



# Texas Lutheran University HERI Faculty Survey 2022-2023 Results

Full-Time Undergraduate Teaching Faculty

**Texas Lutheran University**

**N=66**

**Other Religious 4yr Colleges - very low/low/medium  
selectivity**

**N=281**

# Executive Summary

## TLU Institutional Research & Effectiveness

The HERI Faculty Survey was administered October 17-November 11, 2022, with participation in the survey voluntary, anonymous, and approved by the TLU IRB. A total of 167 TLU faculty were invited to take the survey and 88 chose to fully or partially complete the survey (53% overall response rate), including 72 of 96 full-time faculty (75% full-time response rate) and 16 of 71 part-time faculty (23% part-time response rate). Sixty-six full-time faculty (69%) fully completed the survey. Based upon the overall response rate, the estimated 95% margin of error is  $\pm 9.22\%$  for response proportions and  $\pm 0.19$  for response averages.

TLU faculty participating in the survey reported being significantly less satisfied than faculty at other private institutions on nine different measures: salary, health benefits, retirement benefits, scholarly opportunities, teaching load, quality of students, prospects for career advancement, relative equity of salary and job benefits, and overall job satisfaction. Each of these measures reflected moderate to large between-group differences. Two-in-three full-time TLU faculty reported having considered leaving the institution (63%) and perhaps leaving academe for another employment opportunity (65%) within the last year; further, only one-half of full-time faculty (56%) reported that they would still come to the institution if given the choice.

TLU faculty also reported the review/promotion process to be significantly less stressful than faculty at other private institutions, as well as feeling more involved in campus decision-making but experiencing greater levels of stress from institutional budget cuts. The promotion of racial and ethnic diversity among faculty and administration was regarded as a greater institutional priority by TLU faculty compared to faculty at other private institutions. Last, TLU reported greater levels of research activity with undergraduates compared to other religious colleges but at levels similar to faculty at other private institutions.

## 2022-2023 HERI Faculty Survey Selected Comparison Groups

### Other Religious 4yr Colleges - very low/low/medium selectivity

Institution	State	Institution	State	Institution	State
Alliance University	NY	Grand View University	IA	Vanguard University of Southern California	CA
Columbia College	MO	Lakeland University	WI		
Fresno Pacific University	CA	Texas Lutheran University	TX		

### All Private Institutions

Institution	State	Institution	State	Institution	State
Alliance University	NY	Lakeland University	WI	Southern California University of Health Sciences	CA
Arcadia University	PA	Lewis University	IL	Southwestern University	TX
Augustana College	IL	Linfield University	OR	St Catherine University	MN
Belmont University	TN	Loyola Marymount University	CA	St Olaf College	MN
Bradley University	IL	Lycoming College	PA	Susquehanna University	PA
Bridgewater College	VA	Naropa University	CO	Swarthmore College	PA
Brigham Young University-Provo	UT	Nebraska Wesleyan University	NE	Taylor University	IN
Chapman University	CA	Northeastern University	MA	Texas Lutheran University	TX
Columbia College	MO	Ohio Northern University	OH	The Chicago School of Professional Psychology	DC
Dominican University	IL	Patrick Henry College	VA	The College of Wooster	OH
Dordt University	IA	Pepperdine University	CA	Touro University	NY
Earlham College	IN	Point Loma Nazarene University	CA	University of Detroit Mercy	MI
Eckerd College	FL	Roberts Wesleyan College	NY	University of Indianapolis	IN
Embry-Riddle Aeronautical University	FL	Rockford University	IL	Vanguard University of Southern California	CA
Fairfield University	CT	Saint Anselm College	NH	Villanova University	PA
Fresno Pacific University	CA	Saint Martin's University	WA	Walsh University	OH
Goshen College	IN	Saint Mary's College	IN	Whitman College	WA
Grand View University	IA	Saint Peter's University	NJ	Whitworth University	WA
Harrisburg University of Science and Technology	PA	Santa Clara University	CA		
King's College	PA	Smith College	MA		

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## TLU Institutional Research & Effectiveness

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Survey participants reported being significantly less satisfied than faculty at other private institutions on nine different measures: salary, health benefits, retirement benefits, scholarly opportunities, teaching load, quality of students, prospects for career advancement, relative equity of salary and job benefits, and overall job satisfaction. Each of these measures reflected moderate to large between-group differences. Further, one-in-three TLU faculty reported having considered leaving TLU and perhaps academe for another employment opportunity within the last year, while only one-in-two reported that they would still come to the institution, if given the choice.

TLU faculty also reported the review/promotion process to be significantly less stressful than faculty at other private institutions, as well as feeling more involved in campus decision-making but experiencing greater levels of stress from institutional budget cuts. The promotion of racial and ethnic diversity among faculty and administration was regarded as a greater institutional priority by TLU faculty compared to faculty at other private institutions. Last, TLU reported greater levels of research activity with undergraduates compared to other religious colleges but at levels similar to faculty at other private institutions.

# THE FACULTY EXPERIENCE

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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.

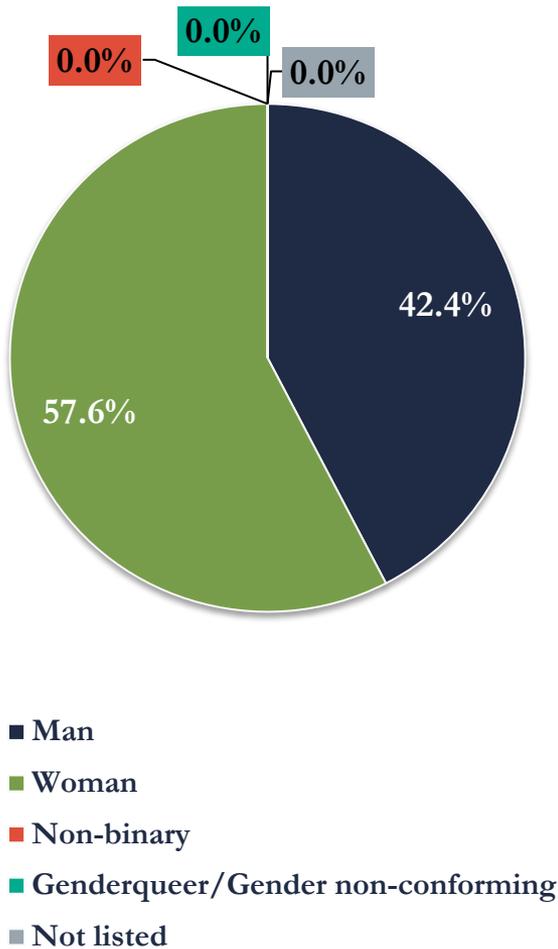
## Constructs

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.

