CHAPMAN UNIVERSITY

SNAP**SHOT**

January 2021

2020 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 (HERI) at UCLA, focusing on key areas of engagement in teaching, research and service activities. Close to 500 Chapman University full-time and part-time faculty members on the Orange and Rinker campuses completed the online survey in Spring 2020, resulting in a 39% overall response rate. The survey response rate for full-time faculty was much higher, at 55%. Data show that 86% of the faculty respondents completed the survey after Chapman switched to remote learning. *The results in this newsletter profile Chapman University's full-time undergraduate faculty.*

RESEARCH

How important is research to you?

79.1% Percent reporting "Very Important" or "Essential" on a 4-pt Likert scale.

Average hours per week spent in Spring 2020 on research and scholarly writing

19.4% None
27.9% 1-4
13.9% 5-8
14.4% 9-12
12.5% 13-20
11.9% 21+

During the last three years, have you:

Percent reporting "Yes"

76.4% Engaged in academic research that spans multiple disciplines

47.6% Written research grants

25.2% Received funding for your work from foundations

17.1% Received funding for your work from state or federal governments

42.9% Conducted research or writing focused on international/global issues

35.7% Conducted research or writing focused on racial or ethnic minorities

33.2% Conducted research or writing focused on women and gender issues

Research with undergraduates

Percent reporting "To a large extent" or "To a very large extent" on a 5-pt Likert scale.

35.9% Worked with undergraduates on their research projects

32.1% Engaged undergraduates on your research project

How would you rate the overall experience of working with undergraduates on research projects?

89% Percent reporting "Good" or "Excellent" on a 4-pt Likert scale, among those who worked with undergraduates on research projects.

Students who participate in research and/or creative activity at Chapman are more likely to be successful after college.

80% Percent reporting "Agree" or "Agree Strongly" on a 5-pt Likert scale.
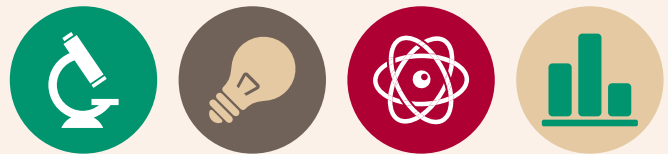
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar.

60.3% Female
55.6% Male

My research is valued by faculty in my department.

71.1% Percent reporting "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

Source of Stress: Research or publishing demands

67.6% Percent reporting "Somewhat" or "Extensive" on a 3-pt Likert scale.

Satisfaction with opportunity for scholarly pursuits

71.6% Percent reporting "Satisfied" or "Very Satisfied" on a 4-pt Likert scale.

Research and creative activity have increased the national reputation for Chapman.

86.5% Percent reporting "Agree" or "Agree Strongly" on a 5-pt Likert scale.

TEACHING

How important is teaching to you?

99.1% Percent reporting "Very Important" or "Essential" on a 4-pt Likert scale.

Average hours per week spent in Spring 2020 on preparing for teaching

5.0% None
12.5% 1-4
25.0% 5-8
19.5% 9-12
25.0% 13-20
13.0% 21+

Professional development opportunities

Percent reporting "Yes"

46.4% Received training for promoting inclusion and facilitating difficult conversations

44.9% Received incentives to integrate technology into your classroom

37.3% Received resources to integrate culturally-competent practice into your classroom

18.7% Received incentives to develop new courses

In how many of the courses that you teach do you use each of the following:

Percent reporting "Most" or "All" (on a 4-pt scale) to using these in class:

76.1% Student presentations
71.2% Real-life problems
60.8% Group projects
47.1% Multiple drafts on written work
46.8% Extensive lectures
18.5% Electronic quizzes with immediate feedback in class

Technology in the classroom

Percent reporting "Occasionally" or "Frequently" (on a 3-pt scale) to using these in class:

90.2% Videos or podcasts
61.3% Online homework or virtual labs
59.9% Simulations/animations
57.6% Online discussion boards
29.7% Audience response systems to gauge students' understanding (e.g., clickers)

My teaching is valued by faculty in my department.

88.5% Percent reporting or "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

Source of Stress: Teaching Load

51.2% Percent reporting "Somewhat" or "Extensive" on a 3-pt Likert scale.

