

2001-2002
HERI Faculty Survey
RESULTS:

**Chapman University's
Full-Time Undergraduate Faculty**

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INTRODUCTION

Every three years several thousand faculty at colleges and universities across the United States complete the Higher Education Research Institute's (HERI) Faculty Survey. The Faculty Survey is designed to provide colleges and universities with information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators (see Appendix A). While the instrument repeats items from previous years to enable institutional participants to compare current responses with those from earlier surveys, it is revised prior to each administration to reflect the changing needs of participants. Participating institutions receive a profile of their faculty members as well as national normative data of faculty in similar types of institutions. The normative data provided with the institutional reports is published in *The American College Teacher*, a publication used frequently in the higher education community to extract national trends and profiles of American faculty.

During the 2001-2002 administration, several thousand faculty representing a few hundred colleges and universities completed the HERI Faculty Survey. Chapman University's full-time faculty (Orange campus only, including law faculty) and administrators with faculty rank participated in this national survey for the third time since its inception. Chapman University was one of several private 4-year institutions that participated this past year.

Administration Procedures

Exactly 229 surveys were sent to faculty and administrators on the Orange campus during the 2001-2002 academic year. The four-page scannable survey, designed to take about 20 minutes to complete, was sent to faculty and selected administrators via campus mail in November 2001. HERI provided outgoing envelopes and pre-addressed, postage-paid return envelopes that respondents were asked to mail directly to HERI's processing center in order to ensure complete confidentiality for both participating institutions and faculty respondents. A cover letter from the Provost encouraging participation was also included, as well as 21 additional questions specific to Chapman University (see Appendix B). The additional questions focused on issues and concerns addressed in the Chapman Plan and faculty were instructed to mark their responses to these questions directly on the 2001 Faculty Survey. To increase response rate a second survey was sent in February 2002 to faculty and administrators who did not return the first survey to HERI's processing center.

Response Rate and Sample Representation

A total of 102 surveys were returned and processed resulting in a 44.5% response rate. The total number of respondents included:

- 67 full-time undergraduate facultyⁱ
- 04 part-time undergraduate facultyⁱⁱ
- 12 full-time academic administratorsⁱⁱⁱ; and
- 19 graduate faculty^{iv}

Since many of the survey questions focused on undergraduate issues or concerns, the results presented in this report focus exclusively on the 67 Chapman University full-time undergraduate faculty identified by HERI.

FULL-TIME FACULTY		
	Percent Chapman Population [^]	Percent Survey Sample ^{^^}
Gender *		
Men	61.0	53.7
Women	39.0	46.3
Race/Ethnicity*		
International (Non-Resident)	0.0	0.0
African-American/Black	3.2	0.0
Native-American/Alaskan Native	0.9	1.5
Asian-American/Pacific Islanders	5.1	4.6
Latino or Hispanic	5.1	1.5
White/Caucasian	84.3	92.3
Unknown	1.4	4.6
College/School Affiliation+		
Argyros School of Business and Economics	10.0	17.0
School of Communication Arts	18.0	30.5
School of Education	6.0	3.4
School of Film and Television	12.0	5.1
School of Law	10.0	1.7
School of Music	5.0	5.1
Wilkinson College of Letters and Sciences	36.0	37.4
Professional Studies	2.0	0.0
[^] All full-time faculty including graduate and law faculty (Orange campus).		
^{^^} Chapman University's full-time undergraduate faculty (Orange campus, n=67)		
*Data Source for Chapman Population: IPEDS Fall Staff Survey 2001-2002		
*Percentages for race/ethnicity survey sample add up to more than 100% because some faculty marked more than one ethnic group. Not directly comparable to population percentages.		
+Data source for Chapman Population: Provost Office		

The majority of the sample is composed of White faculty—as would be expected given the proportion in the population. Over one-third of the full-time undergraduate faculty respondents are affiliated with the Wilkinson College of Letters and Sciences—Chapman's largest college/school. Findings suggest that full-time undergraduate faculty in the Argyros School of Business and Economics and School of Communication Arts are overrepresented. Similarly, faculty from the Schools of Film and Television and Education are underrepresented in the sample. It is important to note that because the data displayed represent full-time undergraduate faculty, few faculty from the School of Law are represented in this sample.

Due to the discrepancies discussed above, caution must be taken when generalizing findings to the entire population of full-time undergraduate faculty at Chapman University.

FINDINGS

The purpose of this report is to provide an overview of the most salient findings from the 2001-2002 HERI Faculty Survey. While only portions of the data are highlighted in this section, detailed tables can be found for all of the survey questions in Appendix C. Survey results presented here are divided into the following subsections:

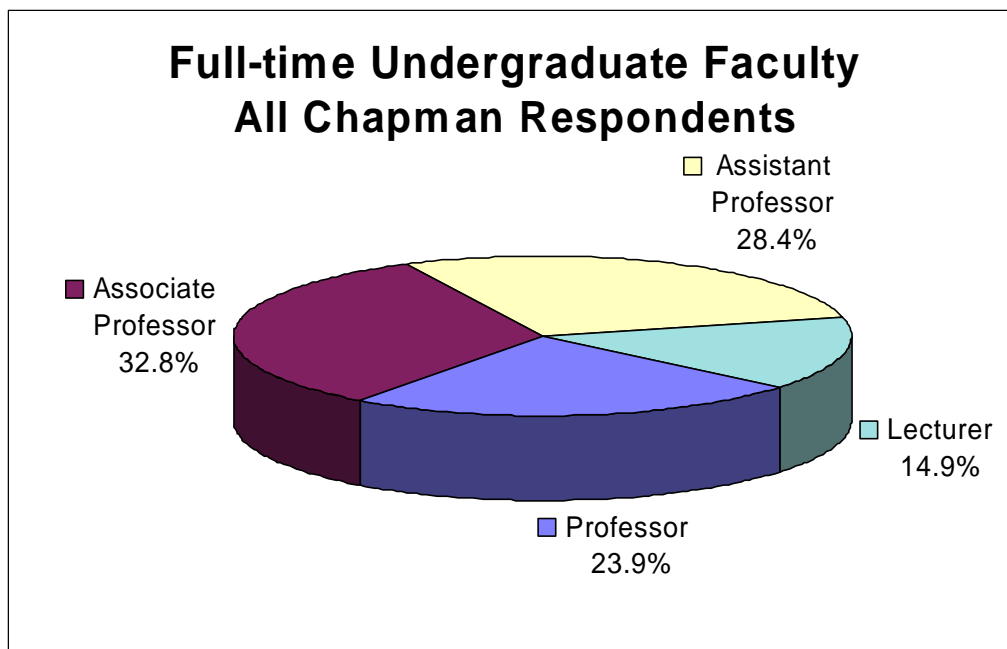
- Characteristics of Full-time Undergraduate Faculty
- Career Path
- Personal Goals
- Goals for Undergraduate Students
- Teaching and Learning
- Faculty Engagement
- Campus Environment
- Institutional Priorities
- Sources of Stress
- Job Satisfaction

In some instances, 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 nonsectarian colleges or universities.

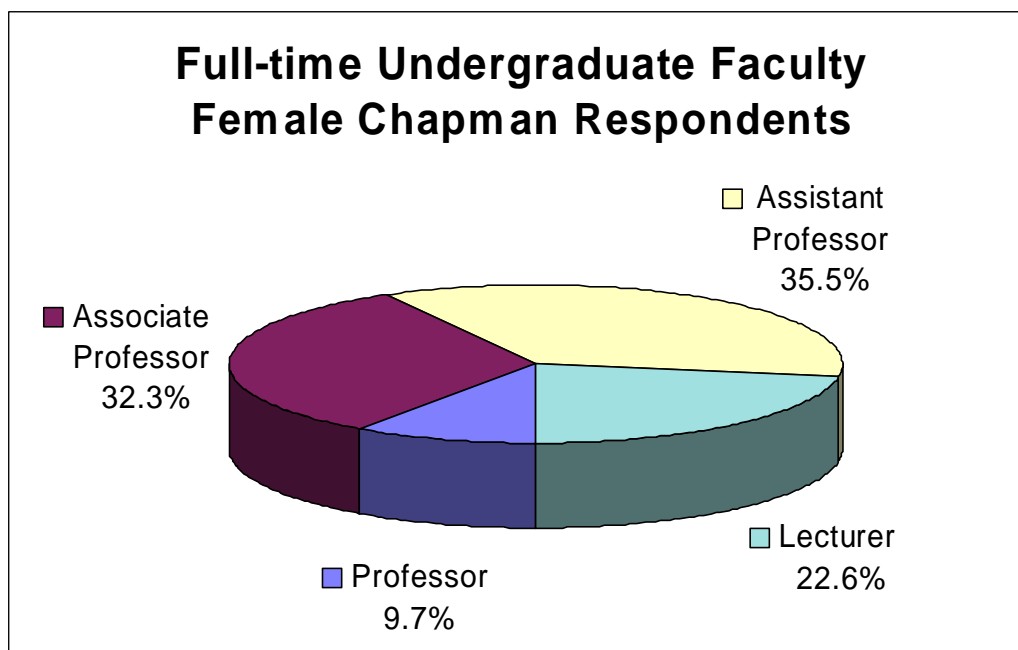
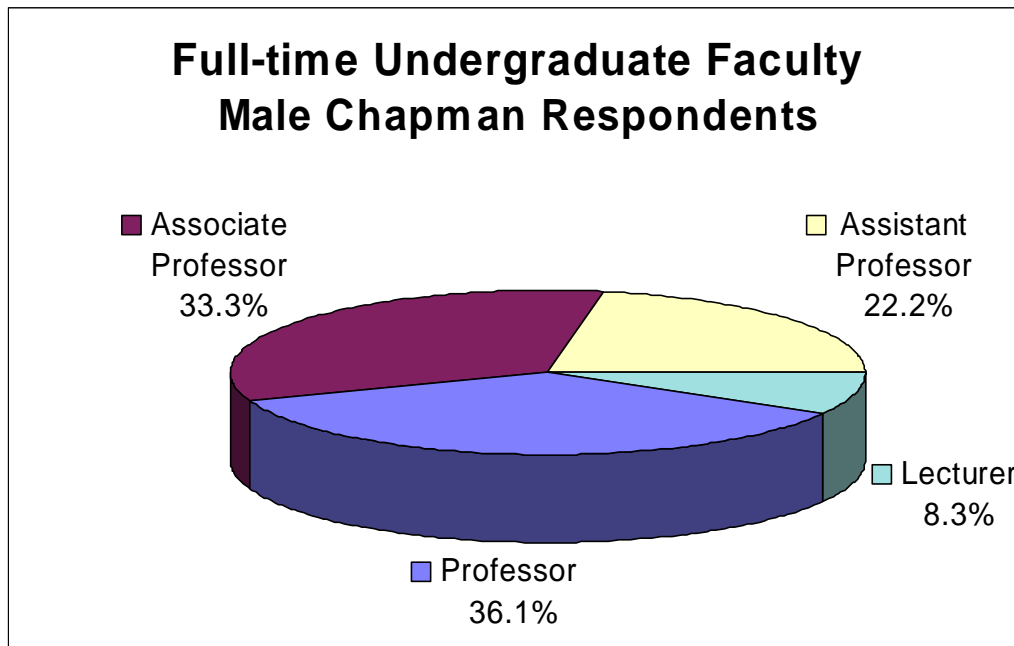
Characteristics of the Full-time Undergraduate Faculty

Academic Rank

The sample of full-time undergraduate faculty is composed of 32.8% associate professors, 28.4% assistant professors, 23.9% professors, and 14.9% lecturers.

