Southwestern University
HERI Faculty Survey
2019-2020 Results

Full-Time Undergraduate Teaching Faculty

Southwestern University
N=70

Other Religious 4yr Colleges - high selectivity
N=721

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.

- Pedagogical practices
- Research and service activities
- Satisfaction and stress
- Institutional and departmental climate
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- Race/Ethnicity
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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

Gender

- Man/Trans Man: 62.9%
- Woman/Trans Woman: 37.1%

Race/Ethnicity

- White: 73.7%
- Other Race/Ethnicity: 3.5%
- Two or More Races/Ethnicities: 3.5%
- Asian/Pacific Islander: 5.3%
- Native American/Alaska Native: 1.8%
- Black/African American: 3.5%
- Latina/o/x: 12.3%
Demographics
Race/Ethnicity Comparison

- **Asian/Pacific Islander**
  - Your Institution: 5.3%
  - Comparison Group: 5.1%

- **Native American/Alaska Native**
  - Your Institution: 1.8%
  - Comparison Group: 0.2%

- **Black/African American**
  - Your Institution: 3.5%
  - Comparison Group: 2.4%

- **Latina/o/x**
  - Your Institution: 12.3%
  - Comparison Group: 4.1%

- **White**
  - Your Institution: 73.7%
  - Comparison Group: 82.6%

- **Other Race/Ethnicity**
  - Your Institution: 0.0%
  - Comparison Group: 1.0%

- **Two or More Races/Ethnicities**
  - Your Institution: 3.5%
  - Comparison Group: 4.7%
Demographics

Academic Department (Aggregated)

- Agriculture or Forestry: 0.0% (Men/Trans Men), 0.0% (Women/Trans Women)
- Biological Sciences: 4.5% (Men/Trans Men), 13.9% (Women/Trans Women)
- Business: 4.5% (Men/Trans Men), 5.6% (Women/Trans Women)
- Education: 0.0% (Men/Trans Men), 5.6% (Women/Trans Women)
- Engineering: 0.0% (Men/Trans Men), 0.0% (Women/Trans Women)
- English: 0.0% (Men/Trans Men), 4.5% (Women/Trans Women)
- Health-related: 0.0% (Men/Trans Men), 4.5% (Women/Trans Women)
- History or Political Science: 8.3% (Men/Trans Men), 13.6% (Women/Trans Women)
- Humanities: 13.6% (Men/Trans Men), 13.6% (Women/Trans Women)
- Fine Arts: 13.6% (Men/Trans Men), 13.9% (Women/Trans Women)
- Mathematics or Statistics: 4.5% (Men/Trans Men), 5.6% (Women/Trans Women)
- Physical Sciences: 9.1% (Men/Trans Men), 5.6% (Women/Trans Women)
- Social Sciences: 9.1% (Men/Trans Men), 16.7% (Women/Trans Women)
- Other Technical: 0.0% (Men/Trans Men), 0.0% (Women/Trans Women)
- Other Non-technical: 5.6% (Men/Trans Men), 18.2% (Women/Trans Women)
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
- Using student inquiry to drive learning

Bar chart showing the comparison between Your Institution and Comparison Group for different categories:

- All Faculty: 54.3% (Your Institution), 52.9% (Comparison Group)
- Men/Trans Men: 52.6% (Your Institution), 51.7% (Comparison Group)
- Women/Trans Women: 55.3% (Your Institution), 54.2% (Comparison Group)
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: 83.3% (Your Institution) vs. 76.3% (Comparison Group)
- Seek solutions to problems and explain them to others: 71.2% (Your Institution) vs. 72.6% (Comparison Group)
- Look up scientific research articles and resources: 53.8% (Your Institution) vs. 45.6% (Comparison Group)
- Explore topics on their own, even though it was not required for class: 45.5% (Your Institution) vs. 45.1% (Comparison Group)
- Accept mistakes as part of the learning process: 80.3% (Your Institution) vs. 76.8% (Comparison Group)

