

## Higher Education Research Institute Faculty Survey Factor Scales Table

### **Spirituality (Cronbach's alpha=.88)**

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Personal characteristic<sup>a</sup>: Consider yourself a spiritual person

Personal characteristic<sup>a</sup>: Seek opportunities to grow spiritually

Personal objective<sup>b</sup>: Integrate spirituality into my life

Percent of faculty who are "high" scorers ( $\geq 8$ ) on Spirituality: 43%

Percent of faculty who are "low" scorers (3) on Spirituality: 15%

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### **Focus on Students' Personal Development (Cronbach's alpha=.88)**

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Goal for undergraduates<sup>c</sup>: Develop moral character

Goal for undergraduates<sup>c</sup>: Provide for students' emotional development

Goal for undergraduates<sup>c</sup>: Help students develop personal values

Goal for undergraduates<sup>c</sup>: Enhance students' self-understanding

Goal for undergraduates<sup>c</sup>: Enhance spiritual development

Goal for undergraduates<sup>c</sup>: Facilitate search for meaning/purpose in life

Percent of faculty who are "high" scorers ( $\geq 18$ ) on Focus on Students' Personal Development: 25%

Percent of faculty who are "low" scorers ( $\leq 10$ ) on Focus on Students' Personal Development: 17%

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### **Civic-Minded Values (Cronbach's alpha=.79)**

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Personal objective<sup>b</sup>: Influence social values

Personal objective<sup>b</sup>: Influence the political structure

Goal for undergraduates<sup>c</sup>: Instill in students a commitment to community service

Goal for undergraduates<sup>c</sup>: Prepare students for responsible citizenship

General opinion<sup>d</sup>: Colleges should be actively involved in solving social problems

General opinion<sup>d</sup>: Colleges have a responsibility to work with their surrounding communities

General opinion<sup>d</sup>: Colleges should encourage students to be involved in community service activities

General opinion<sup>d</sup>: Including community service as part of a course is poor use of resources (reverse coded)

General opinion<sup>d</sup>: Realistically, an individual can do little to bring about changes in society (reverse coded)

Percent of faculty who are "high" scorers ( $\geq 27$ ) on Civic-Minded Values: 30%

Percent of faculty who are "low" scorers ( $\leq 19$ ) on Civic-Minded Values: 14%

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### **Civic-Minded Practice (Cronbach's $\alpha=.70$ )**

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General activity<sup>c</sup>: Collaborated with the local community in research/teaching

General activity<sup>c</sup>: Use scholarship to address local community needs

General activity<sup>c</sup>: Engaged in public service/professional consulting without pay

Hours per week<sup>f</sup>: Community or public service

Teaching practice<sup>g</sup>: Taught a service learning course

Teaching practice<sup>g</sup>: Advised student groups involved in service/volunteer work

Teaching practice<sup>h</sup>: Community service as part of coursework

Percent of faculty who are "high" scorers ( $\geq 13$ ) on Civic-Minded Practice: 18%

Percent of faculty who are "low" scorers ( $\leq 8$ ) on Civic-Minded Practice: 29%

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### **Positive Outlook in Work and Life (Cronbach's $\alpha=.78$ )**

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Personal characteristic<sup>a</sup>: Experience joy in your work

Personal characteristic<sup>a</sup>: Feel good about the direction in which your life is headed

Personal characteristic<sup>a</sup>: Achieve a healthy balance between your personal life and your professional life

Personal characteristic<sup>a</sup>: Feel that your work adds meaning to your life

Personal characteristic<sup>a</sup>: Experience close alignment between your work and your personal values

Percent of faculty who are "high" scorers ( $\geq 14$ ) on Positive Outlook in Work and Life: 47%

Percent of faculty who are "low" scorers ( $\leq 9$ ) on Positive Outlook in Work and Life: 7%

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### **Use of Student-Centered Pedagogy (Cronbach's alpha=.81)**

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Teaching practice<sup>h</sup>: Cooperative learning

Teaching practice<sup>h</sup>: Group projects

Teaching practice<sup>h</sup>: Student presentations

Teaching practice<sup>h</sup>: Student evaluations of each other's work

Teaching practice<sup>h</sup>: Class discussions

Teaching practice<sup>h</sup>: Reflective writing/journaling

Teaching practice<sup>h</sup>: Student evaluations of their own work

Teaching practice<sup>h</sup>: Student-selected course topics

Percent of faculty who are "high" scorers ( $\geq 22$ ) on Use of Student-Centered Pedagogy: 22%

Percent of faculty who are "low" scorers ( $\leq 13$ ) on Use of Student-Centered Pedagogy: 21%

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### **Diversity Advocacy (Cronbach's alpha=.78)**

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Personal objective<sup>b</sup>: Helping to promote racial understanding

Goal for undergraduates<sup>c</sup>: Enhance students' knowledge of and appreciation for other racial/ethnic groups

Institutional opinion<sup>i</sup>: Racial and ethnic diversity should be more strongly reflected in the curriculum

General opinion<sup>d</sup>: A racially/ethnically diverse student body enhances the education of all students

General opinion<sup>d</sup>: Promoting diversity leads to the admission of underprepared students (reverse coded)

Percent of faculty who are "high" scorers ( $\geq 17$ ) on Diversity Advocacy: 28%

Percent of faculty who are "low" scorers ( $\leq 11$ ) on Diversity Advocacy: 18%

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<sup>a</sup> Personal characteristic measured on a 3-point scale, "Not at all" to "To a great extent"

<sup>b</sup> Personal objective measured on a 4-point scale, "Not important" to "Essential"

<sup>c</sup> Goal for undergraduates measured on a 4-point scale, "Not important" to "Essential"

<sup>d</sup> General opinion measured on a 4-point scale, "Disagree strongly" to "Agree strongly"

<sup>e</sup> General activity measured on a 2-point scale, "No" or "Yes"

<sup>f</sup> Hours per week measured on a 9-point scale, "None" to "45+"

<sup>g</sup> Teaching practice measured on a 2-point scale, "No" or "Yes"

<sup>h</sup> Teaching practice measured a 4-point scale, "None" to "All"

<sup>i</sup> Institutional opinion measured on a 4-point scale, "Disagree strongly" to "Agree strongly"