Southwestern University
HERI Faculty Survey
2022-2023 Results

Full-Time Undergraduate Teaching Faculty

Southwestern University
N=91

Other Religious 4yr Colleges - very high selectivity
N=454

Higher Education Research Institute, University of California at Los Angeles
Results from the HERI Faculty Survey highlight key areas of faculty’s engagement in teaching, research, and service activities. The survey also touches on faculty’s level of stress, satisfaction with their institution, and perspectives for undergraduate education.
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A Note About HERI Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

Constructs

Constructs tap into key features of the faculty experience by aggregating questions from the HERI Faculty Survey. These faculty traits and institutional practices contribute to faculty’s research productivity, overall satisfaction, and engagement with students in the classroom.
Demographics
Demographics

Academic Department (Aggregated)

- Agriculture or Forestry: 0.0% Men, 0.0% Women
- Biological Sciences: 6.3% Men, 12.2% Women
- Business: 0.0% Men, 7.3% Women
- Education: 3.1% Men, 4.9% Women
- Engineering: 0.0% Men, 4.9% Women
- English: 6.3% Men, 4.9% Women
- Health-related: 0.0% Men, 0.0% Women
- History or Political Science: 6.3% Men, 12.2% Women
- Humanities: 3.1% Men, 17.1% Women
- Fine Arts: 6.3% Men, 28.1% Women
- Mathematics or Statistics: 6.3% Men, 7.3% Women
- Physical Sciences: 2.4% Men, 3.1% Women
- Social Sciences: 6.3% Men, 14.6% Women
- Other Technical: 12.5% Men, 6.3% Women
- Other Non-technical: 2.4% Men, 12.5% Women

HERI Faculty Survey 2022-2023
Teaching Practices
Student-Centered Pedagogy

Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.

Construct Items

• Student presentations
• Student evaluations of each others’ work
• Class discussions
• Cooperative learning (small groups)
• Experiential learning/Field studies
• Group projects
• Reflective writing/Journaling
• Student inquiry to drive learning
Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.

- Support their opinions with a logical argument
  - Your Institution: 79.3%
  - Comparison Group: 78.2%

- Seek solutions to problems and explain them to others
  - Your Institution: 71.3%
  - Comparison Group: 76.4%

- Look up scientific research articles and resources
  - Your Institution: 47.1%
  - Comparison Group: 45.6%

- Explore topics on their own, even though it was not required for class
  - Your Institution: 54.0%
  - Comparison Group: 50.8%

- Accept mistakes as part of the learning process
  - Your Institution: 11.5%
  - Comparison Group: 18.2%

***HERI Faculty Survey 2022-2023***
Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.

- Videos or podcasts
  - Your Institution: 50.0% frequently, 46.6% occasionally
  - Comparison Group: 41.7% frequently, 45.8% occasionally

- Simulations/animations
  - Your Institution: 12.8% frequently, 36.0% occasionally
  - Comparison Group: 17.3% frequently, 41.0% occasionally

- Online homework or virtual labs
  - Your Institution: 25.9% frequently, 35.3% occasionally
  - Comparison Group: 30.9% frequently, 35.4% occasionally

- Online discussion boards
  - Your Institution: 11.8% frequently, 34.1% occasionally
  - Comparison Group: 15.9% frequently, 40.4% occasionally

- Audience response systems to gauge students’ understanding (e.g., clickers)
  - Your Institution: 7.0% frequently, 23.3% occasionally
  - Comparison Group: 10.0% frequently, 23.5% occasionally

HERI Faculty Survey 2022-2023
Types of Courses Taught During the Past Three Years

- Honors course: 24.4% (Your Institution), 14.2% (Comparison Group)
- Seminar for first-year students: 39.3% (Your Institution), 30.4% (Comparison Group)
- Area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies): 37.8% (Your Institution), 27.6% (Comparison Group)
- Service-learning course: 20.0% (Your Institution), 18.7% (Comparison Group)

