

HERI Survey Overview

January 2018

- TLU faculty participated in the Higher Education Research Institute (HERI) faculty survey in Spring 2017. HERI is housed at UCLA and is home to the Cooperative Institutional Research Program (CIRP).
- TLU last participated in this survey in 2014. That participation followed a long break in TLU's HERI participation, but we are now planning to participate every 3 years.
- The goal of our participation in this survey is to gather current data related to key issues for our faculty, to understand that data comparatively, and to help us plan for our future.
- All faculty (full-time and part-time) had the opportunity to respond to the survey. The full-time faculty response rate was 83%; part-time was 26%, for an overall response rate of 64.3% (down from 77% in 2014). Rates do vary by question.
- The survey consisted of approximately 50 "themed" and "profile" questions and then 12 open-ended institutional-specific questions which TLU selected (with input from Faculty Executive Committee).
- Results were provided from HERI to TLU in Fall 2017. A summary of results (attached here) was prepared by Jean Constable.
- Faculty Executive Committee is being provided the summary of results, which includes responses to the open-ended questions.
- The data will also be shared with Academic Council and the President's Cabinet in February.
- It will be also be reviewed at the February Faculty Association meeting, and full results will be posted on the portal.
- For areas of specific focus (academic support, assessment, FREX), leaders in those areas are encouraged to use the data in more specific ways for future planning.
- Throughout the next 3 years (before the next survey is administered), ongoing follow-up, discussion, and use of survey data will be encouraged by the VPAA's Office.

2016 – 2017 HERI Faculty Survey Summary of Results

Comparison Groups

- TLU full-time faculty response rate was 83%, part-time faculty was 26%, with an overall rate of 64.3%
- TLU results are compared to two comparison groups. The first is all 4-year private schools and the second is 4-year religious schools (those private schools who are affiliated with a religion). TLU is a member of both groups because the 4-year religious schools are a subset of all 4-yr private schools.
- In this report, major differences in faculty responses between TLU and these comparison groups will be noted.
- Comparison within TLU for the 2013-2014 and the 2016 -2017 survey administration for items with major differences are also noted.

Constructs of Related and Weighted Items

Positive Results

- TLU faculty consistently responded to all Civic related items positively. Civic Minded Practice, Civic Minded Values, and Civic Engagement as an institutional priority were significantly higher than our comparison groups and higher than TLU response from 2013-2014.

Civic Focus Constructs Averages

Construct	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Civic Minded Practice	51.8	52.6	50.7	49.6
Civic Minded Values	51.1	56.9	55.7	54.9
Civic Engagement Priority	52.5	52.4	49.4	49.5

- As in the 2013-2014 HERI survey, TLU faculty reported statistically significant less career related stress than faculty from our comparison schools but slightly more than in 2013-2014.

Construct	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Career Related Stress	48.9	49.2	51.8	51.2

Negative Results

- TLU faculty is most negative about Job Satisfaction in terms of Compensation (salary and benefits). The difference in the average for TLU faculty is significant lower than that of faculty in the 4-year private group. The difference is big enough to have a large effect size (practical difference) as well. See also Satisfaction in the Themes section.

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Construct				
Job Satisfaction:				
Compensation	50.4	47.0	48.5	51.6

Themes

In this section, only the survey items within the Themes that have significant differences among comparison groups will be discussed. Please see the full report for all of the survey items.

Professional Practice: Teaching

- TLU faculty reported they use community service as a part of their course work to a higher degree than both comparison groups with statistically significant differences.
- TLU faculty reported working more hours per week, on average, on scheduled teaching activities. However, in 2017-2018, the average dropped slightly in comparison to 2013-2014. TLU faculty spend statistically significant more time on this activity than do faculty in the 4-year private comparison group.

Professional Practice: Teaching

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
In how many courses do you use community service as part of coursework?				
Means	1.79	1.70	1.49	1.40
Percent responses for All/Most	23.6%	17.1%	9.2%	7.5%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How many hours per week, on average, do you work on scheduled teaching activities?				
Means	4.24	4.10	4.04	3.46
Percent responses for 9 or more hours	63.5%	76.4%	69.5%	46.0%

Professional Practice: Scholarship

- TLU faculty reported they publish fewer scholarly writings than faculty in our comparison groups but about the same as in 2013-2014.

