

Research in BRIEF

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HERI FACULTY SURVEY TREND REPORT: Chapman University's Orange Campus Full-Time Undergraduate Faculty

Executive Summary

(Administered Spring Semester Triennially)

Every three years several thousand faculty members at colleges and universities across the United States complete the Higher Education Research Institute's (HERI) Faculty Survey. The HERI Faculty Survey is designed to provide colleges with information about the workload, teaching practices, job satisfaction, and professional activities of faculty and administrators. Chapman University's Orange Campus full-time faculty have participated in this national survey four different times since its inception. This report highlights notable trends between 1998-99 and 2007-08. Since many of the survey questions focus on undergraduate issues or concerns, the results in this report focus exclusively on the Chapman full-time undergraduate faculty identified by HERI.¹

Response Rates

Survey response rates for the four years ranged from 38% to 50%. The distribution of the female and male faculty respondents in the sample is in proportion to the full-time faculty population for each survey year.

	Survey Year			
	1998-1999	2001-2002	2004-2005	2007-2008
No. Full-time Undergraduate Faculty Respondents	92	67	86	98
Percent Male Undergraduate Faculty Respondents	59.8%	53.7%	61.6%	57.1%
Percent Female Undergraduate Faculty Respondents	40.2%	46.3%	38.4%	42.9%
Survey Response Rate	50%	45%	38%	41%

FINDINGS

Highlighted in this report are interesting changes that have occurred in faculty perceptions between 1998-99 and 2007-08. It is important to note that not all survey questions were asked every year the survey was administered and therefore some

data points are missing in the graphs illustrated in this executive summary.

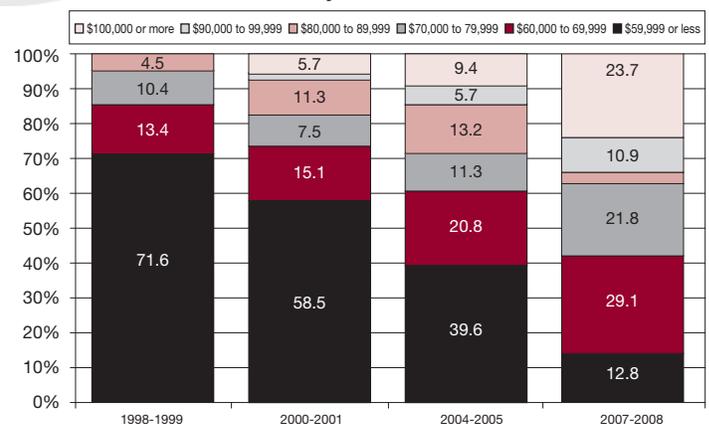
Teaching or Research Interest

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 each year indicated that they were at Chapman University to teach. Findings show that the percentage of faculty reporting their principal activity as teaching has decreased slightly, while the percentage of faculty reporting that their principal activity is research has increased from 0% in 1998-99 to about 5% in 2007-08.

Salary

Faculty were asked to provide their base institutional salary (rounded to the nearest \$1,000) and to indicate if the salary was based on 9/10 months or 11/12 months. Findings show that salaries have increased in the last nine years.

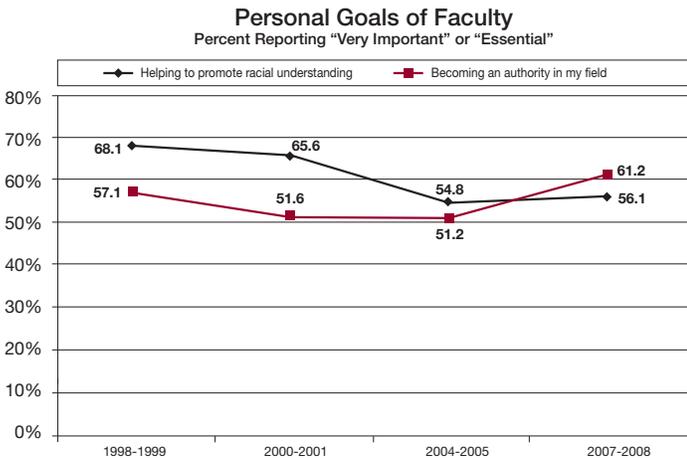
Base Salary 9/10 Month Contract



Exactly 23.7% of the 2007-08 full-time undergraduate faculty on a 9/10 contract reported making over \$100,000 compared to none in 1998-99. A similar trend is also evident with those on an 11/12 month contract.