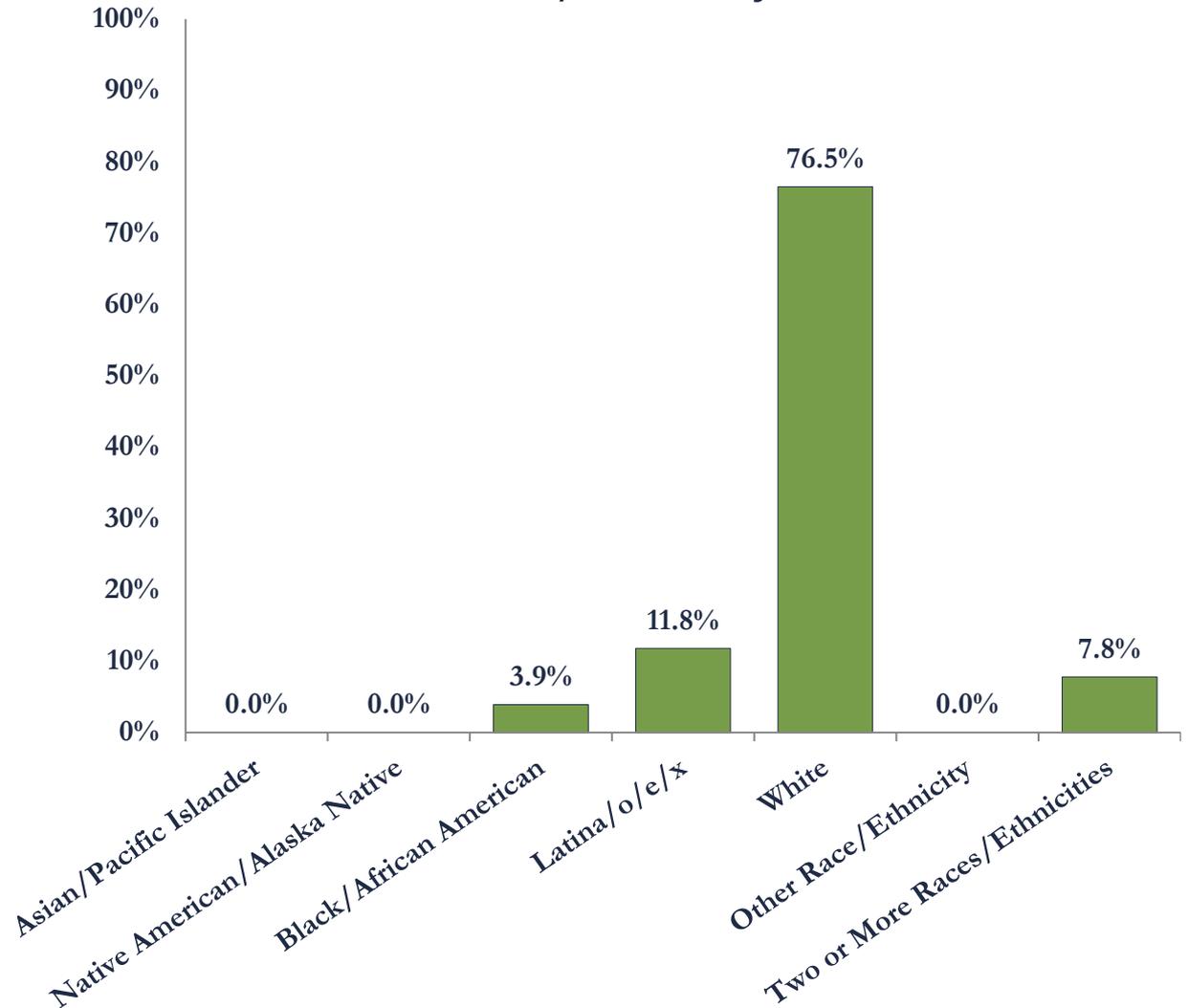
# Demographics

# Demographics

Gender

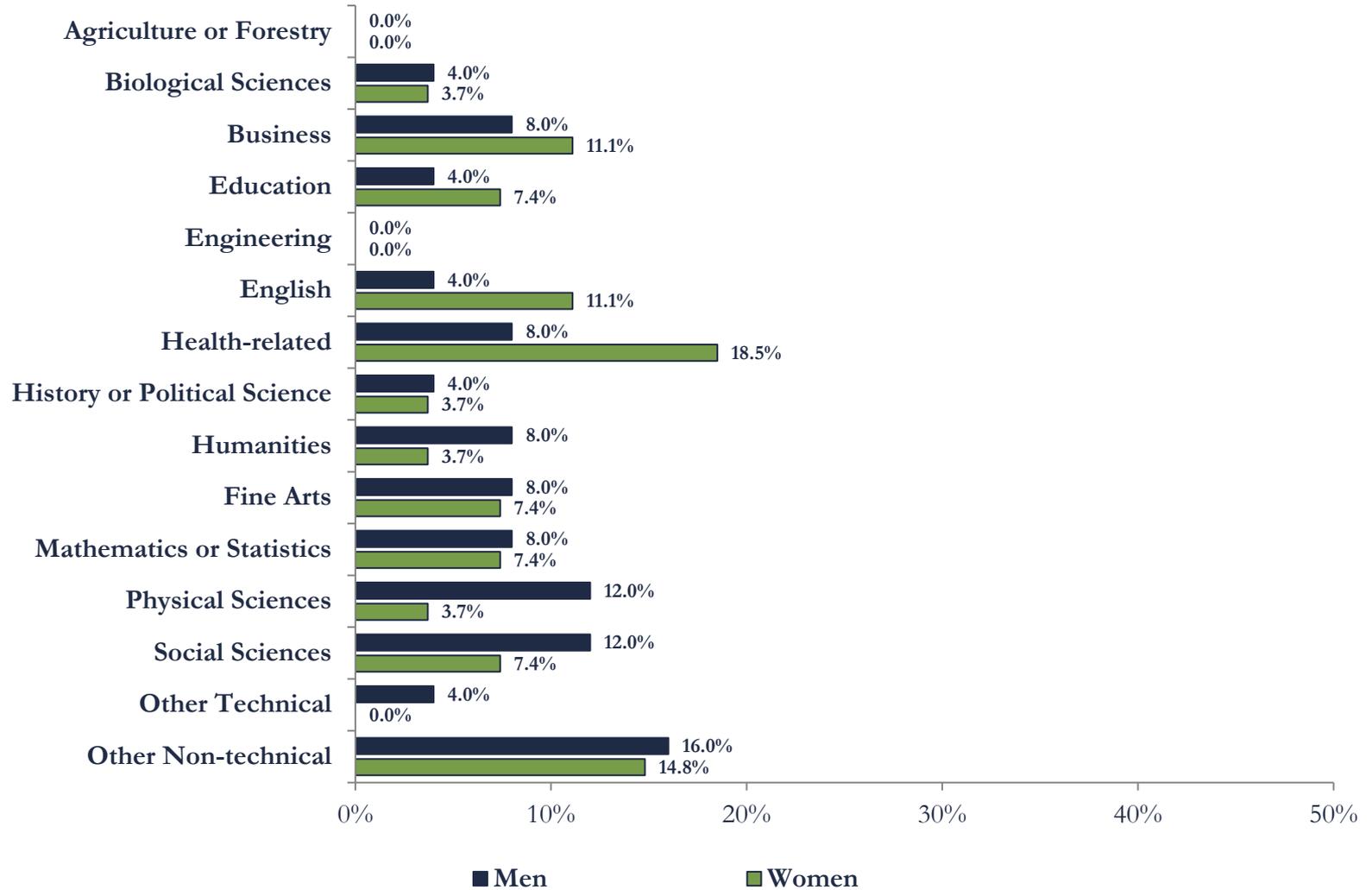


Race/Ethnicity



# Demographics

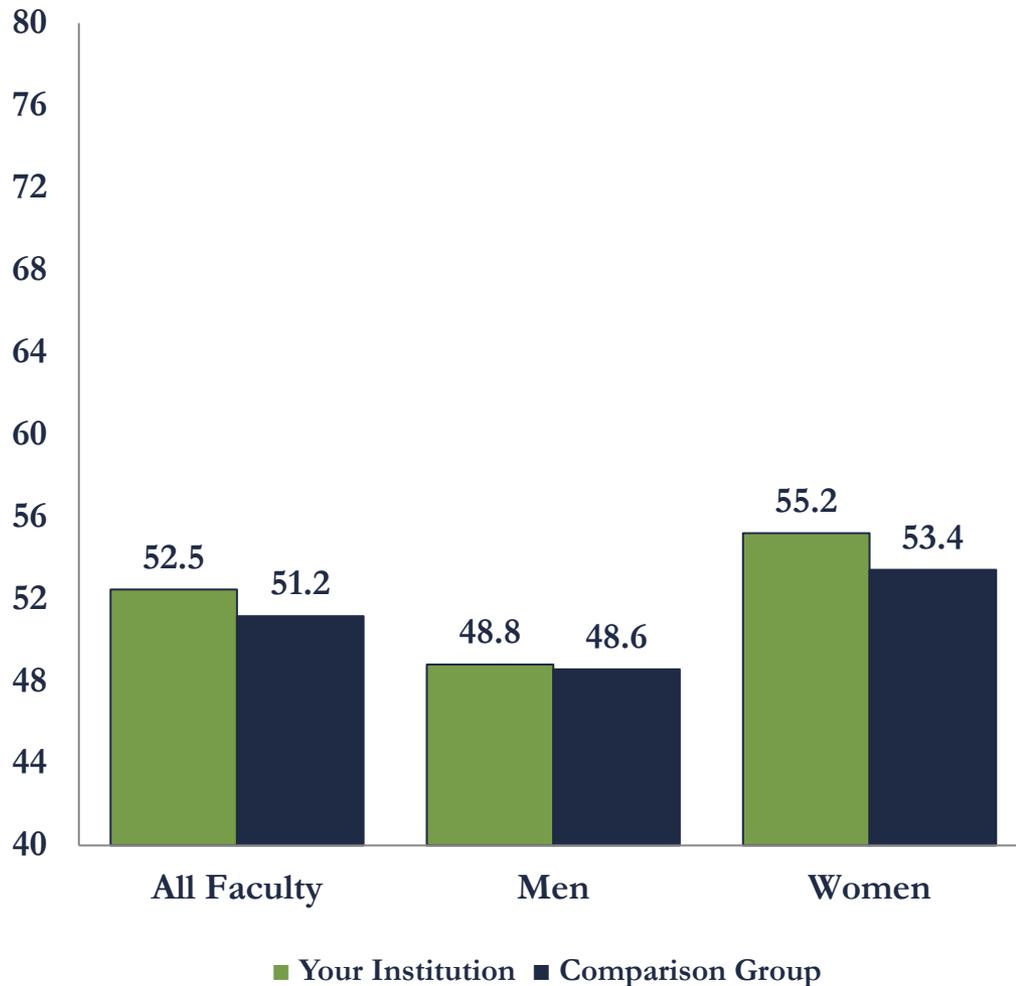
## Academic Department (Aggregated)



# Teaching Practices

# Student-Centered Pedagogy

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



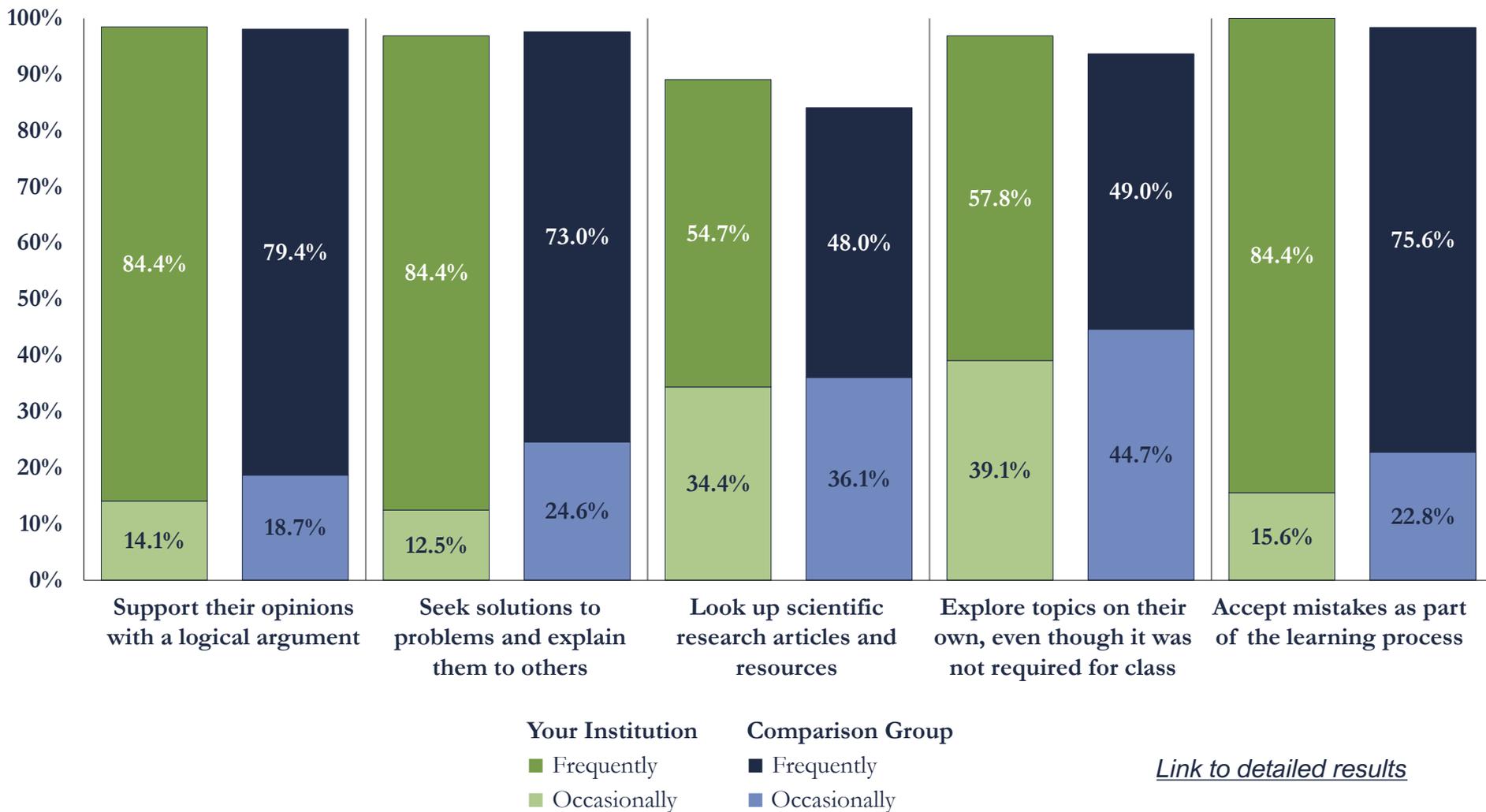
## Construct Items

- 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

[Link to detailed results](#)

# Habits of Mind

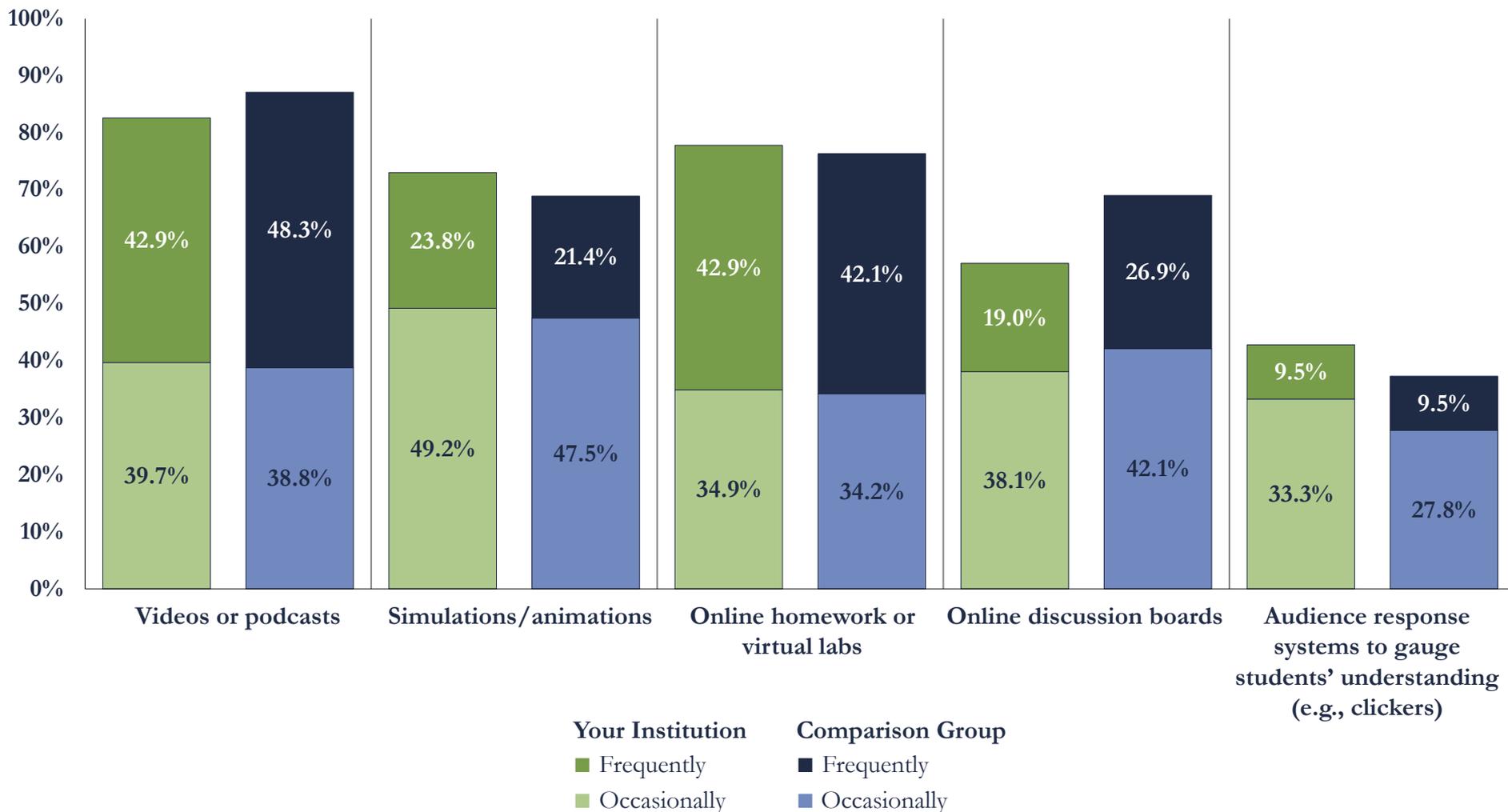
These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.



