0.42	
Significance	-			-			-			
Effect size	-	-0.05	-0.05	-	-0.09	-0.11	-	0.02	0.07	
Seek solutions to problems and explain them to others										
Frequently / Occasionally	97.6%	97.8%	98.1%	95.7%	97.8%	97.9%	100.0%	97.9%	98.3%	
Mean	2.72	2.74	2.76	2.66	2.73	2.74	2.79	2.75	2.79	
Standard deviation	0.50	0.49	0.47	0.56	0.49	0.48	0.41	0.48	0.45	
Significance	-			-			-			
Effect size	-	-0.04	-0.09	-	-0.14	-0.17	-	0.08	0.00	
Analyze multiple sources of information before coming to a conclusion										
Frequently / Occasionally	97.7%	95.8%	96.3%	95.8%	95.0%	95.5%	100.0%	96.9%	97.0%	
Mean	2.70	2.65	2.68	2.62	2.59	2.64	2.79	2.72	2.72	
Standard deviation	0.51	0.56	0.54	0.57	0.58	0.57	0.41	0.51	0.51	
Significance	-			-			-			
Effect size	-	0.09	0.04	-	0.05	-0.04	-	0.14	0.14	
Evaluate the quality or reliability of information they receive										
Frequently / Occasionally	96.5%	96.2%	96.0%	93.7%	95.7%	95.7%	100.0%	96.7%	96.4%	
Mean	2.68	2.66	2.68	2.60	2.61	2.65	2.79	2.72	2.72	
Standard deviation	0.54	0.55	0.54	0.61	0.57	0.56	0.41	0.52	0.52	
Significance	-			-			-			
Effect size	-	0.04	0.00	-	-0.02	-0.09	-	0.13	0.13	

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

Illinois Wesleyan 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	91.8%	87.6%	86.6%	91.5%	86.4%	84.9%	92.3%	89.3%	88.5%	
Mean	2.35	2.34	2.34	2.34	2.30	2.31	2.36	2.40	2.38	
Standard deviation	0.63	0.69	0.70	0.64	0.69	0.72	0.63	0.67	0.68	
Significance	-			-			-			
Effect size	-	0.01	0.01	-	0.06	0.04	-	-0.06	-0.03	
Seek alternative solutions to a problem										
Frequently / Occasionally	96.5%	97.4%	97.3%	93.6%	96.9%	97.0%	100.0%	98.0%	97.6%	
Mean	2.59	2.63	2.67	2.51	2.59	2.64	2.68	2.67	2.70	
Standard deviation	0.56	0.54	0.52	0.62	0.55	0.54	0.47	0.51	0.51	
Significance	-			-			-			
Effect size	-	-0.07	-0.15	-	-0.15	-0.24	-	0.02	-0.04	
Look up scientific research articles and resources										
Frequently / Occasionally	76.7%	83.0%	85.3%	76.6%	83.9%	85.4%	76.9%	81.9%	85.2%	
Mean	2.27	2.37	2.39	2.17	2.36	2.36	2.38	2.39	2.43	
Standard deviation	0.82	0.76	0.73	0.79	0.74	0.72	0.85	0.77	0.74	
Significance	-			-			-			
Effect size	-	-0.13	-0.16	-	-0.26	-0.26	-	-0.01	-0.07	
Explore topics on their own, even though it was not required for a class										
Frequently / Occasionally										
Mean	2.45	2.50	2.50	2.39	2.47	2.48	2.51	2.54	2.53	
Standard deviation	0.65	0.57	0.58	0.65	0.58	0.59	0.65	0.55	0.57	
Significance	-			-			-			
Effect size	-	-0.09	-0.09	-	-0.14	-0.15	-	-0.05	-0.04	
Accept mistakes as part of the learning process										
Frequently / Occasionally	97.7%	98.5%	97.8%	100.0%	98.4%	97.3%	94.9%	98.9%	98.3%	
Mean	2.71	2.75	2.74	2.72	2.72	2.69	2.69	2.80	2.79	
Standard deviation	0.51	0.46	0.49	0.45	0.49	0.52	0.57	0.43	0.44	
Significance	-			-			-			
Effect size	-	-0.09	-0.06	-	0.00	0.06	-	-0.26	-0.23	