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.” In the past nine years, findings show that there have been two areas that have shown a substantial change. Data show that over the years faculty have attached more importance to becoming an authority in their field, while attaching less importance to helping to promote racial understanding.



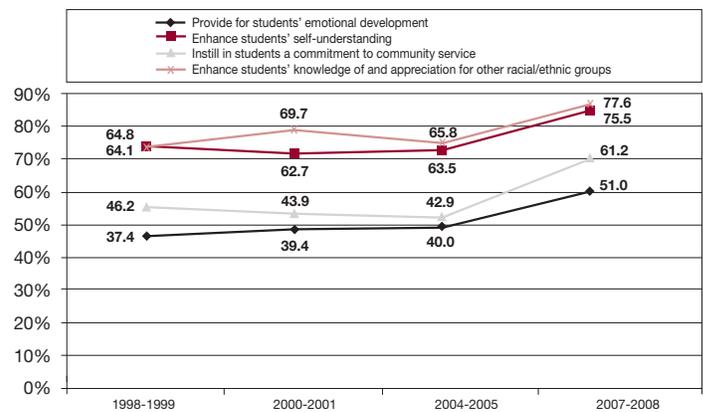
Goals for Undergraduate Students

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.” Data show that since 1998-99 the importance Chapman faculty place on preparing undergraduates for employment after college and for graduate/advanced education has grown. In 1998-99, 64.8% of the faculty considered preparing students for employment, as well as graduate/advanced education “very important” or “essential.” Nine years later, findings show that 81.6% and 77.6% of the faculty considered preparing students for employment and graduate/advanced education “very important” or “essential,” respectively.

Data show that faculty have also changed their perceptions on four other undergraduate goals. When compared to 1998-99, more of the 2007-08 Chapman faculty consider the following undergraduate goals as “very important” or “essential”: provide for students’ emotional development, enhance students’ self-understanding, instill in students a commitment to community service, and enhance students’ knowledge and appreciation for other racial/ethnic groups. While 77.6% of the 2007-08 faculty reported that enhancing students’ knowledge and appreciation for other racial/ethnic groups is “very important” or “essential,” it is the area of instilling a commitment to community service that has shown the greatest growth since 1998-99.

Goals for Undergraduates

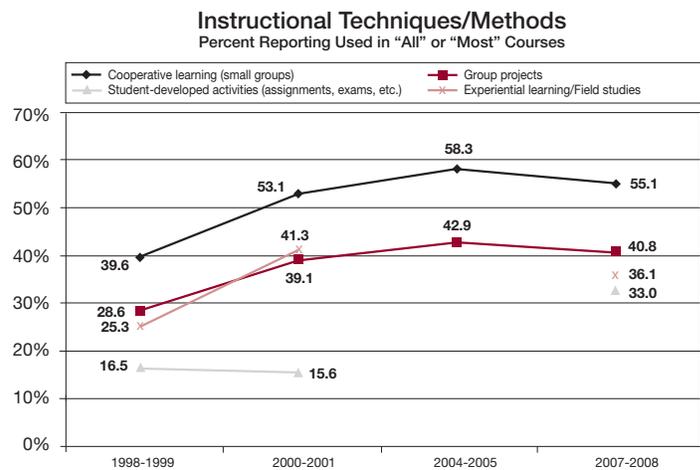
Percent Reporting “Very Important” or “Essential”



Teaching and Learning

Instructional 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.