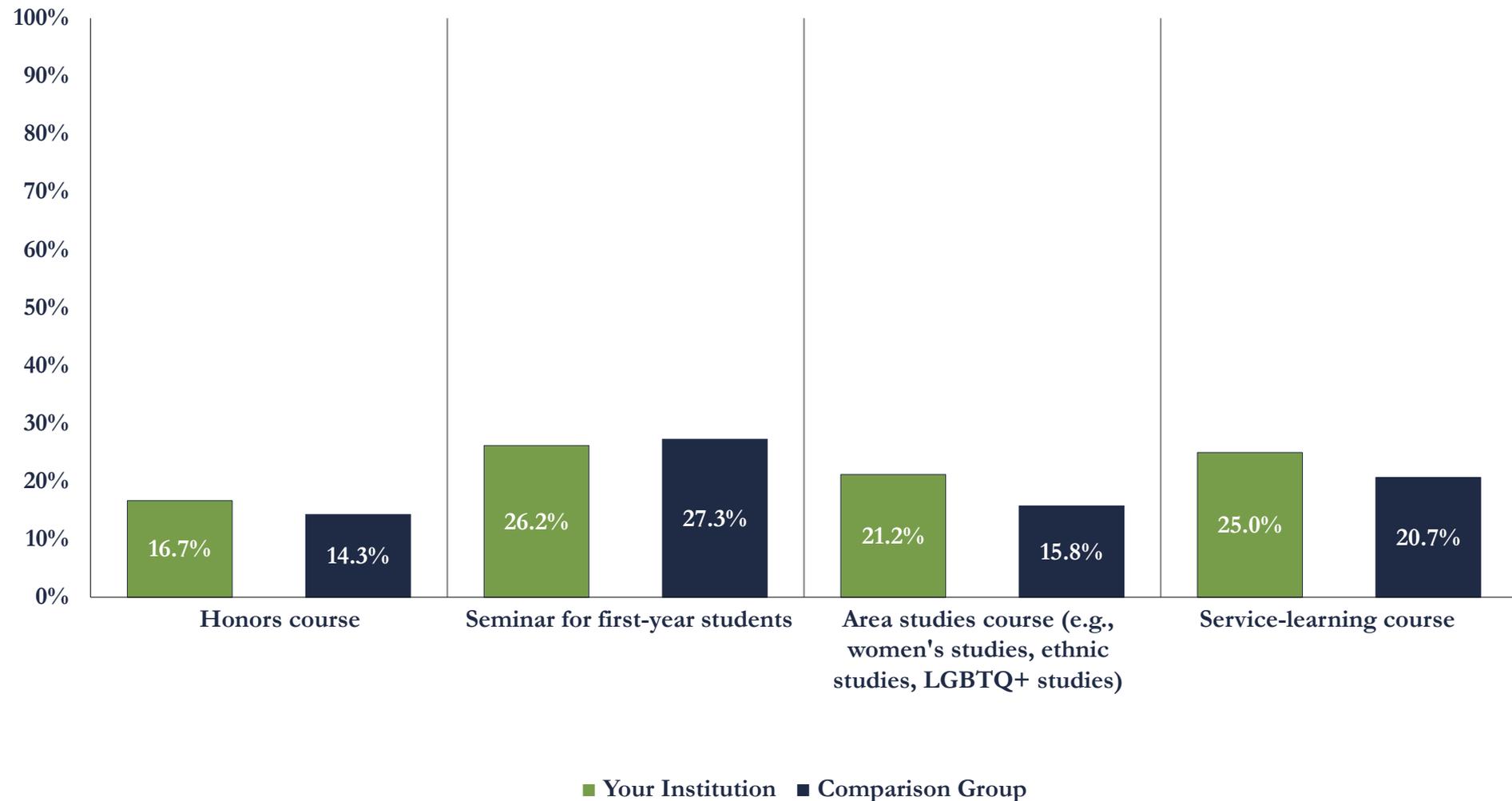
[Link to detailed results](#)

# Technology in the Classroom

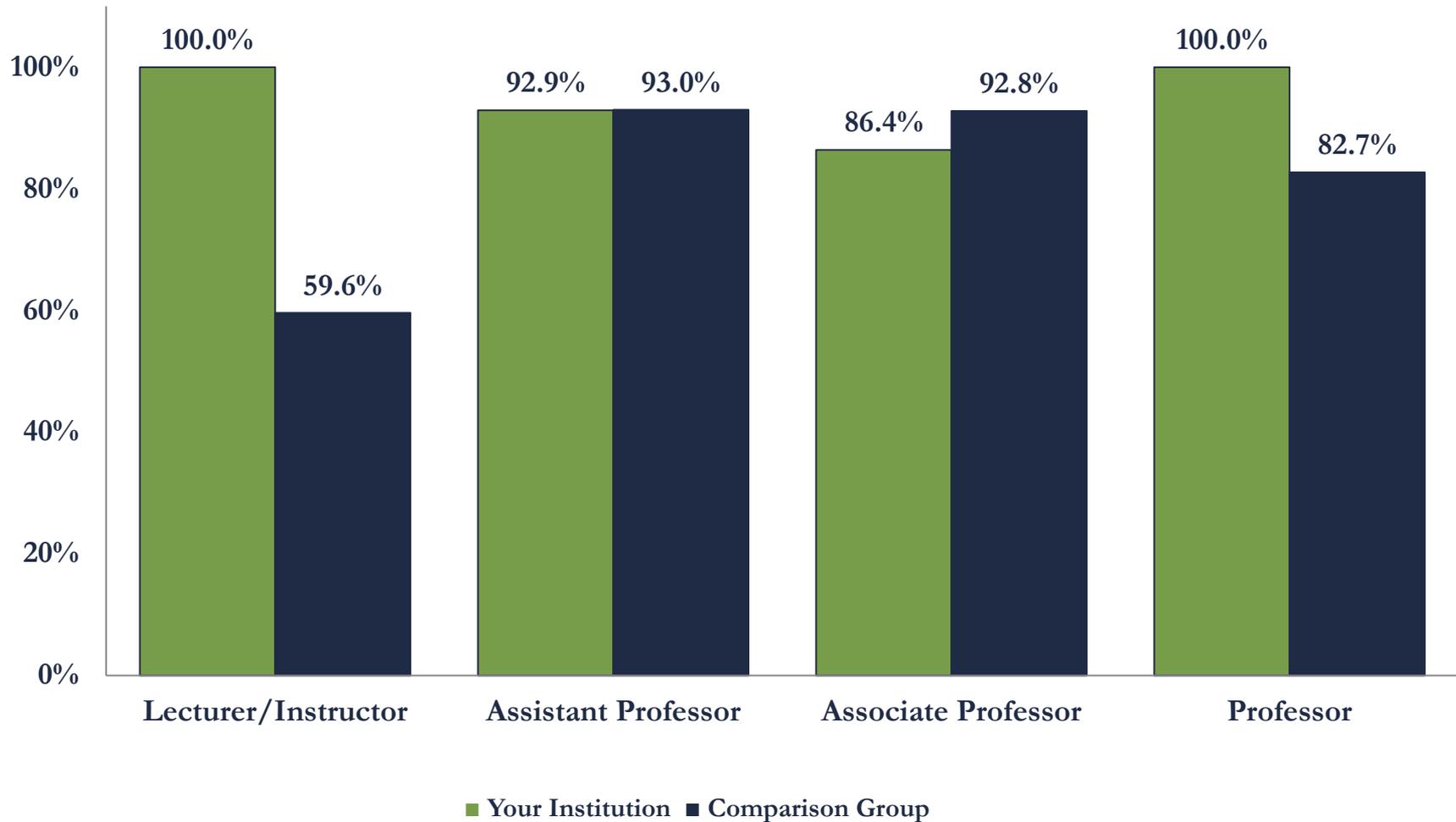
Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.



# Types of Courses Taught During the Past Three Years



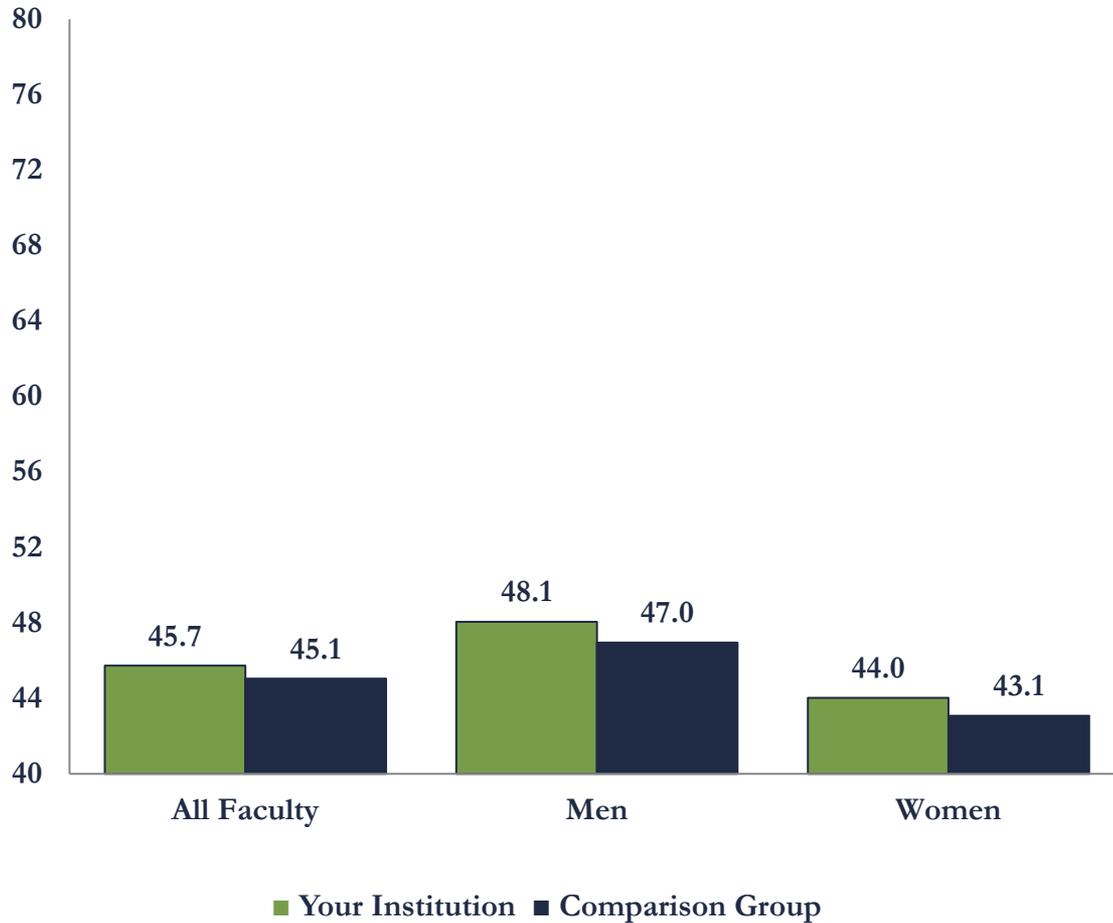
# Percent Teaching Three or More Courses This Term, by Rank