Your Institution  ■  Comparison Group
Percent Teaching Three or More Courses This Term, by Rank

- **Lecturer/Instructor**
  - Your Institution: 100.0%
  - Comparison Group: 33.3%

- **Assistant Professor**
  - Your Institution: 66.7%
  - Comparison Group: 71.4%

- **Associate Professor**
  - Your Institution: 46.2%
  - Comparison Group: 52.9%

- **Professor**
  - Your Institution: 52.9%
  - Comparison Group: 60.1%
Research Activities
Scholarly Productivity

Scholarly Productivity is a unified measure of the scholarly activity of faculty

Construct Items

- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years
Foci of Faculty Research

- Conducted research or writing focused on international/global issues: 42.9% (Your Institution), 40.0% (Comparison Group)
- Conducted research or writing focused on racial or ethnic minorities: 46.7% (Your Institution), 44.6% (Comparison Group)
- Conducted research or writing focused on women or gender issues: 48.4% (Your Institution), 35.3% (Comparison Group)
- Engaged in academic research that spans multiple disciplines: 68.1% (Your Institution), 72.2% (Comparison Group)

HERI Faculty Survey 2022-2023
Faculty Collaboration With Undergraduates

With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.

Engaged undergraduates on *your* research project(s) - 18.8% (Very Large Extent) 14.1% (Large Extent) 9.7% (Very Large Extent) 31.9% (Large Extent)

Worked with undergraduates on *their* research project(s) - 26.2% (Very Large Extent) 14.3% (Large Extent) 18.6% (Very Large Extent) 7.3% (Large Extent)

Presented with undergraduate students at conferences - 3.3% (Very Large Extent) 9.9% (Large Extent) 3.6% (Large Extent) 7.3% (Very Large Extent)
Workplace Satisfaction

HERI Faculty Survey 2022-2023

Autonomy and independence: 42.3% Very Satisfied, 45.5% Satisfied
Teaching load: 25.6% Very Satisfied, 50.0% Satisfied
Departmental leadership: 49.4% Very Satisfied, 45.7% Satisfied
Departmental support for work/life balance: 38.5% Very Satisfied, 35.1% Satisfied
Satisfaction With Compensation

Your Institution
- Very Satisfied
- Satisfied

Comparison Group
- Very Satisfied
- Satisfied

Salary
- Your Institution: 2.6% Very Satisfied, 33.3% Satisfied
- Comparison Group: 6.2% Satisfied

Retirement benefits
- Your Institution: 6.7% Very Satisfied, 42.7% Satisfied
- Comparison Group: 6.2% Very Satisfied, 40.7% Satisfied

Opportunity for scholarly pursuits
- Your Institution: 17.6% Very Satisfied, 52.5% Satisfied
- Comparison Group: 21.1% Very Satisfied, 56.6% Satisfied

Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)
- Your Institution: 13.3% Very Satisfied, 44.3% Satisfied
- Comparison Group: 20.0% Very Satisfied, 52.0% Satisfied

HERI Faculty Survey 2022-2023
Satisfaction With Pay Equity and Family Flexibility

- **Relative equity of salary and job benefits**
  - Very Satisfied: 36.0%
  - Satisfied: 40.2%
  - Comparison Group: 9.1%
  - Very Satisfied: 44.9%
  - Satisfied: 45.9%

- **Flexibility in relation to family matters or emergencies**
  - Very Satisfied: 32.1%
  - Satisfied: 39.4%
  - Comparison Group: 17.1%
  - Very Satisfied: 65.8%
  - Satisfied: 26.0%

- **Overall job**
  - Very Satisfied: 1.3%
  - Satisfied: 10%
  - Comparison Group: 55.8%
## Satisfaction With Relative Equity of Salary and Job Benefits, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native American/Alaska Native</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>12.5%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>37.5%</td>
<td>26.7%</td>
</tr>
<tr>
<td><strong>Black/African American</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>0.0%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>61.5%</td>
</tr>
<tr>
<td><strong>Latina/o/e/x</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>14.3%</td>
<td>47.4%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>37.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td><strong>Other Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Two or more Races/Ethnicities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>33.3%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
Overall Satisfaction

“If given the choice, would you still come to this institution?”