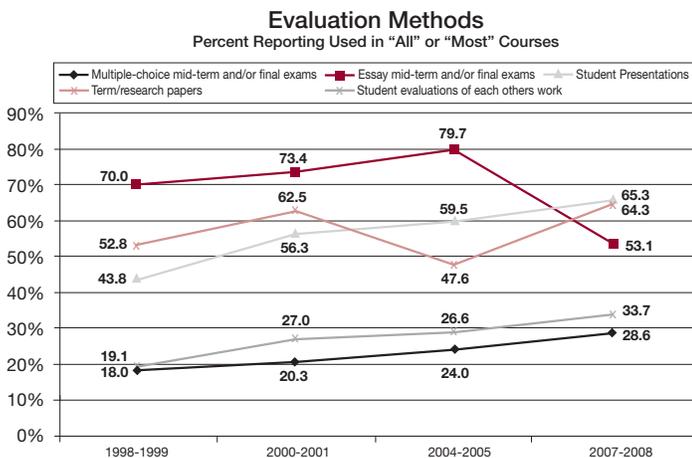


Data show that the types of instructional techniques/methods faculty use more often have changed over the years. Findings show that a larger proportion of the faculty are more likely to use cooperative learning (small groups), experiential learning/field studies, group projects, and student developed activities (assignments, exams, etc.). The instructional technique/method that has increased in popularity the most since 1998-99 has been using student-developed activities. Thirty-three percent of the Chapman University full-time Orange Campus undergraduate faculty in 2007-08 reported that they used student-developed activities in “most” or “all” of the courses they taught, compared to only 16.5% in 1998-99.

Evaluation Methods

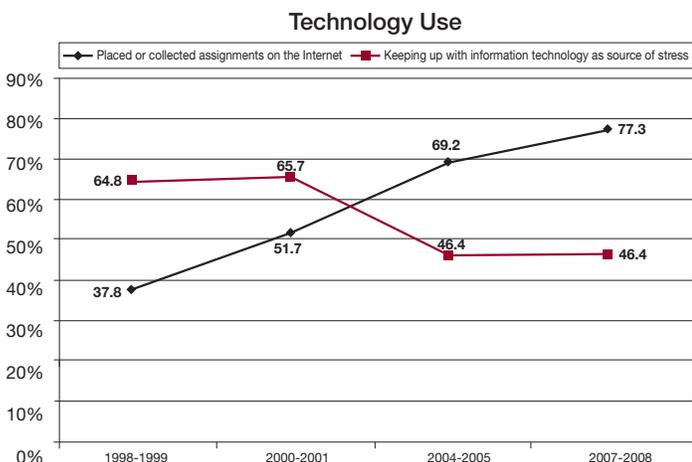
Faculty were also asked to identify the type of evaluation methods they utilized most often in the undergraduate courses they taught. Findings show that there has been an increase in use of the following evaluation methods: student presentations, student evaluations of each other’s work, term/research papers, and multiple choice midterm and/or

final exams. The greatest change has been in student presentations. Over 65% of the 2007-08 faculty reported using student presentations in “all” or “most” of the courses they taught, compared to only about 44% of the faculty in 1998-99. The evaluation method that has seen a drop in use in 2007-08 has been essay mid-term and/or final exams.



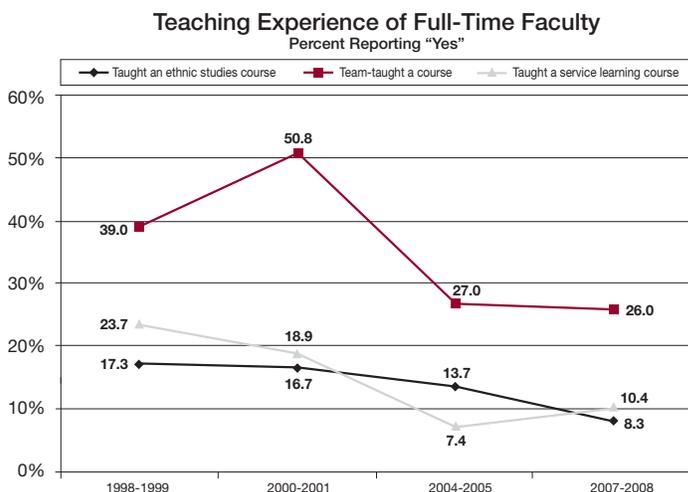
Technology

Faculty were asked if they placed or collected assignments on the Internet in the past two years. Findings show that there has been a dramatic increase in the number of faculty reporting placing or collecting an assignment for a course on the Internet. In 1998-99 only 37.8% of the Orange Campus undergraduate faculty reported that they placed or collected assignments for a course on the Internet. When faculty were asked the same question in 2007-08, 77.3% reported that they used the Internet to place or collect assignments. The stress related to “keeping up with information technology” has also dramatically decreased during this time. Faculty were asked the extent to which “keeping up with information technology” served as a source of stress. In 1998-99, 64.8% indicated that this was a “somewhat” or “extensive” source of stress, whereas in 2007-08, fewer than half of the faculty respondents reported the same.



