

Research in BRIEF

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CHAPMAN UNIVERSITY

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2010-2011 HERI FACULTY SURVEY RESULTS:

Chapman University's Full-Time Undergraduate Faculty

Executive Summary

(Administered Spring Semester Triennially)

During 2010-2011, Chapman University's full-time faculty participated in the Higher Education Research Institute's (HERI) Faculty Survey for the fourth time since its inception. The Faculty Survey measures faculty attitudes on a number of issues affecting faculty and administrators. These issues include, but are not limited to, faculty perception about their university, faculty goals and expectations, current pedagogical strategies employed by faculty, sources of satisfaction and stress, and faculty workload. Exactly 366 Chapman University faculty members were contacted during the 2010-2011 academic year to participate in the on-line survey. After multiple emails were sent to faculty from the Chancellor to encourage participation, HERI received 221 responses resulting in a response rate of 72%.¹

FINDINGS

This *Research in BRIEF* provides an overview of the most salient findings from the 2010-2011 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 report focus exclusively on the 163 Chapman full-time undergraduate faculty identified by HERI.² 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. While all of these schools are private institutions, they vary in selectivity and enrollment size. The comparison group results presented in this report should be interpreted with these limitations in mind.

Teaching or Research Interest

Faculty were asked to report their "principal activity" at Chapman University. The results showed that 79.1% of faculty identified teaching as their principal activity

followed by research at 12.9%. This finding is expected since the data was filtered to include full-time faculty only. Faculty were also asked to indicate how important service, teaching, and research were to them personally. Findings show that the vast majority of Chapman faculty viewed teaching and research as "very important" or "essential." About 58% of the faculty assigned university service a high level of importance.

Goals for Undergraduate Students

Faculty were asked to comment on the educational goals they considered to be important for undergraduate students, using a four-point scale from "essential" to "not important."

Educational Goals: Full-Time UG Faculty

Indicate the importance to you of each of the following educational goals for undergraduate students:

	CU	Private
Develop ability to think critically	99.4	98.9
Help master knowledge in a discipline	95.1	92.2
Help students evaluate the quality and reliability of information	92.0	95.5
Promote ability to write effectively	91.4	94.7
Develop creative capacities	86.5	79.5
Prepare students for employment after college	82.8	77.3
Prepare students for graduate or advanced education	82.8	77.3
Teach students tolerance and respect for different beliefs	79.6	84.6
Develop moral character	74.7	72.5
Enhance students' self-understanding	73.5	77.2
Instill a basic appreciation of the liberal arts	72.4	78.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	69.2	75.5
Help students develop personal values	69.1	69.5
Engage students in civil discourse around controversial issues	64.2	73.2
Encourage students to become agents of social change	55.6	57.8
Provide for students' emotional development	55.6	54.7
Instill in students a commitment to community service	46.0	46.8
Teach students the classic works of Western Civilization	37.0	30.3

Percent reporting "very important" or "essential"

Results show that there were several goals which faculty reported as important goals for undergraduate students with near unanimity (over 90%). These goals include developing critical thinking skills, mastery of knowledge in the discipline, writing effectively, and the ability to

evaluate information. The rest of the items generated over 50% or more of support from faculty with the exception of two items (instilling a commitment to community service and teaching the classic works of Western civilization). The comparison group results show that Chapman faculty reported similar attitudes as their counterparts on most items. The item percentage difference between Chapman University and the comparison group was less than 10% for all of the items in the table.

Professional Development

Faculty were asked if they had engaged in various types of professional development opportunities while at Chapman University. Exactly 82.2% of faculty have used travel funds provided by Chapman University. About 45% and 29% of faculty have used internal grants for their research and paid sabbaticals respectively. Administrative training, teaching workshops, and the usage of incentives to integrate new classroom technology or develop new courses were used by 20% of Chapman faculty or less.

Instructional & Evaluation Methods

Using a four-point scale, 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. Findings show that class discussion was used by almost all faculty members at Chapman University. Small group learning was the next most popular method at 64.2%. Extensive lecturing and group projects were also very popular among Chapman faculty. Comparison group data revealed that the percentages for the class discussions, extensive lecturing, group projects, experiential learning, and recitals/demonstrations items were about 5% to 7% higher among Chapman faculty.

