

HERI Faculty Survey
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Introduction

The Faculty and Staff Subcommittee of the WASC Self-Study Task Force reviewed existing campus literature and data relating to faculty and staff learning in 1997-1998. To supplement the available material and gather new information the committee decided to survey the faculty and chose an instrument developed by the Higher Education Research Institute (HERI). During the fall and winter of 1998-99 we participated in a HERI conducted national survey of college and university faculty, the fourth in a series of such surveys administered on a triennial basis. One of the broad themes explored in our Self-Study is Faculty and Staff Learning. The HERI survey results aid us in defining and adapting the concept of faculty learning while adding to the University's ongoing assessment of itself.

This year's questionnaire focused on how faculty members spend their time, how they interact with students, their preferred methods of teaching students, their perceptions of the institutional climate, their primary sources of stress and satisfaction, and their experiences with information technology. In addition to the standardized survey form developed by HERI, each institution was given the opportunity to include issues pertinent to its particular campus. Cal State Fullerton added eleven local questions covering such topics as professional conferences, computer technology in the classroom, campus climate, and the university's faculty reward system.

For an institution's data to be included in the national normative profile created by HERI, participating two- and four-year colleges were required to have surveyed at least 35 percent of their full-time faculty. Universities were required to survey at least 25 percent. A total of 33,785 full-time college and university faculty members at 378 institutions nationwide, including Cal State Fullerton, met the requirements for the survey. These responses were weighted and analyzed by HERI to provide a normative profile of the American faculty population.

The HERI faculty survey allows us to explore issues associated with faculty learning on our campus while providing a benchmark of national norms. On many questions our faculty members express views similar to that of the national profile. Yet, even on those questions in which faculty members are in agreement with the norms, variations can be found. For example, in response to why this particular

career was chosen, the top three answers given by CSUF faculty are the same as for the national norm. However, a significantly larger percentage of our faculty emphasized these three responses than did the national average. And, as expected, views of Cal State Fullerton faculty diverged from the norms on several issues.

As part of the WASC re-accreditation process our campus also administered a survey, patterned after the HERI faculty instrument, to full-time staff members in February and March 1999. Because of the similarities in the two survey instruments, comparisons and contrasts can be drawn between staff and faculty cohorts. One issue the two groups agree on is what they believe the most important learning goal Cal State Fullerton should have for its undergraduates: “develop the ability to think clearly.” However, faculty and staff perceptions differ on what contributes to overall job satisfaction.

Overview of HERI National Faculty Survey Findings

The HERI national survey provides normative demographics and background characteristics of faculty members. One key finding from this year’s survey is that the aging of American college and university faculty continues. This so-called “graying of the American professoriate” is clearly illustrated by the numbers: 32 percent of all faculty are age 55 or older compared with 24 percent in 1989, while the percent who are younger than 45 has declined from 41 percent in 1989 to 34 percent today.

The gender composition of American faculty has changed in the past ten years. Even though women faculty are still in the minority, their numbers have increased from 29 percent in 1989 to 36 percent in 1998. Significantly fewer women faculty members experience stress today from “subtle discrimination” (35%) as compared to ten years ago (48%). Women faculty feel stress more acutely than men from the review and promotion process (52 percent among women, 43 percent among men) and are more likely to consider leaving academe for another job (39 percent among women, 33 percent among men). Additionally, women are less likely than men to believe that female faculty at their institution are treated fairly (74 percent among women, 91 percent among men).

Faculty diversity is one background characteristic that has not changed in the last ten years. The overall racial/ethnic composition of American college/university faculty is virtually the same as it was in 1989 (see Table 1).

Table 1
Racial/Ethnic Background of Faculty Respondents to National HERI survey
 (percentages)

Race/Ethnicity	1989	1998
White/Caucasian	90.4	91.7
African American/Black	4.0	2.6
American Indian	0.9	2.0
Asian American/Asian	3.2	3.3
Mexican American/Chicano	0.8	1.0
Puerto Rican American	0.4	0.4
Other	2.1	3.3

Percentages may total to more than 100.0 if respondent marked more than one item.

Across the nation, faculty members increasingly support tenure. HERI researchers surmise that this attitude is a backlash against recent challenges to the tenure system. Both tenured and untenured faculty members of all ranks increasingly agree over the years that “Tenure is essential to attract the best minds to academe.” However, the most enthusiastic supporters of tenure continue to be those who have already earned it.

During the last ten years, faculty have developed more favorable attitudes toward their jobs, their colleagues, and their institution as a whole. However, while faculty members are more satisfied professionally, they face increasing pressure in their personal lives. Faculty members are more likely to experience strain from household stress, physical health, and caring for elderly parents than they did a decade ago with the latter two possibly attributed to faculty aging. And time pressures continue to be a major source of stress.

Another source of stress for American faculty is “keeping up with computer technology.” Two-thirds of college and university faculty (68.0%) report that keeping up with changes in technology has proved to be stressful for them over the last two years. However, despite the stress that technology may cause, a full 87 percent believe that “student use of computers enhances learning.” Faculty members also use the computer regularly for communicating via e-mail, writing memos and letters, working from home, conducting scholarly writing, and creating presentations.