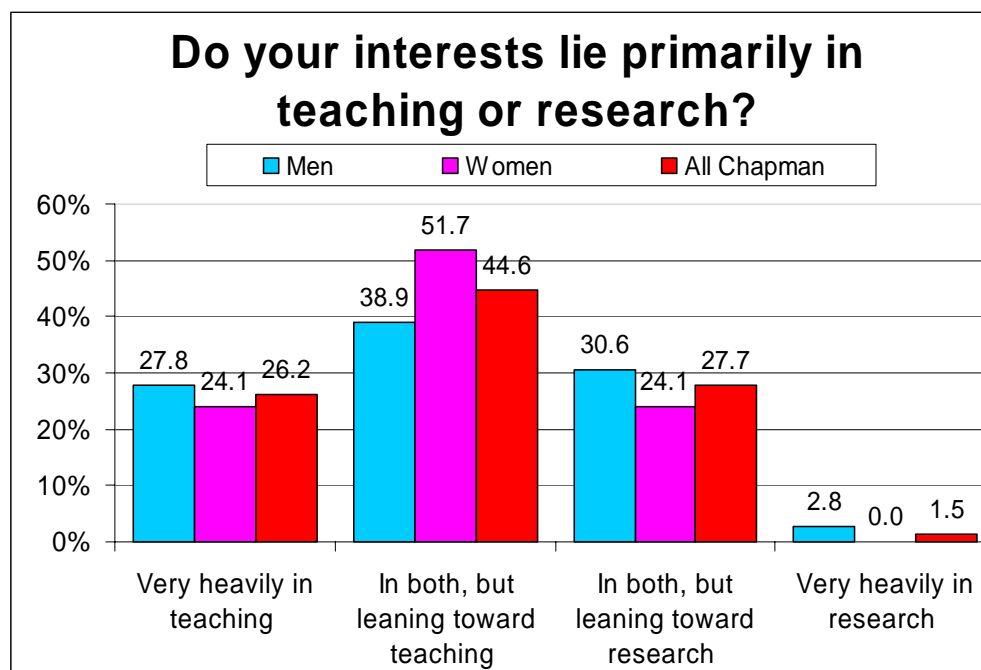


As can be seen from the pie-charts below, a large proportion of the male faculty respondents are concentrated in the professor rank, while a large proportion of the female faculty respondents are concentrated in the assistant professor rank. Data also show that almost four times as many male faculty reported holding “professor rank” than female faculty (36.1% male, 9.7% female). About 42% of all the full-time undergraduate faculty reported being tenured faculty.



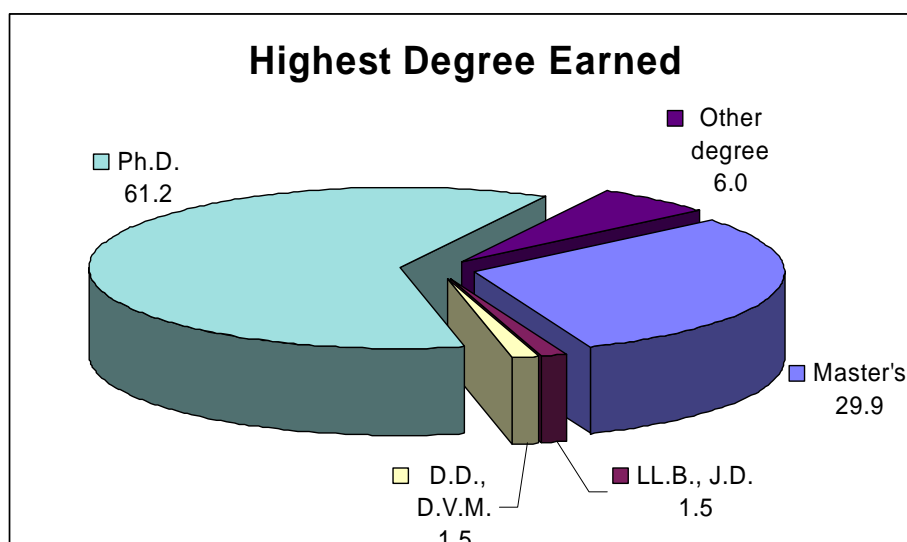
Teaching or Research Interest

Respondents were asked: Do your interests lie primarily in teaching or research? As can be seen in the illustration below, data suggest that most of the full-time undergraduate faculty interests appear to lean toward teaching. Data also show that when compared to male faculty, female faculty are more likely to indicate that their interests primarily lie in teaching.



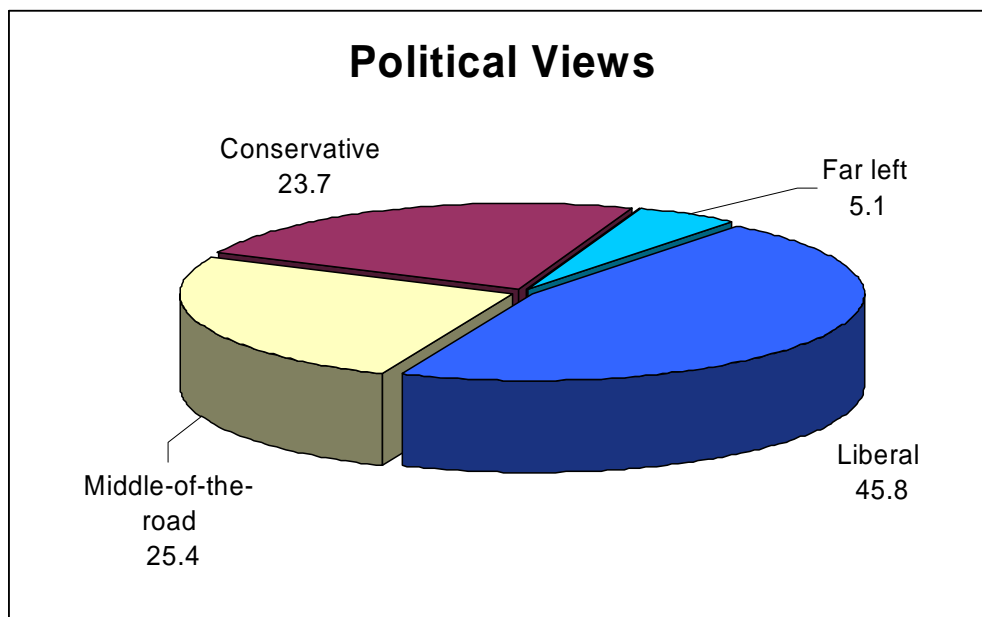
Highest Degree Earned

The majority of full-time undergraduate faculty respondents reported holding a Ph.D.. Of the full-time undergraduate faculty who indicated that they were currently working on a degree (n=21), 5% reported that they are pursuing their Ph.D..



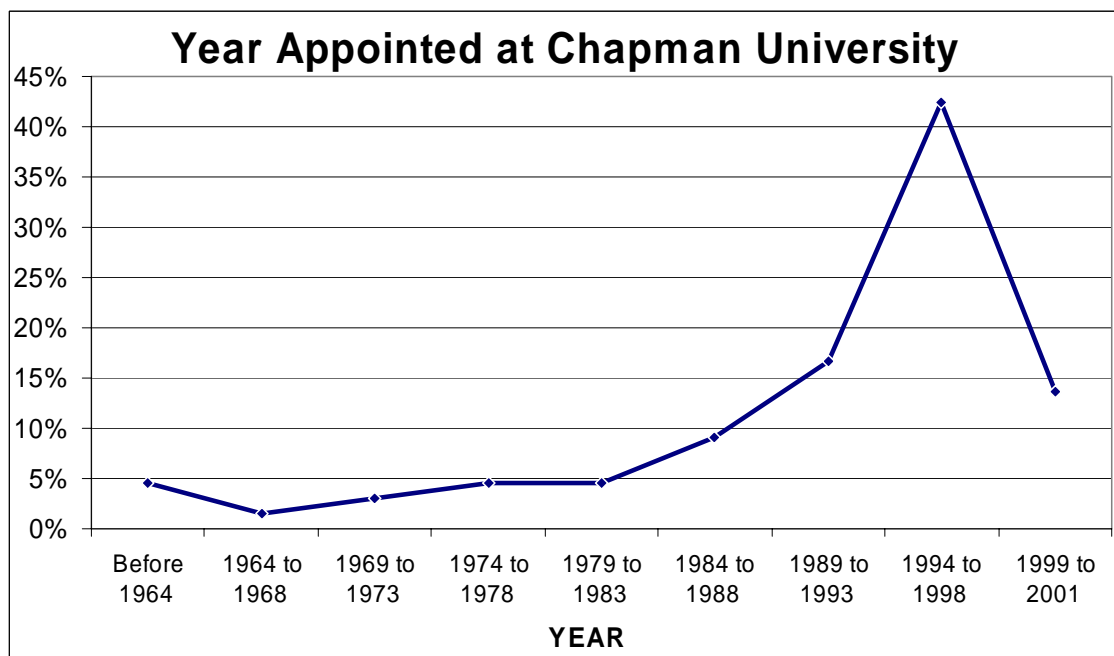
Political Views

Faculty were asked to describe their political views. About 46% of the faculty respondents identified themselves as “liberal.” None of the faculty respondents identified themselves as “far right.”



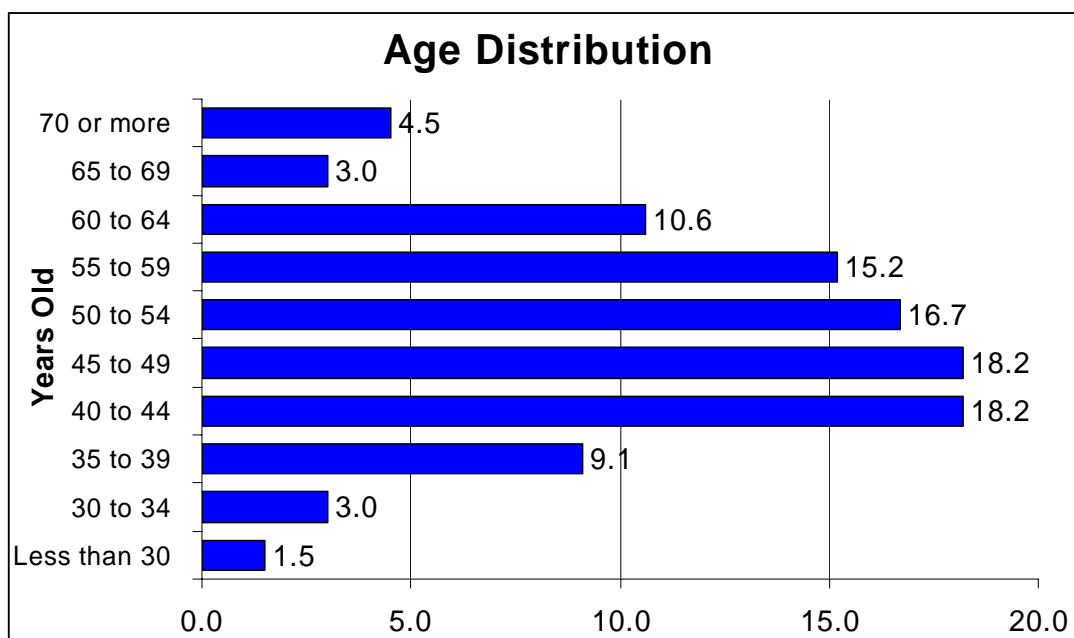
Year Appointed at Chapman University

Over 42% of the full-time undergraduate faculty respondents started working at Chapman University between the years 1994-1998. These data show that over 50% of the full-time undergraduate faculty respondents were hired in the last 8 years.