# Research Activities

# Scholarly Productivity

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

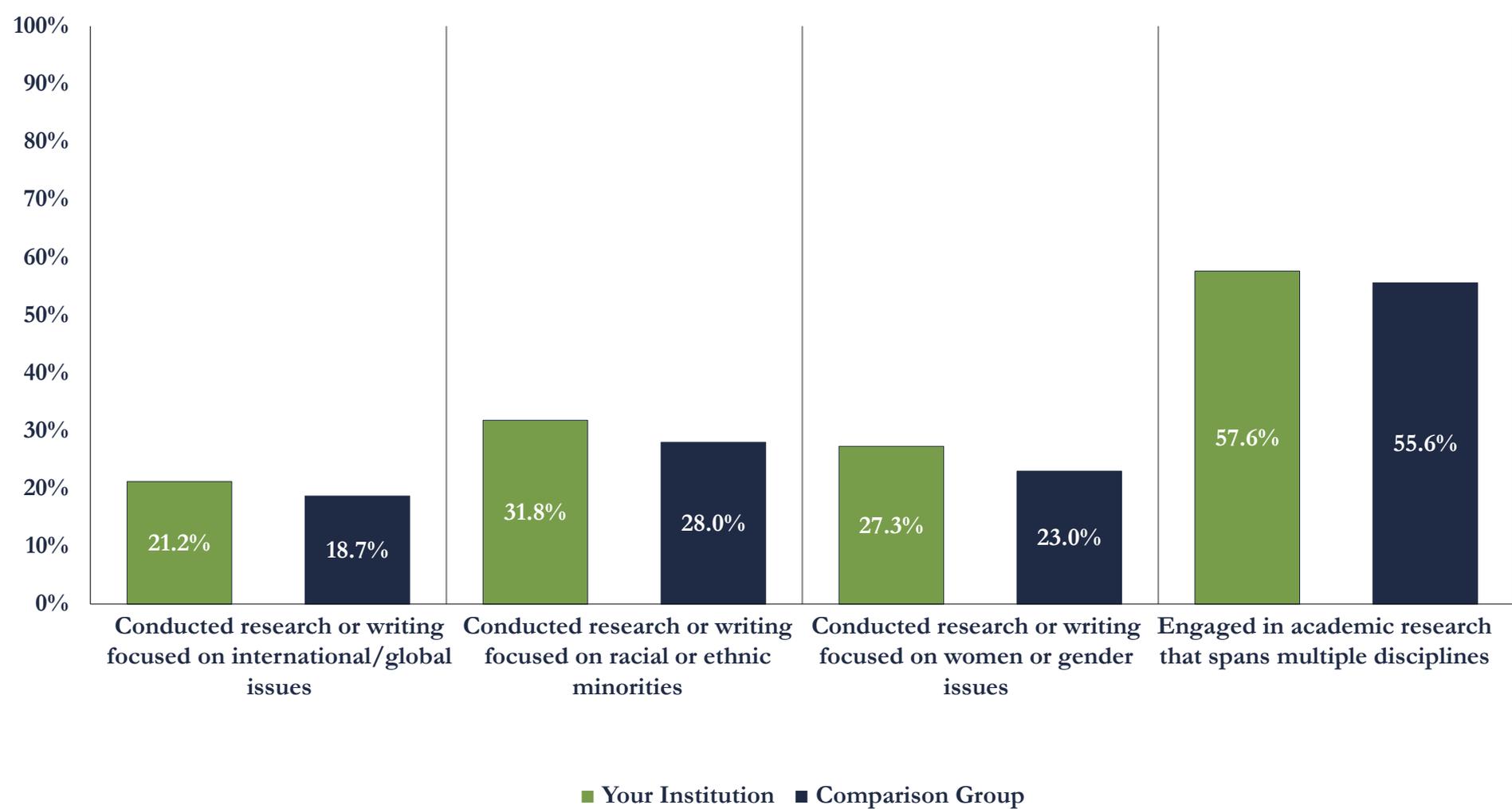


## Construct Items

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

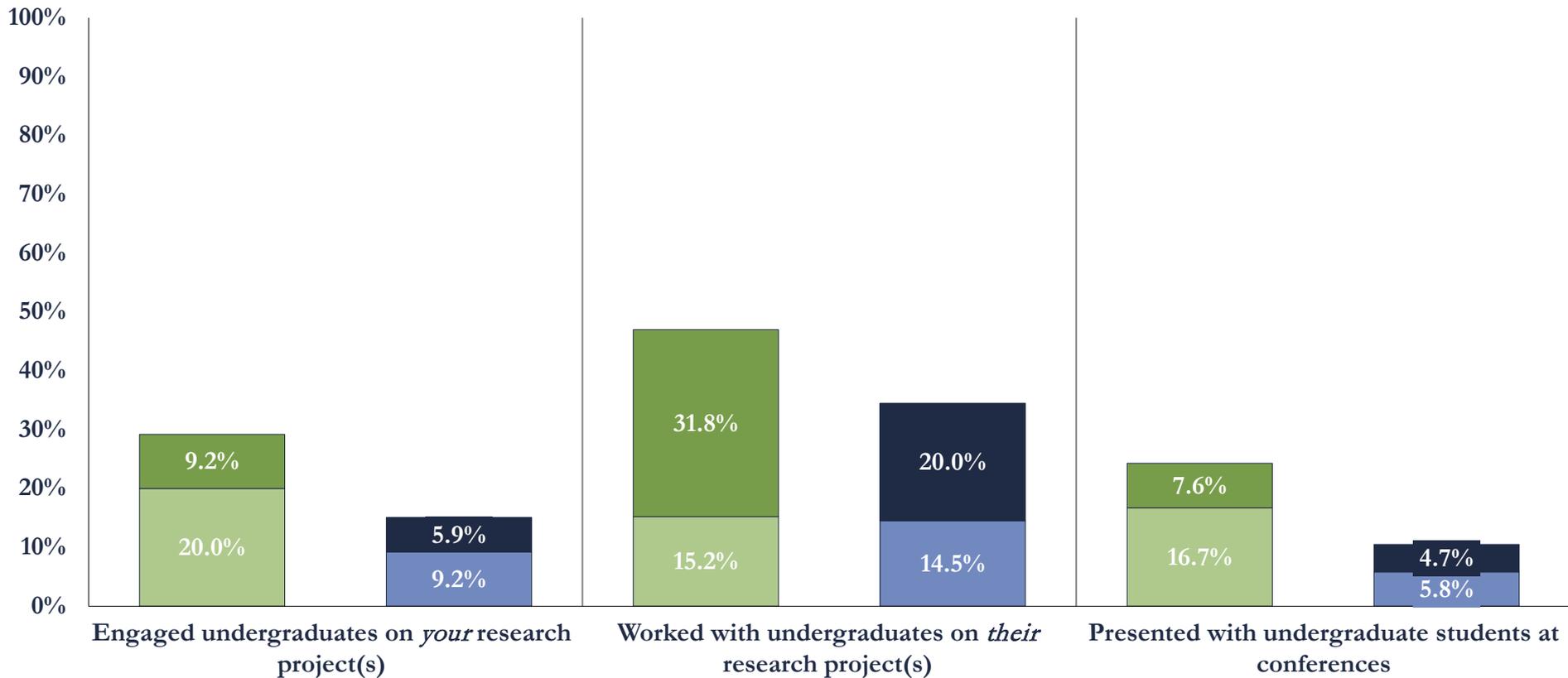
[Link to detailed results](#)

# Foci of Faculty Research



# 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.



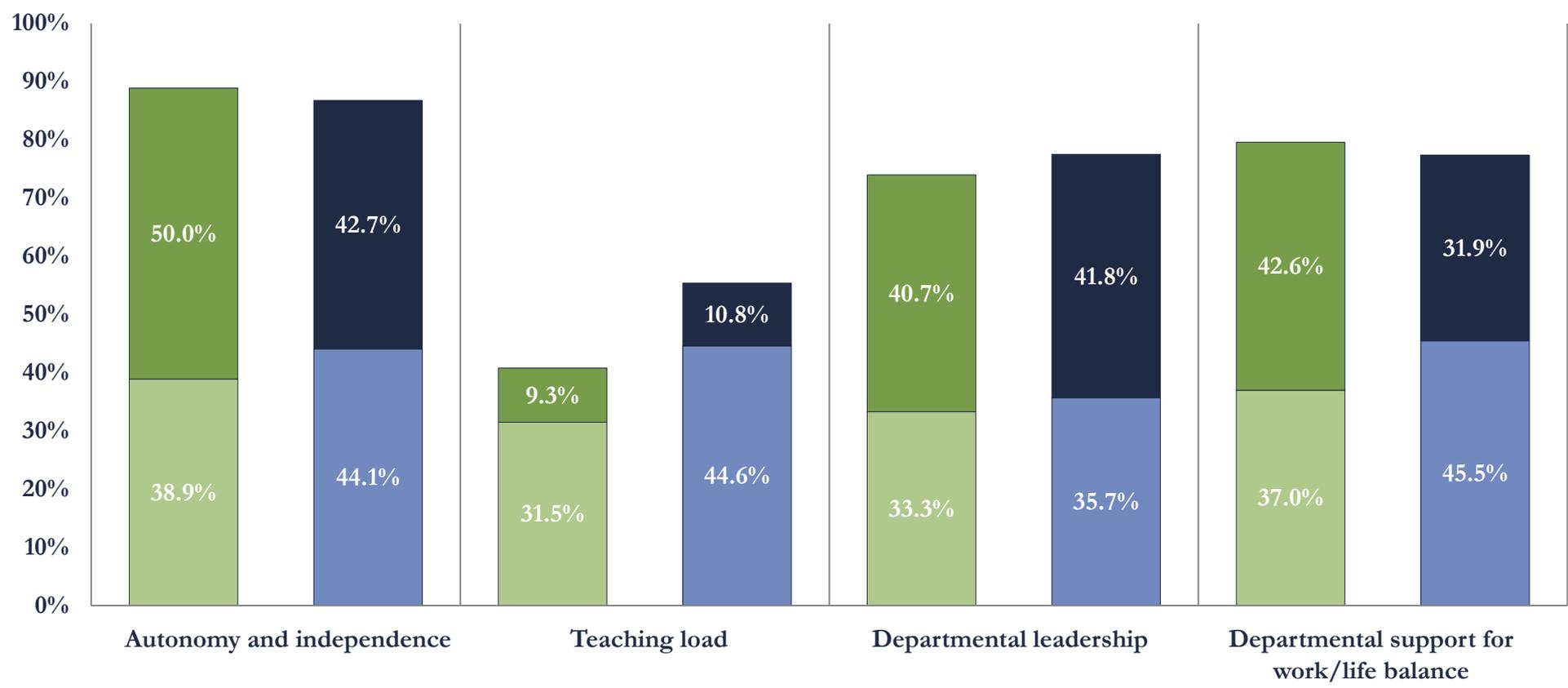
**Your Institution**  
■ Very Large Extent  
■ Large Extent

**Comparison Group**  
■ Very Large Extent  
■ Large Extent

[Link to detailed results](#)

