# 2013 – 2014 HERI Faculty Survey Summary Results

## Comparison Groups

* Comparison group one consists of all Private institutions who administered the survey in 2013-2014. It includes Private schools at all levels of selectivity from very high to very low.
* Comparison group two consists of Other Religious (non-Catholic) 4-year institutions who administered the survey in 2013-2014. This group also has schools with all levels of selectivity. TLU is in the low selectivity sub-group of Other Religious 4-year schools.
* This reports notes differences found with one or both comparison groups. Only differences that are statistically different (as measured by a significance statistic) and practically different (as measured by effect size) are discussed.

## Constructs of Related and Weighted Survey Items

* TLU faculty members have less scholarly productivity than the faculty at Private institutions but about the same as other 4-year Religious schools. This is measured primarily by various forms of published writings.
* The extent to which TLU faculty members believe our institution is committed to increasing our prestige is less than that of faculty at Private schools. TLU is lower in this regard to Other 4-year Religious schools as well but not to a statistically significant level.

## Thematic Groups of Individual Survey Items

1. Professional Practice – Teaching

* Community service as part of course work is more often used at TLU than at Private schools and confirms what the Washington Monthly rankings indicated as one of TLU’s strengths.
* TLU faculty members are more likely to have scheduled teaching (clock hours) of 9 or more hours per week, on average, than do faculty at Private institutions.

2. Professional Practice – Scholarship

* TLU faculty engages in collaborative research or writing to a greater extent than those faculties at Private schools. Looking at the scholarly productivity construct and this group of thematic questions, TLU faculty may not publish as much as faculty at Private schools but TLU faculty members do more collaborative research and writing than those faculty at Private schools.

3. Institutional Support and Resources

* TLU faculty, especially the women, believe that TLU faculty are rewarded for being good teachers to a larger extent than faculties in school at **both** of the comparison groups.
* TLU faculty, especially the women, believe that there is respect for the expression of diverse values and beliefs to a larger extent than faculties in schools at **both** of the comparison groups.
* TLU faculty believes there is adequate support for faculty development to a larger extent than faculties at schools in **both** of the comparison groups.

4. Diversity

* TLU faculty members believe that the administration is open about its policies to a much great extent than do faculties at schools in **both** of the comparison groups.
* As stated in #3 above, TLU faculty believe to a larger extent than do **both** the comparison group faculties that there is respect for the expression of diverse values and beliefs on our campus.
* Faculty members at TLU are strongly interested in the academic problems of undergraduates to a greater extent than are the faculty at Private institutions.
* TLU faculty members believe that developing a sense of community among students and faculty is a high or highest priority to a greater extent than faculty members at schools in **both** comparison groups.

5. Satisfaction

* TLU faculty members are less satisfied with TLU health benefits than are faculties in schools at **both** of our comparison groups.
* Faculty members at TLU are less satisfied with TLU retirement benefits than are those faculty members at Private institutions.
* TLU faculty members are less satisfied with the quality of students than are those faculty members at Private institutions.

6. Institutional Priorities

* Faculty members at TLU agree to a larger extent that they are committed to the welfare of TLU than are those of faculty members at Private institutions.
* Faculty members at TLU, especially women, agree to a larger extent that they are strongly interested in the academic problems of undergraduate students than are those faculty members at Private institutions.
* Faculty members at TLU believe that increasing or maintaining institutional prestige, hiring faculty “stars:, and enhancing TLU’s national image are lesser priorities than do faculty members at Private schools.

7. Interaction with Students

* Faculty members at TLU agree to a lesser extent that most students are well-prepared academically than do faculties at schools in **both** comparison groups.
* Faculty members at TLU agree to a lesser extent that most students are well-prepared for the courses they teach than do those faculty members at Private institutions.

8. Health and Wellness

* TLU faculty members perceive a lower amount of stress from research or publishing demands than do faculties at schools in **both** comparison groups.
* TLU faculty members perceive a lower amount of stress from institutional procedures and “red tape” than do faculties at schools in **both** comparison groups.

9. Relationship with Administration

* TLU faculty members agree to a lesser extent that the faculty is typically at odds with TLU administration than do faculties at schools in **both** comparison groups.
* TLU faculty members agree to a larger extent that the TLU administration is open about its policies than are faculties at schools in **both** comparison groups.
* TLU faculty members agree to a larger extent that administrators consider faculty concerns when making policy than do faculties at schools in **both** comparison groups.
* TLU faculty members agree to a larger extent that faculty is sufficiently involved in campus decision making than do faculties at schools in **both** comparison groups.