Age of Faculty

Over one-third of the full-time undergraduate faculty respondents are between 45-54 years old. Close to 8% of the faculty respondents are at retirement age (i.e., 65 yrs. or older) and very few of the faculty respondent (4%) reported being 34 years old or younger.



Career Path

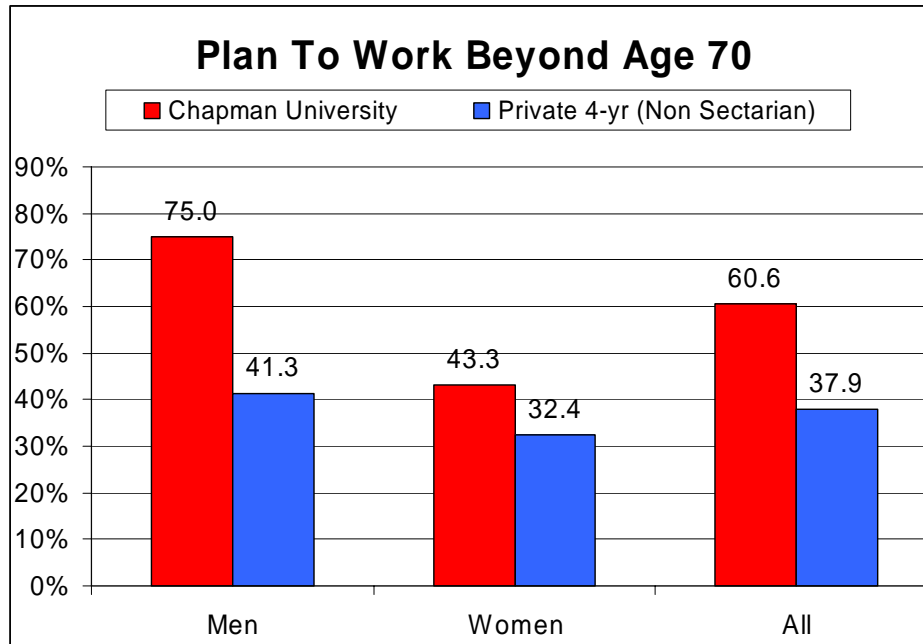
Faculty were asked to indicate how important (i.e., “very,” “somewhat” or “not”) various factors were in their decision to pursue an academic career. The table below illustrates that intellectual challenge and intellectual freedom were among those reasons noted as “very important” by the majority of the respondents. Chapman University faculty were slightly more likely to identify these factors as “very important” than their peers at comparable institutions.

How important are each of the following in your decision to pursue an academic career?	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Intellectual challenge	88.1	84.4
Intellectual freedom	88.1	75.9
Autonomy	86.6	72.7
Freedom to pursue my scholarly/teaching interests	77.6	75.6
Flexible schedule	76.1	69.8
Opportunities for teaching	74.6	75.5
Opportunities for research	41.8	36.1
Opportunity to influence social change	37.3	25.7
Occupational prestige/professional status	23.9	16.4
Percent noting "very important"		

Faculty were also asked to indicate how important (i.e., “very,” “somewhat” “not,” or “a deterrent”) various factors were in their decision to work at their current institution. The top choice for Chapman University faculty, as well as their peers at private 4-year colleges/universities, was “institutional emphasis on teaching.” This top choice was selected by both Chapman University male and female respondents. However, while 80% of the female respondents reported it was a “very important” factor, only 61% of the Chapman University male respondents reported the same. Not surprising given the southern Californian appeal, 62% of the Chapman University faculty noted geographic location as a “very important” factor in their decision, while only 45.9% of their peers reported the same. Data suggest that salary and the prestige of the department or institution were not as important to Chapman faculty as were factors such as colleagues, personal/family considerations, the academic rank they were offered, and the job opportunities for their spouse.

How important were each of the following in your decision to work at this college or university?	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Institutional emphasis on teaching	69.7	66.4
Geographic location	62.1	45.9
Colleagues	50.8	40.7
Other personal/family considerations	33.3	28.0
Academic rank offered	26.2	10.6
Job opportunities for spouse	17.2	13.2
Salary/benefits	16.7	14.3
Prestige of institution	7.6	15.2
Institutional emphasis on research	6.2	11.1
Prestige of department	6.1	10.5
Research facilities	0.0	5.5
Percent noting "very important"		

One of the survey questions asked faculty to indicate if they planned to work beyond the age of 70. Exactly 60.6% of the full-time undergraduate faculty respondents reported that they planned to work beyond the age of 70, compared to only 37.9% of their peers at similar types of institutions. Interestingly, the Chapman University male respondents were almost twice as likely than the female respondents to indicate that they planned to work beyond the age of 70. Compared to their national counterparts, data suggest that Chapman University’s full-time undergraduate faculty are more likely to work beyond the age of 70. Other data not displayed show that during the last two years about 25% of the Chapman University faculty considered early retirement and 43% considered leaving academe for another job.

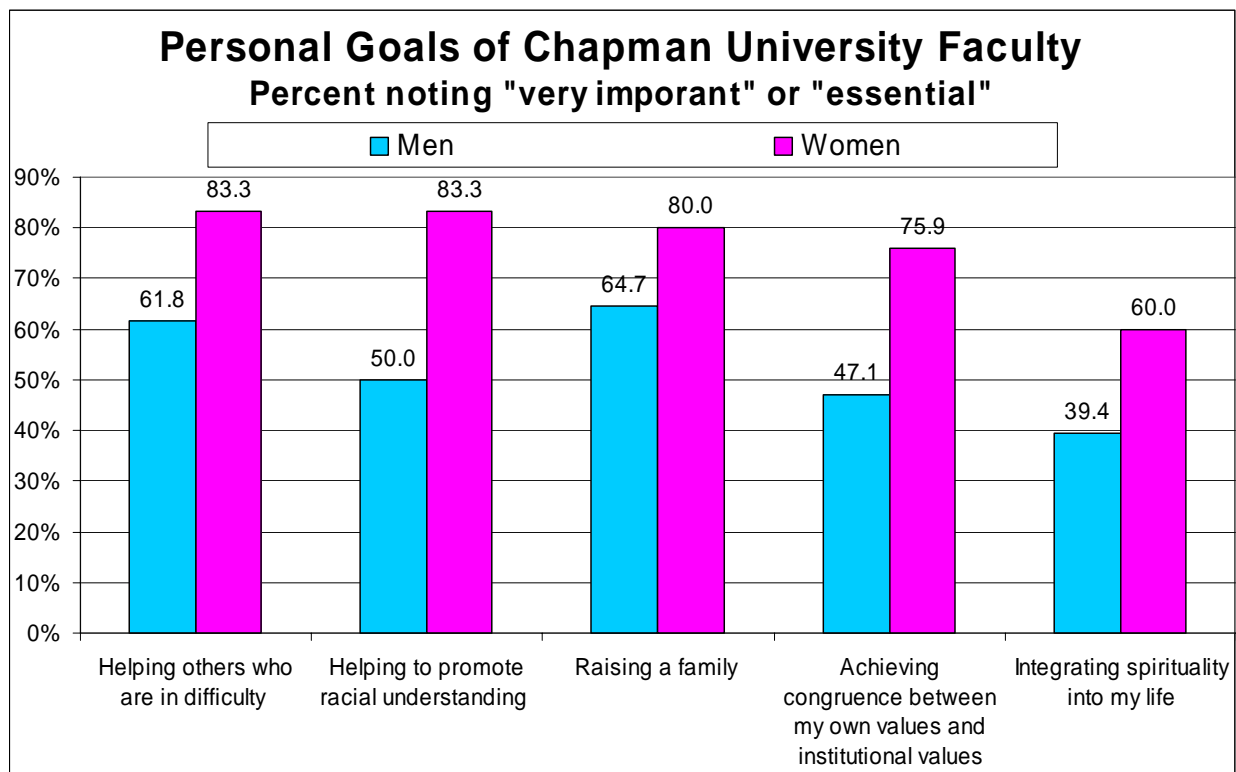


Personal Goals

Faculty were asked to identify how important various academic and non-academic goals were to them personally, using a 4-point scale from “essential” to “not important.” Being a good teacher was identified by all full-time undergraduate faculty respondents as “very important” or “essential.” Being a good colleague and developing a meaningful philosophy of life was important to the majority of the Chapman faculty as well. Only 37.5% of the Chapman University respondents indicated that being very well-off financially was “very important” or “essential.” Data suggest that as a group, Chapman faculty appear to be much more interested in becoming involved in cleaning up the environment than their peers at similar types of institutions.

Indicate the importance to you personally of each of the following:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Being a good teacher	100.0	98.1
Being a good colleague	93.8	90.2
Developing a meaningful philosophy of life	85.9	79.5
Raising a family	71.9	73.2
Helping others who are in difficulty	71.9	67.7
Helping to promote racial understanding	65.6	62.8
Achieving congruence between my own values and institutional values	60.3	59.3
Becoming an authority in my field	51.6	47.9
Becoming involved in programs to clean up the environment	51.6	29.8
Obtaining recognition from my colleagues for contributions to my special field	50.0	41.0
Integrating spirituality into my life	49.2	56.0
Influencing social values	43.7	42.4
Being very well-off financially	37.5	33.2
Influencing the political structure	19.0	15.0
Percent noting "very important" or "essential"		

Gender differences were evident for the Chapman University faculty on several of the personal goal items. Overall, female faculty appear to be more personally interested in helping others in difficulty, helping promote racial understanding, raising a family, achieving congruence between their own values and institutional values, and integrating spirituality in their life.