Teaching Experiences

Faculty were asked if they had taught various types of courses in the past two years. Findings show that participation in teaching the following types of courses has decreased over the last nine years: ethnic studies courses, team-teaching, and service-learning courses.

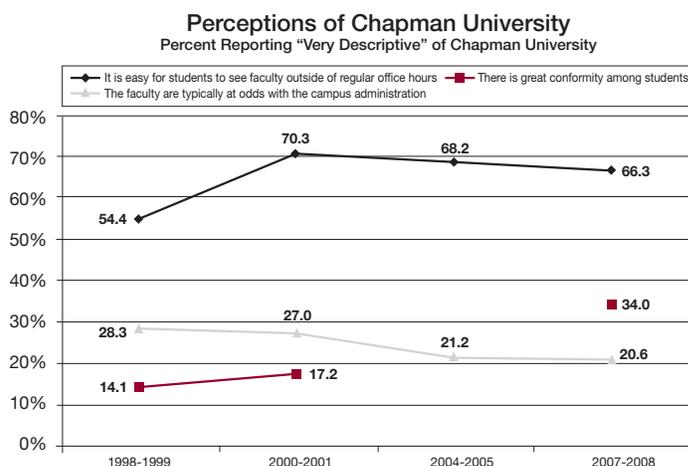


Faculty-Student Research

Faculty were asked if they had worked with undergraduates on a research project in the last two years. Findings suggest that fewer faculty are working with undergraduates on a research project. In 2000-01, 68.3% of the faculty reported working with undergraduates on a research project. In 2007-08, only 52.6% of the faculty reported working with undergraduates on a research project.

Perceptions of Chapman University

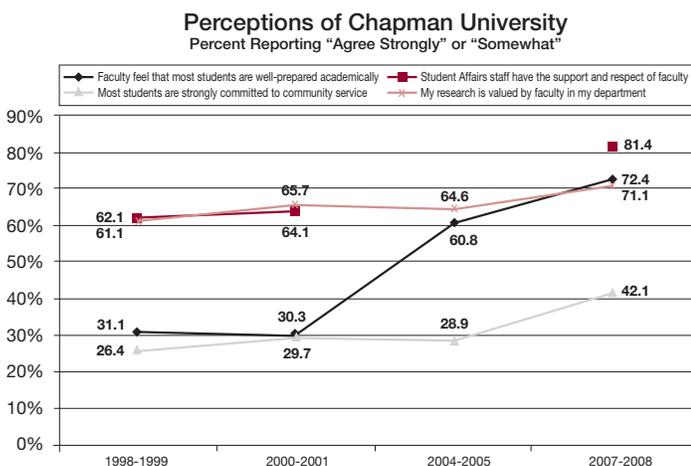
Faculty were asked to indicate, from a list of institutional attributes, the extent to which the various attributes were descriptive (i.e., “very descriptive,” “somewhat descriptive,” or “not descriptive”) of Chapman University.



Findings show that while “it is easy to see faculty outside of regular office hours” and “there is great conformity among students” have become more descriptive of the university

according to faculty, “faculty are typically at odds with the campus administration” has become less descriptive of Chapman University.

