



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

CIRP Construct Technical Report

2010-2011 Appendix

Faculty Construct Parameters

Student-Centered Pedagogy

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

	FAC			
	A	B1	B2	B3
Evaluation Method: Student presentations	1.85	-1.64	-0.01	0.87
Evaluation Method: Student evaluations of each others' work	1.53	-0.55	0.98	1.78
Instructional Method: Class discussions	1.70	-2.84	-1.39	-0.65
Instructional Method: Cooperative learning (small groups)	2.30	-1.54	-0.39	0.26
Instructional Method: Experiential learning/Field studies	1.30	-0.55	0.82	1.66
Instructional Method: Group projects	1.82	-1.08	0.43	1.31
Instructional Method: Student-selected topics for course content	1.21	-0.76	1.27	2.35
Instructional Method: Reflective writing/journaling	1.37	-0.24	1.17	2.04
Instructional Method: Using student inquiry to drive learning	1.26	-2.02	0.03	1.21

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

	All	Most	Some	None
Student presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative learning (small groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning/Field studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-selected topics for course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective writing/journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using student inquiry to drive learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Undergraduate Education Goal: Personal Development

Measures the extent to which faculty believe that personal development is as central goal for undergraduate education.

	FAC			
	A	B1	B2	B3
Undergraduate Goal: Develop moral character	2.87	-2.10	-0.83	0.28
Undergraduate Goal: Provide for students' emotional development	2.91	-1.68	-0.29	0.86
Undergraduate Goal: Help students develop personal values	4.92	-1.78	-0.65	0.41
Undergraduate Goal: Enhance students' self-understanding	2.65	-2.13	-0.87	0.33

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

The form consists of a grid of circles for rating the importance of four education goals. The rating scale is shown in a trapezoidal shape above the grid, with categories: Essential, Very Important, Somewhat Important, and Not Important.

	Essential	Very Important	Somewhat Important	Not Important
Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholarly Productivity

A unified measure of the scholarly activity of faculty.

	FAC						
	A	B1	B2	B3	B4	B5	B6
Published: Articles in academic and professional journals	3.09	-0.81	-0.19	0.20	0.74	1.22	1.91
Published: Chapters in edited volumes	2.11	0.08	0.93	1.50	2.25	2.92	3.95
Professional writings published or accepted for publication in the last two years?	2.53	-0.44	0.56	1.32	2.27	3.01	3.71

How many of the following have you published?

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chapters in edited volumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last two years: Professional writings published or accepted for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Civic Minded Practice

A unified measure of faculty involvement in civic activities.

	FAC						
	A	B1	B2	B3	B4	B5	B6
Act: Advised student groups involved in service/volunteer work	1.33	0.27					
Act: Collaborated with the local community in research/teaching	1.87	0.18					
Instructional Method: Community service as part of coursework	1.64	0.76	2.15	2.93			
Hours Per Week: Community or public service*	1.35	-0.39	1.88	2.98	3.72	4.18	4.75
Act: Use your scholarship to address local community needs	1.78	0.33					
Past Act: Engaged in public service/professional consulting without pay	1.51	-0.30					

*Recoded to combine three highest response options into one, 21+

During the past two years, have you engaged in any of the following activities?

	Yes	No
Advised student groups involved in service/volunteer work	<input type="radio"/>	<input type="radio"/>
Collaborated with the local community in research/teaching	<input type="radio"/>	<input type="radio"/>
Engaged in public service/professional consulting without pay	<input type="radio"/>	<input type="radio"/>

For each of the following items, please mark either Yes or No.

	Yes	No
Do you use your scholarship to address local community needs?	<input type="radio"/>	<input type="radio"/>

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

	All	Most	Some	None
Community service as part of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Community or public service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21-34
35-44
45+

 Combined

Civic Minded Values

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

	FAC			
	A	B1	B2	B3
Objective: Influencing social values	1.31	-1.98	-0.16	1.63
Undergraduate Goal: Instill in students a commitment to community service	2.15	-1.61	-0.12	1.15
Undergraduate Goal: Encourage students to become agents of social change	2.37	-1.48	-0.25	0.82
View: Colleges should be actively involved in solving social problems	1.75	-2.43	-0.93	1.14
View: Colleges should encourage students to be involved in community service activities	2.22	-2.78	-1.60	0.57
View: Colleges have a responsibility to work with their surrounding communities to address local issues	1.64	-3.17	-1.71	0.80

Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a commitment to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to become agents of social change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your agreement with each of the following statements:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Colleges should be actively involved in solving social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges should encourage students to be involved in community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges have a responsibility to work with their surrounding communities to address local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Satisfaction: Workplace

A unified measure of the extent to which faculty are satisfied with their working environment.