# Faculty Satisfaction

# Workplace Satisfaction

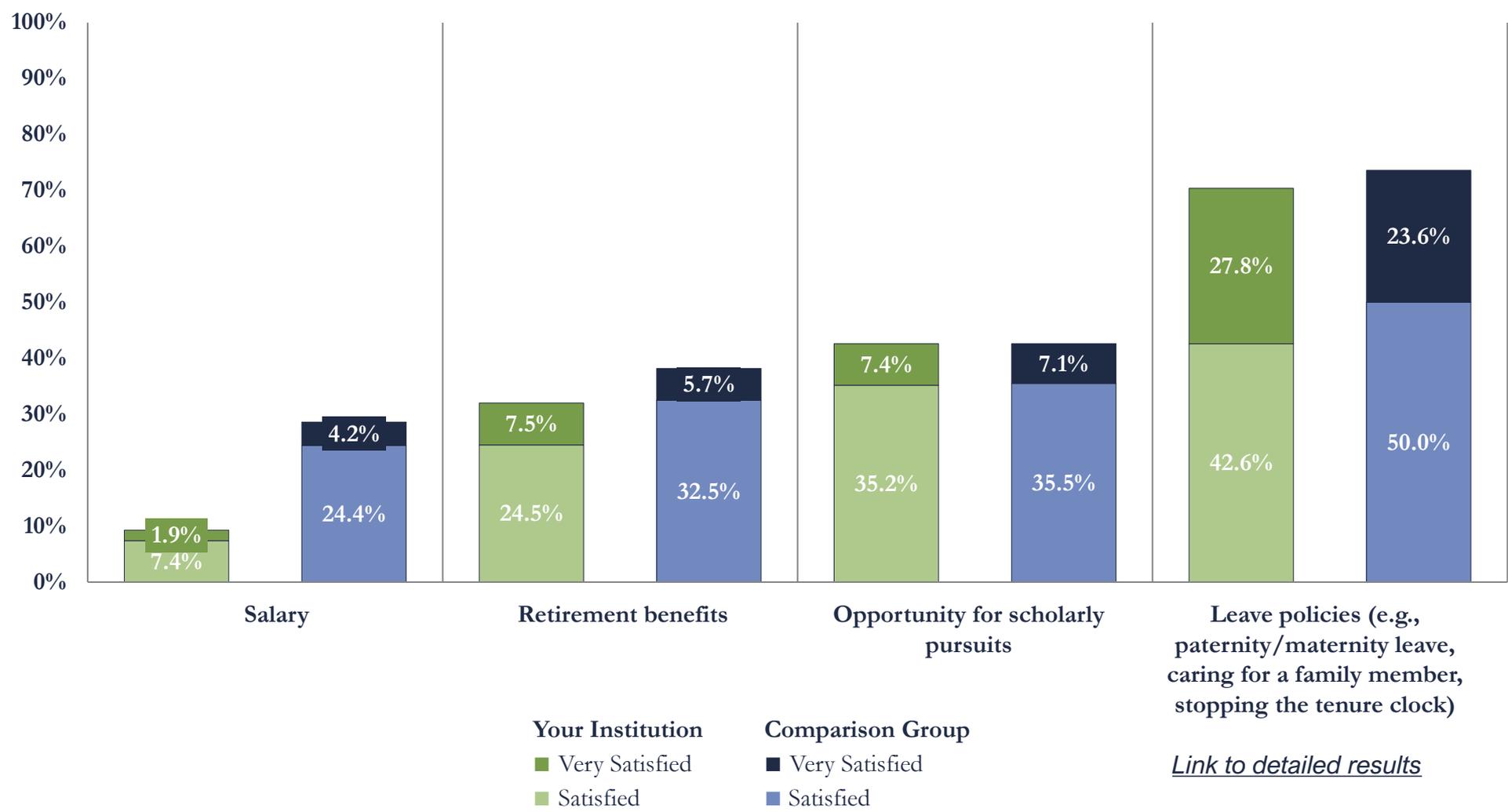


**Your Institution**  
■ Very Satisfied  
■ Satisfied

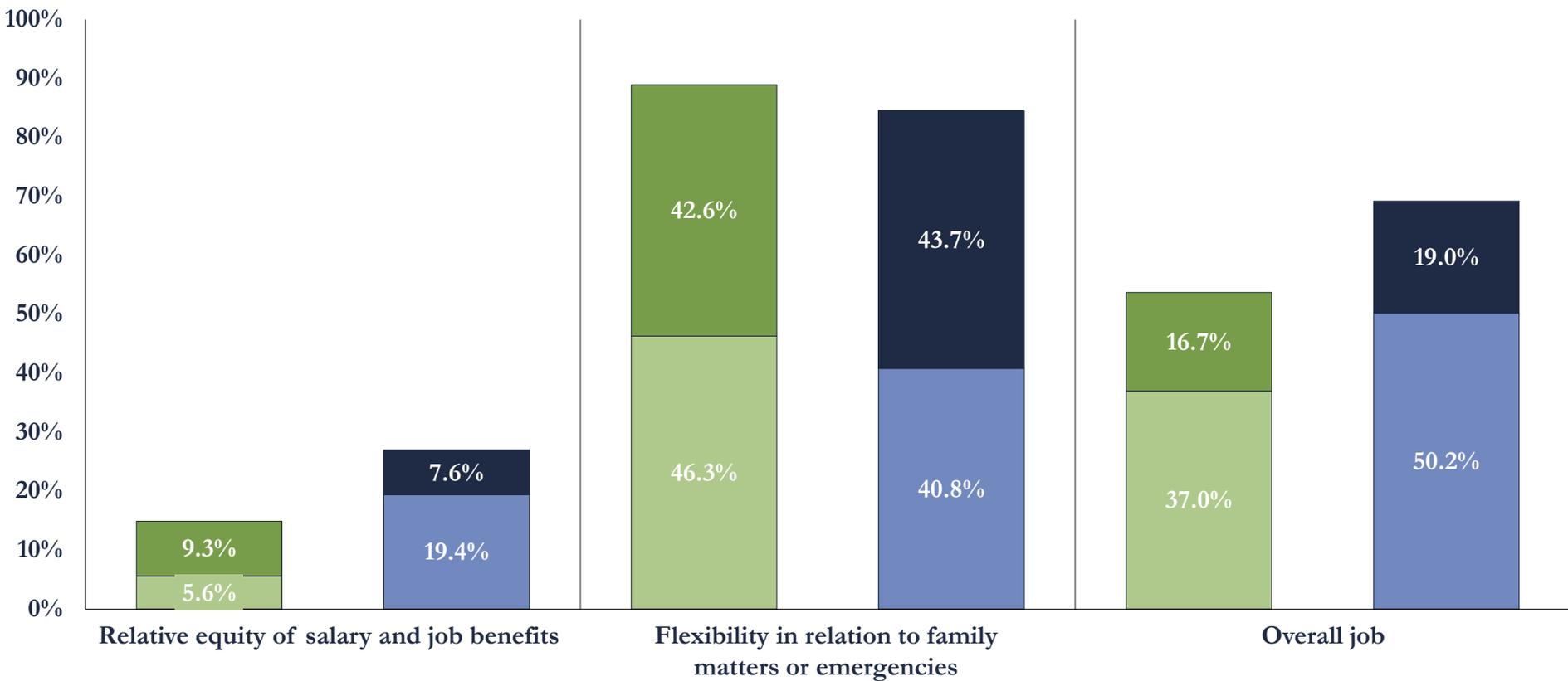
**Comparison Group**  
■ Very Satisfied  
■ Satisfied

[Link to detailed results](#)

# Satisfaction With Compensation



# Satisfaction With Pay Equity and Family Flexibility



**Your Institution**  
■ Very Satisfied  
■ Satisfied

**Comparison Group**  
■ Very Satisfied  
■ Satisfied

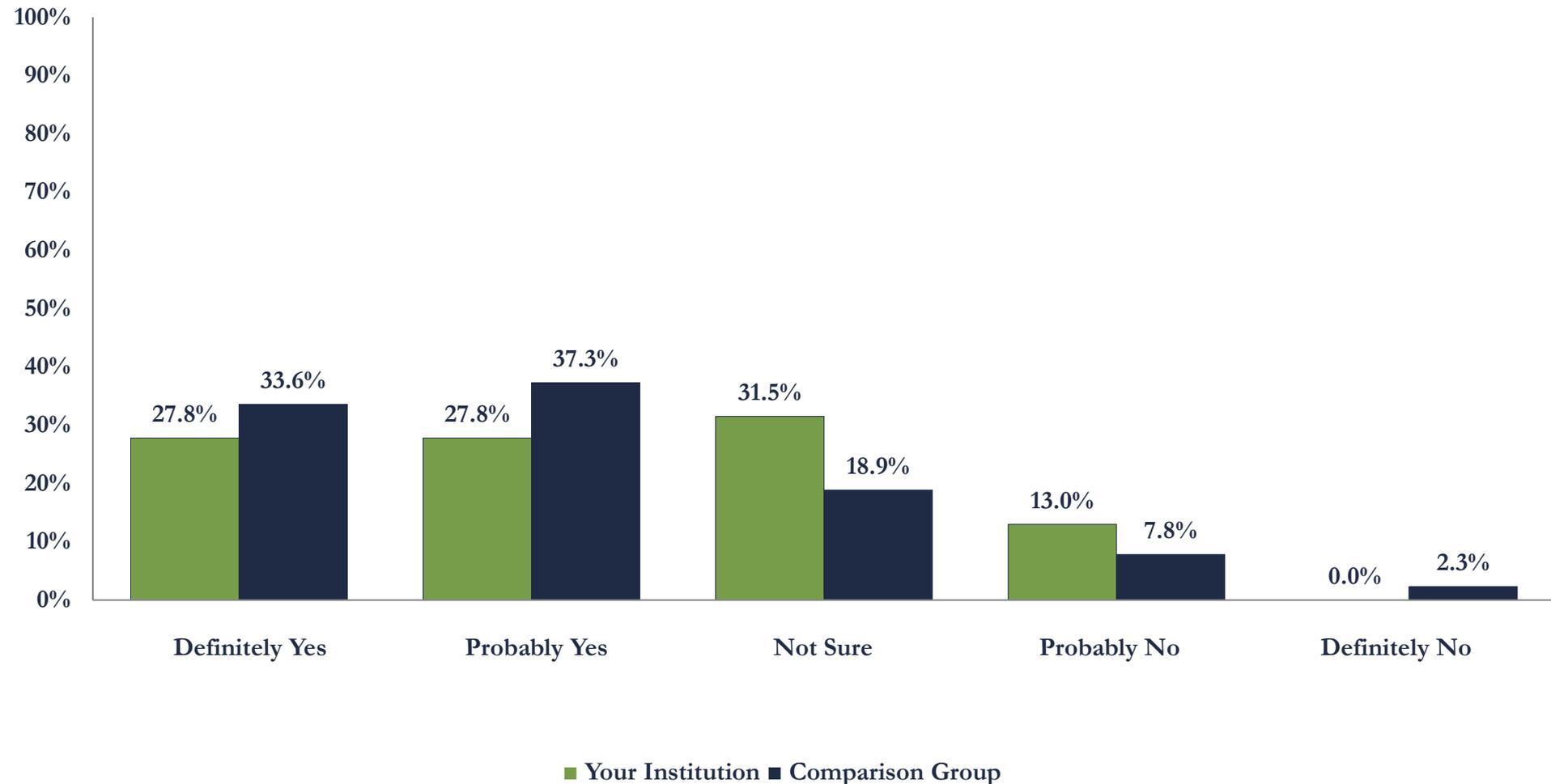
[Link to detailed results](#)

# Satisfaction With Relative Equity of Salary and Job Benefits, by Race/Ethnicity

Race	Your Institution	Comparison Group
<b>Native American/Alaska Native</b>		
<i>Very Satisfied</i>	–	–
<i>Satisfied</i>	–	–
<b>Asian/Pacific Islander</b>		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	20.0%
<b>Black/African American</b>		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	42.9%
<b>Latina/o/e/x</b>		
<i>Very Satisfied</i>	33.3%	18.8%
<i>Satisfied</i>	0.0%	18.8%
<b>White</b>		
<i>Very Satisfied</i>	7.7%	8.4%
<i>Satisfied</i>	7.7%	19.5%
<b>Other Race/Ethnicity</b>		
<i>Very Satisfied</i>	–	–
<i>Satisfied</i>	–	–
<b>Two or more Races/Ethnicities</b>		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	18.2%

# Overall Satisfaction

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

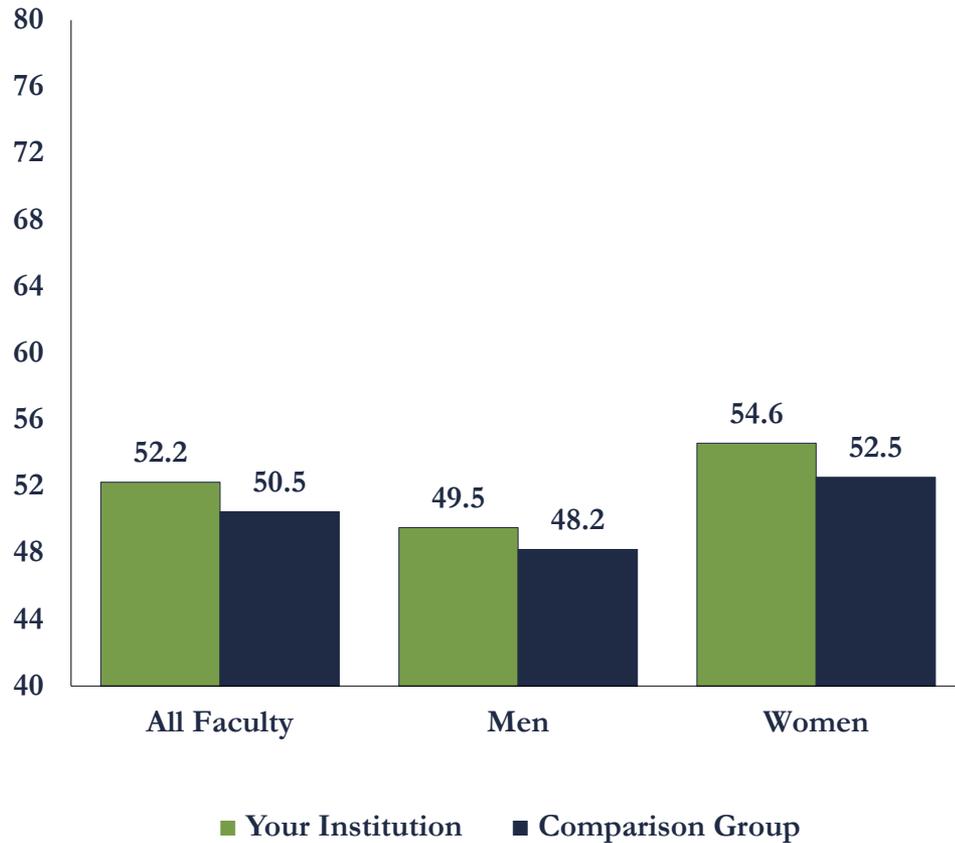


[Link to detailed results](#)