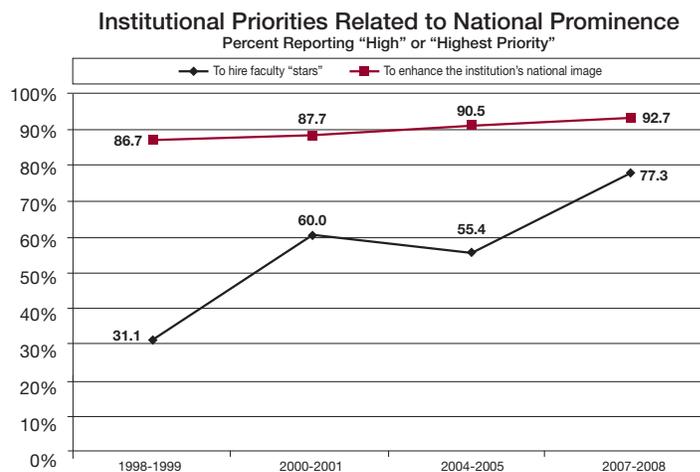
Faculty were asked to report their level of agreement or disagreement with various statements that described the university, using a four-point scale from “agree strongly” to “disagree strongly.” One of the perceptions that has changed dramatically in the last nine years is what faculty think about the academic preparation of Chapman University students. Data show that only 31.1% of the faculty “agreed strongly” or “agreed somewhat” with the following statement in 1998-99: “Faculty feel that most students are well-prepared academically.” However, in 2007-08, over 72% of the faculty agreed with this statement to the same degree. Findings suggest that faculty are more likely to perceive Chapman University as a place where Student Affairs staff have the support and respect of faculty, most students are committed to community service, and faculty feel their research is valued by faculty in their department.



Institutional Priorities

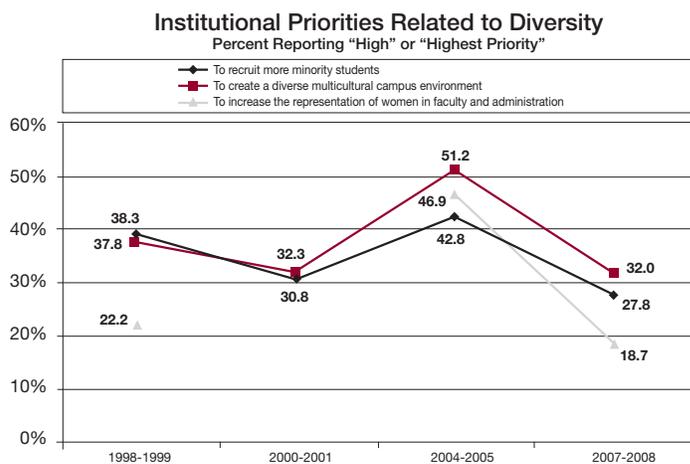
Priorities Related to National Prominence

Using a four-point scale from “highest priority” to “low priority,” faculty were asked to indicate the extent to which certain issues were a priority at Chapman University. Data show that two of the issues related to achieving national prestige and prominence have increased in priority since 1998-99. About 86.7% of the 1998-99 full-time undergraduate faculty reported that enhancing the institution’s national image held the “highest” or “high priority” at Chapman University, compared to 92.7% of 2007-08 full-time undergraduate faculty. However, it was the priority of hiring faculty “stars” that faculty indicated had grown most in importance at Chapman University. While only 31.1% of the 1998-99 Chapman faculty reported that hiring faculty “stars” held the “highest” or “high priority” at Chapman University, 77.3% of faculty reported the same in 2007-08.



Diversity-Related Priorities

Findings suggest that faculty do not believe that issues related to increasing diversity at Chapman University are a current priority on campus. When compared to 1998-99, fewer faculty in 2007-08 reported that the following diversity-related issues were a priority at Chapman University: “To recruit more minority students,” “To create a diverse multicultural campus environment,” and “To increase the representation of women in the faculty and administration.” Interestingly, the greatest percent decrease for these items occurred between 2004-05 and 2007-08.



