2023 HERI Faculty Survey Report: APPENDIX

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Contents

This Appendix accompanies the 2023 HERI Survey Report ("Report"). Findings in the Report are not duplicated here. This Appendix includes additional details related to the HERI survey and reported findings.

About HERI

Why SCU Chose HERI

SCU sought a nationally-normed survey to allow comparisons with a broader faculty experience. There are several surveys available, including the Collaborative on Academic Careers in Higher Education (COACHE) from the Graduate School of Education at Harvard and the Faculty Survey of Student Engagement (FSSE) from Indiana University, but HERI provided the best value and fit into SCU's survey schedule.

A Brief Note on HERI's Statistical Methods

The HERI instrument is designed using Item Response Theory / Latent Trait Theory. The National Council on Measurement in Education (NCME) defines IRT as "A theory of testing based on the relationship between individuals' performances on a test item and the test takers' levels of performance on an overall measure of the ability that item was designed to measure. Several different statistical models are used to represent both item and test taker characteristics." UCLA researchers hypothesized a set of underlying traits ("constructs") and then statistically demonstrated relationships between them and their relevant questions. HERI weights the questions to create construct scores around a grand mean of 50, using all responses from public and private institutions. HERI shares weights and question means, but not the algorithm to generate the final construct score.

HERI Comparison Group

SCU received comparison data for two groups: 1) all private 4-year institutions and 2) non-sectarian private 4-year institutions. This Report uses the larger first group, because of its size and because of the strength of the sectarian institutions on the list. These 4-year institutions primarily offer undergraduate degrees. While SCU has few undergraduate students, SCU shares the teaching focus of these institutions, which makes this a better comparison group than HERI's "Research Institutions." Absent a data-sharing consortium among private health science universities, the selected group is adequate for framing the SCU faculty experience in a national context.

The full list of comparison institutions is available at the end of the Appendix.

Demographics

The Report included most frequent demographic response. This table includes all demographics. Each question in the HERI survey had a different number of respondents, both nationally and at SCU, as some faculty chose not to respond to some questions. HERI provided a variable denominator for each demographic, as seen in the following table. Items marked "—" indicate that either SCU or the HERI survey does not collect the specific demographic term.

Gender identity			
	All SCU Faculty (262)	SCU Faculty Respondents (95)	Faculty Nationally (9689)
Female (%)	44%	58%	48%
Male (%)	45%	40%	50%
Non-binary / Not listed / Not reported	11%	1%	2%

Race/Ethnicity			
	All SCU Faculty (262)	SCU Faculty Respondents (58)	Faculty Nationally (7308)
Native American/Alaska Native	0%	0%	0%
Asian	21%	24%	6%
Native Hawaiian/Pacific Islander	1%		
Black/African American	3%	3%	3%
Hispanic/Latino	13%	9%	3%
White	37%	60%	81%
Other Race / Ethnicity	--	0%	1%
Two or More Races/Ethnicities	3%	3%	5%
Not specified	23%	--	--

Full-time employee at least 9 months of current academic year			
	All SCU Faculty (262)	SCU Faculty Respondents (95)	Faculty Nationally (9797)
Full time (FT)	28%	54%	84%

Academic rank			
	All SCU Faculty (262)	SCU Faculty Respondents (58)	Faculty Nationally (7308)
Professor	8%	15%	28%
Associate Professor	8%	17%	25%
Assistant Professor	16%	36%	27%
Lecturer	--	3%	9%
Instructor	3%	28%	12%
Rank Eligible*	28%	--	--
Unranked	38%	--	--

Highest degree earned			
	All SCU Faculty (262)	SCU Faculty Respondents (60)	Faculty Nationally (7570)
PhD	20%	17%	66%
Clinical Doctoral Degree	53%	25%	1%
Other Doctoral degree	0%	27%	10%
Any Doctoral Degree	73%	68%	77%

Totals may not add to 100% due to rounding.