# Sources of Faculty Stress

# Career-Related Stress

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

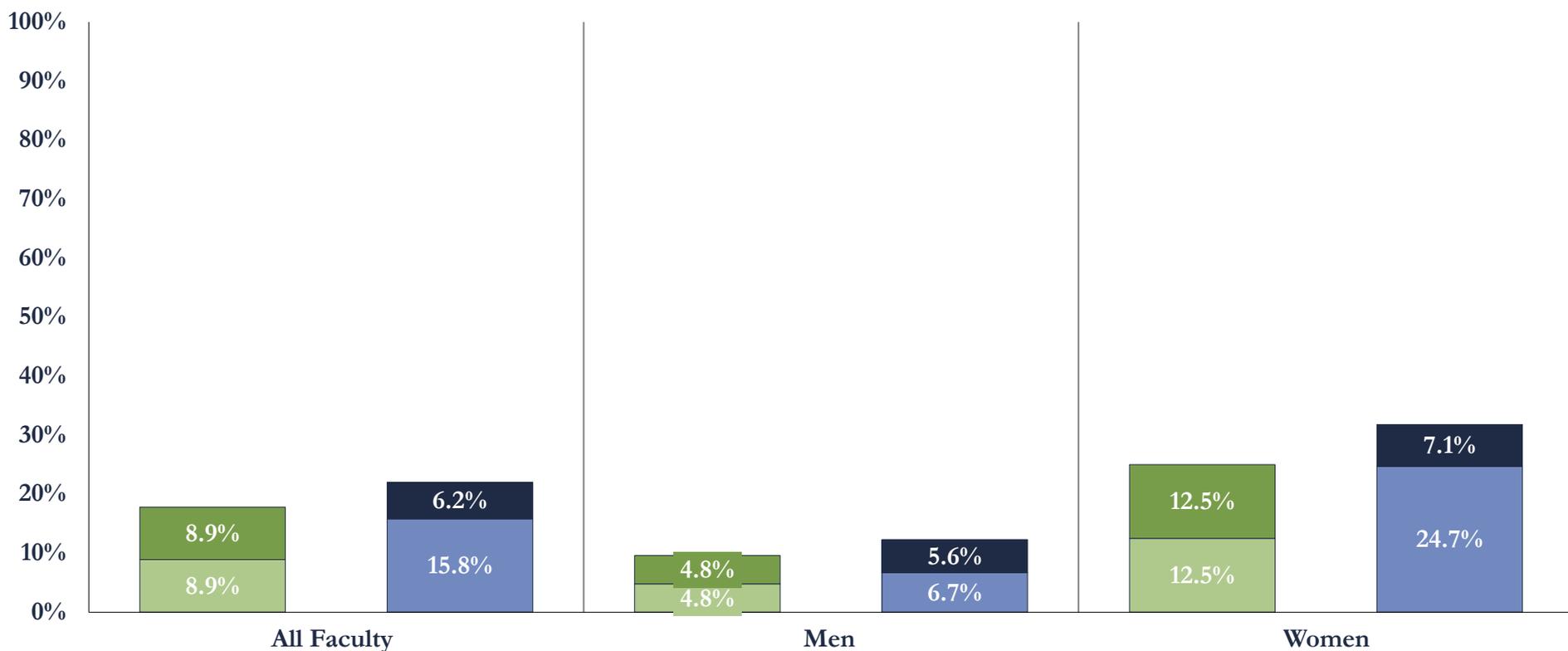


## Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Self-imposed high expectations

[\*Link to detailed results\*](#)

# Stress Due to Discrimination, by Gender



**Your Institution**  
■ Extensive  
■ Somewhat

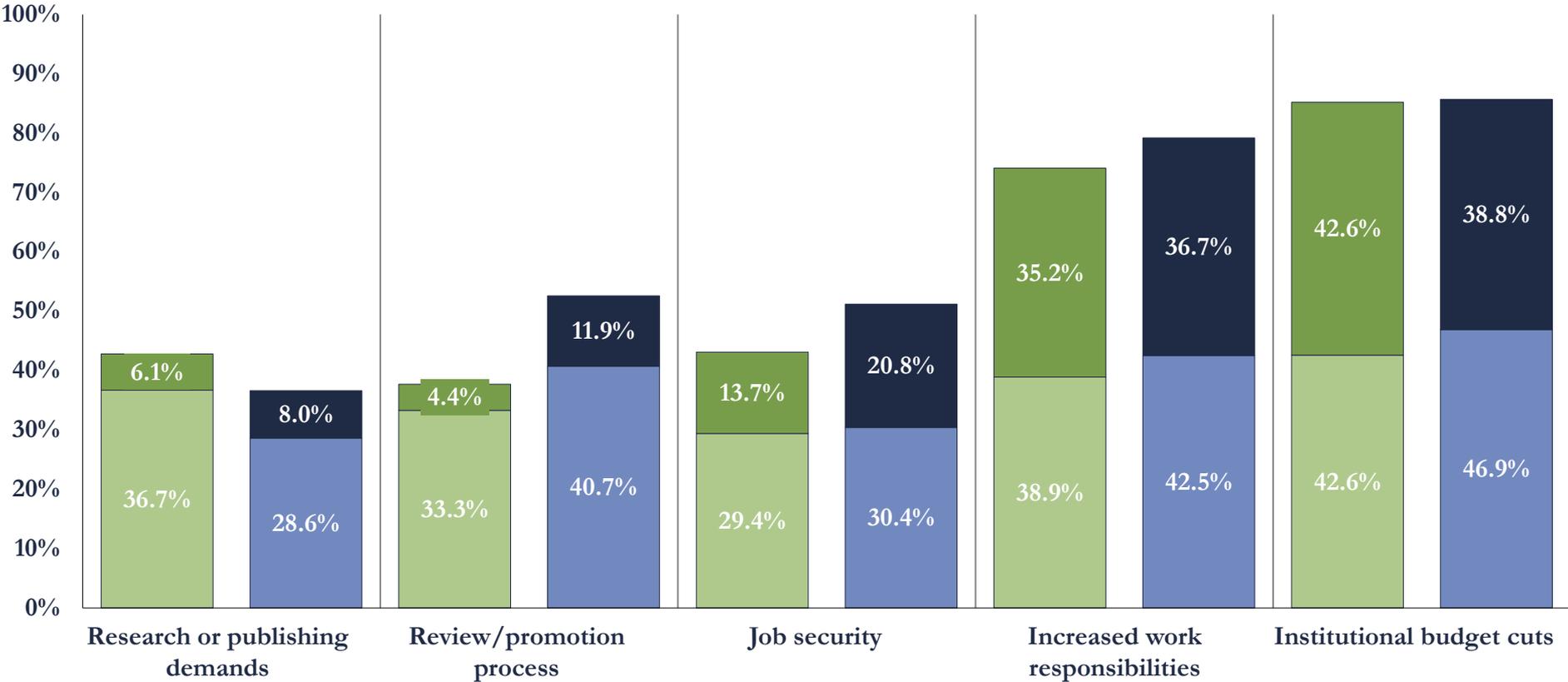
**Comparison Group**  
■ Extensive  
■ Somewhat

[Link to detailed results](#)

# Stress Due to Discrimination, by Race/Ethnicity

Race	Your Institution	Comp Group
<b>Native American/Alaska Native</b>		
<i>Extensive</i>	–	–
<i>Somewhat</i>	–	–
<b>Asian/Pacific Islander</b>		
<i>Extensive</i>	–	0.0%
<i>Somewhat</i>	–	37.5%
<b>Black/African American</b>		
<i>Extensive</i>	–	20.0%
<i>Somewhat</i>	–	0.0%
<b>Latina/o/e/x</b>		
<i>Extensive</i>	20.0%	16.7%
<i>Somewhat</i>	20.0%	8.3%
<b>White</b>		
<i>Extensive</i>	5.9%	4.5%
<i>Somewhat</i>	5.9%	15.7%
<b>Other Race/Ethnicity</b>		
<i>Extensive</i>	–	–
<i>Somewhat</i>	–	–
<b>Two or more Races/Ethnicities</b>		
<i>Extensive</i>	–	10.0%
<i>Somewhat</i>	–	20.0%

# Additional Sources of Stress

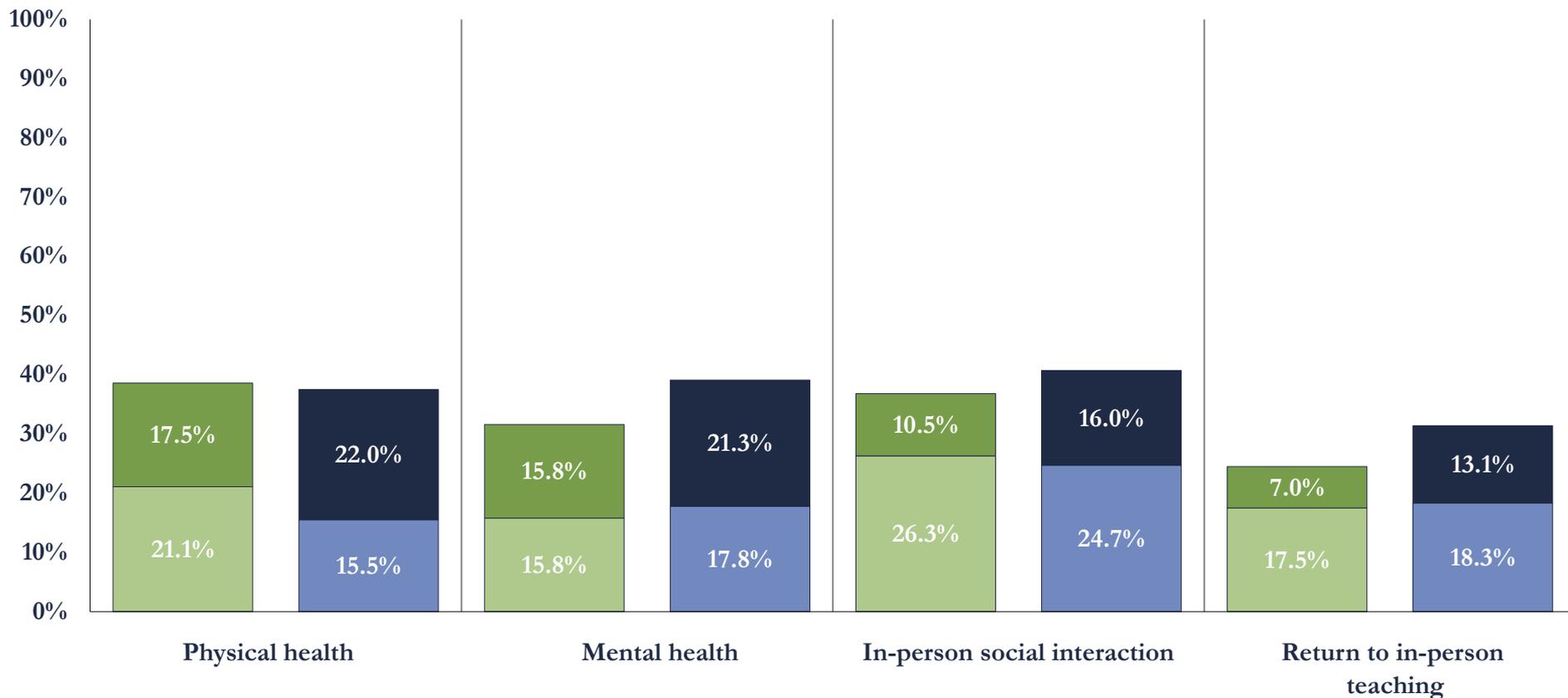


**Your Institution**  
■ Extensive  
■ Somewhat

**Comparison Group**  
■ Extensive  
■ Somewhat

[Link to detailed results](#)