	FAC				
	A	B1	B2	B3	B4
Satisfaction: Autonomy and independence	1.57	-4.19	-2.63	-1.54	0.43
Satisfaction: Professional relationships with other faculty	2.55	-3.10	-1.84	-0.93	0.64
Satisfaction: Competency of colleagues	1.92	-3.46	-2.18	-1.11	0.75
Satisfaction: Departmental leadership	1.51	-3.22	-1.58	-0.75	0.76
Satisfaction: Course assignments	1.33	-3.24	-2.57	-1.50	0.87

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

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Autonomy and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional relationships with other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Satisfaction: Compensation

A unified measure of the extent to which faculty are satisfied with their compensation packages.

	FAC				
	A	B1	B2	B3	B4
Satisfaction: Salary	1.40	-4.60	-1.27	0.05	2.12
Satisfaction: Retirement benefits	1.48	-2.22	-1.40	-0.37	1.68
Satisfaction: Opportunity for scholarly pursuits	2.18	-1.97	-0.96	-0.04	1.56
Satisfaction: Teaching load	1.27	-3.46	-1.43	-0.26	2.15
Satisfaction: Job security	1.26	-3.87	-2.02	-1.01	0.86
Satisfaction: Prospects for career advancement	1.25	-2.06	-0.99	0.05	2.31

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

	Very Satisfied	Satisfied	Marginally Satisfied	Not Satisfied	Not Applicable
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for scholarly pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospects for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career Related Stress

Measures the amount of stress faculty experience related to their career.

	FAC			
	A	B1	B2	B3
Source of Stress: Committee work	1.25	-2.53	-0.35	2.01
Source of Stress: Colleagues	1.14	-4.49	-0.41	2.07
Source of Stress: Students	1.08	-5.15	-0.40	3.07
Source of Stress: Research or publishing demands	1.13	-2.63	-0.38	1.80
Source of Stress: Institutional procedures/red tape	1.17	-3.67	-0.65	1.68
Source of Stress: Teaching load	1.38	-3.39	-0.37	1.48
Source of Stress: Lack of personal time	1.52	-4.35	-1.28	0.74
Source of Stress: Self-imposed high expectations	1.09	-5.08	-1.71	1.13

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

	Extensive	Somewhat	Not At All	Not Applicable
Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional procedures/red tape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-imposed high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Priority: Commitment to Diversity

Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

	FAC			
	A	B1	B2	B3
Institutional Priority: To recruit more minority students	2.41	-1.36	0.09	1.57
Institutional Priority: To create a diverse multi-cultural campus environment	3.21	-1.32	-0.07	1.18
Institutional Priority: To increase the representation of minorities in the faculty and administration	3.05	-1.05	0.29	1.59
Institutional Priority: To increase the representation of women in the faculty and administration	1.76	-1.12	0.55	2.07
Institutional Priority: To develop an appreciation for multiculturalism	2.79	-1.44	-0.10	1.18

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

	Highest Priority	High Priority	Medium Priority	Low Priority
To recruit more minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create a diverse multi-cultural campus environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase the representation of minorities in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase the representation of women in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop an appreciation for multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Priority: Civic Engagement

Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

	FAC			
	A	B1	B2	B3
Institutional Priority: To facilitate student involvement in community service	1.29	-2.09	-0.15	1.77
Institutional Priority: To provide resources for faculty to engage in community-based teaching or research	4.27	-0.77	0.41	1.61
Institutional Priority: To create and sustain partnerships with surrounding communities	2.50	-1.21	0.13	1.51

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

	Highest Priority	High Priority	Medium Priority	Low Priority
To facilitate student involvement in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide resources for faculty to engage in community-based teaching or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create and sustain partnerships with surrounding communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Priority: Increasing Prestige

Measures the extent to which faculty believe their institution is committed to increasing its prestige.

	FAC			
	A	B1	B2	B3
Institutional Priority: To increase or maintain institutional prestige	3.54	-1.61	-0.48	0.74
Institutional Priority: To hire faculty "stars"	1.47	-0.47	0.91	2.24
Institutional Priority: To enhance the institution's national image	3.43	-1.50	-0.52	0.64

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

	Highest Priority	High Priority	Medium Priority	Low Priority
To increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enhance the institution's national image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Agency

Measures the extent to which faculty value political and social involvement as a personal goal.

	FAC			
	A	B1	B2	B3
Objective: Influencing social values	1.49	-1.83	-0.14	1.51
Objective: Helping to promote racial understanding	1.40	-2.87	-1.02	0.53
Objective: Participating in a community action program	2.32	-0.91	0.55	1.71
Objective: Keeping up to date with political affairs	1.06	-2.83	-0.47	1.51
Objective: Becoming a community leader	1.84	-0.51	1.00	2.23

Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>