

Research in BRIEF

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2007-2008 HERI FACULTY SURVEY RESULTS: Chapman University's Orange Campus Full-Time Undergraduate Faculty Executive Summary

(Administered Spring Semester Triennially)

During 2007-2008, Chapman University's full-time faculty participated in the Higher Education Research Institute's (HERI) Faculty Survey for the fourth time since its inception. Every three years, several thousand faculty at colleges and universities across the United States participate in this national survey designed to provide colleges and universities with information about the workload, teaching practices, job satisfaction, and professional activities of faculty. Exactly 310 Chapman University faculty members were contacted during the 2007-2008 academic year to participate in the on-line survey. While HERI launched the survey, the email invitation encouraging participation originated from the Chancellor. A total of 127 surveys were completed, resulting in a 41% response rate.¹ The male and female respondents were in proportion to the full-time faculty population.

FINDINGS

The purpose of this *Research in BRIEF* is to provide an overview of the most salient findings from the 2007-2008 HERI Faculty Survey. Since the faculty comparison group was composed of full-time undergraduate faculty and many of the survey questions focused on undergraduate issues or concerns, the results presented in this executive summary focus exclusively on the 98 Chapman full-time undergraduate faculty identified by HERI.ⁱⁱ 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.

Teaching or Research Interest

Respondents were asked: "What is your principal activity in your current position at this institution?" Considering that the HERI Faculty Survey was administered to full-time faculty, it is no surprise that over 90% of the respondents indicated that they were at Chapman University to teach. Faculty were also asked to indicate how important service, teaching, and research were to them personally. Data show that while

teaching was "very important" or "essential" to 99% of the Chapman faculty, over 77% indicated that research was also "very important" or "essential" to them. Service was also important to about 55% of the faculty.

Personal Goals of Faculty

Faculty were asked to identify how important various academic and non-academic goals were to them personally, using a four-point scale from "essential" to "not important." Developing a meaningful philosophy of life was "very important" or "essential" to 82% of the Chapman faculty. Only 33.7% of the Chapman faculty indicated that becoming very well-off financially was "very important" or "essential." Compared to their peers at similar types of institutions, data suggest that Chapman faculty appear to be much more interested in becoming an authority in their field and obtaining recognition from their colleagues for contributions to their special field.

Goals for Undergraduate Students

Faculty were also asked to comment on the educational goals they considered to be important for undergraduate students, using the same four-point scale from "essential" to "not important." All 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 critically. Other undergraduate goals that were also considered "very important" or "essential" to over 93% of the faculty were "help master knowledge in a discipline," "promote ability to write effectively," and "help students evaluate the quality and reliability of information." Preparing undergraduates for employment appeared to be slightly more important to faculty than preparing undergraduates for graduate or advanced education. While 76% of the Chapman faculty respondents indicated that "instilling a basic appreciation of the liberal arts" was "very important" or "essential" to them, only 43% of the Chapman University faculty indicated that "teaching students the classic works of Western Civilization" was "very important" or "essential" to them.

Indicate the importance to you of each of the following educational goals for undergraduate students:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non-Sectarian)
Develop ability to think critically	100.0	99.4
Help master knowledge in a discipline	98.0	95.3
Promote ability to write effectively	95.9	97.9
Help students evaluate the quality and reliability of information	93.9	98.0
Develop creative capacities	83.7	84.0
Teach students tolerance and respect for different beliefs	81.6	84.9
Prepare students for employment after college	81.6	78.9
Prepare students for graduate or advanced education	77.6	77.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	77.6	78.3
Instill a basic appreciation of the liberal arts	75.5	81.7
Enhance students' self-understanding	75.5	75.7
Develop moral character	73.2	72.5
Engage students in civil discourse around controversial issues	68.4	79.0
Help students develop personal values	66.3	71.0
Encourage students to become agents of social change	64.3	63.2
Study a foreign language	64.3	57.8
Instill in students a commitment to community service	61.2	57.1
Provide for students' emotional development	51.0	52.0
Teach students the classic works of Western Civilization	43.3	34.6
Prepare students for family living	14.3	21.9

Percent reporting "very important" or "essential"

Instructional & Evaluation Methods

Faculty were asked to indicate the type of instructional techniques or methods they utilized (i.e., "all," "most," "some," "none") in the undergraduate courses they taught. Data show that about 91% of the Chapman University faculty utilize class discussions in "most" or "all" of their undergraduate classes. In addition, over 55% of the Chapman faculty reported that they use cooperative learning (small groups) in "most" or "all" of their undergraduate classes. About 47% of the Chapman faculty indicated that they use extensive lecturing in their undergraduate courses.