<table>
<thead>
<tr>
<th>Response</th>
<th>Your Institution (%)</th>
<th>Comparison Group (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>42.9</td>
<td>46.0</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>39.0</td>
<td>36.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>10.4</td>
<td>13.3</td>
</tr>
<tr>
<td>Probably No</td>
<td>6.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Definitely No</td>
<td>1.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Sources of Faculty Stress
Career-Related Stress

Career-Related Stress measures the amount of stress faculty experience related to their career.

Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Self-imposed high expectations
Stress Due to Discrimination, by Gender

- **All Faculty**
  - **Your Institution**
    - Extensive: 7.5%
    - Somewhat: 34.3%
  - **Comparison Group**
    - Extensive: 7.8%
    - Somewhat: 31.3%

- **Men**
  - **Your Institution**
    - Extensive: 4.0%
    - Somewhat: 20.0%
  - **Comparison Group**
    - Extensive: 23.8%
    - Somewhat: 42.9%

- **Women**
  - **Your Institution**
    - Extensive: 9.5%
    - Somewhat: 8.6%
  - **Comparison Group**
    - Extensive: 36.2%
## Stress Due to Discrimination, by Race/Ethnicity

<table>
<thead>
<tr>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Somewhat</td>
<td>–</td>
<td>–</td>
</tr>
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<td><strong>Asian/Pacific Islander</strong></td>
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<td>Somewhat</td>
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<td>37.9%</td>
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<td><strong>Black/African American</strong></td>
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<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>–</td>
<td>21.4%</td>
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<td><strong>Latina/o/e/x</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>25.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>11.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27.8%</td>
<td>28.0%</td>
</tr>
<tr>
<td><strong>Other Race/Ethnicity</strong></td>
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<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Somewhat</td>
<td>–</td>
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</tr>
<tr>
<td><strong>Two or more Races/Ethnicities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>71.4%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
Additional Sources of Stress

Your Institution
- Research or publishing demands: 50.0% Extensive, 16.8% Somewhat
- Review/promotion process: 43.9% Extensive, 14.0% Somewhat
- Job security: 30.4% Extensive, 12.6% Somewhat
- Increased work responsibilities: 26.7% Extensive, 34.9% Somewhat
- Institutional budget cuts: 10.3% Extensive, 39.2% Somewhat

Comparison Group
- Research or publishing demands: 48.9% Extensive, 4.9% Somewhat
- Review/promotion process: 45.1% Extensive, 9.9% Somewhat
- Job security: 29.7% Extensive, 12.6% Somewhat
- Increased work responsibilities: 48.0% Extensive, 46.1% Somewhat
- Institutional budget cuts: 30.9% Extensive, 39.2% Somewhat
Sources of Stress Due to the COVID-19 Pandemic

Your Institution
- Physical health: 24.1% to a Very Large Extent, 30.1% to a Large Extent
- Mental health: 21.7% to a Very Large Extent, 23.1% to a Large Extent
- In-person social interaction: 23.0% to a Very Large Extent, 16.7% to a Large Extent
- Return to in-person teaching: 24.0% to a Very Large Extent, 16.7% to a Large Extent

Comparison Group
- Physical health: 24.1% to a Very Large Extent, 27.2% to a Large Extent
- Mental health: 21.7% to a Very Large Extent, 16.6% to a Large Extent
- In-person social interaction: 21.7% to a Very Large Extent, 24.0% to a Large Extent
- Return to in-person teaching: 15.1% to a Very Large Extent, 16.6% to a Large Extent
Faculty Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