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally
Technology in the Classroom

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

- Videos or podcasts
  - Your Institution: 42.4% Frequently, 48.0% Occasionally
  - Comparison Group: 43.9% Frequently, 42.8% Occasionally

- Simulations/animations
  - Your Institution: 45.3% Frequently, 42.9% Occasionally
  - Comparison Group: 9.4% Frequently, 16.9% Occasionally

- Online homework or virtual labs
  - Your Institution: 21.2% Frequently, 33.0% Occasionally
  - Comparison Group: 25.8% Frequently, 26.3% Occasionally

- Online discussion boards
  - Your Institution: 15.2% Frequently, 32.5% Occasionally
  - Comparison Group: 3.0% Frequently, 12.0% Occasionally

- Audience response systems to gauge students’ understanding (e.g., clickers)
  - Your Institution: 10.6% Frequently, 21.1% Occasionally
  - Comparison Group: 10.6% Frequently, 21.1% Occasionally
Types of Courses Taught
During the Past Three Years

- Honors course: 26.5% (Your Institution), 15.8% (Comparison Group)
- Seminar for first-year students: 50.7% (Your Institution), 35.4% (Comparison Group)
- Area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies): 44.9% (Your Institution), 24.0% (Comparison Group)
- Service-learning course: 23.2% (Your Institution), 26.2% (Comparison Group)
### Percent Teaching 3 or More Courses this Term, by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer/Instructor</td>
<td>50.0%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>22.2%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>10.5%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Professor</td>
<td>11.5%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

Legend:
- **Green**: Your Institution
- **Black**: Comparison Group

2019-2020 HERI Faculty Survey
Research Activities
Scholarly Productivity
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

2019-2020 HERI Faculty Survey
Foci of Faculty Research

- Conducted research or writing focused on international/global issues: Your Institution 37.3%, Comparison Group 35.2%
- Conducted research or writing focused on racial or ethnic minorities: Your Institution 38.2%, Comparison Group 33.4%
- Conducted research or writing focused on women or gender issues: Your Institution 51.5%, Comparison Group 33.6%
- Engaged in academic research that spans multiple disciplines: Your Institution 78.3%, Comparison Group 71.4%
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)
- Very Large Extent: 18.8%
- Large Extent: 13.0%

Worked with undergraduates on *their* research project(s)
- Very Large Extent: 37.7%
- Large Extent: 26.1%

Presented with undergraduate students at conferences
- Very Large Extent: 19.9%
- Large Extent: 17.9%

Comparison Group
- Very Large Extent: 13.0%
- Large Extent: 5.8%

Your Institution
- Very Large Extent: 7.0%
- Large Extent: 5.7%
Faculty Satisfaction
Workplace Satisfaction

- Autonomy and independence: 54.8% (Your Institution) vs. 51.5% (Comparison Group)
- Teaching load: 32.3% (Your Institution) vs. 43.5% (Comparison Group)
- Departmental leadership: 56.5% (Your Institution) vs. 50.0% (Comparison Group)
- Departmental support for work/life balance: 48.4% (Your Institution) vs. 35.1% (Comparison Group)

Your Institution:
- Very Satisfied: 32.3%
- Satisfied: 43.5%
- Comparison Group:
- Very Satisfied: 45.6%
- Satisfied: 30.6%
Satisfaction with Compensation

- **Salary**: 9.8% Very Satisfied, 45.2% Satisfied, 31.1%
- **Retirement benefits**: 6.6% Very Satisfied, 39.3% Satisfied, 51.0%
- **Opportunity for scholarly pursuits**: 39.3% Very Satisfied, 45.9% Satisfied, 15.0%
- **Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)**: 23.7% Very Satisfied, 55.9% Satisfied, 25.0%