American faculty members are more likely to believe that colleges and universities give a high priority to involving students in community service than previously. The percentage of faculty who think this statement is true for their campus has risen from 23 percent ten years ago to 36 percent today. However, this awareness of campus commitment to community service does not carry over to the personal lives of American faculty. Since 1989, a declining percentage of faculty are personally committed to such goals as influencing the political structure, influencing social values, and cleaning up the environment. There has been virtually no change in the faculty's commitment to "instill in students a commitment to community service" and to "prepare students for responsible citizenship."

CSUF Faculty

Department secretaries distributed survey forms to 602 full-time CSUF faculty members during the Fall 1998 semester. In addition to the HERI national survey queries, eleven local questions and three qualitative questions were added (Appendix A). A total of 260 forms were returned for a response rate of 43%.

Table 2

Demographics of CSUF Respondents compared to CSUF Faculty

	CSUF Respondents		CSUF Faculty	
<i>Gender</i>	Males:	62%	Males:	67%
	Females:	38%	Females:	33%
<i>Tenured Status</i>	Tenured:	76%	Tenured:	77%
	Not tenured:	24%	Not tenured:	23%
<i>Academic Rank</i>	Professor:	63%	Professor:	60%
	Assoc. Prof:	16%	Assoc. Prof:	19%
	Asst. Prof:	12%	Asst. Prof:	11%
	Other:	9%	Other:	10%
<i>Racial/Ethnic Background</i>	White:	85%	White:	78%
	African Amer/		African Amer/	
	Black:	0.8%	Black:	2%
	Amer Indian	0.2%	Amer Indian	0.2%
	Asian/Pac Isl:	8%	Asian/Pac Isl:	15%
	Chicano/		Chicano/	
	Other Hisp:	5%	Other Hisp:	5%

By comparing the demographic statistics in Table 2, one can reasonably make the assumption that the CSUF respondents are representative of CSUF faculty. The division of respondents along gender, tenured status, and academic rank are quite similar to the proportions of the faculty overall. Racial/ethnic backgrounds of CSUF respondents and CSUF faculty are also comparable.

Gender distribution on our campus (men 62%, women 38%) is very similar to the national norms reported by HERI (men 64%, women 36%). There is a difference, though, in the racial/ethnic distribution of faculty at CSUF from the national norms. Fully nine-tenths (91.7%) of the HERI sample list their racial background as “White.” In comparison, 78 percent of CSUF faculty are “White” while 85 percent of our respondents list their background as the same.

The “graying of the American professoriate” is strongly evident on our campus. In contrast to the normative national HERI sample, 45 percent of CSUF respondents are 55 or older (see Table 3). Only 22 percent of CSUF respondents are under the age of 45. The year that faculty members earned their highest degree can also be used as a rough correlate for age. Almost half of CSUF faculty (48.6 %) received their highest degree by 1975 or earlier, or twenty-three years before this survey was administered (see Table 4). How age impacts the attitudes and perception of CSUF faculty members is one of the topics of the following section.

Table 3
Age Distribution of Faculty at CSUF and other Public 4-year Colleges
(Percentage)

<i>Age as of December 31, 1998</i>	CSUF	National Norm
less than 30	0.8	2.2
30 to 34	4.3	6.7
35 to 39	7.5	10.2
40 to 44	9.8	14.5
45 to 49	13.7	16.2
50 to 54	19.2	17.6
55 to 59	28.6	18.2
60 to 64	13.3	10.7
65 to 69	2.0	2.8
70 or more	0.8	0.9

Table 4
Year Highest Degree Earned by Faculty at CSUF and at Other 4-year Colleges
 (Percentage)

	CSUF	National Norm
before 1961	1.9	2.0
1961 to 1965	5.4	3.4
1966 to 1970	14.7	10.2
1971 to 1975	26.6	14.8
1976 to 1980	10.8	12.6
1981 to 1985	8.5	12.2
1986 to 1990	12.0	16.0
1991 to 1995	13.1	19.1
1996 to 1998	6.9	9.6

Attitudes and Perceptions of CSUF Faculty

This section focuses on the perceptions of CSUF faculty. While our faculty is in agreement with each other on several subjects, there are also notable differences along age and gender lines. Analyses of some responses will be divided between male/female and/or younger/older lines. For the purpose of this study, those respondents age 50 and above are defined as “older” faculty members, and those under 50 are defined as “younger” faculty. As the number of women faculty gradually increases, this group can be somewhat of a proxy for younger faculty. Over half of the female faculty (53.7%) are under the age of 50 while only a quarter of the male faculty (25.7%) are under the age of 50.