Faculty were asked if they placed/collected assignments on the Internet in the past two years. Data show that 77% of all faculty indicated having placed or collected assignments over the Internet. When asked if the following statement was descriptive of Chapman University, "faculty are rewarded for their efforts to use instructional technology," only 9.2% of the faculty indicated that it was very descriptive of the university. However, when asked to agree or disagree with the following statement, "there is adequate support for integrating technology in my teaching," 84.5% of the faculty "agreed strongly" or "agreed somewhat."

Faculty were also asked to identify the type of evaluation methods they utilized most often in the undergraduate courses they taught. Approximately 66% of the faculty reported that they use competency-based grading, compared to 52.5% of their faculty peers at similar types of institutions. In addition, Chapman faculty respondents were more likely than their faculty counterparts to indicate that they utilize the following types of evaluation methods in their undergraduate courses: student presentations, term/research papers, essay exams, short-answer exams, quizzes, student evaluations of each others' work, multiple-choice exams, and grading on a curve.

Professional Development

Faculty were asked if they had engaged in various types of professional development opportunities while at Chapman University. Data show that about 73% of the full-time faculty have taken advantage of "travel funds paid by the institution." In addition, 50% have participated in a workshop on teaching in the classroom and 47% have obtained internal grants for research. When Chapman faculty were asked to agree or disagree to the following statement, "There is adequate support for faculty development," only 53% of the faculty "agreed somewhat" or "agreed strongly," compared to 71% of their peers at similar types of institutions.

Hours Spent on Work-Related Activities

Faculty were asked to report how many hours on average they actually spent on various activities. The bulk of the hours per week, for both Chapman University faculty and faculty at comparable institutions, are spent teaching and preparing for teaching. For example, 49% of Chapman faculty and about 40% of private 4-year non-sectarian faculty reported that they spend 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), 41.9% of the Chapman University faculty reported that they spend 13 or more hours a week on this work-related activity, while 49.2% of the faculty at comparable institutions reported the same amount of time. Findings show that 33.6% of the Chapman University faculty respondents spent 9 or more hours a week doing research or scholarly writing, compared to 19.1% of the faculty at comparable institutions. Findings also reveal that a large proportion of Chapman faculty and faculty at private 4-year institutions only spend 1 to 4 hours a week advising and counseling students. Similarly, data reveal that 61.9% of the Chapman faculty respondents spend about 1 to 4 hours a week on committee work and meetings.

Publications & Research

Faculty were asked to report how many articles, chapters, or books they had published in their career. Data indicate that the majority of Chapman University faculty (80.6%) have published at least one article in an academic or professional journal. When Chapman University faculty were asked to report on their professional publications and/or acceptances in the *last two years*, 36.7% of the full-time faculty reported they had 1-2 publications/ acceptances, 22.4% had 3-4 publications/acceptances, and 5.1% had 5 or more publications/acceptances. Faculty were also asked if they had engaged undergraduates in their research in the *last two years*. Findings show that while 53% of the faculty reported that they worked with an undergraduate on a research project, only 49% indicated that they had engaged undergraduates on their own research project.

Perceptions of Chapman University

Faculty were asked to indicate, from a list of institutional attributes, the extent to which the various 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 66.3% of the full-time undergraduate faculty identified this attribute as “very descriptive” of Chapman University. Data reveal that a very small proportion of the faculty respondents (3.1%) would describe Chapman University as a place where “most students are treated like ‘numbers in a book’” and “faculty are rewarded for their efforts to work with under-prepared students.” Only 13.3% of the faculty respondents indicated that “Faculty are rewarded for being good teachers” was “very descriptive” of Chapman University.

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.” Approximately 81% or more of Chapman respondents “agree strongly” or “agree somewhat” that: Student Affairs staff have the support and respect of faculty; there is adequate support for integrating technology in their teaching; faculty are interested in students’ personal problems; faculty are strongly interested in the academic problems of undergraduates; faculty are committed to the welfare of this institution; and their teaching is valued by faculty in their department.