Professional Practice: Scholarship

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How many articles in academic or professional journals have you published?				
Means	2.27	2.30	2.54	3.39
Percent responses for 5 or more	21.5%	17.3%	27.8%	47.0%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How many chapters in edited volumes have you published?				
Means	1.46	1.52	1.55	1.97

Percent responses for 1 or more	34.4%	35.9%	34.7%	50.6%
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	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How many books, manuals, or manuscripts have you published?				
Means	1.3	1.29	1.36	1.53
Percent responses for 1 or more	24.6%	22.0%	24.6%	34.5%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
In the past 3 years, how many of your professional writings have been published or accepted for publication?				
Means	1.63	2.16	2.66	3.88
Percent responses for 3 or more	11.2%	18.6%	25.7%	47.7%

**In 2013-2014, this item asked for the past 2 years of writings.

Professional Practice: Service

- TLU faculty spend more hours per week, on average, performing community or public service. In fact, TLU faculty spend statistically more hours on community and public service than faculty in both comparison groups.

Professional Practice: Service

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How many hours per week, on average, do you spend on community or public service				
Means		2.16	1.91	1.86
Percent responses for 5 or more hours		20.1%	14.9%	14.8%

** No comparable item in 2013-2014

Institutional Support and Resources

- More TLU faculty agree that TLU provides adequate support for faculty development than those in our comparison groups. In comparison to the 4-year religious group, there is a statistically significant difference.

Institutional Support and Resources

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
To what extent to do you agree that there is adequate support for faculty development?				
Means	3.13	3.09	2.71	2.90
Percent responses for agree strongly/agree somewhat	82.6%	76.4%	63.6%	71.4%

Diversity

- More TLU faculty agree that the institution takes responsibility for educating underprepared students than those in both comparison groups. There is a significant difference between TLU's response and those from faculty in the 4-year private group.

- TLU faculty believe the institution puts a high priority on developing a sense of community among students and faculty.

Diversity

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
This institution takes responsibility for educating underprepared students.				
Means	2.67	3.04	2.96	2.82
Percent responses for agree strongly/agree somewhat	62.8%	80.9%	75.3%	68.5%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How important do you believe it is to develop a sense of community among students and faculty				
Means	3.21	3.28	2.98	2.92
Percent responses for highest priority/high priority	88.6%	85.1%	75.2%	71.8%

Satisfaction

- In the theme of Satisfaction, TLU faculty responses were negative on items relating to salary satisfaction, health benefits, retirement benefits, teaching loads, and relative equity of salary and benefits. Of the six items that have some statistical significance, the only item on which TLU faculty responses improved was on their satisfaction with the quality of students. Even in this item TLU faculty express significantly less satisfaction than colleagues in the 4-year private group.

Satisfaction

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with salary?				
Means	2.31	2.09	2.34	2.59
Percent responses for very satisfied/satisfied	42.8%	29.4%	46.6%	59.0%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with health benefits?				
Means	2.46	2.25	2.6	2.86
Percent responses for very satisfied/satisfied	50.0%	41.2%	59.7%	71.1%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with retirement benefits?				
Means	2.61	2.34	2.62	2.85
Percent responses for very satisfied/satisfied	56.5%	40.3%	59.7%	70.2%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with teaching load?				

Means	2.33	2.64	2.65	2.97
Percent responses for very satisfied/satisfied	45.7%	45.6%	54.6%	65.2%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with the quality of students?				
Means	2.51	2.64	2.65	2.97
Percent responses for very satisfied/satisfied	54.3%	62.7%	60.9%	74.4%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How satisfied are you with the relative equity of salary and job benefits?				
Means	2.47	2.18	2.28	2.45
Percent responses for very satisfied/satisfied	51.4%	34.3%	45.0%	53.0%

Institutional Priorities

- TLU faculty's responses on institutional priorities indicate agreement that items such as building community within TLU and in the Seguin community are important. The third item below regarding the importance of maintaining or improving TLU's prestige indicates that this is not nor should be a priority.