*Rank eligible faculty are almost entirely part-time faculty who have not opted to request rank, while adjunct faculty are unranked

- Female SCU Faculty Respondents appear slightly overrepresented as compared to All SCU Faculty. However, the difference was **not** significant, largely because of methodology differences (the All SCU Faculty gender data includes the 11% of faculty who have not voluntarily provided this data, while the SCU Faculty Respondents *includes only respondents* on this demographic question).
- The "lecturer" group may represent unranked faculty in Faculty Nationally. At SCU, unranked faculty are classified as adjunct faculty. Some SCU faculty selected "lecturer" here although this rank is not used at SCU, but some faculty may have selected it rather than leaving the question blank if there was no good rank match.

Constructs

This table shows the content items that comprise each construct. Items marked in green scored better than national mean on the individual items. Items marked in yellow scored below national mean and unmarked items are not different from mean. Some constructs had individual items that scored conversely to the construct; for example, the Job Satisfaction: Compensation construct had content items score above, at, and below the national mean.

HERI Construct	SCU vs. National Mean on Construct	SCU vs. National Mean on Items that Comprise the Construct
Diversity Climate	Better	- Hiring practices and policies - Educating underprepared students - Treatment of faculty of color - Treatment of female faculty - Treatment of LGBTQ+ faculty
Career Related Stress	Better	- Research / publishing demands - Institutional procedures and "red tape" - Committee work - Students - Teaching load - Lack of personal time - Self-imposed high expectations
Institutional Priority: Civic Engagement	Better	- Resources for community-based teaching or research - Create and sustain community partnerships - Facilitate student community service
Institutional Priority: Increase Prestige	Better	- Selectivity and competitive admissions criteria - Hire faculty "stars" - Increase or maintain institutional prestige
Institutional Priority: Commitment to Diversity	Same	- Increase or maintain institutional affordability - Promote gender diversity in the faculty and administration - Recruit more traditionally underrepresented students - Promote racial and ethnic diversity in the faculty and administration - Develop an appreciation for multiculturalism
Undergraduate Education Goal: Personal Development	Same	- Provide for students' emotional development - Develop students' moral character - Help students develop personal values - Encourage respect for different beliefs.
Job Satisfaction: Workplace	Same	- Relative equity of salary and job benefits - Departmental leadership - Flexibility in family matters or emergencies - Leave policies (e.g., paternity/maternity leave, family care, stopping tenure clock) - Autonomy and independence
Respect	Same	- Faculty here respect each other - 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
Civic Minded Practice	Same	- Collaborated with the local community on research/teaching to address needs - Advised student groups involved in service/volunteer work - Engaged in public service/professional consulting without pay? - Community service as part of coursework

		- Community or public service
Civic Minded Values	Same	- Encourage students to become social change agents - Enhance students' knowledge of and appreciation for other racial/ethnic groups - Colleges have a responsibility to work with their communities to address local issues
Job Satisfaction: Compensation	Below	- Teaching load (converse: scored better than national) - Salary - Health benefits - Prospects for career advancement - Satisfaction with retirement benefits - Opportunity for scholarly pursuits
Scholarly Productivity	Below	- Number of published articles - Number of chapters - Number of professional writings published
Student-Centered Pedagogy	Below	- Student inquiry to drive learning - Class discussions - Cooperative learning (small groups) - Experiential leaning/Field studies - Group projects - Instructional Method: Reflective writing/Journaling - Student evaluation of peer's work - Student Presentations

Displayed differently, the following items scored better than, at, or below national mean. Some items were grouped here: **Civic Practice**: Community Collaboration and Engagement in Public Service; **Respect**: Faculty Teaching, Service, and Research Valued; **Scholarly Productivity**: Number of [Publications]; and **Student Centric**: Use of [Teaching Methods.]