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

Illinois Wesleyan 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::										
I achieve a healthy balance between your personal life and your professional life										
Agree strongly / Agree somewhat	56.6%	59.3%	61.9%	56.5%	63.4%	69.0%	56.7%	54.1%	54.2%	
Mean	2.61	2.63	2.72	2.72	2.73	2.85	2.49	2.51	2.57	
Standard deviation	0.96	0.92	0.94	0.98	0.93	0.91	0.93	0.90	0.94	
Significance	-			-			-			
Effect size	-	-0.02	-0.12	-	-0.01	-0.14	-	-0.02	-0.09	
I feel that you have to work harder than your colleagues to be perceived as a legitimate scholar										
Agree strongly / Agree somewhat	48.2%	47.7%	50.1%	46.8%	38.3%	43.4%	50.0%	59.7%	57.4%	
Mean	2.42	2.47	2.52	2.38	2.26	2.38	2.47	2.73	2.67	
Standard deviation	1.00	1.01	1.00	1.05	1.02	1.00	0.94	0.93	0.96	
Significance	-			-			-			
Effect size	-	-0.05	-0.10	-	0.12	0.00	-	-0.28	-0.21	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Managing household responsibilities										
Extensive / Somewhat	71.6%	79.6%	76.3%	68.3%	75.9%	72.7%	75.7%	84.4%	80.3%	
Mean	1.91	2.04	1.98	1.85	1.97	1.90	1.97	2.13	2.06	
Standard deviation	0.69	0.67	0.67	0.69	0.68	0.66	0.68	0.65	0.67	
Significance	-			-			-			
Effect size	-	-0.19	-0.10	-	-0.18	-0.08	-	-0.25	-0.13	
Child care										
Extensive / Somewhat	47.5%	67.8%	59.3%	36.3%	63.7%	56.3%	61.1%	73.7%	63.3%	
Mean	1.68	1.96	1.82	1.59	1.87	1.75	1.78	2.09	1.91	
Standard deviation	0.80	0.78	0.78	0.85	0.76	0.75	0.73	0.78	0.80	
Significance	-	*		-			-			
Effect size	-	-0.36	-0.18	-	-0.37	-0.21	-	-0.40	-0.16	
My physical health										
Extensive / Somewhat	64.5%	60.8%	57.2%	60.5%	58.2%	56.2%	69.7%	64.2%	58.2%	
Mean	1.74	1.73	1.68	1.67	1.69	1.66	1.82	1.78	1.70	
Standard deviation	0.62	0.66	0.66	0.61	0.66	0.65	0.64	0.67	0.67	
Significance	-			-			-			
Effect size	-	0.02	0.09	-	-0.03	0.02	-	0.06	0.18	

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

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Review/promotion process										
Extensive / Somewhat	39.4%	56.0%	54.5%	32.4%	49.8%	51.0%	50.0%	63.8%	58.4%	
Mean	1.54	1.75	1.71	1.43	1.66	1.66	1.71	1.87	1.77	
Standard deviation	0.74	0.75	0.73	0.69	0.74	0.72	0.81	0.76	0.74	
Significance	-	*		-			-			
Effect size	-	-0.28	-0.23	-	-0.31	-0.32	-	-0.21	-0.08	
Subtle discrimination (e.g., prejudice, racism, sexism)										
Extensive / Somewhat	26.2%	34.9%	27.8%	18.2%	26.2%	21.2%	34.4%	45.5%	35.0%	
Mean	1.29	1.41	1.34	1.18	1.31	1.26	1.41	1.54	1.42	
Standard deviation	0.52	0.61	0.58	0.39	0.55	0.54	0.61	0.64	0.62	
Significance	-			-			-			
Effect size	-	-0.20	-0.09	-	-0.24	-0.15	-	-0.20	-0.02	
Committee work										
Extensive / Somewhat	77.3%	66.0%	63.3%	70.7%	64.6%	61.5%	85.2%	67.6%	65.3%	Career Related Stress
Mean	1.93	1.83	1.77	1.85	1.81	1.73	2.03	1.86	1.81	
Standard deviation	0.62	0.70	0.67	0.65	0.69	0.66	0.58	0.70	0.69	
Significance	-		*	-			-			
Effect size	-	0.14	0.24	-	0.06	0.18	-	0.24	0.32	
Faculty meetings										
Extensive / Somewhat	72.4%	53.2%	52.6%	72.1%	52.0%	52.0%	72.8%	54.6%	53.4%	
Mean	1.87	1.63	1.63	1.86	1.62	1.62	1.88	1.65	1.65	
Standard deviation	0.64	0.66	0.67	0.64	0.66	0.66	0.65	0.66	0.67	
Significance	-	**	**	-	*	*	-	*		
Effect size	-	0.36	0.36	-	0.36	0.36	-	0.35	0.34	
Students										
Extensive / Somewhat	80.2%	72.7%	68.0%	76.7%	69.5%	65.8%	84.9%	76.6%	70.5%	
Mean	1.84	1.85	1.79	1.79	1.81	1.75	1.91	1.91	1.84	
Standard deviation	0.46	0.62	0.62	0.47	0.62	0.61	0.46	0.61	0.63	
Significance	-			-			-			
Effect size	-	-0.02	0.08	-	-0.03	0.07	-	0.00	0.11	