Findings show that 72.4% of Chapman faculty, compared to 49.5% of their peers working at similar types of institutions, “agree strongly” or “agree somewhat” with the following statement: “Faculty feel that most students are well-prepared academically.” Data also reveal some substantial differences between Chapman faculty and the comparison group in several other areas. Specifically, faculty at comparison institutions were more likely than Chapman faculty to “agree strongly” or “agree somewhat” with the following statements: “My department does a good job at mentoring new faculty,” “Many courses involve students in community service,” “There is adequate support for faculty development,” “Many courses involve feminist perspectives,” “Most students are strongly committed to community service,” and “Faculty are sufficiently involved in campus decision making.”

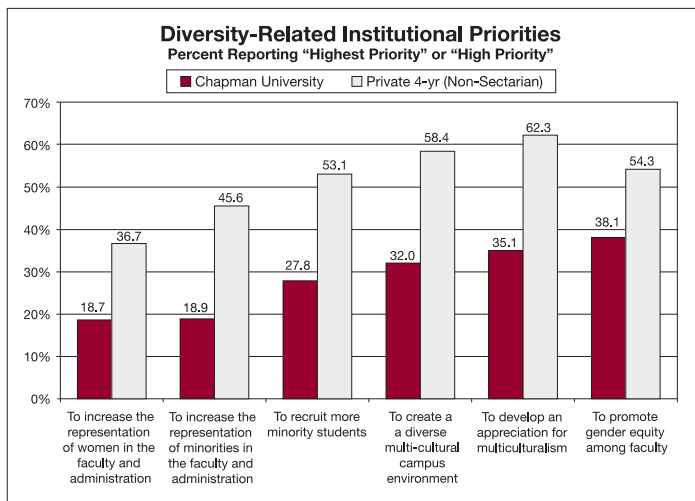
Perceptions of the Climate for Diversity

Various issues related to diversity and campus climate for diversity were explored in the survey. For example, faculty were asked to agree or disagree (on a four-point scale from “agree strongly” to “disagree strongly”) with various statements related to the climate for diversity at Chapman University. Less than 12% of the full-time undergraduate faculty agree that there is racial conflict at Chapman University. However, while data reveal that about 90% of the faculty believe gay and lesbian faculty are treated fairly at

Chapman University, only 83% of the Chapman faculty reported the same is true for faculty of color and 75% reported the same is true for female faculty. Findings show that 78.6% of the faculty believe that Chapman University should hire more faculty of color, while 62.1% of the faculty believe that Chapman University should hire more women faculty.

The survey asked faculty if they had been sexually harassed at their institution. Results show that 9.2% of the Chapman faculty respondents reported sexual harassment, compared to 4.6% of their faculty counterparts at private institutions. Analysis by gender reveals that 16.7% of the female faculty reported they have been sexually harassed, compared to 3.6% of the male respondents.

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. Several of these items focused on institutional priorities related to diversity. About 19% of the full-time faculty respondents believe that increasing the representation of minority and female faculty and administration is a priority (“highest” or “high”) at Chapman University. Similarly, findings also indicate that only about 28% believe that recruiting more minority students is a priority (“highest” or “high”) at Chapman University, compared to 53.1% of their faculty peers at 4-year private institutions. Data also reveal that only 32% of the Chapman faculty believe that creating a diverse multi-cultural campus environment is a priority (“highest” or “high”) at Chapman University, compared to 58.4% of their faculty peers at similar types of institutions. Findings also suggest that developing an appreciation for multiculturalism is not something that most faculty believe is a priority at Chapman University.



While some findings suggest that the majority of the Chapman faculty do not appear to believe that the institution places a high priority on diversity-related issues compared to their peers, other data suggest that Chapman faculty would welcome more attention to these areas. Data reveal that 89.7% of the faculty agree “strongly” or “somewhat” with the

following statement: “A racially/ethnically diverse student body enhances the educational experience of all students.” In addition, as noted earlier, 78.6% of the faculty believe Chapman should hire more faculty of color and 62.1% believe the university should hire more women faculty.

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 93% of the Chapman faculty reported that enhancing the institution’s national image held the “highest” or “high priority” at Chapman University, compared to about 68% of faculty at other 4-year private institutions. Similarly, about 87% of the faculty noted that increasing or maintaining institutional prestige is of “highest” or “high priority” at Chapman University, compared to 64% of faculty at similar institutions. While 77% of Chapman faculty reported that hiring faculty stars held the “highest” or “high priority” at Chapman University, only about 18% of their peers reported the same. Findings also show that 84.5% of the Chapman faculty indicated that promoting the intellectual development of students was a priority.