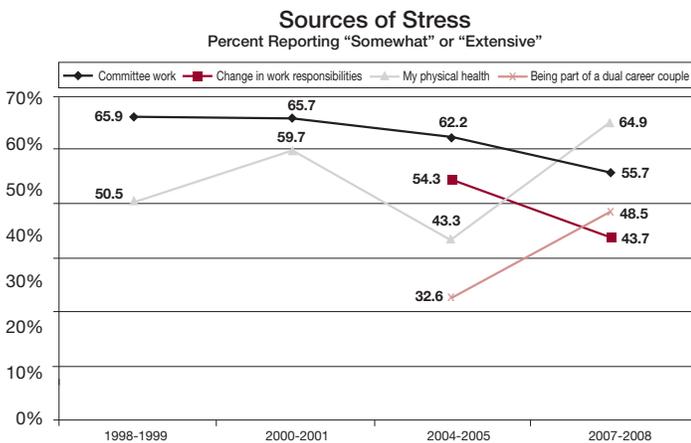
Priorities Related to Students

According to faculty, two issues related to students also have changed in priority. Data show that while the priority of helping students learn how to bring about change in American society has decreased in importance at Chapman University over the last nine years, developing leadership ability among students has increased. Data show 38.6% of the 1998-99 full-time undergraduate faculty reported developing leadership ability among students held the “highest” or “high priority” at Chapman University, compared to 53.1% of 2007-08 full-time undergraduate faculty. On the other hand, 38.2% of the 1998-99 full-time undergraduate faculty reported helping students bring about change in American society held the “highest” or “high

priority” at Chapman University, compared to 28.9% of 2007-08 full-time undergraduate faculty.

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. Some items focused on work-related stress while other items focused on home or personal stress.



Findings show that there was a substantial decrease in stress associated with the following areas for the 2007-08 full-time undergraduate faculty: committee work and change in work responsibilities. On the other hand, stress associated with the following areas has increased for the 2007-08 full-time undergraduate faculty: physical health and being part of a dual career couple.

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” (those reporting “not applicable” were not included). Findings show that the greatest increase in satisfaction was in the area of “quality of students.” In 1998-99, only 45.1% of the faculty respondents were “satisfied” or “very satisfied” with the quality of Chapman students. Nine years later, 71.4% reported being “satisfied” or “very satisfied” with the quality of Chapman students. The following job-related areas also showed an increase in satisfaction: office/lab space, relationship with administration, and visibility for jobs at other institutions/organizations. The HERI Faculty Survey also contained a question asking faculty whether they would still want to be a college professor if they were to begin their career again. Data suggest that there has been an increase in satisfaction among Chapman faculty in the profession as a whole. In 2007-08, 60.2% of the full-time undergraduate faculty indicated that they would “definitely” still want to be a college professor again if they had to do it all over, compared to 45.1% of the 1998-99 full-time undergraduate faculty.

SUMMARY

The trend analysis reveals that perceptions and attitudes of full-time undergraduate faculty have changed dramatically in several important areas over the last nine years. The largest percent increase of 46.2% was evident in a question asking faculty to comment on whether they believed Chapman University held as a priority hiring faculty “stars.” In 1998-99, only 31.1% of the Chapman faculty reported that hiring faculty “stars” held the “highest” or “high” priority at Chapman University. Nine years later in 2007-08, 77.3% of faculty indicated that hiring faculty “stars” was a “high” or “highest” priority at Chapman University. While this percent increase started climbing in 2001-02, the most recent percent increase may have been influenced by the strategic direction announced by the administration only months earlier of “achieving national recognition, prominence, and visibility,” as defined in the Chancellor’s Operational Response to the Academic Strategic Plan,ⁱⁱ which was made available to the Chapman community only months before the HERI Faculty Survey was administered. The Operational Response specifically identified the need for ‘stretch’ faculty hires to improve Chapman’s reputation among peers. While the increase in perception that hiring faculty “stars” has become a greater priority may reflect the fact that the majority of faculty are aware of the direction the university is headed, other findings show that faculty have been well aware for some time now that Chapman University places a high priority on enhancing the institution’s national image. In 1998-99, 86.7% of the full-time undergraduate faculty reported that enhancing the institution’s national image held the “highest” or “high priority” at Chapman University. In 2007-08, this perception was almost unanimous among the full-time undergraduate faculty (92.7%).

The other area that has shown more than a 40% increase in the last nine years is the perception of the quality of students enrolled at Chapman University. Data show that only 31.1% of the faculty in 1998-99 “agreed strongly” or “agreed somewhat” with the statement: “Faculty feel that most students are well-prepared academically.” However, in 2007-08, over 72% of the faculty agreed with this statement to the same degree. Findings on job satisfaction also show a similar pattern with regard to the quality of students. For example, the greatest percent increase in satisfaction was in the area of “quality of students.” In 1998-99, only 45.1% of faculty respondents were “satisfied” or “very satisfied” with the quality of Chapman students. Nine years later, 71.4% reported being “satisfied” or “very satisfied” with the quality of Chapman students. This change in perception is not surprising considering that admission to Chapman’s Orange Campus undergraduate programs has become more competitive during the past nine years. During this time, the number of applications for undergraduate admission has increased and there has been a calculated effort to increase the selectivity of the student body. While data on faculty

perceptions is only available since 1998-99, the perception of the quality of students may have started to change much earlier, perhaps shortly after Chapman College officially changed its name to Chapman University in 1991.

