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2001-2002 HERI FACULTY SURVEY RESULTS: Chapman University's Full-Time Undergraduate Faculty Executive Summary

Every three years several thousand faculty at colleges and universities across the United States complete the Higher Education Research Institute's (HERI) Faculty Survey. This national survey is designed to provide colleges and universities with information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators. During the 2001-2002 academic year, Chapman University's full-time faculty (Orange campus only) and administrators with faculty rank participated in this national survey for the third time since its inception.

Exactly 229 surveys were sent via campus mail to faculty and administrators on the Orange campus in November 2001, accompanied by a cover letter from the Provost. Twenty-one additional questions specific to Chapman University were also included. Respondents were asked to mail the survey directly to HERI's processing center in order to ensure complete confidentiality. A second survey was sent in February 2002 to those who did not return the first survey.

Response Rate and Sample Representation

A total of 102 surveys were returned and processed resulting in a 44.5% response rate. The respondents included:

- 67 full-time undergraduate faculty¹
- 4 part-time undergraduate faculty
- 12 full-time academic administrators; and
- 19 graduate faculty

The majority of the sample is composed of White faculty—as would be expected, given the proportion in the population. Over one-third of the full-time undergraduate faculty respondents are affiliated with the Wilkinson College of Letters and Sciences. Findings suggest that full-time undergraduate faculty in the Argyros School of Business and Economics and School of Communication Arts are overrepresented, and faculty from the Schools of Film and Television and Education are underrepresented in the sample.

Full-Time Faculty

	Percent	
	Chapman Population [^]	Survey Sample ^{^^}
Gender*		
Men	61.0	53.7
Women	39.0	46.3
Race/Ethnicity*~		
International (non-resident)	0.0	0.0
African-American/Black	3.2	0.0
Native-American/Alaskan Native	0.9	1.5
Asian-American/Pacific Islanders	5.1	4.6
Latino or Hispanic	5.1	1.5
White/Caucasian	84.3	92.3
Unknown	1.4	4.6
College/School Affiliation+		
Argyros School of Business and Economics	10.0	17.0
School of Communication Arts	18.0	30.5
School of Education	6.0	3.4
School of Film and Television	12.0	5.1
School of Law	10.0	1.7
School of Music	5.0	5.1
Wilkinson College of Letters and Sciences	36.0	37.4
Professional Studies	2.0	0.0

[^]All full-time faculty including graduate and law faculty (Orange campus)

^{^^}Chapman University's full-time undergraduate faculty (Orange campus n=67)

^{*}Data source for Chapman Population: IPEDS Fall staff survey 2001-2002

[~]Percentage for race/ethnicity survey sample add up to more than 100% because some faculty marked more than one ethnic group. Not directly comparable to population percentages.

⁺Data source for Chapman population: Provost Office

Because the data displayed represent full-time undergraduate faculty, few faculty from the School of Law are represented in this sample. Due to the discrepancies discussed, caution must be taken when generalizing findings to the entire population of full-time undergraduate faculty at Chapman University.

FINDINGS

The purpose of this executive summary is to highlight salient findings from the 2001-2002 HERI Faculty Survey. Since many of the survey questions focused on undergraduate issues/concerns, the results presented in this summary focus exclusively on the 67 Chapman University full-time undergraduate faculty identified by HERI. In some instances, Chapman University's full-time undergraduate faculty are compared to a national normative sample of full-time undergraduate faculty working at similar types of institutions—i.e., private 4-year Non Sectarian colleges or universities.

Career Path

Faculty were asked to indicate how important (i.e., "very," "somewhat" or "not") various factors were in their decision to pursue an academic career. Findings reveal that intellectual challenge and intellectual freedom were among those reasons noted as "very important" by the majority of the Chapman faculty.