- Recruit more traditionally underrepresented students:
  - Your Institution: 18.2%
  - Comparison Group: 55.8%
- Promote gender diversity in the faculty and administration:
  - Your Institution: 21.1%
  - Comparison Group: 16.7%
- Promote racial and ethnic diversity in the faculty and administration:
  - Your Institution: 45.6%
  - Comparison Group: 35.9%
### Perspectives on Campus Climate for Diversity

#### 1. This institution has effective hiring practices and policies that increase faculty diversity

- **Your Institution:** 59.0% Strongly Agree, 49.1% Somewhat Agree
- **Comparison Group:** 24.4% Strongly Agree, 19.7% Somewhat Agree

#### 2. This institution takes responsibility for educating underprepared students

- **Your Institution:** 39.5% Strongly Agree, 50.1% Somewhat Agree
- **Comparison Group:** 14.5% Strongly Agree, 22.8% Somewhat Agree

#### 3. Faculty are not prepared to deal with conflict over diversity issues in the classroom

- **Your Institution:** 15.6% Strongly Agree, 45.5% Somewhat Agree
- **Comparison Group:** 10.5% Strongly Agree, 49.5% Somewhat Agree

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**HERI Faculty Survey 2022-2023**

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Institutional Priority: Civic Engagement

*Civic Engagement* measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

**Construct Items**

- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>47.5</td>
<td>46.7</td>
</tr>
<tr>
<td>Men</td>
<td>48.9</td>
<td>47.0</td>
</tr>
<tr>
<td>Women</td>
<td>46.6</td>
<td>46.5</td>
</tr>
</tbody>
</table>
Institutional Priority: Increasing Prestige

- Increase or maintain institutional prestige
  - Your Institution: 47.4%
  - Comparison Group: 37.2%

- Hire faculty “stars”
  - Your Institution: 11.7%
  - Comparison Group: 24.6%

- Increase the selectivity of the student body through more competitive admissions criteria
  - Your Institution: 2.6%
  - Comparison Group: 7.7%
Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here

- Your Institution: 7.9% Strongly Agree, 31.6% Somewhat Agree
- Comparison Group: 7.8% Strongly Agree, 37.2% Somewhat Agree

My research is valued by faculty in my department

- Your Institution: 57.1% Strongly Agree, 44.7% Somewhat Agree
- Comparison Group: 39.7% Strongly Agree, 60.3% Somewhat Agree

My teaching is valued by faculty in my department

- Your Institution: 75.9% Strongly Agree
- Comparison Group: 64.0% Strongly Agree

My service is valued by faculty in my department

- Your Institution: 69.2% Strongly Agree
- Comparison Group: 56.6% Strongly Agree
Perspectives on Shared Governance

The faculty are typically at odds with campus administration: 61.8% of Your Institution and 17.1% of the Comparison Group are Strongly Agree, while 45.4% of Your Institution and 17.4% of the Comparison Group are Somewhat Agree.

Administrators consider faculty concerns when making policy: 49.4% of Your Institution and 18.2% of the Comparison Group are Strongly Agree, while 45.4% of Your Institution and 19.2% of the Comparison Group are Somewhat Agree.

Faculty are sufficiently involved in campus decision-making: 46.1% of Your Institution and 13.2% of the Comparison Group are Strongly Agree, while 41.8% of Your Institution and 20.1% of the Comparison Group are Somewhat Agree.

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
Commitment to the Institution
Percentage of respondents who replied “Yes”

- In the past year, have you considered leaving academe for another job? 40.3% (Your Institution), 45.7% (Comparison Group)
- In the past year, have you considered leaving this institution for another? 40.3% (Your Institution), 41.6% (Comparison Group)
- Do you plan to retire within the next three years? 10.4% (Your Institution), 10.6% (Comparison Group)

HERI Faculty Survey 2022-2023
For more information about HERI/CIRP Surveys

- The Freshman Survey
- Your First College Year Survey
- Diverse Learning Environments Survey
- College Senior Survey
- The Faculty Survey
- Staff Climate Survey

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