Indicate how important you believe each priority listed below is at your college or university:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non-Sectarian)
To enhance the institution’s national image	92.7	68.1
To increase or maintain institutional prestige	86.6	64.0
To promote the intellectual development of students	84.5	89.4
To hire faculty “stars”	77.3	17.5
To pursue extramural funding	67.0	46.7
To strengthen links with the for-profit, corporate sector	65.6	34.8
To help students examine and understand their personal values	59.8	67.1
To develop leadership ability among students	53.1	68.8
To develop a sense of community among students and faculty	50.5	66.0
To facilitate student involvement in community service	34.0	51.2
To create and sustain partnerships with surrounding communities	29.2	43.4
To help students learn how to bring about change in American society	28.9	42.3
To provide resources for faculty to engage in community-based teaching or research	21.6	34.5
Percent reporting “highest priority” or “high priority”		

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.

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non-Sectarian)
Work-Related Stress:		
Teaching load	76.3	65.6
Institutional procedures and “red tape”	75.8	63.2
Research or publishing demands	70.1	54.9
Review/promotion process	61.9	50.4
Colleagues	59.8	64.0
Job security	58.8	36.1
Committee work	55.7	61.2
Students	55.7	65.2
Faculty meetings	50.5	52.4
Working with underprepared students	48.5	61.0
Keeping up with information technology	46.4	50.5
Change in work responsibilities	43.7	48.3
Subtle discrimination (e.g., prejudice, racism, sexism)	35.1	24.1
Classroom conflict	15.5	19.0
Percent reporting “somewhat” or “extensive”		

Teaching load proved to be a work-related source of stress reported by about 76% of the Chapman faculty. Three-fourths of the faculty also identified institutional procedures and red tape as a source of stress. In addition, over 55% of Chapman faculty identified each of the following as sources of stress: students, committee work, job security, colleagues, review/promotion process, and research or publishing demands.

With regard to personal sources of stress, over 80% of the Chapman faculty and faculty at comparable institutions reported “self-imposed high expectations” as a factor serving as a source of stress (“somewhat” or “extensive”). Over three-fourths of Chapman faculty identified lack of personal time and managing household responsibilities 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.”

How satisfied are you with the following aspects of your job?	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non-Sectarian)
Freedom to determine course content	94.8	94.1
Course assignments	86.5	88.6
Autonomy and independence	84.4	87.0
Professional relationships with other faculty	72.4	81.6
Quality of students	71.4	60.8
Competency of colleagues	70.4	82.4
Office/lab space	68.8	71.2
Health benefits	67.7	60.6
Departmental leadership	66.7	75.3
Social relationships with other faculty	66.3	71.8
Job security	62.8	75.0
Retirement benefits	60.4	64.0
Relationships with administration	59.4	64.0
Clerical/Administrative support	57.7	61.9
Visibility for jobs at other institutions/organizations	51.9	47.6
Opportunity for scholarly pursuits	47.4	51.2
Salary	45.9	48.2
Prospects for career advancement	42.9	55.3
Teaching load	40.8	57.9
Availability of child care at this institution	33.3	23.7
Percent reporting “very satisfied” or “satisfied”		

Findings show that almost all Chapman faculty respondents, as well as respondents from similar types of institutions, are “very satisfied” or “satisfied” with the freedom they have to determine course content. 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 their course assignments and the autonomy they enjoy as a faculty member. While only about 46% of the Chapman University faculty reported that they are “very satisfied” or “satisfied” with their salary, findings show that many more faculty were satisfied with their retirement benefits (60%) and health benefits (68%). About 63% of Chapman faculty noted that they were “very satisfied” or “satisfied” with job security, compared to 75% of the faculty at similar institutions. Despite the fact that faculty did not report complete satisfaction in all aspects of their job, close to 75% of the faculty reported that they were “very satisfied” or “satisfied” with their job overall at Chapman University.

Faculty were asked if they were to begin their career again, would they still want to be a college professor and would they still want to be a professor at Chapman University. Both questions utilized a five-point scale from “definitely yes” to “definitely no.” Data reveal that while 60.2% of the full-time undergraduate Chapman faculty reported “definitely yes” that they would still want to be a college professor, only 37.8% reported “definitely yes” that they would want to be a professor at Chapman University. Only a small proportion of the Chapman respondents (3.1%) reported that they would not want to start their career over at Chapman University (i.e., “definitely no”). Respondents were also asked if they had considered leaving the institution within the past two years. Data show that 53.1% of all faculty respondents have considered leaving Chapman University in the past two years. Findings also show that 9% of Chapman full-time faculty respondents are already teaching at other institutions.

