



CHAPMAN UNIVERSITY

SNAPSHOT

October 2018

AN INFOGRAPHIC NEWSLETTER OF THE INSTITUTIONAL RESEARCH OFFICE

2017 HERI Faculty Survey

Every three years thousands of faculty across the United States complete the HERI Faculty Survey, a national survey from the Higher Education Research Institute at UCLA, focusing on key areas of engagement in teaching, research, and service activities. Over 400 Chapman University faculty members completed the online survey in Spring 2017 resulting in a 61% response rate. The results in this newsletter profile Chapman University's full-time undergraduate faculty.

RESEARCH

How Important Is Research To You:

81.8% *Reported "Essential" or "Very Important"*

During The Past Two Years, Have You: Percent reporting "Yes"

74.5% *Engaged in academic research that spans multiple disciplines*

51.8% *Received funding for you work*

43.5% *Written research grants*

42.0% *Conducted research or writing focused on international global study*

29.9% *Conducted research or writing focused on racial or ethnic minorities*

29.2% *Conducted research or writing focused on women and gender issues*

I Feel That I Have To Work Harder Than My Colleagues To Be Perceived As A Legitimate Scholar

Percent reporting "Strongly Agree" or "Agree Somewhat"



Female
73.8%



Male
52.6%

Average Hours Per Week Spent Doing Research And Scholarly Writing

18.4% **25.7%** **16.8%** **15.1%** **8.9%** **15.1%**
None 1-4 5-8 9-12 13-20 21+

Research With Undergraduates Percent reporting "To a very large extent" or "To a large extent"

36.5% *Worked with undergraduates on their research projects*

31.8% *Engaged undergraduates on your research project*

Percent reporting "Excellent" or "Good"

67.5% *How would you rate the overall experience of working with undergraduates on research projects*

Source Of Stress: Research Or Publishing Demands

69.9% *Percent reporting "Somewhat" or "Extensive"*

Satisfaction With Opportunity For Scholarly Pursuits

61.0% *Percent reporting "Very Satisfied" or "Satisfied"*

TEACHING

How important is teaching to you?

98.5% Percent reported "Essential" or "Very Important"

Average Hours Per Week Preparing For Teaching

5.0% **16.7%** **26.7%** **27.2%** **17.9%** **6.7%**
None 1-4 5-8 9-12 13-20 21+

SOURCE OF STRESS: TEACHING LOAD

62.8% Percent reporting "Somewhat" or "Extensive"

SATISFACTION WITH TEACHING LOAD

60.9% Percent reporting "Very Satisfied" or "Satisfied"

TECHNOLOGY IN THE CLASSROOM

Percent reporting "Frequently" or "Occasionally" to using these in class:



Videos or podcasts

85.2%



Simulations/animations

51.7%



Online homework or virtual labs

41.4%



Online discussion boards

41.1%



Audience response systems to gauge student's understanding

17.3%

Percent reporting "Strongly Agree" or "Agree Somewhat"

84.5% My teaching is valued by faculty in my department

IN HOW MANY OF THE COURSES THAT YOU TEACH DO YOU USE EACH OF THE FOLLOWING:

Percent reporting "All" or "Most" to using these in class:



Using real-life problems

68.6%



Student presentations

59.4%



Extensive lectures

55.6%



Group projects

54.9%



Multiple drafts on written work

45.3%



Electronic quizzes with immediate feedback in class

10.0%

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Percent reporting "Yes"

22.3% Received incentives to integrate new technology into your classroom

21.9% Received resources to integrate culturally-competent practice your classroom

14.3% Received incentives to develop new courses

EDUCATIONAL GOALS FOR UNDERGRADUATES

Percent reporting "Essential" or "Very Important"



Prepare students for employment
98.3%



Promote ability to write effectively
97.0%



Prepare students for graduate or advanced education
94.1%



Teach students tolerance and respect for different beliefs
87.9%



Develop student's moral character
87.4%



Help students develop personal values
83.3%



Encourage students to become agents of social change
81.0%



Enhance student's knowledge of and appreciation for other racial/ethnic groups
81.0%

DIVERSITY, INCLUSION AND CLIMATE

Percent reporting "Strongly Agree" or "Agree Somewhat"

Faculty here respect each other
83.9%

LGBTQ faculty are treated fairly here
77.6%

Faculty of color are treated fairly here
73.0%

Administrators consider faculty concerns when making policy
71.6%

Women faculty are treated fairly here
69.2%

This institution takes responsibility for educating underprepared students
63.1%

Faculty are sufficiently involved in campus decision making
60.4%

The faculty are typically at odds with campus administration
41.0%

There is a lot of racial conflict at Chapman University
31.6%

Percent reporting "Strongly Agree" or "Agree"

Chapman University has a long-lasting commitment to diversity

70.6%

SATISFACTION WITH

Percent reporting "Very Satisfied" or "Satisfied"

Acceptance of differences in sexual orientation: **73.9%**

Atmosphere for religious differences: **71.7%**

Atmosphere for difference in sexual orientation: **70.9%**

Representation of women faculty: **62.8%**

Atmosphere for political differences: **58.0%**

Representation of racial/ethnic minority faculty: **38.6%**

INSTITUTIONAL PRIORITIES

How important is each priority at Chapman University?

Percent reporting "Highest Priority" or "High Priority"



To increase or maintain institutional prestige
88.3%



To hire faculty 'stars'
65.3%



Increase the selectivity of the student body through more competitive admissions criteria
63.2%



To recruit more minority students
41.3%



To promote racial and ethnic diversity in the faculty and administration
40.0%



To promote gender diversity in the faculty and administration
39.7%

FACULTY SOURCE OF STRESS

Percent reported "Somewhat" or "Extensive"



Lack of personal time
75.4%



Committee work
61.6%



Faculty meetings
56.2%



Job security
46.1%



Increased work responsibilities
65.8%



Students
60.0%



Institutional budget cuts
52.0%



Discrimination
42.0%

OVERALL SATISFACTION

Percent reporting "Very Satisfied" or "Satisfied"

Autonomy and independence: **89.4%**

Overall job satisfaction: **79.8%**

Health benefits: **79.7%**

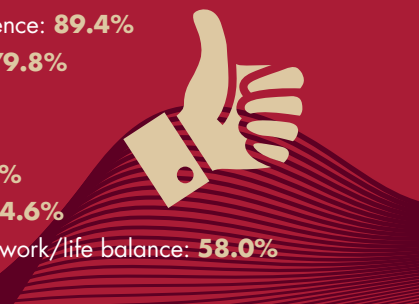
Leave policies: **79.5%**

Retirement benefits: **73.7%**

Department leadership: **64.6%**

Departmental support for work/life balance: **58.0%**

Salary: **57.5%**



IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL COME TO CHAPMAN UNIVERSITY?

76%

Reporting "Definitely Yes" or "Probably Yes"

TENURE AND PROMOTION

Percent reporting "Strongly Agree" or "Agree Somewhat"

58%

The criteria for advancement and promotion decisions are clear