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

Illinois Wesleyan 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										
Extensive / Somewhat	66.7%	74.5%	62.7%	56.1%	68.7%	57.2%	80.6%	81.7%	69.1%	Career Related Stress
Mean	1.79	1.97	1.78	1.68	1.88	1.70	1.94	2.08	1.88	
Standard deviation	0.65	0.69	0.69	0.69	0.70	0.68	0.57	0.67	0.69	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	-0.26	0.01	-	-0.29	-0.03	-	-0.21	0.09	
Institutional procedures and "red tape"										
Extensive / Somewhat	69.3%	60.6%	66.7%	66.6%	60.3%	67.2%	72.8%	60.8%	66.2%	Career Related Stress
Mean	1.77	1.77	1.85	1.76	1.77	1.87	1.79	1.76	1.82	
Standard deviation	0.58	0.71	0.70	0.62	0.72	0.71	0.55	0.69	0.68	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.00	-0.11	-	-0.01	-0.15	-	0.04	-0.04	
Teaching load										
Extensive / Somewhat	74.3%	65.2%	65.2%	66.7%	59.9%	61.5%	84.4%	71.8%	69.3%	Career Related Stress
Mean	1.91	1.83	1.86	1.83	1.75	1.80	2.00	1.94	1.93	
Standard deviation	0.64	0.71	0.73	0.70	0.70	0.73	0.57	0.70	0.73	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.11	0.07	-	0.11	0.04	-	0.09	0.10	
Please indicate the extent to which each of the following has been a source of for you during the last two years:										
Lack of personal time										
Extensive / Somewhat	79.2%	79.0%	75.8%	74.4%	72.9%	69.4%	85.3%	86.6%	83.0%	Career Related Stress
Mean	2.06	2.10	2.05	2.05	1.96	1.92	2.09	2.27	2.19	
Standard deviation	0.69	0.71	0.73	0.75	0.71	0.72	0.62	0.68	0.71	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.06	0.01	-	0.13	0.18	-	-0.26	-0.14	
Job security										
Extensive / Somewhat	40.0%	30.0%	37.9%	40.0%	26.4%	36.3%	40.0%	34.5%	39.6%	
Mean	1.46	1.41	1.50	1.50	1.37	1.48	1.40	1.46	1.52	
Standard deviation	0.61	0.68	0.70	0.68	0.67	0.69	0.50	0.69	0.70	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.07	-0.06	-	0.19	0.03	-	-0.09	-0.17	