Faculty were also asked to indicate how important (i.e., "very," "somewhat" "not," or "a deterrent") various factors were in their decision to work at their current institution. The top choice for Chapman University faculty, as well as their peers at private 4-year colleges/universities, was "institutional emphasis on teaching." Not surprising given the southern Californian appeal, 62% of the Chapman University faculty noted geographic location as a "very important" factor in their decision, while only 45.9% of their peers reported the same. Findings indicate that salary and the prestige of the department or institution were not as important to Chapman faculty as were factors such as colleagues, personal/family considerations, the academic rank offered, and the job opportunities for spouses.

Personal Goals

Faculty were asked to identify how important various academic and non-academic goals were to them personally, using a 4-point scale from "essential" to "not important." Being a good teacher was identified by all full-time undergraduate faculty respondents as "very important" or "essential." Being a good colleague and developing a meaningful philosophy of life was important to the majority of the Chapman faculty as well. Only 37.5% of the Chapman University respondents indicated that being very well-off financially was "very important" or "essential."

Goals for Undergraduate Students

Faculty were also asked to respond to the educational goals they consider to be important for undergraduate students, using a 4-point scale from "essential" to "not important." Almost all (98.5%) of the Chapman University faculty respondents indicated that it is "very important" or "essential" for them to help undergraduate students develop the ability to think clearly. Three-quarters of the faculty also reported that preparing students for graduate or advanced education is also "very important" or "essential" to them, compared to only 59% of their faculty peers at 4-year private institutions.

Teaching and Learning

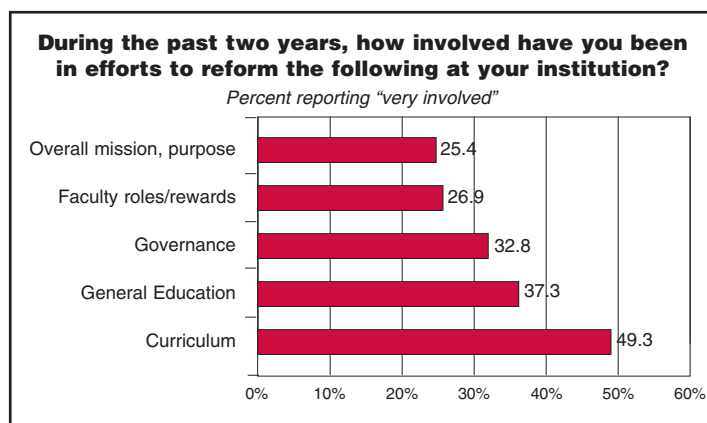
Faculty were asked to indicate the type of instructional techniques or methods they utilized most often (i.e., "all," "most," "some," "none") in their undergraduate courses. Data show that 86% of the Chapman University faculty utilize class discussions in "most" or "all" of their

undergraduate classes. Faculty were also asked to identify the type of evaluation method they utilized most often in the undergraduate courses they taught. Approximately 73% of the faculty reported that they used essays for their mid-terms and/or final exams, compared to only 52% of their faculty peers at 4-year private institutions.

Faculty Engagement

Institutional Change

Faculty were asked to comment on their level of involvement (i.e., "very involved," "minimally involved," or "not involved") within the last two years in institutional change efforts on campus. Results show that about one-quarter of the full-time undergraduate faculty were "very involved" in reforming the overall mission/purpose of the institution or faculty roles/rewards; about one-third were "very involved" in reforming governance or general education; and close to one half of the faculty were "very involved" in reforming the curriculum.



Faculty satisfaction with recent institutional changes was addressed in additional questions designed for Chapman faculty. Findings reveal that 68.8% of the faculty respondents reported being "very satisfied" or "satisfied" with the Chapman Plan and 62% reported being "very satisfied" or "satisfied" with the reorganization of University College (using a 5-point scale from "very satisfied," "satisfied," "marginally satisfied," "not satisfied," or "not applicable").

Hours Spent on Work-Related Activities

Faculty were asked to report how many hours per week on average they spent on various activities. Findings reveal that the bulk of the hours per week, for both Chapman University faculty and faculty at comparable institutions, are spent teaching and preparing for teaching. About 45% of both Chapman faculty and private 4-year nonsectarian faculty reported that they spent 9 to 12 hours a week on scheduled teaching (actual, not credit hours). When asked about preparing for teaching (including reading student papers and grading), 37% of the Chapman University

faculty reported that they spent 13 or more hours a week on this work-related activity, while 46% of the faculty at comparable institutions reported the same amount of time.