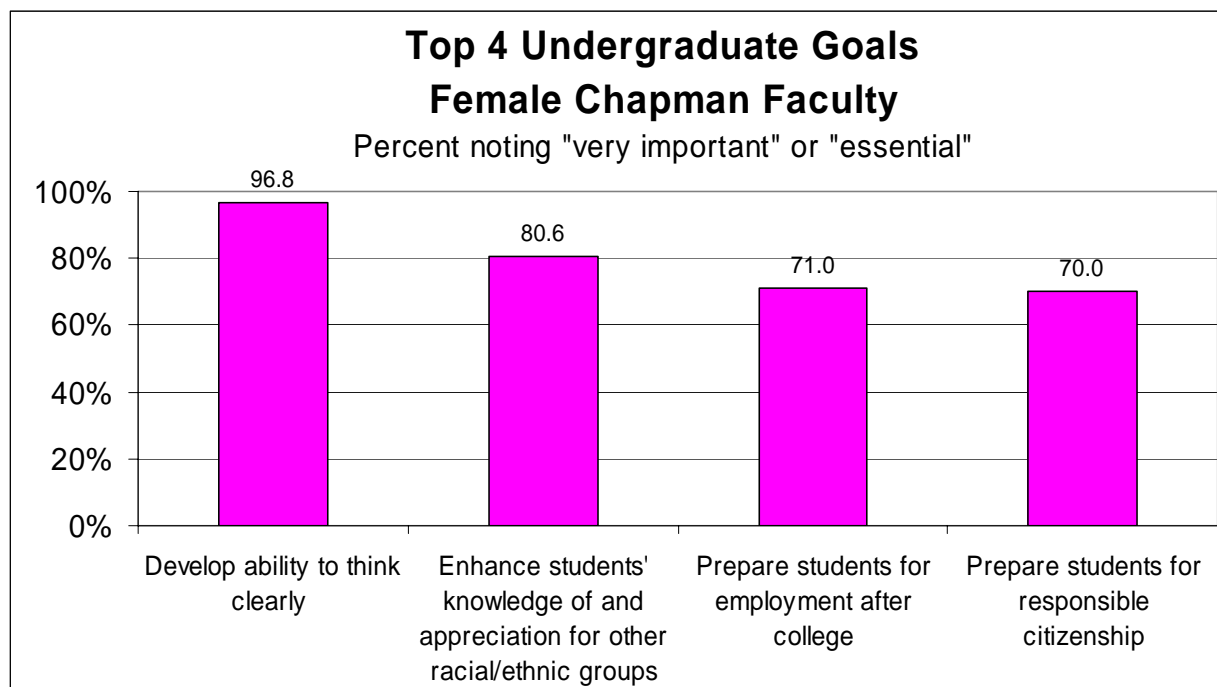


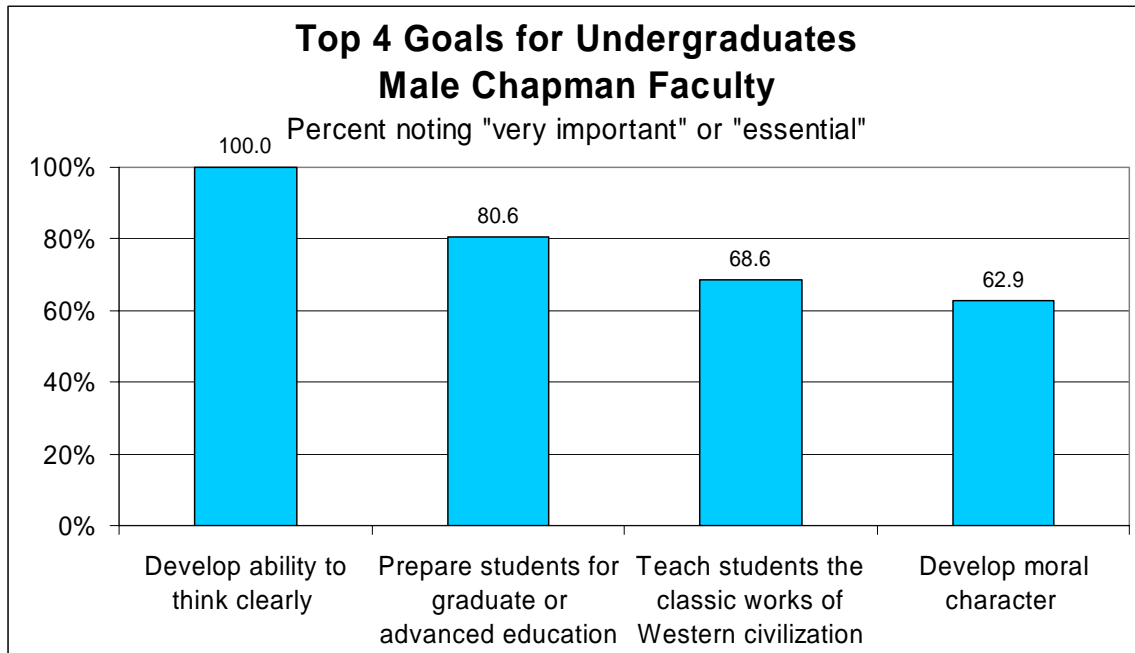
Goals for Undergraduate Students

Faculty were also asked to comment on the educational goals they considered to be important for undergraduate students using the same 4-point scale from "essential" to "not important." Almost all (98.5%) of the Chapman University faculty respondents indicated that it is "very important" or "essential" for them to help undergraduate students develop the ability to think clearly. Three-quarters of the faculty also reported that preparing students for graduate or advanced education is also "very important" or "essential" to them. In addition, this goal of preparing students for graduate school appears to be much more important overall to Chapman University faculty than their faculty peers at similar types of institutions.

Indicate the importance to you of each of the following education goals for undergraduate students:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Develop ability to think clearly	98.5	99.5
Prepare students for graduate or advanced education	74.6	59.1
Enhance students' knowledge of and appreciation for other racial/ethnic groups	69.7	65.0
Prepare students for employment after college	65.2	62.1
Develop moral character	63.6	63.8
Enhance students' self-understanding	62.7	68.3
Teach students the classic works of Western Civilization	62.1	34.3
Prepare students for responsible citizenship	61.5	62.7
Help students develop personal values	55.2	64.5
Study a foreign language	52.3	37.8
Enhance the out-of-class experience of students	44.6	41.6
Instill in students a commitment to community service	43.9	38.0
Provide for students' emotional development	39.4	41.9
Prepare students for family living	6.2	18.0
Percent noting "very important" or "essential"		

With the exception of “developing the ability to think clearly,” differences did emerge for Chapman male and female faculty on what they considered to be “very important” or “essential” undergraduate goals. Data suggest that female faculty appear to find more important the goals of enhancing students’ knowledge of and appreciation for other racial/ethnic groups, preparing students for employment after college, and preparing students for responsible citizenship. On the other hand, male faculty appear to find the goals of preparing students for graduate or advanced education, teaching students the classic works of Western civilization, and developing moral character more important.





Teaching and Learning

Instructional Method

Faculty were asked to indicate the type of instructional techniques or methods they utilized most often (i.e., "all," "most," "some," "none") in the undergraduate courses they taught. Data show that 86% of the Chapman University faculty utilize class discussions in "most" or "all" of their undergraduate classes. In addition, over 50% of the Chapman faculty reported that they used cooperative learning (small groups) or independent projects in "most" or "all" of their undergraduate classes.

In how many of the undergraduate courses that you teach do you use each of the following:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Instructional Techniques/Methods:		
Class discussions	85.9	77.9
Cooperative learning (small groups)	53.1	45.1
Independent projects	53.1	40.8
Experiential learning/Field studies	41.3	23.3
Extensive lecturing	40.6	38.0
Group projects	39.1	29.1
Computer or machine-aided instruction	29.7	25.2
Multiple drafts of written work	28.6	22.7
Readings on women and gender issues	27.0	20.7
Readings on racial and ethnic issues	26.6	20.8
Recitals/Demonstrations	25.0	17.9
Student-developed activities (assignments, exams, etc.)	15.6	13.4
Student-selected topics for course content	12.7	11.4
Teaching assistants	6.3	5.3
Community service as part of coursework	0.0	4.6
Percent noting used in "most" or "all" undergraduate classes		

Evaluation Method

Faculty were also asked to identify the type of evaluation method they utilized most often in the undergraduate courses they taught. Approximately 73% of the faculty reported that they used essays for their mid-terms and/or final exams, compared to only 52% of their faculty peers at similar types of 4-year private institutions. In addition, Chapman faculty respondents were more likely than their faculty counterparts to indicate that they utilized the following types of evaluation methods in their undergraduate courses: term/research papers, student presentations, competency-based grading, quizzes, and student evaluations of each others' work.

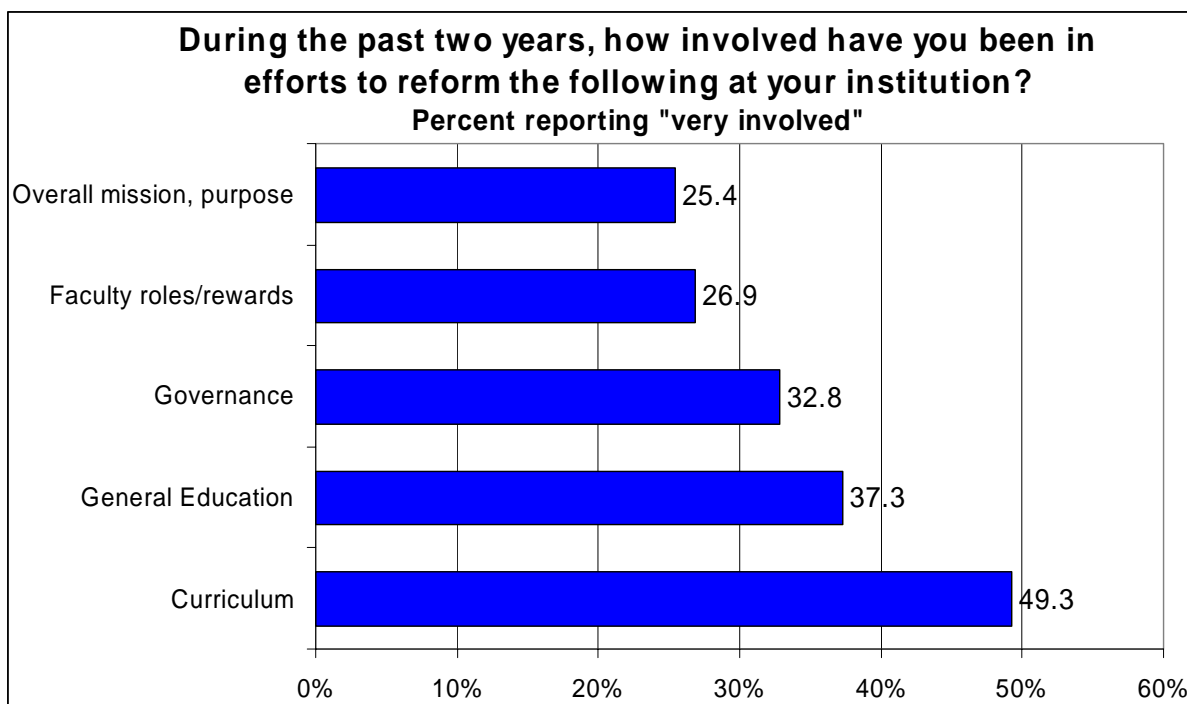
In how many of the undergraduate courses that you teach do you use each of the following:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Evaluation Methods:		
Essay mid-term and/or final exams	73.4	51.9
Term/research papers	62.5	43.5
Student presentations	56.2	44.3
Competency-based grading	54.7	47.4
Quizzes	42.2	33.2
Short-answer mid-term and/or final exams	36.5	38.6
Student evaluations of each others' work	27.0	15.9
Multiple-choice mid-term and/or final exams	20.3	22.4
Weekly essay assignments	20.3	22.3
Grading on a curve	6.3	14.7
Percent noting used in "most" or "all" undergraduate classes		

Faculty Engagement

Institutional Change

Faculty were asked to comment on their level of involvement (i.e., "very involved," "minimally involved," or "not involved") within the last two years in institutional change efforts on campus. Results show that about one-quarter of the full-time undergraduate faculty were "very involved" in reforming the overall mission/purpose of the institution or faculty roles/rewards; about one-third were "very involved" in reforming governance or general education; and close to one half of the faculty were "very involved" in reforming the curriculum.