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

Illinois Wesleyan 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										
Extensive / Somewhat	83.2%	88.0%	84.8%	81.4%	85.6%	81.6%	85.3%	91.2%	88.6%	Career Related Stress
Mean	2.29	2.28	2.17	2.35	2.22	2.11	2.21	2.34	2.25	
Standard deviation	0.74	0.66	0.67	0.78	0.68	0.68	0.69	0.63	0.64	
Significance	-			-		*	-			
Effect size	-	0.02	0.18	-	0.19	0.35	-	-0.21	-0.06	
Increased work responsibilities										
Extensive / Somewhat	81.5%	70.5%	75.0%	79.1%	68.2%	71.6%	84.8%	73.6%	78.7%	
Mean	2.11	1.95	2.00	2.05	1.88	1.94	2.18	2.03	2.08	
Standard deviation	0.68	0.73	0.71	0.69	0.71	0.71	0.68	0.75	0.70	
Significance	-			-			-			
Effect size	-	0.22	0.15	-	0.24	0.15	-	0.20	0.14	
Institutional budget cuts										
Extensive / Somewhat	90.9%	41.4%	58.3%	88.4%	38.1%	55.1%	94.1%	45.8%	62.0%	
Mean	2.43	1.52	1.77	2.42	1.49	1.72	2.44	1.57	1.83	
Standard deviation	0.66	0.68	0.74	0.70	0.68	0.74	0.61	0.68	0.75	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	1.34	0.89	-	1.37	0.95	-	1.28	0.81	

2016-17 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.

Illinois Wesleyan University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate your agreement with each of the following statements:										
The faculty are typically at odds with campus administration										
Strong Agree / Agree Somewhat	82.9%	50.0%	54.7%	82.9%	48.5%	53.7%	82.8%	52.0%	55.8%	
Mean	3.10	2.49	2.57	3.06	2.47	2.54	3.14	2.50	2.60	
Standard deviation	0.70	0.79	0.83	0.70	0.80	0.81	0.69	0.79	0.85	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.77	0.64	-	0.74	0.64	-	0.81	0.64	
Administrators consider faculty concerns when making policy										
Strong Agree / Agree Somewhat	77.6%	74.8%	65.1%	80.0%	77.2%	67.0%	74.3%	71.7%	62.7%	
Mean	2.95	2.91	2.70	2.98	2.94	2.74	2.91	2.87	2.66	
Standard deviation	0.81	0.79	0.88	0.81	0.80	0.89	0.82	0.77	0.87	
Significance	-		*	-			-			
Effect size	-	0.05	0.28	-	0.05	0.27	-	0.05	0.29	
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:										
Institutional procedures and "red tape"										
Extensive / Somewhat	69.3%	60.6%	66.7%	66.6%	60.3%	67.2%	72.8%	60.8%	66.2%	Career Related Stress
Mean	1.77	1.77	1.85	1.76	1.77	1.87	1.79	1.76	1.82	
Standard deviation	0.58	0.71	0.70	0.62	0.72	0.71	0.55	0.69	0.68	
Significance	-			-			-			
Effect size	-	0.00	-0.11	-	-0.01	-0.15	-	0.04	-0.04	
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	82.9%	76.8%	80.4%	87.2%	77.4%	80.3%	77.1%	75.8%	80.3%	
Mean	3.12	2.98	3.06	3.19	2.98	3.05	3.03	2.98	3.06	
Standard deviation	0.71	0.76	0.77	0.71	0.76	0.77	0.71	0.76	0.76	
Significance	-			-			-			
Effect size	-	0.18	0.08	-	0.28	0.18	-	0.07	-0.04	

2016-17 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.

Illinois Wesleyan University	Total			Men			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										
Agree strongly / Agree somewhat	82.7%	71.4%	58.9%	80.8%	71.4%	59.7%	85.3%	71.4%	58.2%	
Mean	3.17	2.90	2.61	3.15	2.90	2.62	3.21	2.91	2.60	
Standard deviation	0.83	0.90	0.96	0.88	0.92	0.97	0.77	0.88	0.94	
Significance	-	**	***	-		***	-	*	***	
Effect size	-	0.30	0.58	-	0.27	0.55	-	0.34	0.65	
The criteria for advancement and promotion decisions are clear										
Agree strongly / Agree somewhat	87.8%	76.2%	68.5%	85.1%	77.9%	68.2%	91.5%	74.0%	68.7%	
Mean	3.35	2.98	2.82	3.32	3.00	2.83	3.40	2.95	2.81	
Standard deviation	0.73	0.86	0.94	0.78	0.85	0.94	0.65	0.88	0.95	
Significance	-	***	***	-	*	***	-	**	***	
Effect size	-	0.43	0.56	-	0.38	0.52	-	0.51	0.62	