# Sources of Stress Due to the COVID-19 Pandemic



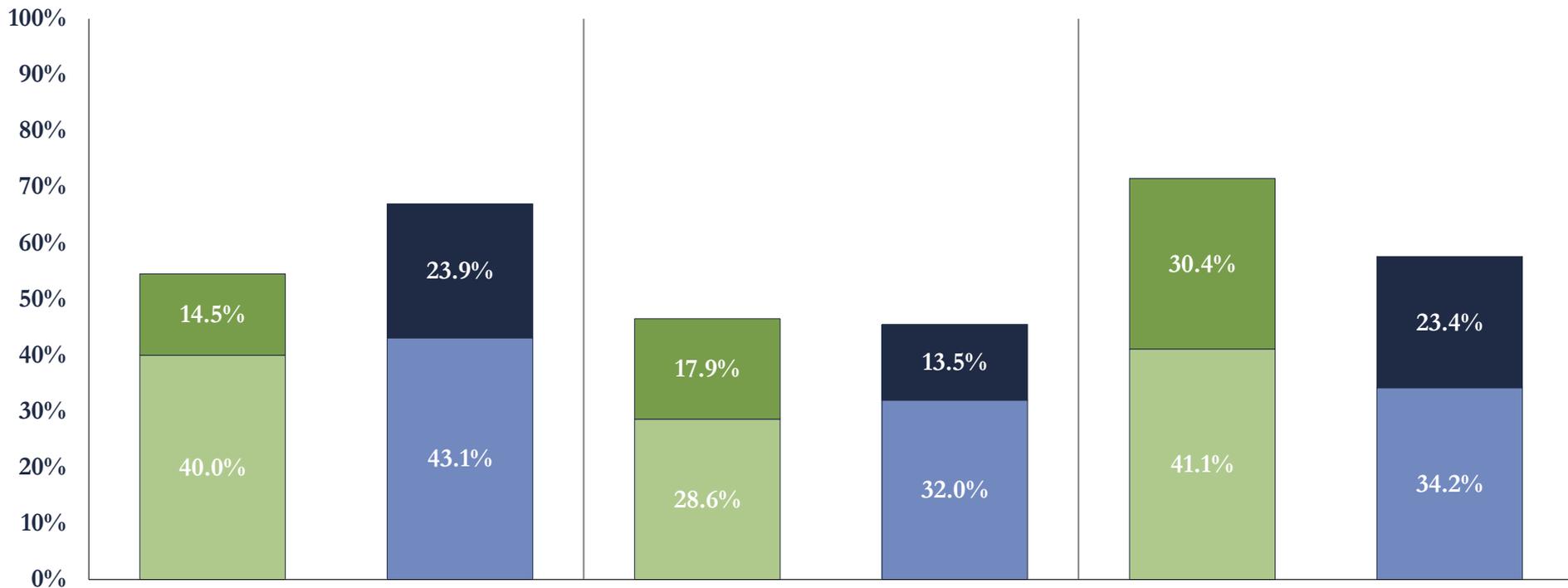
**Your Institution**  
■ To a Very Large Extent  
■ To a Large Extent

**Comparison Group**  
■ To a Very Large Extent  
■ To a Large Extent

[Link to detailed results](#)

# Faculty Perspectives on Campus Climate

# Institutional Priority: Commitment to Diversity



Recruit more traditionally underrepresented students

Promote gender diversity in the faculty and administration

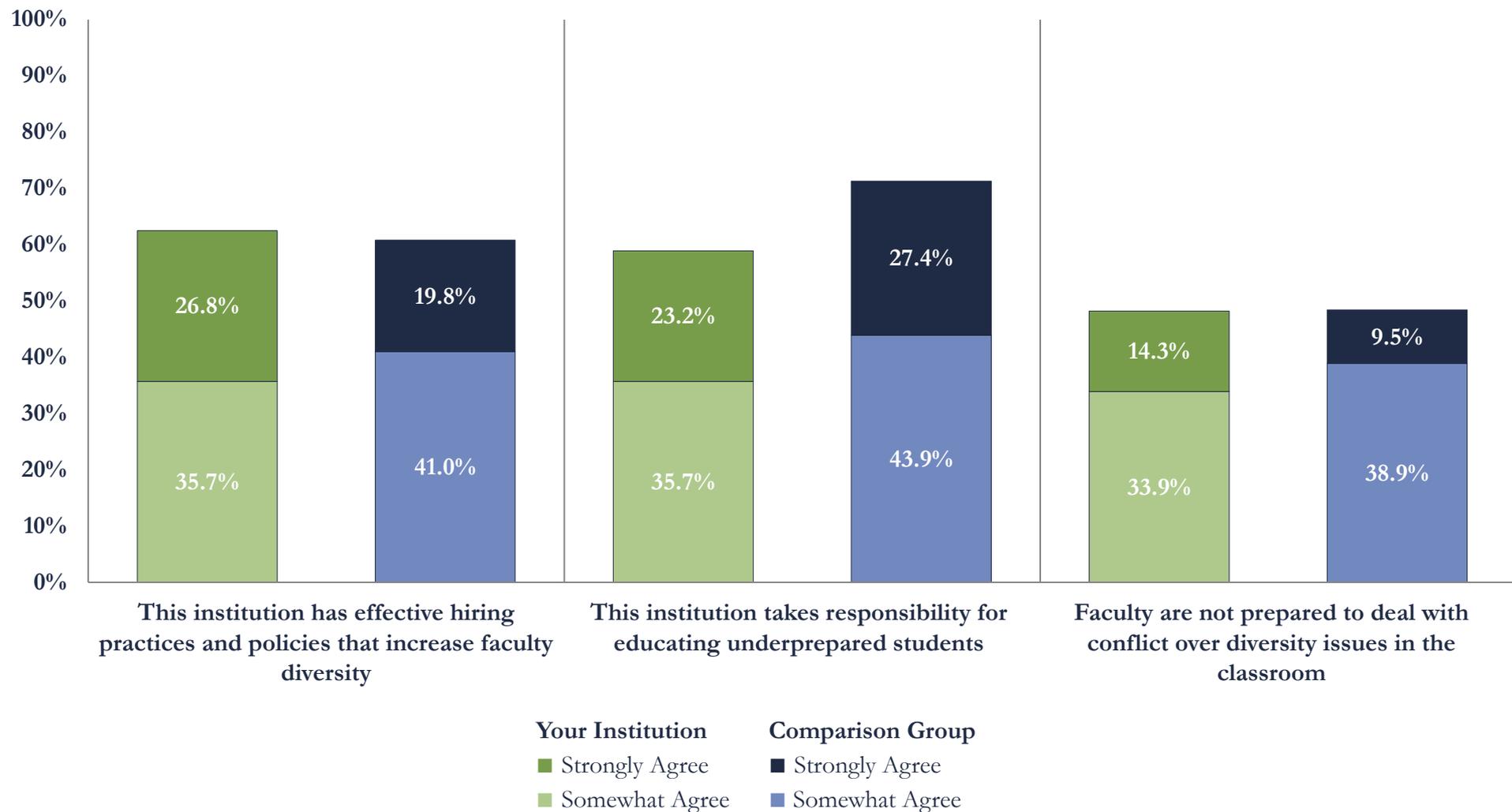
Promote racial and ethnic diversity in the faculty and administration

**Your Institution**  
■ Highest Priority  
■ High Priority

**Comparison Group**  
■ Highest Priority  
■ High Priority

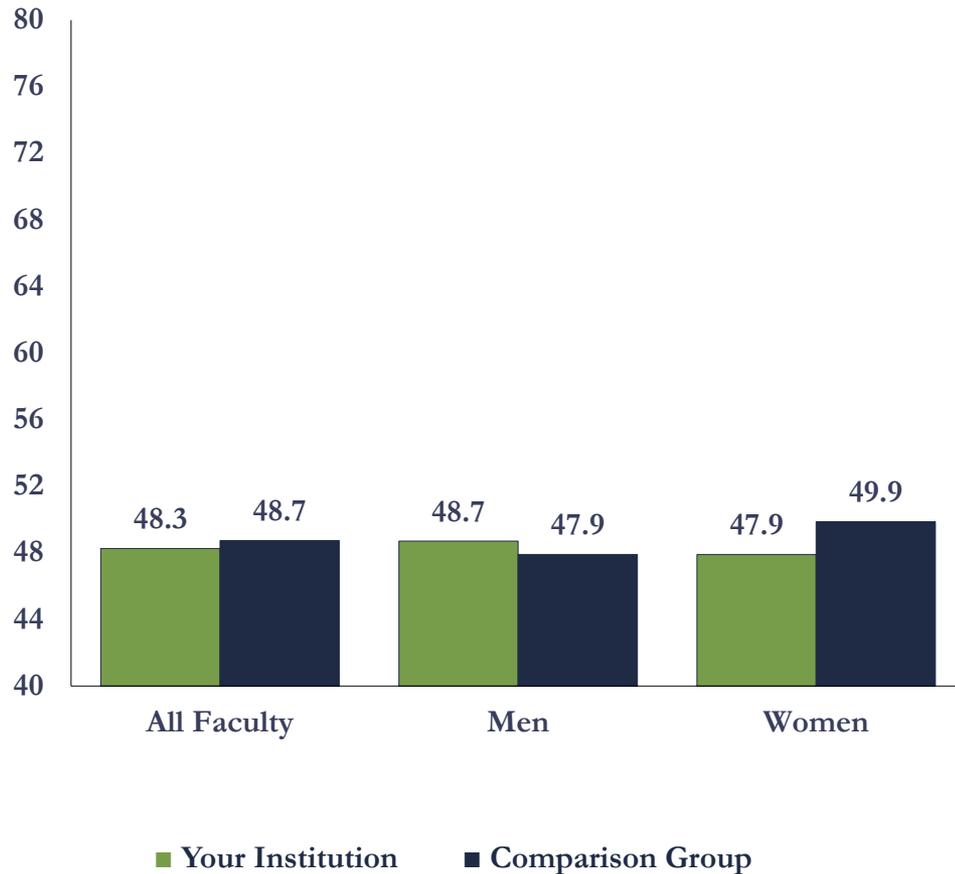
[Link to detailed results](#)

# Perspectives on Campus Climate for Diversity



# 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.

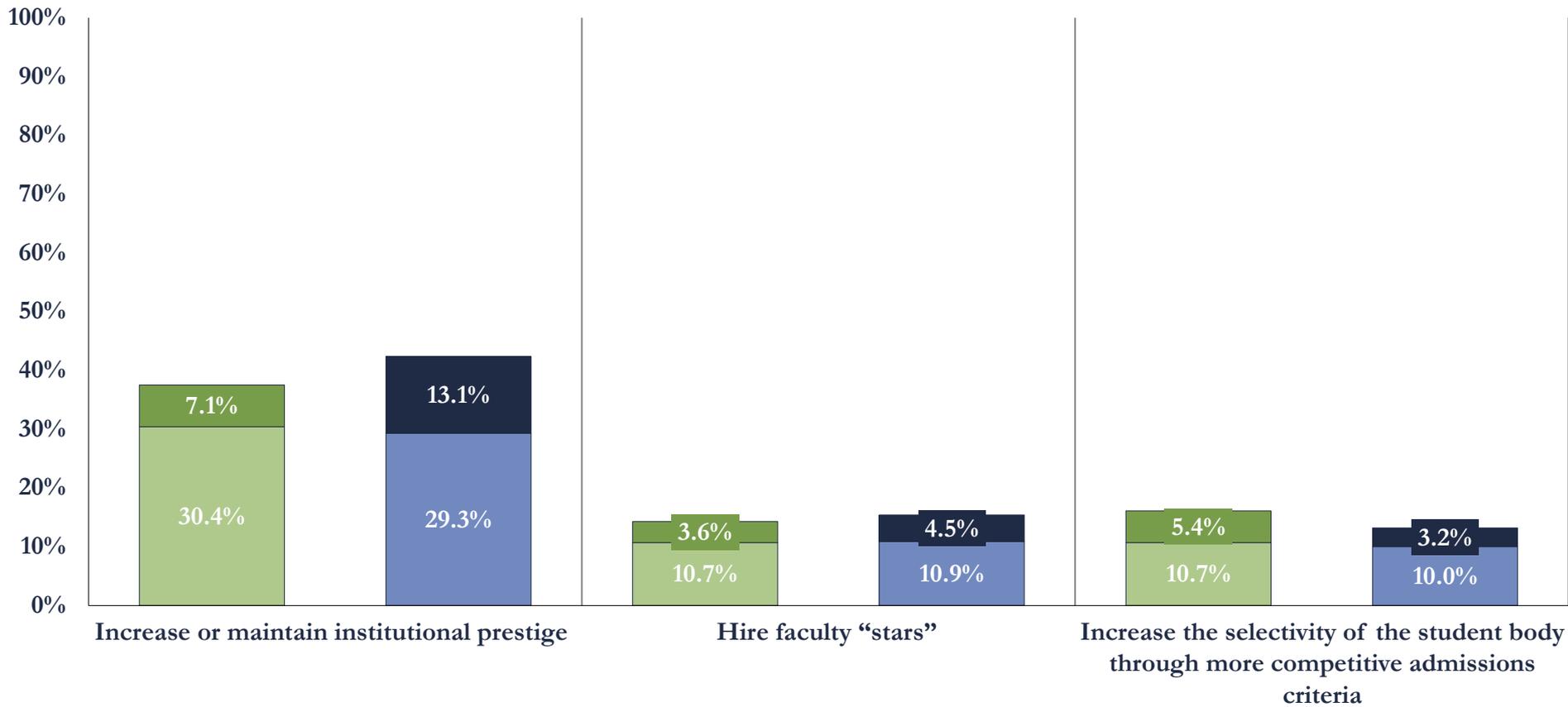


## Construct Items

- 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

[Link to detailed results](#)