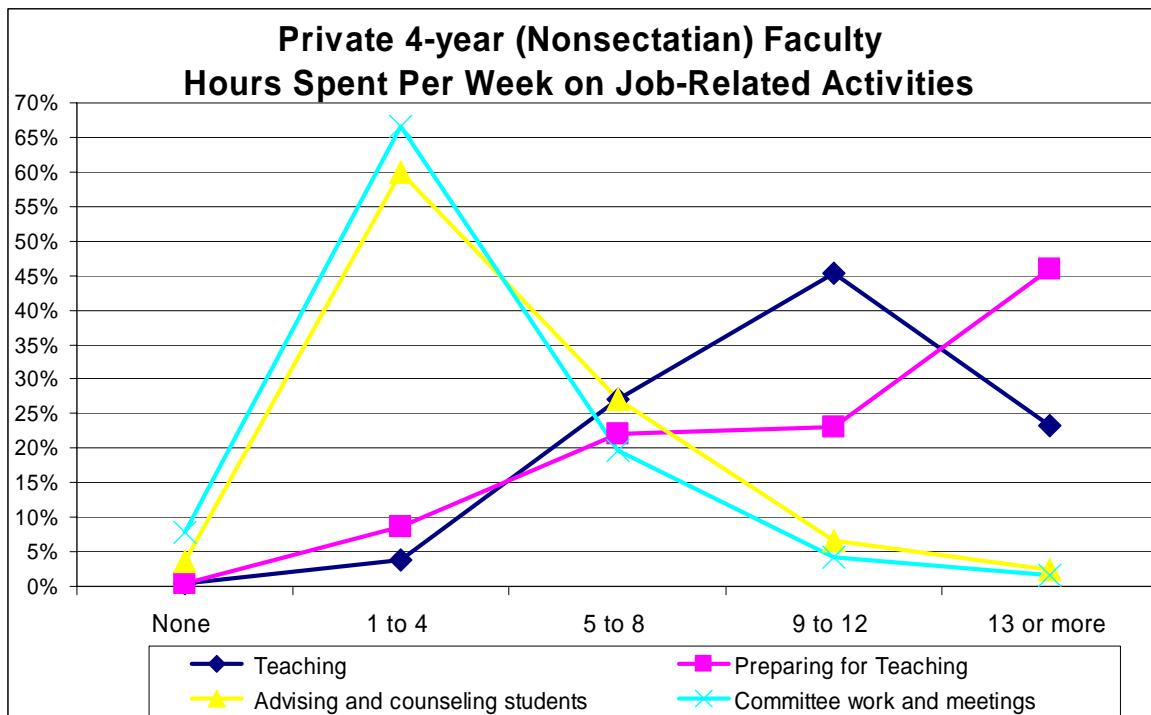
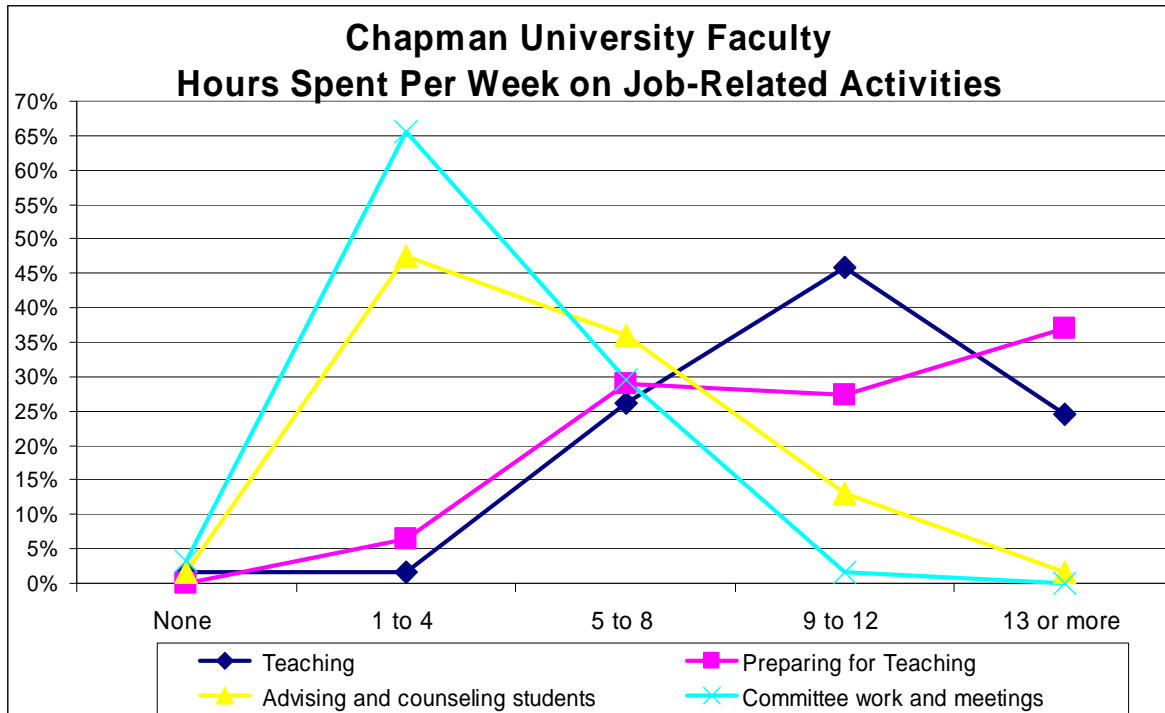
Faculty satisfaction with recent institutional changes was addressed in additional questions specifically designed for Chapman faculty. Using a 5-point scale ("very satisfied," "satisfied," "marginally satisfied," "not satisfied," or "not applicable"), faculty were asked to rate their level of satisfaction with the Chapman Plan and the reorganization of University College. Findings reveal that 68.8% of the faculty respondents reported being "very satisfied" or "satisfied" with the Chapman Plan and 62% reported being "very satisfied" or "satisfied" with the reorganization of University College.



Hours Spent on Work-Related Activities

Faculty were asked to report how many hours on average they actually spent on various activities. As can be seen in the line charts on the next page, the bulk of the hours per week, for both Chapman University faculty and faculty at comparable institutions, are spent teaching and preparing for teaching. For example, about 45% of both the Chapman faculty and private 4-year nonsectarian faculty reported that they spent 9 to 12 hours a week on scheduled teaching (actual, not credit hours). When asked about preparing for teaching (including reading student papers and grading), 37% of the Chapman University faculty reported that they spent 13 or more hours a week on this work-related activity, while 46% of the faculty at comparable institutions reported the same amount of time.

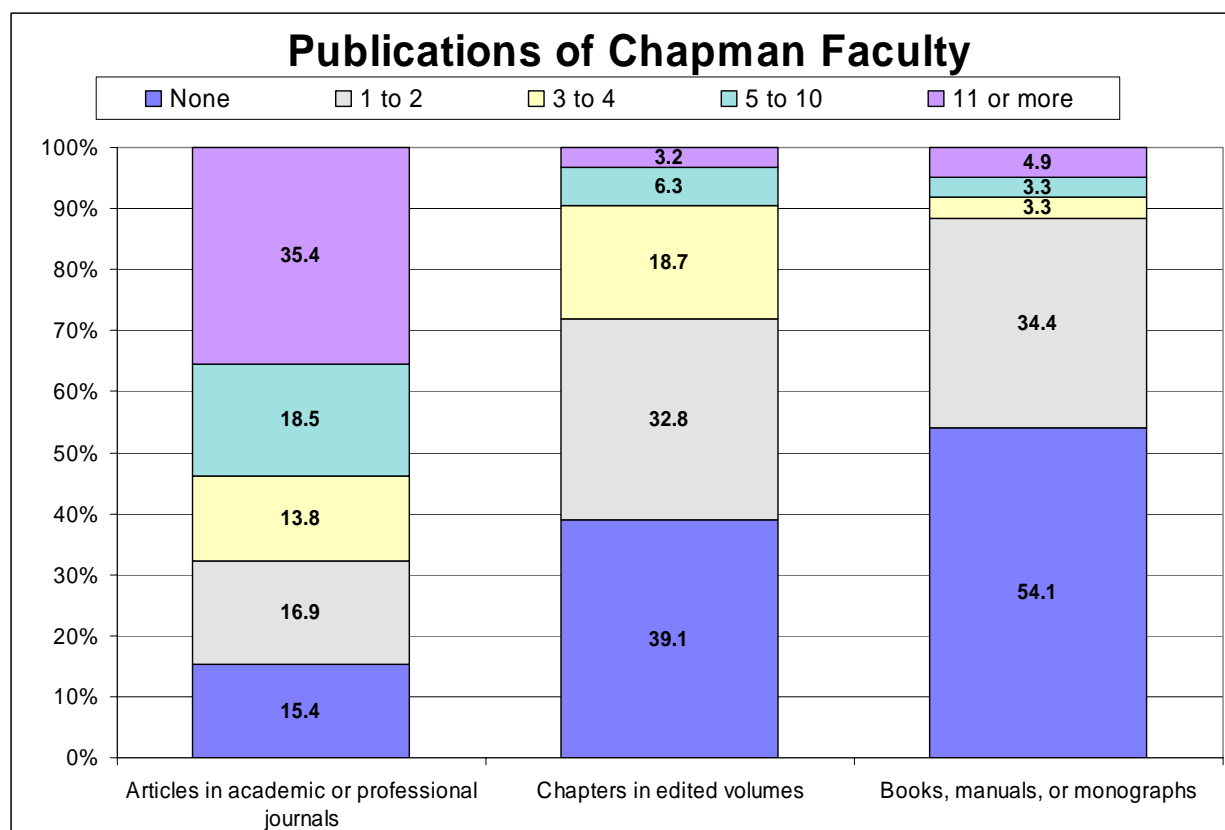
Findings also reveal that a large proportion of Chapman faculty and faculty at private 4-year institutions only spend 1 to 4 hours a week advising and counseling students. Similarly, data reveals that the majority (66%) of faculty at Chapman and at other private 4-year institutions spend about 1 to 4 hours a week on committee work and meetings.



While the number of hours spent was not asked specifically, Chapman faculty were asked to specify the number of university-wide academic, cultural, and/or social activities they attended during the academic year. About 65% reported that they attended 4 or more functions and another 31% reported that they attend anywhere from 1 to 3 activities during the academic year.

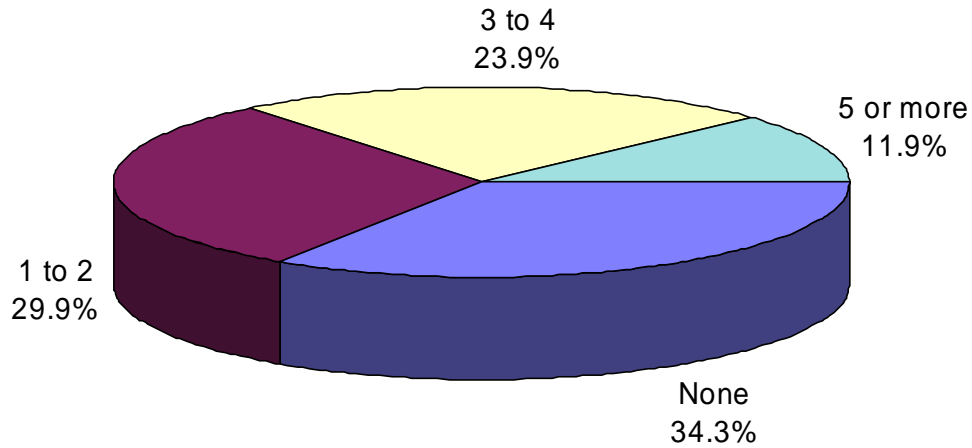
Publications

Faculty were asked to report how many articles, chapters, or books they had published. Data indicate that the majority of Chapman University faculty (85%) have published at least one article in an academic or professional journal—only 15.4% of the faculty indicated that they had not published an article in a journal at all. About 46% indicated that they had one or more publication in a book, manual, or monograph, and over 60% reported they had one or more chapter published in an edited volume.