While only about 46% of the 2007-08 undergraduate full-time faculty reported that they were “satisfied” or “very satisfied” with their salary, data show that there has been an increase in salaries. The largest percent changes in the income brackets occurred between 2004-05 and 2007-08. Institutional data support the fact that average faculty salaries have increased during the last nine years.

Faculty Survey data suggest that faculty have become substantially more comfortable with technology use during the last nine years. Findings show that there has been a dramatic increase in the number of faculty reporting placing or collecting an assignment for a course on the Internet. In 1998-99, only 37.8% of the Orange Campus undergraduate faculty reported that they placed or collected assignments for a course on the Internet. When faculty were asked the same question in 2007-08, 77.3% reported that they used the Internet to place or collect assignments. This dramatic increase may be explained in part by the introduction of Blackboard in Spring 2000. Prior to 2000, faculty had to create their own website to share course content. Today, every course is populated in Blackboard, which makes it easier to share and collect student assignments. Not surprisingly, the stress related to “keeping up with information technology” has also dramatically decreased during this time. In 1998-99, 64.8% of the faculty indicated that this was a source of stress, whereas in 2004-05 and 2007-08 fewer than half of the faculty respondents reported the same (46.4%). This change may be partly explained by the fact that there have been a number of new faculty hires during this time. Many of the newly hired, younger faculty members may have arrived with strong technological skills already. The creation of the Office of Academic Technology and Digital Media in 2008 may further help reduce the extent of stress associated with “keeping up with information technology” in the future.

Findings suggest that faculty are using more active learning techniques or personalized teaching methods. Specifically, when compared to 1998-99, a larger proportion of 2007-08 faculty reported using the following instructional methods/techniques in “all” or “most” of the courses they taught: cooperative learning (small groups), group projects, student developed activities (assignments, exams, etc), and experiential learning/field studies. An increase in national awareness of the importance and benefits associated with these types of methods in higher education may help to explain, in part, this increase. In March 1987, Arthur W. Chickering and Zelda Gamson published, in *The American Association for Higher Education Bulletin*, *The Seven Principles For Good Practice in Undergraduate Education*. While the Seven

Principles were originally intended as guidelines for faculty and staff to improve teaching and learning, they are now well known and cited frequently in books, journal articles, and professional development activities when referencing good teaching and learning. Chapman University’s own professional development activities may also have contributed to this percent increase over the past nine years.

Trend data from the HERI Faculty Survey also reveal two areas of concern that warrant close monitoring in the years to come. The first has to do with the finding that the percentage of faculty working with undergraduates on a research project has declined since 2001-02. In 2001-02, 68.3% of the faculty reported that they had worked with an undergraduate on a research project in the past two years, compared to only 52.6% of the faculty respondents in 2007-08. Given Chapman University’s commitment to personalized education, this is an area that will need to be carefully assessed. The appointment of a Director of Undergraduate Research Initiative, created to help design an organized program that will provide information, funding, activities, and events to foster research and creative activities among undergraduate students across the curriculum, will no doubt expand opportunities for faculty to work with undergraduates in the future. The other area important to highlight is the findings which suggest that faculty do not believe that issues related to increasing diversity at Chapman University are a priority on campus. When compared to 1998-99, fewer faculty reported in the most recent administration of the HERI Faculty Survey that the following diversity-related issues were a priority at Chapman University: “To recruit more minority students,” “To create a diverse multicultural campus environment,” and “To increase the representation of women in the faculty and administration.” The faculty perception that the university does not care about diversity may warrant further attention since these types of perceptions have an impact on the recruitment and retention of faculty, as well as on students and staff.

ⁱ 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 (this last condition is included for teachers on sabbatical leave or those currently engaged in a research project).
- b) taught at least two courses in the last term, one of which was at the undergraduate level.
- 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.

ⁱⁱ 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