

Psychometric Information on the Faculty Well-Being Inventory

Items used in the construction of the Inventory on Faculty Well-Being have been given to over a thousand college instructors from a variety of institutions. Faculty from community colleges, four-year colleges and colleges granting master's and doctoral degrees contributed to the research effort. A short form (27 items) and long form (54 items) were developed. The majority of faculty who helped norm the long form (N = 589) were from teaching-intensive institutions. Results are likely to be less valid for faculty from Research 1 institutions. The long form has the highest levels of reliability, however, the short form is sufficiently reliable for some applications using the total well-being score. Statistics on the reliability of the long form, administered at this website, are given below:

Table 1. *Psychometric Properties of the Inventory on Faculty Well-Being (long form)*

Score	Cronbach's Alpha	Mean	SD	85 th Percentile
Scholarship for Teaching	.709	4.20	.916	5.12
Pedagogy for Individuals	.667	4.23	.871	5.10
Pedagogy for Groups	.664	4.43	.746	5.18
Goals & Purpose	.667	4.27	.691	4.96
Autonomy	.623	3.64	.856	4.50
Collegial Support	.731	3.85	.957	4.81
Recognition	.788	3.19	.995	4.19
Generativity	.661	4.18	.778	4.96
Career Acceptance	.855	4.88	.770	5.65
Total Well-Being	.895	221.86	27.356	249.22

Note. *Of the 589 faculty who participated in the norming study, 305 were men. No statistically significant overall gender differences have been observed. Some gender differences have been found at specific institutions, however, variables like academic discipline, length of service, and quality of administration at the department level affect faculty well-being more than gender.*