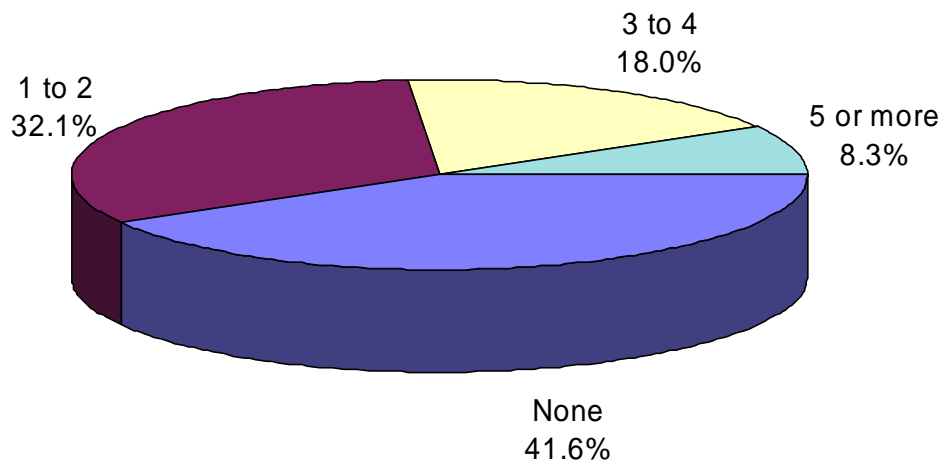


When Chapman University faculty were asked to report on their professional publications and/or acceptances in the last two years, 29.9% reported they had 1 to 2 publications/acceptances, 23.9% had 3 to 4 publications/acceptances, 11.9% had 5 or more publications/acceptances, and 34.3% had no publications/acceptances in the last two years. As can be seen in the pie charts on the next page, data suggest that Chapman University's full-time undergraduate faculty, when compared to their faculty peers at other private 4-year institutions have been slightly more productive in publishing in the last two years. For example, 42% of the Chapman faculty reported having published or having had accepted 3 or more publications, compared to 26% of their peers at similar types of institutions.

Chapman University Faculty
Professional writings published or accepted
for publication in the last two years



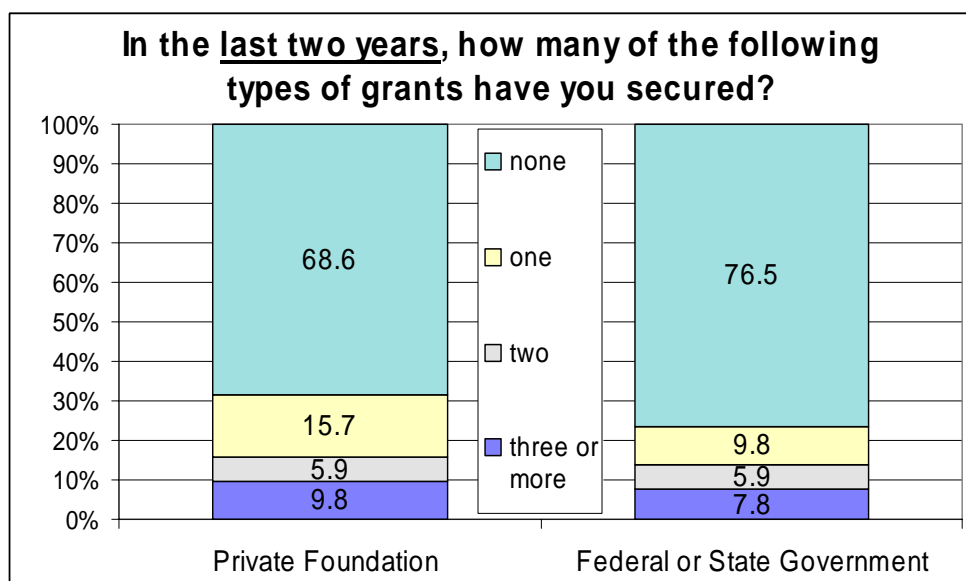
Private 4-year (Nonsectarian) Faculty
Professional writings published or accepted
for publication in the last two years



Other data suggest that the Chapman faculty who reported not having had any publications or acceptances in the last 2 years (34.3%) are most likely many of the same 30% of the Chapman faculty who reported that they spent no hours per week on research and scholarly writing.

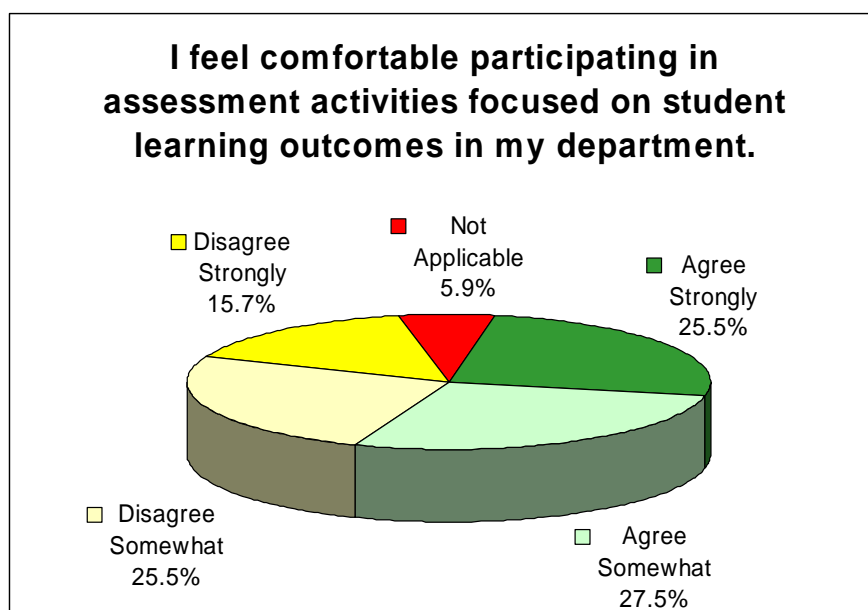
Grants

Two of the additional questions asked specifically of Chapman University faculty focused on the number of grants faculty secured within the last two years. Data reveal that about 31% of the full-time undergraduate faculty have secured at least one private foundation grant and 24% of the faculty have secured at least one federal or state grant.



Assessment

Chapman University faculty were asked to indicate their level of agreement with a statement focused on how comfortable they felt in engaging in assessment activities focused on student learning outcomes in their department. Findings suggest that about 41% (“disagree somewhat” or “disagree strongly”) of the faculty respondents do not feel comfortable participating in this type of assessment activity.



The Campus Environment

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. The top attribute that was noted by the faculty to be “very descriptive” of Chapman University was “it is easy for students to see faculty outside of regular office hours.” Exactly 70.3% of the full-time undergraduate faculty identified this attribute as “very descriptive” of Chapman University, compared to 63.2% of faculty at other private 4-year institutions.

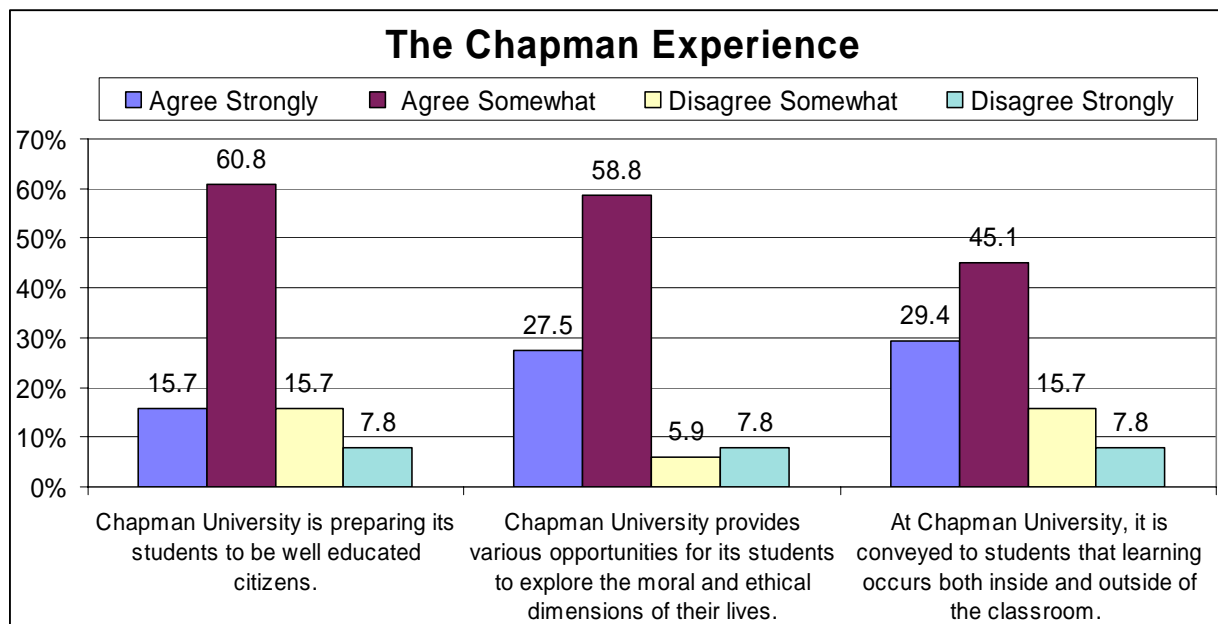
On the other hand, “students here do not usually socialize with one another” was identified by the majority of the Chapman faculty as “not descriptive” of Chapman University (90.2% of the Chapman University faculty and 76.4% of the faculty at private 4-year colleges/universities reported it was not descriptive). Data reveal that a large proportion of the faculty respondents (84.1%) would also not describe Chapman University as a place where “most students are treated like ‘numbers in a book.’”

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 82% or more of the Chapman respondents “agree strongly” or “agree somewhat” that: (1) faculty are committed to the welfare of Chapman University; (2) faculty at Chapman are strongly interested in the academic problems of undergraduates; (3) their teaching is valued by faculty in their department; and (4) faculty are interested in students’ personal problems. Findings also reveal that only about 30% of the Chapman respondents would agree with the following statement: “faculty feel that most students are well-prepared academically.”

Indicate the extent to which you agree or disagree with each of the following:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Faculty are interested in students' personal problems	87.9	87.3
My teaching is valued by faculty in my department	85.1	90.1
Faculty here are strongly interested in the academic problems of undergraduates	83.3	91.5
Faculty are committed to the welfare of this institution	81.5	91.6
My research is valued by faculty in my department	65.7	74.2
Student Affairs staff have the support and respect of faculty	64.1	72.5
Faculty feel that most students are well-prepared academically	30.3	45.7
Most students are strongly committed to community service	29.7	43.6
Many courses involve students in community service	21.0	43.9
Percent noting "agree strongly" or "agree somewhat"		

Faculty were asked to comment on additional agreement items specifically focusing on the Chapman University experience for students. Data reveal that 75% of the faculty or more would “agree strongly” or “agree somewhat” that Chapman University is preparing students to be well educated citizens, that Chapman University provides various opportunities to explore the moral and ethical dimensions of their lives, and that at

Chapman it is conveyed to students that learning occurs both inside and outside the classroom.



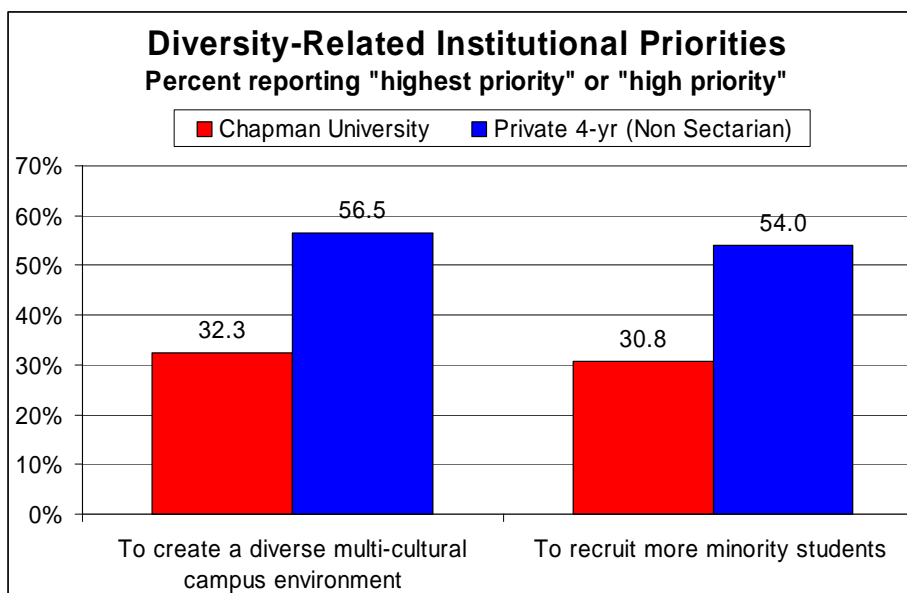
Climate for Diversity

Various issues related to diversity and campus climate for diversity were explored in the survey. For example, faculty were asked to agree or disagree (four-point scale from “agree strongly” to “disagree strongly”) with various statements related to the climate for diversity at Chapman University. Data reveal that while 84% of the Chapman faculty reported that they believe faculty of color are treated fairly at Chapman University, only 80% reported the same is true for gay and lesbian faculty and only 72% reported the same is true for female faculty. While data reveal that about 77% of the faculty believe that Chapman University should hire more faculty of color, only 64% of the faculty believe that Chapman University should hire more women faculty. Less than 8% of the full-time undergraduate faculty report that they believe that there is racial conflict at Chapman University.