Better than National Mean	Same as National Mean	Below National Mean
Diversity: Hiring Practice/Policy	**Diversity**: Treatment of Faculty of Color	**Workplace Satisfaction**: Autonomy
Diversity: Educating Underprepared Students	**Diversity**: Treatment of Female Faculty	**Compensation Satisfaction**: Retirement Benefits
Stress: Publishing/Research Demands	**Diversity**: Treatment of LGBTQ Faculty	**Compensation Satisfaction**: Scholarly Pursuits
Stress: Institutional "Red Tape"	**Stress**: Committee Work	**Scholarly Productivity**: Number of Articles, Chapters, and Writings
Civic Engagement: Resources for Community Work	**Stress**: Students	**Student Centric**: Use of Class Discussions, Small Group Learning, Experiential Learning, Group Projects, Reflective Writing, Peer Evaluation, and Student Presentations
Civic Engagement: Support of Community Partnerships	**Stress**: Teaching Load	
Civic Engagement: Facilitate Student Community Service	**Stress**: Lack of Personal Time	
Prestige: Selective Admissions Criteria	**Stress**: Self-Imposed High Expectations	
Prestige: Hire Faculty "Stars"	**Prestige**: Commitment to Increase Prestige	
Diversity: Affordable Education	**Diversity**: Recruit Underrepresented Students	
Diversity: Gender Diversity in Fac./Admin.	**Diversity**: Racial/Ethnic Diversity in Fac./Admin.	
Student Development: Support Emotional Development	**Diversity**: Appreciation for Multiculturalism	
Workplace Satisfaction: Salary and Benefit Equity	**Student Development**: Character and Values	
Respect: Faculty Respect Each Other	**Student Development**: Respect Differences	
Civic Practice: Community Collaboration and Engagement in Public Service	**Respect**: Faculty Teaching, Service, and Research Valued	
Civic Practice: Support Student Service/Volunteering	**Workplace Satisfaction**: Dept. Leadership	
Compensation Satisfaction: Teaching Load	**Workplace Satisfaction**: Flexibility	
	Workplace Satisfaction: Leave Policies	
	Civic Practice: Community Service in Courses	
	Civic Practice: Community/Public Service	
	Civic Values: Students as Change Agents	
	Civic Values: Help Students Value Differences	
	Civic Values: Helping Local Community	
	Compensation Satisfaction: Salary	
	Compensation Satisfaction: Health Benefits	
	Compensation Satisfaction: Advancement	
	Student-Centric: Student Inquiry	

- SCU performs **better than national mean** in many value-aligned items related to Diversity, Civic Engagement and Practice, and Respect – and also performs **above national mean** in multiple items related to lower Stress: publishing demands, "red tape," and teaching load.
- SCU performs **at national mean** in very many items related to Diversity, Stress, Respect, Workplace Satisfaction, Civic Practice and Values, and more. Importantly, SCU faculty are also **at national mean** in satisfaction with salary and health benefits (while being **above national mean** in satisfaction with workload, and salary and benefit equity).
- SCU performs **below national mean** in some items: autonomy, satisfaction with retirement benefits and opportunities for scholarly pursuits, number of publications, and reported use of student centric pedagogies.

Additionally, as described *in part* in the Report:

- SCU Faculty report **lower** stress related to publication demands (aligned with reporting **fewer** publications). SCU Faculty report **higher** satisfaction with workload, but would like **more** opportunities for scholarly pursuits.
- SCU Faculty report salary and benefit equity **above mean**, and satisfaction with salary and health benefits **at mean**. However, SCU faculty report **lower than national mean** satisfaction with retirement benefits.

Academic Unit Differences

The Report described items with significant differences between Academic Units with more than 5 responses (ACM, AS, DC, OTD, PA), with all other unit responses grouped. Every item with between-unit difference was in relationship with the PA program, nearly all of which showed the PA program at advantage. However, all items **not** described in the report **did not** have statistically significant differences between units. These are as follows:

Diversity: Hiring Practice/Policy	**Diversity**: Educating Underprepared Students	**Diversity**: Racial/Ethnic Diversity in Fac./Admin.
Diversity: Treatment of LGBTQ Faculty	**Diversity**: Recruit Underrepresented Students	**Diversity**: Treatment of Faculty of Color
Diversity: Treatment of Female Faculty	**Diversity**: Gender Diversity in Fac./Admin.	**Diversity**: Appreciation for Multiculturalism
Diversity: Affordable Education	**Stress**: Publishing/Research Demands	**Stress**: Students
Stress: Committee Work	**Stress**: Lack of Personal Time	**Stress**: Institutional "Red Tape"
Stress: Self-Imposed High Expectations	**Civic Engagement**: Support Community Partnerships	**Civic Engagement**: Facilitate Student Community Service
Civic Engagement: Resources for Community Work	**Civic Practice**: Community Collaboration and Engagement in Public Service	**Civic Practice**: Support Student Service/Volunteering
Civic Practice: Community Service in Courses	**Civic Practice**: Community/Public Service	**Prestige**: Commitment to Increase Prestige
Prestige: Selective Admissions Criteria	**Prestige**: Hire Faculty "Stars"	**Student Development**: Support Emotional Development
Student Development: Respect Differences	**Student Development**: Character and Values	**Workplace Satisfaction**: Leave Policies
Student-Centric: All items.	**Respect**: Faculty Respect Each Other	**Respect**: Faculty Teaching, Service, and Research Valued

Diversity Climate Analysis

SCU participated in the optional Campus Climate Module, which yielded additional data on Diversity Climate. The Diversity Climate analysis below was conducted at the question level and - given the variable number of respondents per question and demographic - has a varying *n* per question (maximum 113). Number of faculty per demographic here may vary slightly from the Construct analysis reported above based on HERI's determination for construct inclusion. For this analysis, individual ANOVAs were run for each question and grouped demographic variable in this module, with groupings as described below. This method permitted retention of adequate sample size for each analysis.

1) **Race/Ethnicity.** A plurality of respondents did not report race/ethnicity. Regarding this demographic:
    a. Comparing faculty who reported White race/ethnicity (35) with all other faculty who reported race/ethnicity (23), **all other faculty were**:
        i. **Less** confident that SCU Faculty were prepared to deal with conflict regarding diversity issues in the classroom – but both groups reported low conflict.
        ii. **Less** likely to disagree that "there is a lot of campus racial conflict here" – but both groups reported low conflict.

       iii.   **More** likely to report discrimination for ethnicity and gender – but both groups reported low discrimination (faculty who reported White race/ethnicity reported no discrimination).

   b.   Comparing faculty who reported White (35), Asian (16), Underrepresented Minority in Medicine (URM) (Native American/Alaska Native, Black/African American, and Hispanic/Latino) (7), and unreported race/ethnicity (51):

       i.   **URM faculty** were **less** likely to ask students to describe how different perspectives would affect interpretation of a question or issue in their discipline.

       ii.   As noted above, **White faculty** were **less** likely to agree that faculty are prepared to deal with conflict regarding diversity – though both groups reported low conflict.

       iii.   **Asian faculty** were **more** likely to report experiencing discrimination than White faculty – though both groups reported low discrimination.

2) **Gender**. Female (59) and Male (40) respondents were **more** likely than other/non-respondents (10) to agree that a racially/ethnically diverse student body enhances the experience of all students.

3) **Unit**. OTD faculty (5) were ~2x less likely to express satisfaction with URM faculty representation. OTD faculty were also ~2-3x more likely to report discrimination due to being parents.

4) **Political Viewpoint**: A plurality of respondents did not report political viewpoint. The 5-point scale was collapsed to Left (18 responses), Center (30 responses), and Right (9 responses). Regarding this demographic

   a.   **Right faculty** were **less** likely to agree they have the skills to facilitate conversations about diversity issues in the classroom.

   b.   **Center faculty** were **more** likely to agree that it is an institutional priority to promote gender diversity among faculty and administration.

   c.   **Left faculty** were **less** likely to agree that SCU has a longstanding commitment to diversity. These faculty report **more** stress from discrimination and report being **more** likely to have their ideas dismissed, but do **not** report actually experiencing more discrimination.

Comparison Institutions

The following institutions were the comparison group for SCU:

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

Appendix: Summary

Overall, SCU Faculty reported an experience that compares very favorably to Faculty Nationally. Possible areas of improvement are noted in the Report.