Your Institution
- Very Satisfied
- Satisfied

Comparison Group
- Very Satisfied
- Satisfied
Satisfaction with Pay Equity and Family Flexibility

- **Relative equity of salary and job benefits**
  - Your Institution: 6.5% (Very Satisfied) + 33.9% (Satisfied)
  - Comparison Group: 10.1% (Very Satisfied) + 40.7% (Satisfied)

- **Flexibility in relation to family matters or emergencies**
  - Your Institution: 46.8% (Very Satisfied) + 41.9% (Satisfied)
  - Comparison Group: 42.7% (Very Satisfied) + 44.7% (Satisfied)

- **Overall job**
  - Your Institution: 31.1% (Very Satisfied) + 52.5% (Satisfied)
  - Comparison Group: 30.1% (Very Satisfied) + 54.1% (Satisfied)

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2019-2020 HERI Faculty Survey

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### 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>Native American/Alaska Native</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>Asian/Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>6.9%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>44.8%</td>
</tr>
<tr>
<td>Black/African American</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>46.2%</td>
</tr>
<tr>
<td>Latina/o/x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>0.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>28.6%</td>
<td>54.2%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>7.1%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>38.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>–</td>
<td>16.7%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>–</td>
<td>16.7%</td>
</tr>
<tr>
<td>Two or more Races/Ethnicities</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>42.9%</td>
</tr>
</tbody>
</table>
Overall Satisfaction
“If given the choice, would you still come to this institution?”

- Definitely Yes: 47.1%
- Probably Yes: 36.2%
- Not Sure: 14.5%
- Probably No: 8.1%
- Definitely No: 1.1%

Comparison with other institutions:
- Definitely Yes: 40.3%
- Probably Yes: 37.1%
- Not Sure: 10.3%
- Probably No: 5.4%
- Definitely No: 0.0%
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

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat

<table>
<thead>
<tr>
<th>Group</th>
<th>Extensive</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>41.4%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Men/Trans Men</td>
<td>47.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Women/Trans Women</td>
<td>37.8%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

2019-2020 HERI Faculty Survey
### Stress Due to Discrimination, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Your Institution</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American/Alaska Native</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>–</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>–</td>
<td>21.4%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>–</td>
<td>61.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>–</td>
<td>7.7%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>–</td>
<td>61.5%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>–</td>
<td>40.9%</td>
</tr>
<tr>
<td>Latina/o/x</td>
<td>–</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>14.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>57.1%</td>
<td>40.9%</td>
</tr>
<tr>
<td>White</td>
<td>–</td>
<td>3.2%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>0.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>35.0%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>–</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>–</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>–</td>
<td>50.0%</td>
</tr>
<tr>
<td>Two or more Races/Ethnicities</td>
<td>–</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>Extensive</strong></td>
<td>–</td>
<td>29.6%</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
<td>–</td>
<td>29.6%</td>
</tr>
</tbody>
</table>
Additional Sources of Stress

![Bar chart showing the percentage of stress sources for Your Institution and Comparison Group]

- **Research or publishing demands**: Your Institution - 56.9%, Comparison Group - 49.3%
- **Review/promotion process**: Your Institution - 20.4%, Comparison Group - 38.3%
- **Job security**: Your Institution - 11.0%, Comparison Group - 21.1%
- **Increased work responsibilities**: Your Institution - 49.2%, Comparison Group - 51.1%
- **Institutional budget cuts**: Your Institution - 35.6%, Comparison Group - 46.6%

Your Institution: Extensive (green), Somewhat (blue)
Comparison Group: Extensive (dark blue), Somewhat (light blue)
**Personal Sources of Stress**

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>My physical health</td>
<td>8.3% (Extensive)</td>
<td>51.7% (Extensive)</td>
</tr>
<tr>
<td>My emotional well-being</td>
<td>16.4% (Extensive)</td>
<td>57.4% (Extensive)</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>20.4% (Extensive)</td>
<td>52.1% (Extensive)</td>
</tr>
<tr>
<td>Managing household responsibilities</td>
<td>23.0% (Extensive)</td>
<td>28.6% (Extensive)</td>
</tr>
</tbody>
</table>