While dissatisfaction with some aspects of their job (e.g., salary, teaching load) may have led a quarter of the faculty to report being unsatisfied overall and/or led them to teach at other institutions, dissatisfaction may have also been influenced by many other factors. Faculty were asked to what extent they experienced close alignment between their work and personal values and to what extent they achieved a healthy balance between their personal and professional life. Data show that while 63% of the Chapman faculty respondents indicated that they experienced close alignment between their work and personal values “to a great extent,” only 30% of the faculty respondents indicated that they achieved a healthy balance between their personal life and professional life to the same extent.

CONCLUSION

Data from the survey suggest that the majority of full-time undergraduate faculty at Chapman University appear to be more interested in teaching than research. When asked to indicate how important service, teaching, and research were to them personally, 99% of the faculty responded that teaching was “very important” or “essential.” Only about 78% of the faculty indicated the same about research. In addition, about 42% of the faculty reported that they spend 13 or more hours a week preparing for teaching. Interestingly, while 90.7% of the Chapman faculty indicated that their teaching is valued by faculty in their department, only 13.3% felt the following statement was very descriptive of Chapman University: “Faculty are rewarded for being good teachers.” Findings show that teaching load was reported as a “somewhat” or “extensive” source of stress by 76% of the Chapman faculty, compared to 66% of faculty working at similar types of institutions. In other words, teaching load appears to be of a greater concern for Chapman faculty than for full-time faculty working in private 4-year non-sectarian institutions.

While teaching is leading in importance among faculty, findings also show that some Chapman faculty are dedicating a substantial amount of time each week to scholarly activities. Findings show that 33.6% of the Chapman faculty spend 9 or more hours a week doing research or scholarly writing, compared to 19.1% of the faculty at comparable institutions. In addition, when faculty were asked to report on their professional publications and/or acceptances in the *last two years*, 36.7% percent reported they had 1 to 2 publications/acceptances, 22.4% had 3 to 4 publications/acceptances, and 5.1% had 5 or more publications/acceptances. Data reveal that faculty are also engaging undergraduates in their research. Interestingly, 70.1% of the Chapman faculty noted that “research or publishing demands” was a source of work-related stress, compared to 54.9% of their faculty peers.

Personalized education is a distinctive quality of the Chapman University experience. Findings suggest that Chapman faculty would describe the campus environment as conducive to personalized education. The top attribute that was reported by the faculty to be “very descriptive” of Chapman University was “It is easy for students to see faculty outside of regular office hours.” Specifically, 66.3% of the full-time undergraduate faculty identified this attribute as very descriptive of Chapman University. Additionally, data reveal that very few faculty (3.1%) describe Chapman University as a place where “most students are treated like ‘numbers in a book.’” When asked to agree or disagree with the following statements, “Faculty here are strongly interested in the academic problems of undergraduates” and “Faculty are interested in students’ personal problems,” 88.8% and 85.7% of Chapman faculty agreed respectively. In addition, the finding that 53% of the faculty reported working with undergraduates on a research project provides evidence of personalized education in action. In the classroom, findings indicate that faculty are also providing personalized instruction (e.g., instructional techniques such as class discussions and cooperative learning).

Findings suggest that Chapman University faculty members are committed to supporting important student learning outcomes for undergraduate students. The top four educational goals for undergraduate students that 94% or more of the faculty identified to be “very important” or “essential” were: to help students develop the ability to think critically, master knowledge in their discipline, write effectively, and evaluate the quality and reliability of information. In addition, between 75% to 84% of the faculty considered the following undergraduate goals “very important” or “essential”: develop creative capacities, teach students tolerance and respect for different beliefs, prepare students for employment after college, prepare students for graduate or advanced education, enhance students’ knowledge and appreciation for other racial/ethnic groups, instill a basic appreciation of the liberal arts, and enhance students’ self-understanding. Many of the top undergraduate goals, as

reported by the full-time faculty, reflect the General Education Program's learning outcomesⁱⁱⁱ, which suggests that the majority of the full-time faculty also support the primary goals of the General Education Program at Chapman University. In fact, over three-fourths of the Chapman University faculty reported that "instilling a basic appreciation of the liberal arts" is "very important" or "essential" to them.