# Institutional Priority: Increasing Prestige

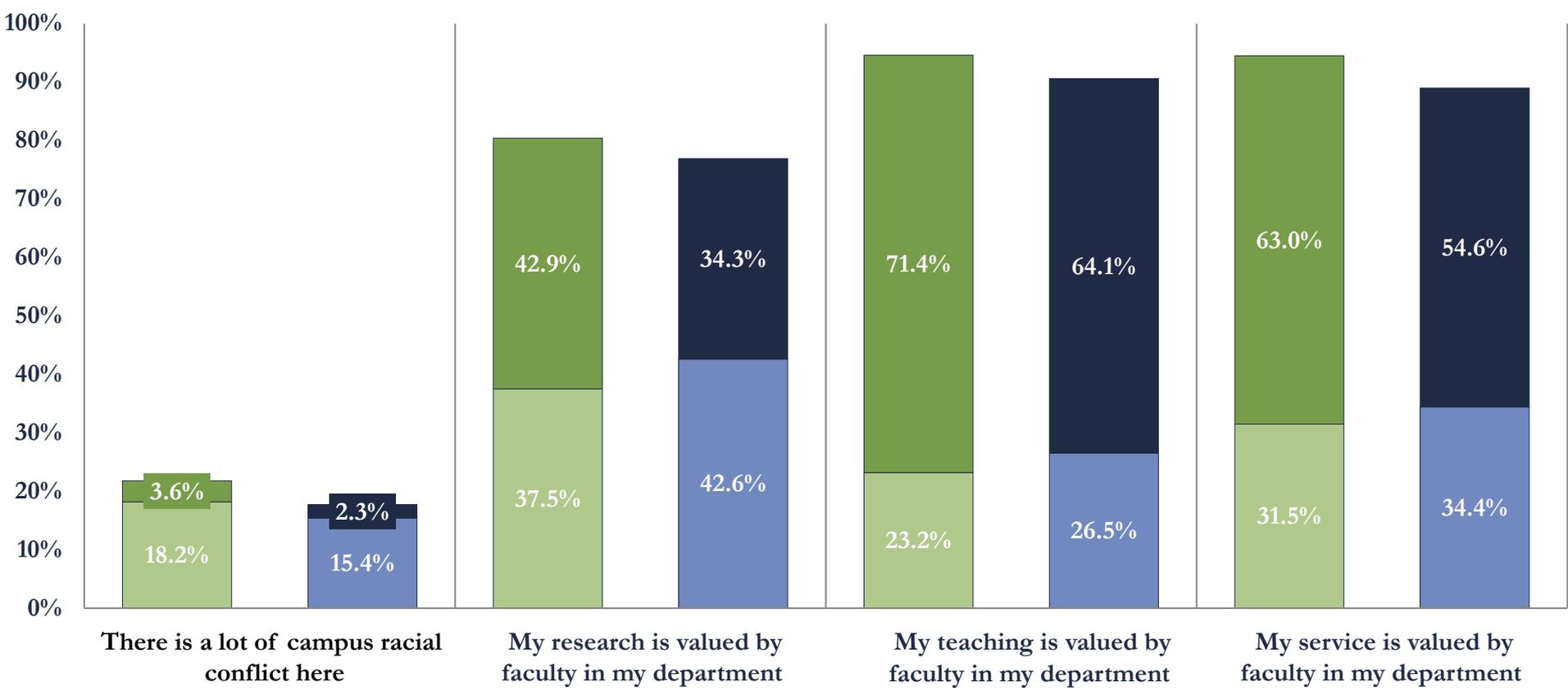


**Your Institution**  
■ Highest Priority  
■ High Priority

**Comparison Group**  
■ Highest Priority  
■ High Priority

[Link to detailed results](#)

# Perspectives on Campus and Departmental Climate

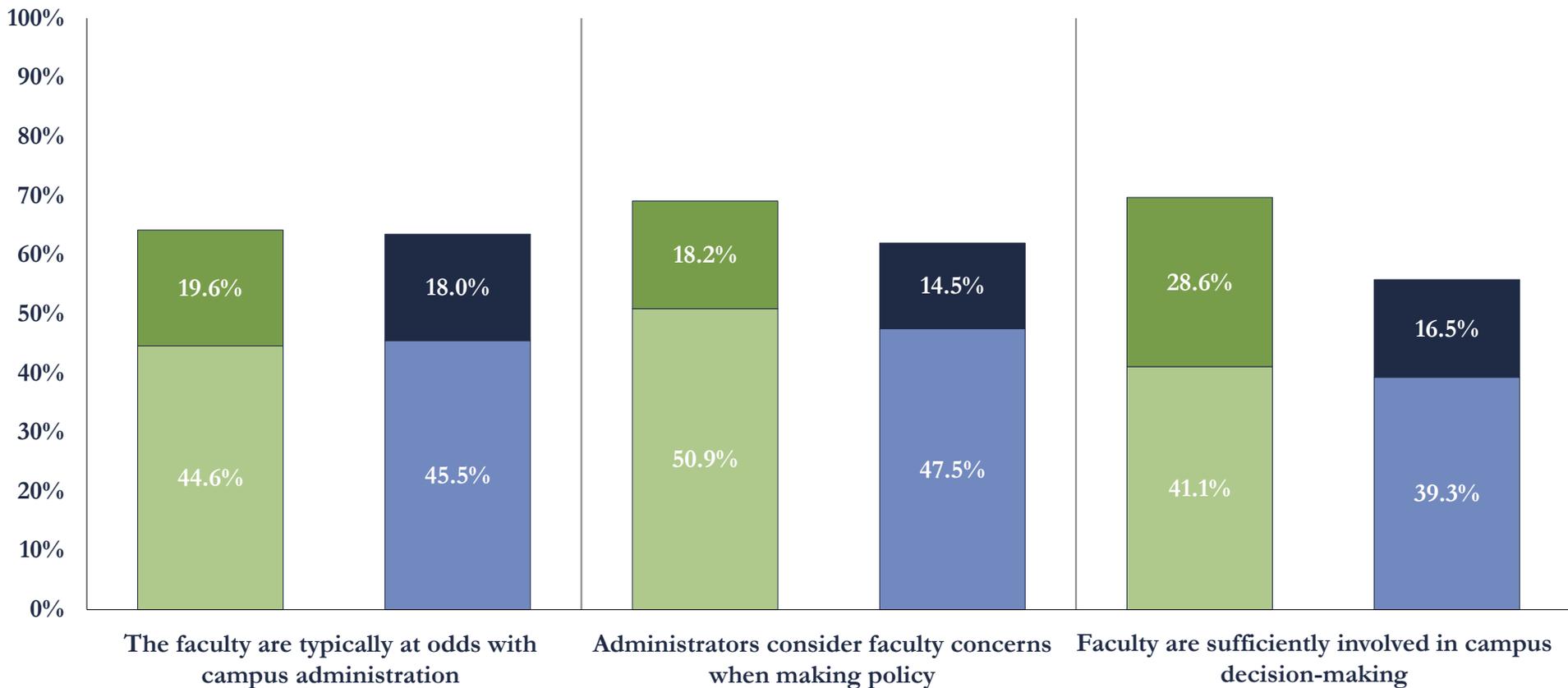


**Your Institution**  
■ Strongly Agree  
■ Somewhat Agree

**Comparison Group**  
■ Strongly Agree  
■ Somewhat Agree

[Link to detailed results](#)

# Perspectives on Shared Governance



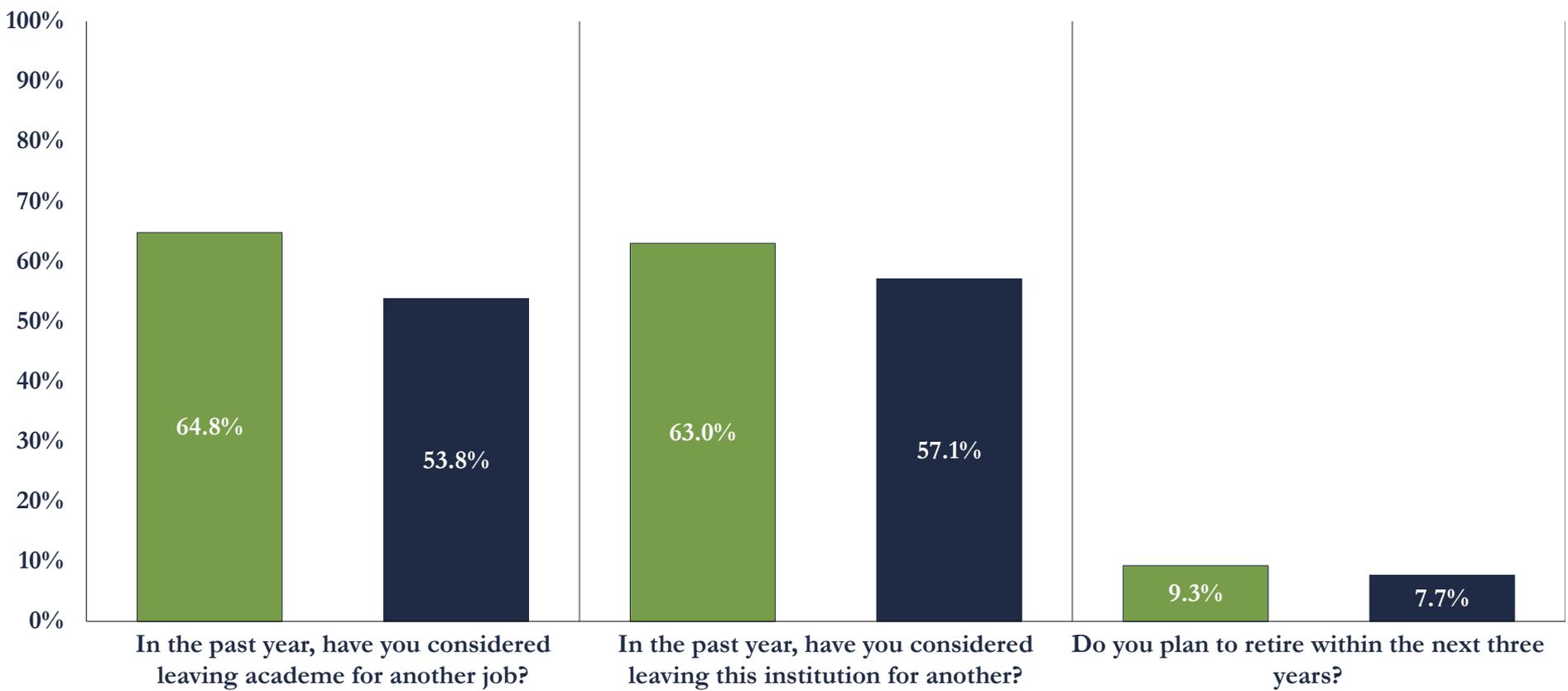
**Your Institution**  
 ■ Strongly Agree  
 ■ Somewhat Agree

**Comparison Group**  
 ■ Strongly Agree  
 ■ Somewhat Agree

[Link to detailed results](#)

# Commitment to the Institution

Percentage of respondents who replied “Yes”



■ Your Institution ■ Comparison Group

[Link to detailed results](#)



**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**

**Please contact:  
heri@ucla.edu  
(310) 825-1925  
www.heri.ucla.edu**