- **Comparison Group**
  - Extensive
  - Somewhat

2019-2020 HERI Faculty Survey
Faculty Perspectives on Campus Climate
Institutional Priority: Commitment to Diversity

- Recruit more traditionally underrepresented students
- Promote gender diversity in the faculty and administration
- Promote racial and ethnic diversity in the faculty and administration

**Your Institution**
- Highest Priority
- High Priority

**Comparison Group**
- Highest Priority
- High Priority

2019-2020 HERI Faculty Survey
Perspectives on Campus Climate for Diversity

This institution has effective hiring practices and policies that increase faculty diversity:
- Your Institution: 12.3% Strongly Agree, 52.3% Somewhat Agree
- Comparison Group: 16.7% Strongly Agree, 52.8% Somewhat Agree

This institution takes responsibility for educating underprepared students:
- Your Institution: 21.9% Strongly Agree, 43.8% Somewhat Agree
- Comparison Group: 24.4% Strongly Agree, 51.5% Somewhat Agree

Faculty are not prepared to deal with conflict over diversity issues in the classroom:
- Your Institution: 4.8% Strongly Agree, 45.2% Somewhat Agree
- Comparison Group: 7.9% Strongly Agree, 46.9% Somewhat Agree

2019-2020 HERI Faculty Survey
**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

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![Bar chart showing Civic Engagement scores](chart.png)

### Scores

- **All Faculty**: 49.6 (Your Institution), 49.0 (Comparison Group)
- **Men/Trans Men**: 50.1 (Your Institution), 49.7 (Comparison Group)
- **Women/Trans Women**: 49.4 (Your Institution), 48.2 (Comparison Group)
Institutional Priority: Increasing Prestige

- **Increase or maintain institutional prestige**
  - Your Institution: 25.4%, Comparison Group: 58.7%
  - Your Institution: 47.0%, Comparison Group: 31.7%

- **Hire faculty “stars”**
  - Your Institution: 11.1%, Comparison Group: 4.8%
  - Your Institution: 11.7%, Comparison Group: 3.4%

- **Increase the selectivity of the student body through more competitive admissions criteria**
  - Your Institution: 7.9%, Comparison Group: 31.7%
  - Your Institution: 20.1%, Comparison Group: 3.6%
Perspectives on
Campus and Departmental Climate

There is a lot of campus racial conflict here
My research is valued by faculty in my department
My teaching is valued by faculty in my department
My service is valued by faculty in my department

Your Institution
- Strongly Agree
- Somewhat Agree
Comparison Group
- Strongly Agree
- Somewhat Agree

2019-2020 HERI Faculty Survey
Perspectives on Shared Governance

The faculty are typically at odds with campus administration: 24.6% Strongly Agree, 56.9% Somewhat Agree, 11.9% Neither Agree nor Disagree, 11.9% Disagree, 0% Strongly Disagree.

Administrators consider faculty concerns when making policy: 13.8% Strongly Agree, 50.8% Somewhat Agree, 20.9% Neither Agree nor Disagree, 18.5% Disagree, 18.5% Strongly Disagree.

Faculty are sufficiently involved in campus decision-making: 18.5% Strongly Agree, 36.9% Somewhat Agree, 23.5% Neither Agree nor Disagree, 23.5% Disagree, 23.5% Strongly Disagree.

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?
  - Your Institution: 32.8%
  - Comparison Group: 39.7%

- In the past year, have you considered leaving this institution for another?
  - Your Institution: 42.6%
  - Comparison Group: 41.0%

- Do you plan to retire within the next three years?
  - Your Institution: 13.3%
  - Comparison Group: 11.9%
The more you get to know your faculty, the better you can understand their needs.

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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