Publications

Faculty were asked to report how many articles, chapters, or books they had published. Data indicate that the majority of Chapman University faculty (85%) have published at least one article in an academic or professional journal—only 15.4% of the faculty indicated that they had not published an article in a journal at all. About 46% indicated that they had one or more publications in a book, manual, or monograph, and over 60% reported they had one or more chapters published in an edited volume. When Chapman University faculty were asked to report on their professional publications and/or acceptances in the last two years, 65.7% reported they had one or more publications/acceptances in the last two years.

The Campus Environment

Perceptions of Chapman University

Faculty were asked to indicate, from a list of institutional attributes, the extent to which the attributes were descriptive (i.e., "very descriptive," "somewhat descriptive," or "not descriptive") of Chapman University. The top attribute that was noted by the faculty to be "very descriptive" of Chapman University was "it is easy for students to see faculty outside of regular office hours." Exactly 70.3% of the faculty identified this attribute as "very descriptive" of Chapman University, compared to 63.2% of faculty at other private 4-year institutions.

Faculty were asked to report their level of agreement or disagreement with various statements that described the university, using a four-point scale from "agree strongly" to "disagree strongly." At least 82% or more of the Chapman respondents "agree strongly" or "agree somewhat" that: (1) faculty are committed to the welfare of Chapman University; (2) faculty at Chapman are strongly interested in the academic problems of undergraduates; (3) their teaching is valued by faculty in their department; and (4) faculty are interested in students' personal problems. Findings also reveal that only about 30% of the Chapman respondents would agree with the following statement: "faculty feel that most students are well-prepared academically."

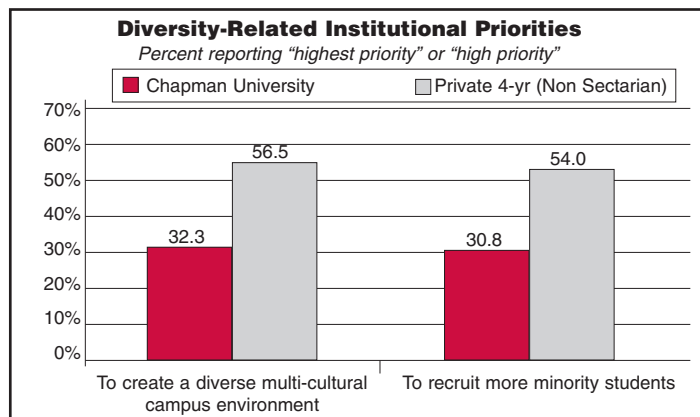
Faculty were asked to respond to additional agreement items specifically focusing on the Chapman University experience for students. Data reveal that 75% of the faculty or more would "agree strongly" or "agree somewhat" that Chapman University is preparing students to be well educated citizens, that Chapman University provides various opportunities to explore the moral and ethical dimensions of their lives, and that it is conveyed to

students at Chapman that learning occurs both inside and outside the classroom.

Climate for Diversity

Faculty were asked to agree or disagree (using a four-point scale from "agree strongly" to "disagree strongly") with various statements related to the climate for diversity at Chapman University. Data reveal that while 84% of the Chapman faculty reported that they believe faculty of color are treated fairly at Chapman University, only 80% reported the same is true for gay and lesbian faculty and only 72% reported the same is true for female faculty. Less than 8% of the full-time undergraduate faculty report that they believe that there is racial conflict at Chapman University.

Using a four-point scale from "highest priority" to "low priority," faculty were asked to indicate the importance they believed the various priorities listed held at their institution. Findings reveal that only 32.3% of the Chapman faculty believe that creating a diverse multi-cultural campus environment is a priority ("highest" or "high") at Chapman University, compared to 56.5% of their faculty peers at similar types of institutions. Similarly, findings also indicate that only 30.8% believe that recruiting more minority students is a priority ("highest" or "high") at Chapman University, compared to 54% of their faculty peers.