Institutional Priorities

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How important is it for TLU to develop a sense of community among students and faculty?				
Means	3.21	3.28	2.98	2.92
Percent responses for highest priority/high priority	88.6%	85.1%	75.2%	71.8%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How important is it for TLU to facilitate student involvement in community service?				
Means	2.94	3.01	2.69	2.66
Percent responses for highest priority/high priority	78.6%	79.4%	59.6%	57.8%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How important is it for TLU to increase or maintain institutional prestige?				
Means	2.99	2.66	2.69	2.98
Percent responses for highest priority/high priority	78.2%	57.3%	59.7%	72.5%

	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
How important is it for TLU to provide resources for faculty to engage in community-based teaching or research?				
Means	2.37	2.40	2.02	2.17
Percent responses for highest priority/high priority	38.6%	40.3%	28.2%	34.1%

How important is it for TLU to pursue extramural funding?	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	2.66	2.77	2.31	2.50
Percent responses for highest priority/high priority	63.3%	60.6%	41.4%	48.8%

To what extent do you agree that colleges have a responsibility to work with their surrounding communities to address local issues?	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	3.39	3.60	3.41	3.40
Percent responses for agree strongly/agree somewhat	90.0%	95.6%	93.6%	92.0%

Habits of the Mind

- TLU faculty encourage students to take risks for potential gain more often than faculty in the comparison groups.

Habits of the Mind

In your interaction with undergraduates, how often to do you encourage them to take risks for potential gains?	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	2.18	2.42	2.22	2.24
Percent responses for frequently/occasionally	84.7%	94.1%	84.7%	83.6%

Health and Wellness

- TLU faculty reported that research, publishing, institutional procedures and "red tape" are significantly less a source of stress than faculty in our comparison groups.
- However, more TLU faculty experience stress regarding institutional budget cuts than faculty in our comparison groups.

Health and Wellness

Indicate the extent to which research/publishing demands have been a source of stress to you	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	1.52	1.52	1.72	1.90
Percent responses for extensive/somewhat	46.9%	48.2%	58.0%	69.9%

Indicate the extent to which institutional procedures and "red tape" have been a source of stress for you.	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	1.68	1.53	1.91	1.89
Percent responses for extensive/somewhat	57.4%	43.8%	69.6%	68.8%

Indicate the extent to which institutional budget cuts have been a source of stress for you (not asked in 2013-2014).	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means		2.31	2.02	1.76
Percent responses for extensive/somewhat		88.2%	72.4%	56.4%

Relationship with Administration

- TLU expressed overwhelmingly positive responses to all six of the items in this HERI theme.

Relationship with Administration

Agreement that faculty are typically at odds with campus administration	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	1.34	1.64	2.55	2.56
Percent responses for strongly agree/agree somewhat	34.3%	10.5%	53.3%	53.5%

Agreement that administrators consider faculty concerns when making policy	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	2.53	3.45	2.66	2.64
Percent responses for strongly agree/agree somewhat	97.1%	97.1%	63.3%	61.9%

Indicate the extent to which institutional procedures and "red tape" have been a source of stress for you.	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	1.68	1.53	1.91	1.89
Percent responses for extensive/somewhat	57.4%	43.8%	69.6%	68.8%

Agreement that Student Affairs staff have the support and respect of the faculty	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	3.30	3.22	3.01	3.02
Percent responses for strongly agree/agree somewhat	88.5%	83.6%	77.5%	79.0%

Agreement that faculty are sufficiently involved in campus decision making	TLU 2013- 2014	TLU 2016- 2017	4-yr Religious	4-yr Private
Means	3.41	3.56	2.57	2.50
Percent responses for strongly agree/agree somewhat	90.0%	98.5%	58.6%	55.1%

Agreement that criteria for advancement and promotion decisions are clear	TLU	TLU	4-yr	4-yr
	2013-2014	2016-2017	Religious	Private
Means	3.11	3.38	2.90	2.95
Percent responses for agree strongly/agree somewhat	84.3%	87.9%	70.9%	73.3%

TLU Institutional Survey Items

Below are the frequencies of responses to the TLU institutional survey items. About a third of total respondents answered these questions.

