

2023 HERI FACULTY SURVEY

The HERI Faculty Survey is a triennial national survey developed and conducted by the Higher Education Research Institute (HERI) at UCLA. Southern California University of Health Sciences (SCU) participated for the first time in 2023. HERI summarizes the faculty experience in 13 “constructs” developed from faculty responses to clusters of weighted questions.

PARTICIPANTS

All SCU faculty were invited to participate. Comparison faculty were at participating 4-year, private institutions not classified as Research Institutions (teaching focus).

Group	Invited (#)	Responses (#)	Responding (%)	Most Frequently Reported Demographic				
				Gender (%)	Race/Ethnicity (%)	Rank (%)	Degree (%)	FT / PT (%)
All SCU Faculty	262	--	--	Female 44%	White 37%	Assistant Professor 16%	Doctoral 73%	FT 28%
SCU Faculty Respondents	262	113	43%	Female 59%	White 60%	Assistant Professor 36%	Doctoral 78%	FT 54%
Faculty Nationally	--	9797	--	Female 48%	White 81%	Professor 27%	Doctoral 77%	FT 84%

*FT / PT = Full-time or part-time employee at least nine months of the current academic year

SCU’s respondents were representative of SCU’s faculty by gender and unit. SCU’s respondents over-represented full-time faculty and had a different composition by race/ethnicity and rank than the SCU faculty body.

Compared to faculty nationally, fewer SCU respondents were full-time employees, of Professor or Associate Professor ranks, White race/ethnicity, or held PhDs - while many more had first professional healthcare degrees or other professional doctorates than nationally.

THE RESULTS

KEY FINDINGS

The SCU faculty experience is similar or better than faculty nationally in 10 of 13 constructs.

Better than National Mean (4)	Same as National Mean (6)	Below National Mean (3)
Diversity Climate	Institutional Commitment to Diversity	Job Satisfaction: Compensation*
Less Career Stress	Job Satisfaction: Workplace	Scholarly Productivity
Institutional Commitment to Civic Engagement	Respect	Student-Centered Pedagogy
Institutional Commitment to Increase Prestige	Civic Minded Practice	*SCU faculty had better satisfaction with workload in the Compensation construct than faculty nationally, but this construct was pulled below mean by lower scores on satisfaction with retirement benefits and opportunities to pursue scholarly pursuits.
	Civic Minded Values	
	Supporting Undergraduate Personal Development	

There were no significant construct differences among SCU faculty based on gender. SCU had better gender equity than nationally - where gender differences were evident - consistent with SCU’s positive Diversity construct scores.

SIGNIFICANT CONSTRUCT DIFFERENCES – EXTERNAL

- SCU faculty rated their experience as the **same or better than faculty nationally in most constructs**.
- SCU faculty reported **less career stress** because of lower publication expectations (aligned with SCU's focus on professional education), but faculty also **wanted more opportunities for scholarship**.
- Though more satisfied with workload, satisfaction with **retirement benefits** and **opportunities for scholarship** lowered the Compensation construct below national mean. Only two other constructs were below national mean:
 - SCU faculty report **lower Scholarly Productivity** than their peers (SCU focuses on professional education).
 - SCU faculty report using **less Student-Centered Pedagogy** (a surprising finding given that this includes experiential learning/fieldwork, components of SCU's clinical education, and small group work, common in skills-lab training).

SIGNIFICANT CONSTRUCT DIFFERENCES – INTERNAL

Analysis of SCU's academic units was conducted for those with 5 or more faculty respondents: Acupuncture and Chinese Herbal Medicine (AcCHM), Accelerated Science (AS), Doctor of Chiropractic (DC), Physician Assistant (PA), and Occupational Therapy (OTD). Other units with fewer responses were pooled for this analysis as "Other" (OTH).

Unit	AS	AcCHM	DC	PA	OTD	OTH
Responses (#)	11	12	36	14	5	35

SCU units were compared to each other in pairs on each item. Where academic unit differences are not shown here, differences were not significant and overall SCU scores are pertinent.

- Nearly all of the significant unit differences were between PA faculty and either DC or AS faculty. PA faculty **reported higher satisfaction** or engagement than other SCU unit faculty in these areas:

Area of PA Satisfaction or Engagement	Unit(s) PA Faculty Were More Satisfied or Engaged Than				
	AS	AcCHM	DC	OTD	OTH
Compensation	X		X	X	
Work Environment	X		X	X	
Teaching Load	X	X	X		
Opportunities for Scholarly Pursuits	X		X		
Prospects for Career Advancement	X		X		
Departmental Leadership	X		X		
Equity of Salary and Job Benefits	X		X		
Autonomy and Independence	X				
Flexibility for Family / Emergencies*			X	X	
Civic-minded Values +			X		

* With PA faculty, AcCHM and OTH faculty were also more satisfied with flexibility than DC and OTD faculty

+ With PA faculty, OTD and OTH faculty also reported greater civic-minded values than DC faculty

- "Other Unit (OTH)" faculty reported greater scholarly activity than PA faculty.

CONCLUSIONS

- SCU faculty report a similar or better experience than faculty nationally in 10 of 13 broad constructs.
- SCU faculty have high satisfaction in Diversity Climate, Career Stress, and SCU's commitment to both Civic Engagement and Prestige.
- SCU faculty are less satisfied than faculty nationally with Compensation - specifically regarding retirement benefits and opportunities for scholarly pursuits - though were more satisfied with workload. SCU faculty report lower Scholarly Productivity. They also report lower stress related to publication expectations.
 - **Opportunity:** Could SCU conduct a faculty focus group to enhance understanding of these findings?
 - **Since this survey:** In 2023/2024, SCU is exploring grant support, offering scholarship support through the Clinical and Health Services Research department, and reviewing more inclusive scholarship criteria for rank advancement with the Professional Personnel Committee.
- SCU faculty reported using fewer Student-Centered Pedagogy methods than peers. This finding may indicate that question wording was an obstacle, given the practical and hands-on teaching methods inherent in clinical education.
 - **Opportunity:** Can academic leadership and the Center for Faculty Development and Excellence further support course design and delivery with more effective active learning methods?
- PA faculty are significantly more satisfied than nearly all other SCU academic units in at least one area. PA faculty are significantly more satisfied than AS and DC faculty in many areas.
 - **Opportunity:** What lessons from PA faculty and culture can be applied, particularly to AS and DC units?
- Continued participation in HERI is recommended.

Our mission is to educate students as competent, caring, and successful integrative healthcare practitioners and professionals. The University is committed to providing an academic community imbued with kindness, integrity, humor, and determination.