Satisfaction with Teaching Load

72.0% Percent reporting "Satisfied" or "Very Satisfied" on a 4-pt Likert scale.

SERVICE

How important is service to you?

69.3%

Percent reporting "Very Important" or "Essential" on a 4-pt Likert scale.

EDUCATIONAL GOALS FOR UNDERGRADUATES

Percent reporting "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

97.3% Prepare students for employment after college

96.2% Promote ability to write effectively

96.2% Encourage respect for different beliefs

95.8% Prepare students for graduate and advanced education

90.2% Enhance student's knowledge of and appreciation for other racial/ethnic groups

88.2% Develop student's moral character

88.2% Help students develop personal values

83.9% Encourage students to become agents of social change

DIVERSITY, INCLUSION, AND CLIMATE

Chapman university is an institution that values diversity

59.3% Percent reporting "Agree" or "Agree Strongly" on a 5-pt Likert scale.

Percent reporting "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

86.2% Faculty here respect each other

78.4% LGBTQ+ faculty are treated fairly here

71.9% Women faculty are treated fairly here

70.8% Faculty of color are treated fairly here

64.6% Administrators consider faculty concerns when making policy

64.6% This institution takes responsibility for educating underprepared students

59.2% Faculty are sufficiently involved in campus decision making

46.6% The faculty are typically at odds with campus administration

37.4% There is a lot of racial conflict at Chapman University

Chapman University has a long-lasting commitment to diversity.

55% Percent reporting "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

Chapman University lacks strategic diversity goals and plans.

31% Percent reporting "Somewhat Agree" or "Strongly Agree" on a 4-pt Likert scale.

In the last three years, have you put content related to diversity and inclusion in the courses you have taught at Chapman University?

75.6% Reporting "Yes"

SATISFACTION WITH:

Percent reporting "Satisfied" or "Very Satisfied" on a 5-pt Likert scale.

★★★★★★★★★

73.3% Atmosphere for differences in sexual orientation

68.9% Atmosphere for religious differences

54.3% Atmosphere for political differences

67.2% Representation of women faculty

41.3% Representation of racial/ethnic minority faculty

INSTITUTIONAL PRIORITIES

How important is each priority at Chapman University?

Percent reporting "High Priority" or "Highest Priority" on a 4-pt Likert scale.

88.3% To increase or maintain institutional prestige

82.2% To prepare students for the workplace

62.0% To hire faculty 'stars'

60.0% Increase the selectivity of the student body through more competitive admissions criteria

58.7% To promote racial and ethnic diversity in the faculty and administration

57.9% To promote gender diversity in the faculty and administration

57.6% To recruit more traditionally underrepresented students

46.3% To increase or maintain institutional affordability

OVERALL SATISFACTION

*Percent reporting "Very Satisfied" or "Satisfied" on a 3-pt Likert scale.*

89.6% Autonomy and independence

86.7% Overall job satisfaction

83.7% Leave policies

78.9% Health benefits

75.9% Quality of students

72.0% Departmental support for work/life balance

71.9% Retirement benefits

71.8% Departmental leadership

58.0% Prospects for career advancement

55.3% Salary

SOURCE OF STRESS

Percent reporting "Somewhat" or "Extensive" on a 3-pt Likert scale.

67.4% Lack of personal time

67.1% Increased work responsibilities

57.7% Committee work

57.1% Students

48.0% Faculty meetings

47.6% Institutional budget cuts

38.4% Job security

37.2% Discrimination
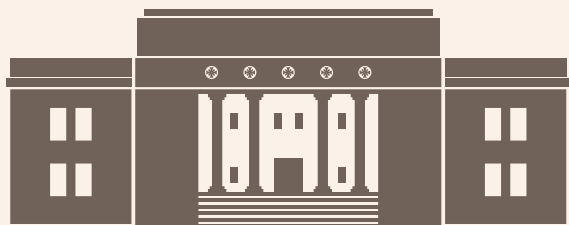
If you were to begin your career again, would you still come to Chapman University?

85% Percent reporting "Probably Yes" or "Definitely Yes" on a 5-pt Likert scale.

TENURE AND PROMOTION

The criteria for advancement and promotion decisions are clear.

70% Percent reporting "Somewhat Agree" or "Strongly Agree" on a 5-pt Likert scale.