TLU Institutional Survey Items

To what extent do you agree that students are aware of academic support services that are available to them, such as tutoring and supplemental instruction?

Response Choices	Percent
Strongly agree	12%
Agree	72%
Neutral	8%
Disagree	8%
Strongly disagree	0%
Total # of responses this item	25

How often do you recommend academic support services to your students in any given course?

Response Choices	Percent
Never	0%
Once or twice during the course	56%
Three or four times during the course	36%
More than four times during the course	8%
Total # of responses this item	25

To what extent can you support having an annual assessment day as an approach to institutional assessment?

Response Choices	Percent
Strongly oppose	12%
Oppose	12%
Neither support nor oppose	44%
Support	20%
Strongly support	12%
Total # of responses this item	25

To what extent can you support an annual assessment fee that students can earn back by completing assessment assignments?

Response Choices	Percent
Strongly oppose	20.0%
Oppose	24.0%
Neither support nor oppose	20.0%
Support	32.0%
Strongly support	4.0%
Total # of responses this item	25

How important is it for students to learn the skill of critical reading (the ability to analyze text for context, purpose, argument, etc.) for their academic career?

Response Choices	Percent
Very unimportant	8.30%
Unimportant	0%
Neutral	0%
Important	16.70%
Very important	75%
Total # of responses this item	24

How important is the skill of critical thinking (the objective analysis and evaluation of an issue in order to form a judgement) for students in their academic career?

Response Choices	Percent
Very unimportant	8.3%
Unimportant	0.0%
Neutral	0.0%
Important	12.5%
Very important	79.2%
Total # of responses this item	24

How important is it for students to learn college adjustment skills (i.e. time management, study skills, the TLU culture) in order for a student to have a successful college career?

Response Choices	Percent
Very unimportant	8.0%
Unimportant	0.0%
Neutral	0.0%
Important	48.0%
Very important	44.0%
Total # of responses this item	25

How important is it to include an introduction to liberal education in a first year experience course?

Response Choices	Percent
Very unimportant	16.0%
Unimportant	4.0%
Neutral	16.0%
Important	40.0%
Very important	24.0%
Total # of responses this item	25

How important is it to include an exposure to texts written by TLU faculty in a first year experience course?

Response Choices	Percent
Very unimportant	24.0%
Unimportant	20.0%
Neutral	28.0%
Important	28.0%
Very important	0.0%
Total # of responses this item	25

How important is it to include an introduction to undergraduate research in a first year experience course?

Response Choices	Percent
Very unimportant	8.0%
Unimportant	28.0%
Neutral	24.0%
Important	28.0%
Very important	12.0%
Total # of responses this item	25

How important is it to include an exposure to faculty research and scholarly work in a first year experience course?

Response Choices	Percent
Very unimportant	8.0%
Unimportant	28.0%
Neutral	28.0%
Important	24.0%
Very important	12.0%
Total # of responses this item	25

Which of the following is the biggest challenge to your serving as a FREX instructor?

Response Choices	Percent
Lack of time in departmental schedule	78.3%
Lack of expertise in the course's focus	8.7%
Lack of confidence in the need for the course	13.0%
Other	0.0%
Total # of responses this item	23

Conclusions

- TLU faculty are primarily concerned about our recent financial difficulties as expressed with negative responses in the Satisfaction themed questions.
- TLU faculty have a strong sense of appropriate institutional priorities.
- TLU faculty have a strong positive relationship with administrators.
- TLU faculty are more positive about the institution overall than faculty in the comparison groups.
- A high percent of survey respondents believe critical reading and critical thinking are important skills for a first year experience course.
- The biggest challenge to serving as a FREX instructor for most respondents is lack of time in the departmental schedule.
- Most respondents believe that students are aware of academic support services available to them.