Data reveal that faculty at Chapman University are highly invested in the institution and its future. When asked to provide their level of agreement with the following statement, "faculty are committed to the welfare of this institution," 90.7% agreed. However, when it comes to institutional priorities, data suggest that faculty believe that as an institution Chapman University appears to be slightly more interested in enhancing its national image than promoting the intellectual development of its students. Findings show that about 85% of the Chapman faculty indicated that promoting the intellectual development of students was the "highest" or a "high priority." On the other hand, about 93% of the Chapman faculty reported that enhancing the institution's national image held the "highest" or a "high priority" at Chapman University, compared to about 68% of faculty at other similar institutions. Similarly, about 87% of the faculty noted that increasing or maintaining institutional prestige is of "highest" or "high priority" at Chapman University, compared to 64% of faculty at similar institutions. While 77% of Chapman faculty reported that hiring faculty stars held the "highest" or "high priority" at Chapman University, only about 18% of faculty at private four-year non-sectarian institutions reported the same.

It is important to note that the findings related to increasing or maintaining the institution's national image and hiring faculty stars also reflect Chapman's current long-term plan of "achieving national recognition, prominence, and visibility," as defined in the Chancellor's Operational Response to the Academic Strategic Plan^{iv}, which was made available to the Chapman community in 2007. As a result, faculty perceptions about institutional priorities may have been influenced by the strategic direction announced by the administration only months earlier. Interestingly, when asked to agree to the following statement: "My values are congruent with the dominant institutional values," 71% of the faculty "agreed somewhat" or "agreed strongly."

Various issues related to diversity were explored in the survey. Less than 12% of the full-time undergraduate faculty report that they believe that there is racial conflict at Chapman University. However, findings indicate that not all faculty believe that faculty of color, gay and lesbian faculty, and women faculty are treated fairly at Chapman University. In addition, about 9% of Chapman faculty reported "yes" to the survey item which asked if they had ever been sexually harassed. When faculty were asked about various institutional priorities related to diversity, only between 28% to 32% of the

faculty reported that creating a diverse multi-cultural campus environment and recruiting minority students is a priority at Chapman University. Developing an appreciation for multiculturalism is not something that most faculty believe is a priority at Chapman. While data suggest that the majority of faculty do not believe there is racial conflict at Chapman University or believe that the institution places a high priority on diversity-related issues, other data suggest that faculty would welcome more attention to matters related to diversity and campus climate. For example, while over three-fourths of the faculty believe Chapman University should hire more faculty of color, only 19% believe it is a university priority. Similarly, while 62% of the faculty believe Chapman should hire more women faculty, only 19% believe it is a university priority. In addition, while 70% of the faculty believe that racial and ethnic diversity should be more strongly reflected in the curriculum, only 35% of the Chapman faculty believe developing an appreciation for multiculturalism is a priority at Chapman University. Lastly, while 89.7% of the faculty believe that a racially/ethnically diverse student body enhances the educational experiences of all students, only 27.8% of the faculty believe recruiting more minority students is a priority at Chapman University.

Data reveal that the majority of faculty appear to be satisfied with their career choice of college professor. Only 3.1% of Chapman faculty reported that they would not want to start their career over at Chapman University. Findings reveal that 74.5% of faculty respondents reported that they were "very satisfied" or "satisfied" with their job overall at Chapman University.

The data gathered by the 2007-2008 HERI Faculty Survey produced a great deal of valuable information that can be used to improve the campus and increase faculty's satisfaction with their job. Continuing the process of self-assessment is critical in order to continue to monitor our progress.

ⁱ Overall response rate does not include those that opted out of the survey. Faculty who opted out of the survey did not receive any reminder emails.

ⁱⁱ Full-Time Undergraduate Faculty: A respondent was included in one of three ways, if he or she: (A) indicated full-time employment AND noted teaching as his/her principal activity, AND either taught at least one undergraduate-level course OR taught no classes at all in the most recent term; (B) taught at least two courses in the last term, one of which was at the undergraduate level; and (C) 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.

ⁱⁱⁱ Chapman University's General Education Program: <http://www.chapman.edu/academics/ge/catalog2007/>

^{iv} Chancellor's Operational Response to the Academic Strategic Plan: http://www.chapman.edu/images/userImages/nblalock/Page_5311/UPDATE%20OPERATIONAL%20RESPONSE%20TO%20ACADEMIC%20STRATEGIC%20PLAN%20100207%20edited%2012.6.07.pdf