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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>19.4%</td>
</tr>
<tr>
<td>1-4</td>
<td>27.9%</td>
</tr>
<tr>
<td>5-8</td>
<td>13.9%</td>
</tr>
<tr>
<td>9-12</td>
<td>14.4%</td>
</tr>
<tr>
<td>13-20</td>
<td>12.5%</td>
</tr>
<tr>
<td>21+</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.3%</td>
<td>Prepare students for employment after college</td>
</tr>
<tr>
<td>96.2%</td>
<td>Promote ability to write effectively</td>
</tr>
<tr>
<td>96.2%</td>
<td>Encourage respect for different beliefs</td>
</tr>
<tr>
<td>95.8%</td>
<td>Prepare students for graduate and advanced education</td>
</tr>
<tr>
<td>90.2%</td>
<td>Enhance student’s knowledge of and appreciation for other racial/ethnic groups</td>
</tr>
<tr>
<td>88.2%</td>
<td>Develop student’s moral character</td>
</tr>
<tr>
<td>88.2%</td>
<td>Help students develop personal values</td>
</tr>
<tr>
<td>83.9%</td>
<td>Encourage students to become agents of social change</td>
</tr>
</tbody>
</table>

### 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.

### Satisfaction with:

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.3%</td>
<td>Atmosphere for differences in sexual orientation</td>
</tr>
<tr>
<td>68.9%</td>
<td>Atmosphere for religious differences</td>
</tr>
<tr>
<td>54.3%</td>
<td>Atmosphere for political differences</td>
</tr>
<tr>
<td>67.2%</td>
<td>Representation of women faculty</td>
</tr>
<tr>
<td>41.3%</td>
<td>Representation of racial/ethnic minority faculty</td>
</tr>
</tbody>
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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”
### 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

### Tenure and Promotion

The criteria for advancement and promotion decisions are clear.

- **85%** Percent reporting “Probably Yes” or “Definitely Yes” on a 5-pt Likert scale.
- **70%** Percent reporting “Somewhat Agree” or “Strongly Agree” on a 5-pt Likert scale.

Prepared by: Institutional Research and Decision Support (IRADS)
Chapman.edu/irads