Indicate the extent to which you agree or disagree with each of the following:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Faculty of color are treated fairly here	84.4	89.8
Gay and lesbian faculty are treated fairly here	79.7	74.6
This institution should hire more faculty of color	76.9	76.0
Racial and ethnic diversity should be more strongly reflected in the curriculum	72.7	61.6
Women faculty are treated fairly here	71.9	87.4
This institution should hire more women faculty	63.6	50.9
Many courses include feminist perspectives	31.1	43.9
There is a lot of campus racial conflict here	7.6	7.6
Percent noting "agree strongly" or "agree somewhat"		

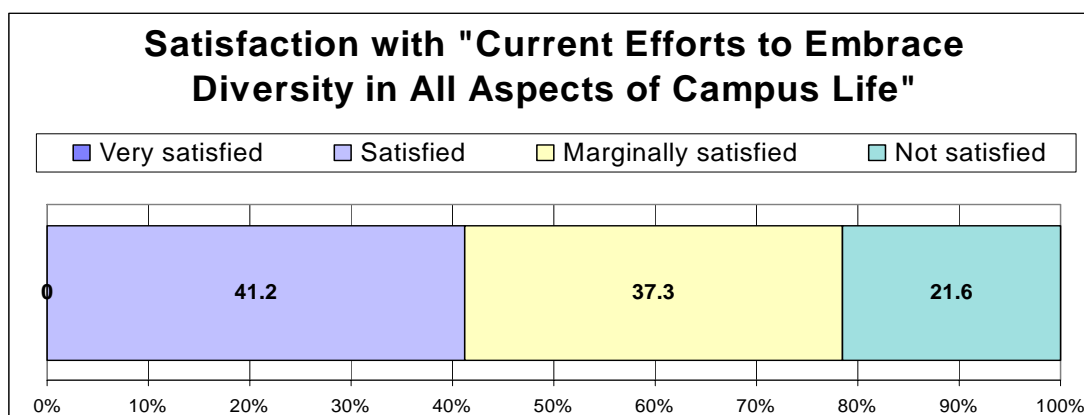
Another question in the survey asked faculty if they had been sexually harassed at “this institution.” Results show that 7.5% of the Chapman University respondents reported “yes” to the item about being sexually harassed, compared to 4.9% of their faculty counterparts at private institutions. Further analyses by gender reveal that 12.9% of the female faculty respondents reported they had been sexually harassed at Chapman University, compared to 2.8% of the male respondents. One of the additional questions asked of the Chapman faculty requested their level of agreement with the following statement: “I am familiar with the university’s policies on discrimination and harassment.” Findings show that exactly 96% of the full-time undergraduate faculty “agreed somewhat” or “agreed strongly” with this statement, suggesting that the majority of the faculty are familiar with Chapman policies on discrimination and harassment.

Using a four-point scale from “highest priority” to “low priority,” faculty were asked to indicate the importance they believed the various priorities listed held at their institution. Two of these items focused on institutional priorities related to diversity. Findings reveal that only 32.3% of the Chapman faculty believe that creating a diverse multi-cultural campus environment is a priority (“highest” or “high”) at Chapman University, compared to 56.5% of their faculty peers at similar types of institutions. Similarly, findings also indicate that only 30.8% believe that recruiting more minority students is a priority (“highest” or “high”) at Chapman University, compared to 54% of their faculty peers at 4-year private institutions.



While the findings above suggest that the majority of the Chapman faculty do not appear to believe that the institution places a high priority on these diversity-related issues, other data suggest that perhaps faculty would welcome more attention in these areas. Data reveal that 87.5% of the faculty agreed “strongly” or “somewhat” with the following statement: “A racially/ethnically diverse student body enhances the educational experience of all students.” In addition, when faculty were asked to indicate their level of satisfaction with the ‘current efforts to embrace diversity in all aspects of

the campus life,' no faculty reported that they were "very satisfied" and less than half of the faculty reported that they were "satisfied."

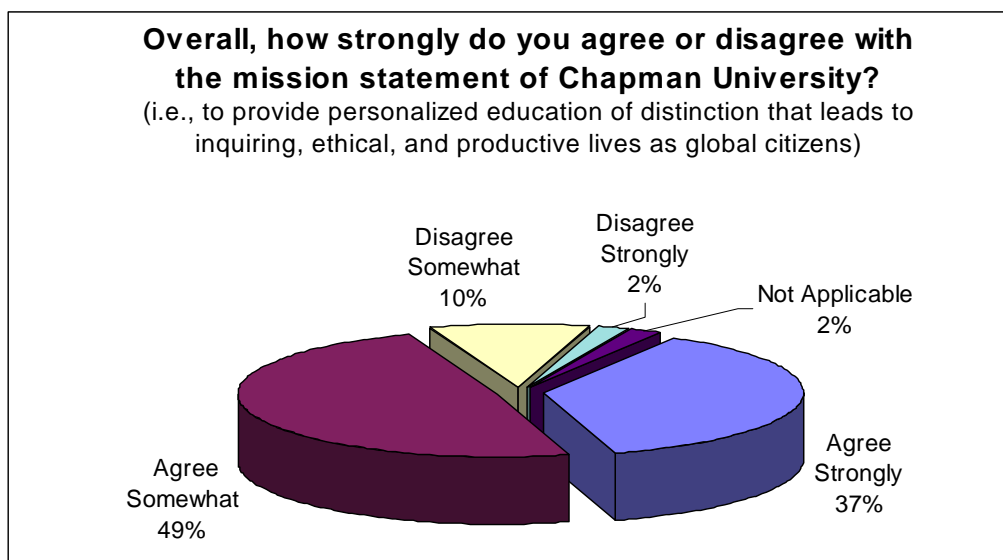


Institutional Priorities

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. About 88% of the Chapman respondents reported that enhancing the institution's national image held the "highest" or a "high priority" at Chapman University, compared to about 67% of their faculty peers at other 4-year private institutions. In addition, while 82% of the Chapman faculty indicated that promoting the intellectual development of students was the "highest" or a "high priority," only about 30% of the same Chapman faculty indicated that promoting the religious/spiritual development of students held the same level of importance at Chapman University.

Indicate how important you believe each priority listed below is at your college or university:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
To enhance the institution's national image	87.7	66.7
To promote the intellectual development of students	81.5	83.8
To increase or maintain institutional prestige	72.3	61.7
To help students examine and understand their personal values	62.1	68.3
To hire faculty "stars"	60.0	17.8
To develop a sense of community among students and faculty	54.5	63.5
To develop leadership ability among students	37.9	58.3
To promote the religious/spiritual development of students	29.7	34.6
To facilitate student involvement in community service	29.2	48.7
To mentor new faculty	29.2	36.8
To help students learn how to bring about change in American society	26.2	34.8
Percent noting "highest priority" or "high priority"		

Institutional priorities are often driven by the mission of the university. Chapman faculty were asked to indicate the extent to which they agreed with Chapman University's mission. Data reveal that 86% agree ("somewhat" or "strongly") with the mission of the university. Interestingly, 2% of Chapman's full-time undergraduate faculty respondents reported it was "not applicable" to them.



Sources of Stress

Work-Related 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. A large proportion of the Chapman faculty identified institutional procedures and “red tape” as well as teaching load as factors serving as sources of stress (“somewhat” or “extensive”) in the last two years. Over 65% of the Chapman University faculty identified each of the following as sources of stress: review/promotion process, committee work, research and publishing demands, and keeping up with information technology.

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Work-Related Stress:		
Institutional procedures and "red tape"	74.6	60.5
Teaching load	71.6	66.2
Review/promotion process	65.7	46.6
Committee work	65.7	58.0
Research or publishing demands	65.7	50.6
Keeping up with information technology	65.7	65.3
Faculty meetings	61.2	50.0
Students	59.7	56.6
Colleagues	53.7	51.2
Percentage noting "somewhat" or "extensive"		

Personal Stress

With regard to personal sources of stress, at least 85% of the faculty identified time pressures and lack of personal time as sources of stress. These factors were also identified as sources of stress by a large proportion of faculty at other private 4-year institutions.

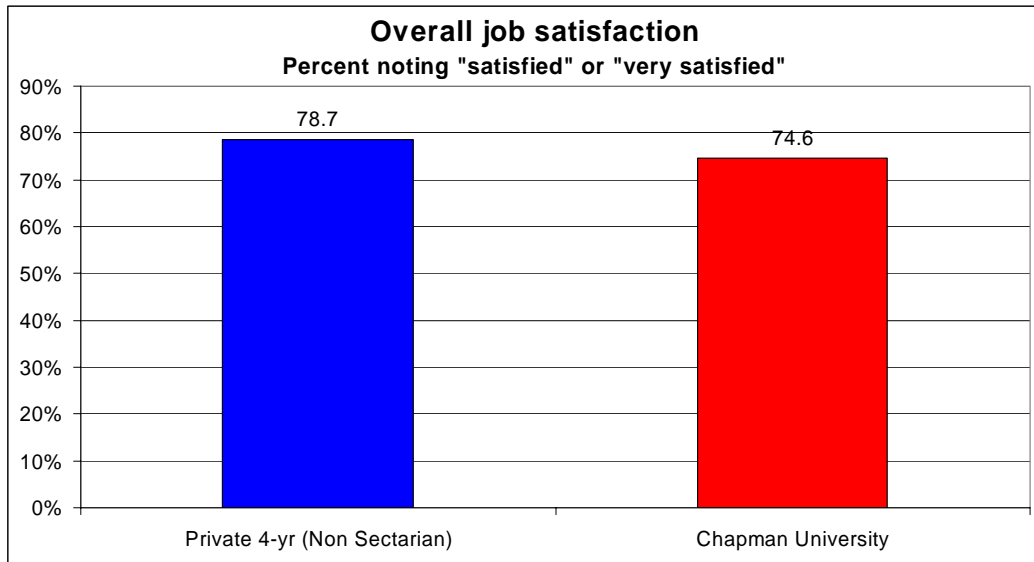
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Personal Stress:		
Time pressures	89.6	84.9
Lack of personal time	85.1	79.4
Personal finances	70.1	61.6
Managing household responsibilities	67.2	71.2
My physical health	59.7	45.9
Child care	29.9	31.8
Care of elderly parent	26.9	31.6
Marital friction	25.8	21.4
Children's problems	22.4	28.0
Percentage noting "somewhat" or "extensive"		