Instructional Methods: Full-Time UG Faculty

<i>In how many of the undergraduate courses that you teach do you use each of the following:</i>	CU	Private
Class discussions	91.4	85.1
Cooperative learning (small groups)	64.2	65.9
Extensive lecturing	46.9	37.6
Group projects	43.8	36.5
Experiential learning/Field studies	33.5	27.2
Multiple drafts of written work	30.9	31.4
Recitals/Demonstrations	25.3	20.0
Student-selected topics for course content	22.9	22.0
Community service as part of coursework	5.5	6.2
Teaching assistants	1.8	6.4

Percent reporting used in "most" or "all" undergraduate classes

Faculty were also asked to identify the type of evaluation methods they utilized most often in the undergraduate courses they taught. Results show that most faculty members relied on traditional methods of student evaluation such as student presentations, competency-based grading, research papers, and short-

answer/essay exams. Multiple-choice exams, weekly essay assignments, and grading on the curve were used by about a quarter of faculty or less. The comparison group results show that Chapman faculty reported using almost all of the surveyed methods more often.

Evaluation Methods: Full-Time UG Faculty

<i>In how many of the undergraduate courses that you teach do you use each of the following:</i>	CU	Private
Student presentations	64.2	51.7
Competency-based grading	64.0	51.0
Term/research papers	58.3	47.9
Short-answer exams	51.5	43.6
Essay exams	51.2	44.1
Quizzes	43.8	35.8
Student evaluations of each others' work	31.9	25.4
Multiple-choice exams	26.4	21.4
Weekly essay assignments	23.6	22.5
Grading on a curve	17.9	11.2

Percent reporting used in "most" or "all" undergraduate classes

Hours Spent on Work-Related Activities

Faculty were asked to report how many hours on average they actually spent on various activities. Results show that teaching and preparing for teaching occupied the most time among faculty members. About 57% of faculty spent 9 hours or more on teaching or preparing for teaching. Committee work and advising occupied about 1 to 4 hours for 58.9% and 50.0% of faculty respectively. Lastly, 50% of faculty spent 1 to 8 hours on research and scholarly writing. The comparison group results show that 66.4% of peer faculty members spent 5 to 12 hours on teaching. About 47% of peer faculty members spent 13 hours or more on class preparation which was about 13% higher than Chapman faculty. Findings also show that 40.6% of faculty members in the comparison group spent 1 to 4 hours on research and scholarly writing in comparison to 28.4% of Chapman 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. The results show that the vast majority of Chapman faculty report that they believe their institution is highly committed to increasing the prestige of the university and hiring faculty “stars.” And the majority of faculty report believing that their institution places a high priority on pursuing extramural funding, strengthening the university’s ties with for-profit institutions, and promoting the intellectual development of students. Only 14.3% of faculty report believing that the university places a high priority on “providing resources for faculty to engage in community-based teaching or research.” The comparison group results show vast differences among several questions. In particular, the percentage for Chapman University is 70.2% higher for the “hiring faculty stars” item. The percentages for Chapman

University is also about 35% higher for the item about strengthening links with the corporate sector and 24% higher for the items about national image and prestige.

Institutional Priorities: Full-Time UG Faculty

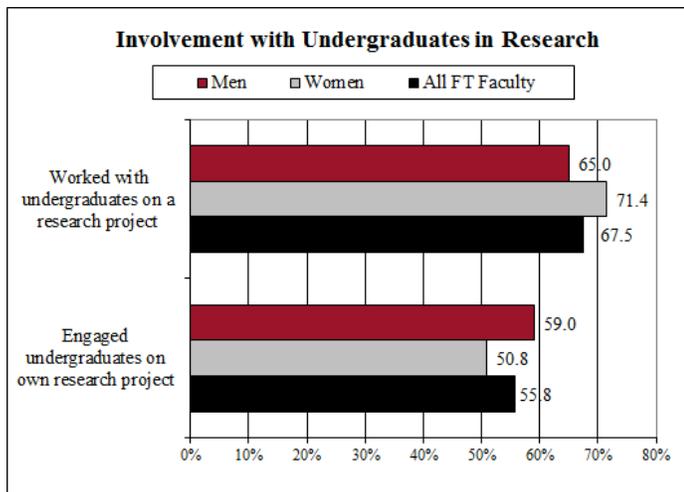
Indicate how important you believe each priority listed below is at your college or university:

	CU	Private
To enhance the institution's national image	92.0	68.1
To increase or maintain institutional prestige	89.6	65.5
To hire faculty "stars"	85.9	15.7
To promote the intellectual development of students	74.7	84.8
To strengthen links with the for-profit, corporate sector	64.8	29.5
To pursue extramural funding	60.9	43.3
To develop a sense of community among students and faculty	48.2	66.6
To develop leadership ability among students	47.2	59.1
To help students learn how to bring about change in American society	30.3	42.8
To facilitate student involvement in community service	29.6	46.9
To create and sustain partnerships with surrounding communities	24.7	35.5
To provide resources for faculty to engage in community-based teaching or research	14.3	29.2

Percent reporting "highest priority" or "high priority"

Faculty-Student Research

Faculty were asked if they had engaged undergraduates in their research in the last two years. Results show that 67.5% of Chapman faculty have worked with undergraduates on a research project and 55.8% of them were able to incorporate undergraduates into their own research.

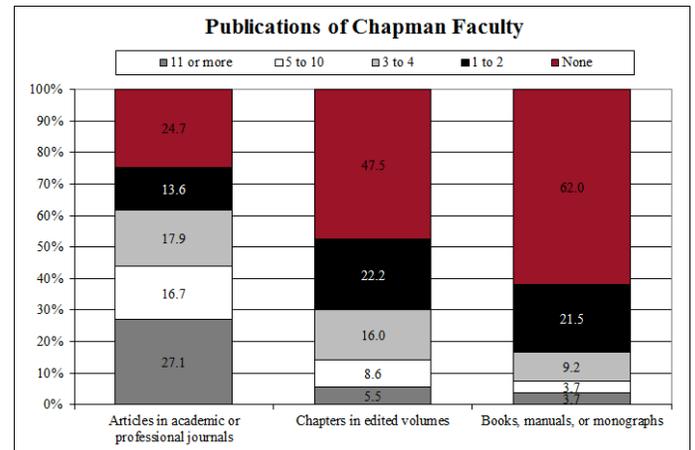


The findings by gender reveal that more female faculty worked with undergraduates on a research project, but fewer engaged undergraduates into their own research projects.

Publications & Research

Faculty were asked to report how many articles, chapters, or books they had published in their career. Results show that Chapman faculty wrote more journal articles rather than book chapters or entire books/monographs. About 75% of faculty have written at least one article in an academic journal, while 62.0%

have not written a book or monograph. A little over a half of the faculty have written at least one book chapter and 30.1% have written 3 or more book chapters.



When Chapman faculty were asked to report their professional publications and/or acceptances during the last two years, 25.2% of full-time faculty reported they had 1 to 2 publications/acceptances, 25.8% had 3 to 4 publications/acceptances, 15.3% had 5 or more publications/acceptances, and 33.7% had no publications/acceptances in the last two years. The comparison group results show that a higher percentage of Chapman faculty members have published 3 or more articles in comparison to their peers (41.1% versus 27.7%).

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. About 75% of Chapman faculty identified institutional procedures and research demands as sources of stress.

Sources of Stress: Full-Time UG Faculty

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

	CU	Private
Institutional procedures and "red tape"	76.9	62.0
Research or publishing demands	75.5	66.3
Colleagues	70.8	64.1
Working with underprepared students	69.4	74.1
Teaching load	64.9	64.9
Review/promotion process	62.4	56.3
Committee work	59.9	65.5
Faculty meetings	58.2	54.0
Change in work responsibilities	51.9	50.8
Students	50.6	65.9
Keeping up with information technology	48.8	50.3
Job security	40.4	41.6
Subtle discrimination (e.g., prejudice, racism, sexism)	34.3	29.4

Percent reporting "somewhat" or "extensive"

In addition, over 50% of Chapman faculty identified each of the following as sources of stress: other colleagues, teaching load, working with underprepared

students, committee work, students, faculty meetings, change in work responsibilities, and review/promotion. Results show that the comparison group reported similar percentages for many of the surveyed items. The institutional procedures and “red tape” item was about 15% higher among Chapman faculty, but “students” as a source of stress was about 15% higher in the comparison group.