While the findings suggest that the majority of the Chapman faculty do not appear to believe that the institution places a high priority on these diversity-related issues, other data suggest that perhaps faculty would welcome more attention in these areas. Data reveal that 87.5% of the faculty agreed "strongly" or "somewhat" with the following statement: "A racially/ethnically diverse student body enhances the educational experience of all students." In addition, when faculty were asked to indicate their level of satisfaction with the "current efforts to embrace diversity in all aspects of the campus life," no faculty reported that they were "very satisfied" and less

than half (41.2%) of the faculty reported that they were "satisfied."

Institutional Priorities

Using a four-point scale from "highest priority" to "low priority," faculty were asked to indicate how important they believed certain issues were at their institution. About 88% of the Chapman respondents reported that enhancing the institution's national image held the "highest" or a "high priority" at Chapman University, compared to 67% of their faculty peers at other 4-year private institutions. While 82% of the Chapman faculty indicated that promoting the intellectual development of students was the "highest" or a "high priority," only about 30% of the Chapman faculty indicated that promoting the religious/spiritual development of students held the same level of importance at Chapman University.

Sources of Stress

Faculty were asked to indicate the extent (i.e., "extensive," "somewhat," or "not at all") to which certain factors were serving as sources of stress. A large proportion of the Chapman faculty identified institutional procedures and "red tape" (74.6%) as well as teaching load (71.6%) as factors serving as sources of stress ("somewhat" or "extensive") in the last two years. Over 65% of the Chapman University faculty identified each of the following as sources of stress: review/promotion process, committee work, research and publishing demands, and keeping up with information technology. With regard to personal sources of stress, at least 85% of the faculty identified time pressures and lack of personal time as sources of stress. These factors were also identified as sources of stress by a large proportion of faculty at other private 4-year institutions.

Job Satisfaction

Faculty were asked to indicate their level of satisfaction with various aspects of their job using a scale from "very satisfied" to "not satisfied." A large proportion of the faculty at Chapman University as well as faculty working at similar types of institutions report that they are "very satisfied" or "satisfied" with the autonomy and independence, professional relationships with other faculty, and the competency of their colleagues. Only 37.3% of the Chapman University faculty, compared to 51.8% of the full-time undergraduate faculty at comparable 4-year private institutions, report that they are "very satisfied" or "satisfied" with their salary and fringe benefits.

Despite the fact that faculty did not report complete satisfaction in all aspects of their job, close to 75% of the full-time undergraduate faculty reported that they were "very satisfied" or "satisfied" with their job overall at Chapman University.

CONCLUSION

The data gathered by the HERI Faculty Survey produced a great deal of valuable information that can be used to improve our campus and increase faculty satisfaction. We now have a better understanding of how faculty perceive their career at Chapman University as well as the campus in general. However, while we have gained a deeper understanding of what the full-time undergraduate faculty (at the Orange campus) think, it is still unclear why faculty hold these perceptions or what factors are influencing these perceptions. It is also necessary to investigate certain perceptions further since it is sometimes the case with survey research that some questions are interpreted differently. Issues/concerns that warrant further investigation/exploration include:

- Work-related sources of stress
- Campus climate for diversity
- Perceptions of institutional priorities
- Dissatisfaction with work-related issues

It is clear that further research is necessary to better understand the dynamics of faculty life at Chapman University. Continuing the process of on-going self-assessment is critical in order to continue to monitor our progress.

¹HERI's definition of full-time undergraduate faculty: A respondent was included in one of three ways, if he or she: (1) indicated full-time employment [question #2] AND noted teaching as his/her principal activity [question #1] AND either taught at least one undergraduate-level course [question #18], OR taught no classes at all in the most recent term (this last condition is included for teachers on sabbatical leave or those currently engaged in a research project). (2) taught at least two courses in the last term [question #18], one of which was at the undergraduate level. OR (3) did not indicate that he/she taught any specific types of courses, but did indicate spending at least 9 hours per week in scheduled teaching [question #17].

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