Job Satisfaction

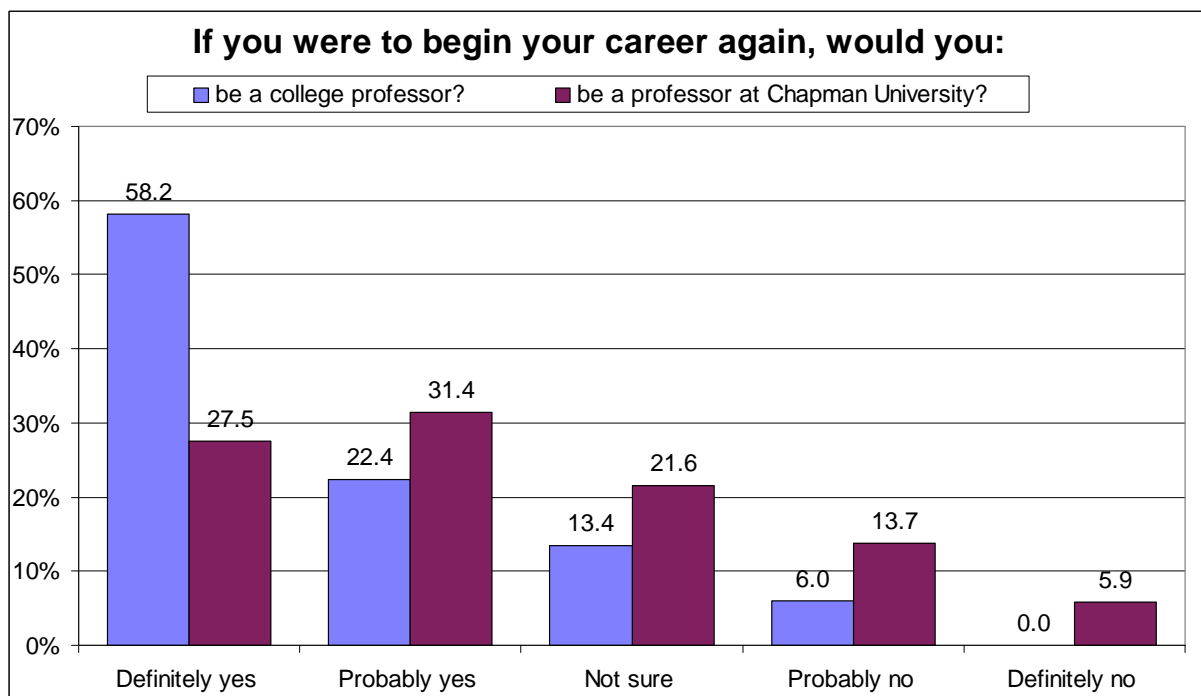
Faculty were asked to indicate their level of satisfaction with various aspects of their job using a scale from “very satisfied” to “not satisfied” (those reporting “not applicable” were not included). A large proportion of the faculty at Chapman University as well as faculty working at similar types of institutions reported that they are “very satisfied” or “satisfied” with the autonomy and independence, professional relationships with other faculty, and the competency of their colleagues. Only 37.3% of the Chapman University faculty, compared to 51.8% of the full-time undergraduate faculty at comparable 4-year private institutions, report that they are “very satisfied” or “satisfied” with their salary and fringe benefits.

How satisfied are you with the following aspects of your job?	Full-Time UG Faculty	
	Chapman University	Private 4-yr (Non Sectarian)
Autonomy and independence	89.6	88.2
Professional relationships with other faculty	80.6	80.1
Competency of colleagues	71.9	78.5
Opportunity to develop new ideas	71.6	79.0
Social relationships with other faculty	68.8	67.2
Job security	62.1	73.6
Office/lab space	59.7	65.3
Quality of students	56.7	56.0
Opportunity for scholarly pursuits	40.9	58.6
Relationships with administration	40.9	64.8
Teaching load	40.3	55.6
Salary and fringe benefits	37.3	51.8
Percent noting "very satisfied" or "satisfied"		

Despite the fact that faculty did not report complete satisfaction in all aspects of their job, close to 75% of the full-time undergraduate faculty reported that they were “very satisfied” or “satisfied” with their job overall at Chapman University.



One of the questions in the 2001 HERI Faculty Survey asked faculty if they were to begin their career again, would they still want to be a college professor. Similarly, one of the Chapman-specific questions asked faculty to indicate if they were to begin their career again, would they still want to be a professor at Chapman University. Both questions utilized the five-point scale from "definitely yes" to "definitely no." Data reveal that while 58.2% of the full-time undergraduate Chapman faculty reported "definitely yes" that they would still want to be a college professor, only 27.5% reported "definitely yes" that they would want to be a professor at Chapman University. Only a small proportion of the Chapman respondents (5.9%) reported that they would not want to start their career over at Chapman University (i.e., "definitely no").



SUMMARY

What do the 2001-2002 HERI Faculty Survey findings tell us about the Chapman University's full-time undergraduate faculty? Data from the survey suggest that the full-time undergraduate faculty at Chapman University appear to be much more interested in teaching than research. In fact, when asked if their interest focused primarily in teaching or research, 26.2% of the faculty reported that their interest was very heavily focused in teaching. While another 44.6% reported that their interest was in both, they indicated it leaned toward teaching. Moreover, 70% of the faculty reported that they were attracted to Chapman University because of its "institutional emphasis on teaching" and 100% of the faculty reported that it was personally important to them to be "a good teacher." In addition, 37% of the faculty reported that they spent 13 or more hours a week preparing for teaching. Lastly, Chapman University faculty were more likely to report utilizing a variety of instructional techniques and methods in their undergraduate courses than their faculty peers at private 4-year institutions.

Data reveal that faculty spend several hours a week on various job-related activities such as teaching, preparing for teaching, advising, and committee work. In addition to these activities, findings also show that a large proportion of the faculty also spend their time writing for publication and securing grants. For example, when faculty were asked to report on their professional publications and/or acceptances in the last two years, 29.9% percent reported they had 1 to 2 publications/acceptances, 23.9% had 3 to 4 publications/acceptances, and 11.9% had 5 or more publications/acceptances. When asked about the number of grants secured within the last two years, over 30% of the full-time undergraduate reported securing at least one private foundation grant and 24% of the faculty reported securing at least one federal or state government grant. While speculative, it may be that these various demands explain at least in part why 85% of the faculty identified time pressures and lack of personal time as sources of stress in the last two years.

As stated in the Chapman Plan^v, Chapman University is committed to helping each student develop as a whole person, as represented in the traditions of Chapman's four pillars symbolizing intellectual, spiritual, social and physical growth. The various goals for undergraduate students that faculty identified to be very important suggest that the majority of Chapman faculty are committed to sustaining this tradition. For example, 98.5% of the Chapman University faculty respondents indicated that it is "very important" or "essential" for them to help undergraduate students develop the ability to think clearly. When faculty were asked to agree or disagree with items specifically focusing on the Chapman University experience for students, data reveal that 75% of the faculty or more would "agree strongly" or "agree somewhat" that (1) Chapman University is preparing students to be well educated citizens; (2) Chapman University provides various opportunities to explore the moral and ethical dimensions of their lives; and (3) at Chapman it is conveyed to students that learning occurs both inside and outside the classroom. However, when it comes to institutional priorities, data suggest that faculty believe that as an institution Chapman University appears to be slightly

more interested in enhancing its national image than promoting the intellectual development of its students or promoting their religious/spiritual development.

Nevertheless, data reveals that faculty at Chapman University are highly invested in the institution and its future. When asked to provide their level of agreement with the following statement, “faculty are committed to the welfare of this institution,” 81.5% agreed. When faculty were asked to comment on their level of involvement in institutional change efforts on campus within the last two years, one-quarter of the faculty reported being “very involved” in reforming the overall mission/purpose of the institution or faculty roles/rewards; about one-third in reforming governance or general education; and close to one half in reforming the curriculum. Data also reveal that 85% of the faculty agree with the mission of Chapman University: to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Findings reveal that Chapman faculty would describe the campus environment as conducive to personalized education. The top attribute that was noted by the faculty to be “very descriptive” of Chapman University was “it is easy for students to see faculty outside of regular office hours.” Specifically, 70.3% of the full-time undergraduate faculty identified this attribute as very descriptive of Chapman University, compared to 63.2% of faculty at other private 4-year institutions. In addition, data reveal that a large proportion of the faculty at Chapman University (84.1%) would not describe Chapman University as a place where “most students are treated like ‘numbers in a book.’”

Various issues related to diversity and campus climate for diversity were explored in the survey. Less than 8% of the full-time undergraduate faculty report that they believe that there is racial conflict at Chapman University. However, findings indicate that not all faculty believe that faculty of color, gay and lesbian faculty, and women faculty are treated fairly at Chapman University. When faculty were asked about various institutional priorities related to diversity, only between 30% to 32% of the faculty reported that creating a diverse multi-cultural campus environment and recruiting minority students is a priority at Chapman University. While these data suggest that the majority of faculty do not believe that the institution places a high priority on these diversity-related issues, other data suggest that perhaps faculty would welcome more attention in these areas.

Data reveal that the majority of faculty appear to be satisfied with their career choice of college professor. In fact, over 60% of the faculty respondents indicated that they planned to work beyond the age of 70—an indirect testament to their satisfaction. When asked if they were to begin their career again, would they still want to be a professor at Chapman University, only a small proportion of the respondents (5.9%) reported that they would not want to start their career over at Chapman University (i.e., “definitely no”). Findings reveal that 75% of the full-time undergraduate faculty reported that they were “very satisfied” or “satisfied” with their job overall at Chapman University.

The data gathered by the HERI Faculty Survey produced a great deal of valuable information that can be used to improve the campus and increase faculty's satisfaction with their job. We now have a better understanding of how faculty perceive their job at Chapman University as well as the campus in general. However, while we have gained a deeper understanding of what the full-time undergraduate faculty (at the Orange campus) think, it is still unclear why faculty hold some of these perceptions or what factors are influencing these perceptions. It is also necessary to investigate certain perceptions further since it is sometimes the case with survey research that some questions are interpreted differently. Some of the issues/concerns that warrant further investigation/exploration include:

- Work-related sources of stress
- Campus climate for diversity
- Perceptions of institutional priorities
- Dissatisfaction with work-related issues

It is clear that further research is necessary to better understand the dynamics of faculty life at Chapman University. Continuing the process of on-going self-assessment is critical in order to continue to monitor our progress.

ENDNOTES

ⁱ Full-Time Undergraduate Faculty: A respondent was included in one of three ways, if he or she:

- 1) indicated full-time employment [question #2] AND noted teaching as his/her principal activity [question #1] AND either taught at least one undergraduate-level course [question #18], 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).
- 2) taught at least two courses in the last term [question #18], one of which was at the undergraduate level
- 3) 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 [question #17].

ⁱⁱ Part-Time Undergraduate Faculty: A respondent was included in one of three ways, if he or she:

- 1) indicated part-time employment [question #2] AND noted teaching as his/her principal activity [question #1] AND Either taught at least one undergraduate level course [question #18] OR taught no classes at all in the most recent term.
- 2) taught at least one undergraduate-level course in the last term [question #18]
- 3) did not indicate that he/she taught any specific types of courses, but did indicate spending 1-8 hours per week in scheduled teaching [question #17]

ⁱⁱⁱ Full-Time Academic Administrators: A respondent included in this group if he or she indicated full-time employment [question #2] AND a principal activity of administration [question #1]. Please note that respondents already judged to be full-or part-time undergraduate faculty might also be included in this group.

^{iv} Graduate Faculty (Not Otherwise Characterized): A respondent was included in this group if he or she taught at least one graduate-level course [question #18] AND was not already included in groups 1-3 above.

^v Chapman University: The Chapman Plan. (September, 2001).