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. Faculty reported that “it is easy for students to see faculty outside of regular office hours,” as the top attribute descriptive of Chapman University. Exactly 65.0% of faculty identified this attribute as “very descriptive” of Chapman University. Only a small percentage of faculty (5.5%) would describe Chapman University as a place where “most students are treated like ‘numbers in a book’.” Among the comparison group results, one item stood out. Exactly 25.7% of faculty in the comparison group believe that faculty are rewarded for being good teachers in comparison to 6.2% of Chapman faculty.

Perceptions of CU: Full-Time UG Faculty

Indicate how well each of the following describes your college or university:

	CU	Private
It is easy for students to see faculty outside of regular office hours	65.0	74.0
Faculty here respect each other	42.0	50.7
There is respect for the expression of diverse values and beliefs	28.4	41.3
That faculty are typically at odds with campus administration	18.5	20.2
The administration is open about its policies	11.1	18.3
Administrators consider faculty concerns when making policy	11.0	20.1
Faculty are rewarded for their efforts to use instructional technology	9.8	13.8
Faculty are rewarded for being good teachers	6.2	25.7
Most students are treated like "numbers in a book"	5.5	3.4

Percent reporting "very descriptive"

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 85% or more of Chapman faculty “agree strongly” or “agree somewhat” that: (1) Faculty are interested in students' personal problems; (2) Faculty are committed to the welfare of this institution; (3) My teaching is valued by faculty in my department; (4) Student Affairs staff have the support and respect of faculty; and (5) Faculty here are strongly interested in the academic problems of undergraduates.

Among the comparison group results, three items stand out: “This institution should hire more women faculty,” “Faculty feel that most students are well-prepared academically,” and “The criteria for advancement and promotion decisions are clear.” The percentages for the items about hiring more women faculty and undergraduate academic preparation were about 18% higher among Chapman faculty. For the “criteria for advancement and promotion are clear” item, the percentage was about 20% higher for the comparison group.

Perceptions of CU: Full-Time UG Faculty

Indicate the extent to which you agree or disagree with each of the following:

	CU	Private
Faculty are interested in students' personal problems	87.7	90.6
Faculty are committed to the welfare of this institution	87.7	92.6
My teaching is valued by faculty in my department	85.9	92.1
Student Affairs staff have the support and respect of faculty	85.1	73.4
Faculty here are strongly interested in the academic problems of undergraduates	84.6	93.7
This institution should hire more faculty of color	74.7	74.5
This institution should hire more women faculty	71.6	53.3
My research is valued by faculty in my department	68.6	78.2
This institution takes responsibility for educating underprepared students	65.5	66.9
Faculty feel that most students are well-prepared academically	65.4	46.1
My values are congruent with the dominant institutional values	63.6	75.9
The criteria for advancement and promotion decisions are clear	51.3	70.9
There is adequate support for faculty development	50.6	64.1
Faculty are sufficiently involved in campus decision making	49.4	61.4
Most of the students I teach lack the basic skills for college level work	21.6	34.6

Percent reporting "agree strongly" or "agree somewhat"

Perceptions of the Climate for Diversity

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. Over 75% of faculty believe that women, gay and lesbian, and minority faculty are treated fairly at Chapman University. However, over 70% of the faculty also believe that Chapman University should hire more minority and women faculty.

Climate for Diversity: Full-Time UG Faculty

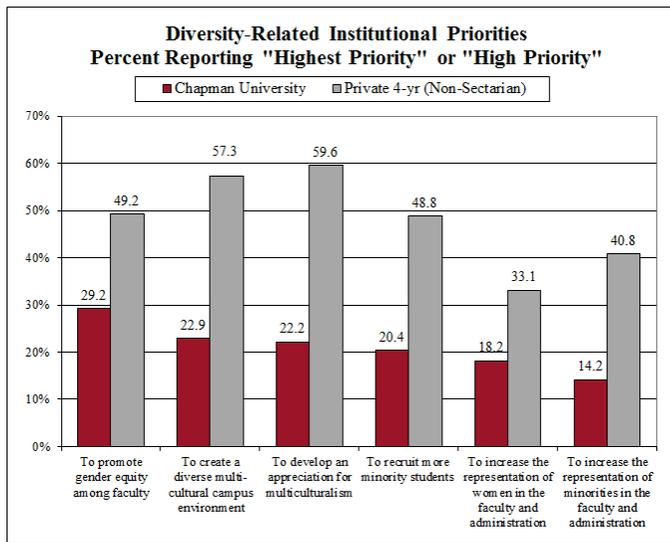
Indicate the extent to which you agree or disagree with each of the following:

	CU	Private
Faculty of color are treated fairly here	83.9	90.6
Gay and lesbian faculty are treated fairly here	82.6	89.9
Women faculty are treated fairly here	75.7	90.2
This institution should hire more faculty of color	74.7	74.5
This institution should hire more women faculty	71.6	53.3
Racial and ethnic diversity should be more strongly reflected in the curriculum	66.6	60.3
There is a lot of campus racial conflict here	11.1	11.0

Percent noting "agree strongly" or "agree somewhat"

The last item in the table shows that only 11.1% of the faculty believe that there is a lot of racial conflict at Chapman University. The comparison group results show that the percentage of faculty who believe that women faculty are treated fairly is 15% smaller among Chapman faculty. And the percentage for the item about hiring more women is about 18% higher among Chapman faculty.

Using a four-point scale from “highest priority” to “low priority,” faculty were asked to indicate the importance they believed the various priorities held at their institution. Several of these items focused on institutional priorities related to diversity.



About a fifth of the faculty believe that Chapman University places a high priority on several indicators of diversity including increasing the representation of women in the faculty and administration ranks, recruiting more minority students, creating a diverse multi-cultural campus environment, and developing an appreciation for multiculturalism. About 29% of Chapman faculty believe that the university places a high priority on gender equity among faculty. The comparison group results show that Chapman faculty believe that their institution is placing less of a priority on diversity on each of the reported measures. In particular, the difference between the two groups is around 35% for the items about creating “a diverse multi-cultural campus environment” and developing “an appreciation for multiculturalism.”

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 over 82% of Chapman faculty were satisfied with their

freedom to determine course content, course assignments, and autonomy. The majority of Chapman faculty expressed satisfaction with most of the items in the table. Slightly less than 50% of Chapman faculty expressed satisfaction with their teaching load. The departmental leadership item shows a sharp difference between Chapman University and the comparison group. Exactly 55.3% of Chapman faculty were satisfied with their departmental leadership compared to 71.0% in the comparison group.

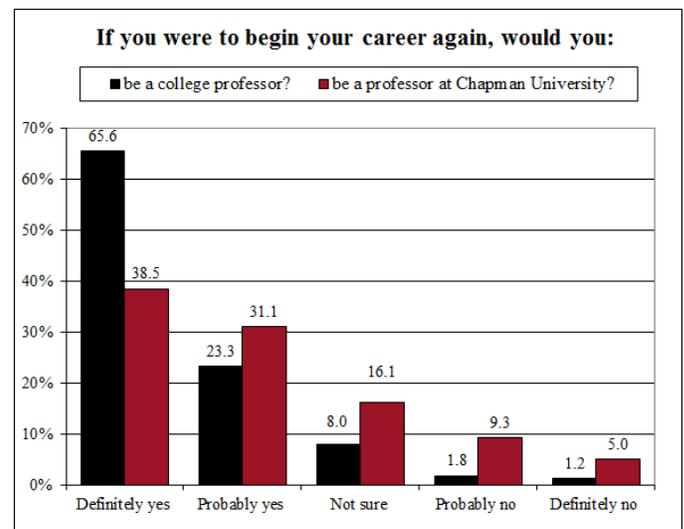
Job Satisfaction: Full-Time UG Faculty

How satisfied are you with the following aspects of your job?

	CU	Private
Freedom to determine course content	92.5	91.2
Course assignments	86.9	84.2
Autonomy and independence	82.7	85.9
Health benefits	75.3	62.4
Professional relationships with other faculty	72.8	79.5
Competency of colleagues	71.6	80.4
Job security	68.5	75.1
Quality of students	68.1	60.3
Office/lab space	68.1	70.5
Retirement benefits	62.5	61.9
Social relationships with other faculty	62.4	71.0
Salary	58.1	49.9
Prospects for career advancement	56.2	55.3
Departmental leadership	55.3	71.0
Opportunity for scholarly pursuits	54.3	52.2
Clerical/Administrative support	51.2	59.1
Teaching load	48.7	58.3
Availability of child care at this institution	5.6	22.9

Percent reporting "very satisfied" or "satisfied"

One of the questions in the survey asked faculty 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 65.6% of Chapman faculty reported “definitely yes” that they would still want to be a college professor, 38.5% reported “definitely yes” that

they would want to be a professor at Chapman University. Only a small proportion of Chapman faculty (5.0%) reported that they would not want to start their career over at Chapman University (i.e., “definitely no”). Faculty were also asked if they had considered leaving the institution within the past two years. While not reported in the chart, the results show that 52.1% of Chapman faculty have considered leaving Chapman University in the past two years.

CONCLUSION

The HERI Faculty Survey provides a snapshot of the activities and attitudes of full-time undergraduate faculty at Chapman University and other private universities. The findings show that over 80% of Chapman faculty saw teaching and research as either “very important” or “essential” while 57.7% of faculty reported the same feelings about service. Over 50% of faculty spent 9 hours or more on preparing for teaching, while most faculty only spent 4 hours or less on committee work or advising students.

In the classroom, over 80% of Chapman faculty reported various educational goals as very important such as graduate school preparation and developing critical, creative, and effective writing skills. The majority of faculty used traditional methods of teaching such as class discussions and small group learning. Almost a third of faculty reported using experiential learning/field studies assignments in their classes. In terms of types of courses taught, 49.7% of faculty reported teaching an interdisciplinary course while less than 8% of the faculty reported teaching a learning community, women’s studies, or ethnic studies courses. Slightly less than a fifth of faculty have paid for a workshop outside of Chapman University focused on teaching. When grading learning outcomes, traditional methods such as presentations, competency-based grading, term papers, and exams were widely used by Chapman faculty.

Data on faculty research shows that 62.0% of faculty have not written a book but 75.3% of them have published at least one article. In terms of research production, results show that 51% of faculty have published or had accepted between 1 and 4 articles in the last two years. In order to facilitate their research, about 45% of faculty have taken advantage of internal grants available for research. And 55.8% of faculty reported they have engaged undergraduates on their own research projects.

Research demands are also a source of stress among three-fourths of Chapman faculty. “Institutional procedures and ‘red tape’” drew the most attention by Chapman faculty as a source of stress. Overall, 69.6% of

faculty reported that they would make the same decision to come to Chapman University if given the choice.

The HERI Faculty Survey asks a variety of questions about a respondent’s perceptions about Chapman University. The majority of faculty described the university in a positive light regarding the institution’s commitment toward raising the prestige of the university, bringing the best students and faculty, and promoting the intellectual growth of students. And the vast majority of Chapman faculty reported that they believe their peers are committed to the welfare of students and Chapman University.

Chapman faculty also reported areas of concern that the administration could monitor as the university assesses itself. Results show that 11% of faculty reported that they believe the university is open about their policies and less than 10% of faculty believe that Chapman University rewards exemplary teaching or the use of instructional technology. Diversity is another concern among faculty as the results show that less than 21% of them believe that the university places a high priority on increasing the representation of women and minorities. The comparison group results showed that these percentages are considerably smaller among peer faculty. However, only 11.1% of Chapman faculty believe that there is a lot of racial conflict on campus.

¹ 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.

² Full-Time Undergraduate Faculty: A respondent was included in one of four ways, if he or she: 1) Responded “yes” or did not respond as to whether they were a full-time employee and indicated that they taught at least one undergraduate-level course (i.e. general education course, course required for undergraduate major, other undergraduate credit course, developmental/remedial course, or non-credit course [other than above]). 2) Responded “yes” that they were a full-time employee (question 2) and indicated that they primarily taught undergraduate credit courses. 3) Did not respond that they were a full-time employee and responded that they taught no courses this term or did not respond to the number of courses to this question and indicated that they primarily taught undergraduate credit courses and indicated that they were scheduled to teach nine hours or more hours per week during the present term. 4) Responded “yes” or did not respond as to whether they were a full-time employee and did not respond to the number of courses that they taught this term and did not respond as to the type of courses that they primarily teach and indicated that they were scheduled to teach nine hours or more hours per week during the present term.