In many ways, CSUF faculty attitudes parallel the national norms reported by HERI. Certain subjects, though, elicited a much stronger response from CSUF respondents than noted in the norms. And, in several instances, faculty from our campus disagreed with the HERI model altogether. In addition to examining the similarities and differences among internal divisions at CSUF, some CSUF responses are compared to the national norms. For the purposes of this section and those following, we are using the national HERI norms that have been disaggregated by public four-year colleges and universities

Institutional Change

Cal State Fullerton has undergone many changes since 1990, an important one was the establishment of a Mission and Goals statement for our campus in 1994. A corresponding question on the survey asks faculty if their institution has “experienced significant change” in its overall mission and purpose, general education, and faculty roles and/or rewards during the last decade. Two-thirds of our faculty believe that our campus mission and purpose has changed in that time. Over half think there has been a change in general education and more than three-fifths say this is true regarding general education. In comparing CSUF responses to the national norms (Table 5), it is clearly evident that our faculty members believe many adjustments have taken place on our campus. It is important to note that the survey did not query faculty members on the efficacy of the changes, but only on the fact that they took place.

Table 5

Agree that Institution has Experience Significant Change in the Last Decade
(Percentage)

	CSUF	National Norm
<i>Mission/Purpose</i>	65.7	49.5
<i>General Education</i>	52.5	41.7
<i>Faculty Role/Reward</i>	63.3	41.5

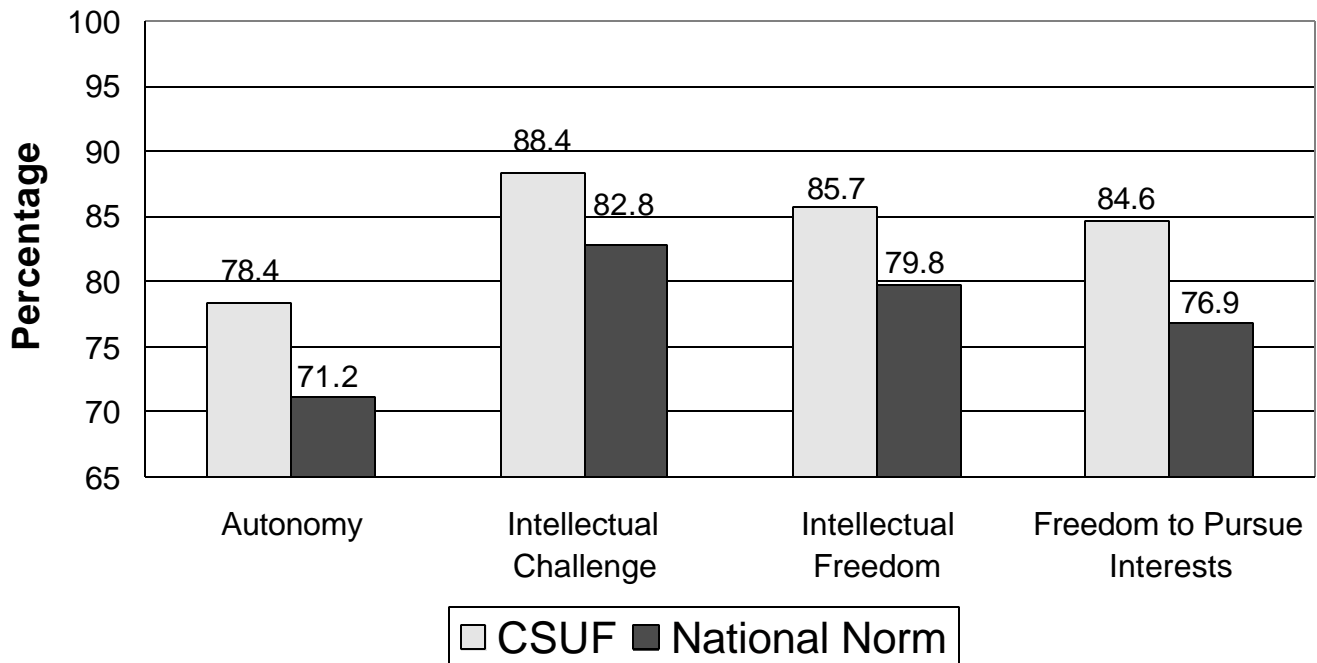
Professional and Personal Goals

The faculty members on our campus are *strongly* interested in intellectual freedoms, intellectual challenges, and the freedom to pursue one’s interests. These three responses were the principal “reasons noted as very important for pursuing an academic career.” While these are also the top three answers given nationally, CSUF faculty noted them in considerably higher proportions (see Figure 1). The next highest response for pursuing an academic career, both nationally and locally, is autonomy.

It is clear that our faculty members place a high premium on working in an environment that allows them the independence to attain their scholarly goals. Levels of satisfaction for “intellectual challenge and pursuits” and the “opportunity to develop new ideas” for CSUF faculty are commensurate with the national norms. However, because our faculty members so highly value these ideals, the *gap* between why an academic career was chosen and levels of satisfaction attained is greater for them in these areas than their national cohorts (see Figure 2).

Figure 1.

Reasons Noted as Very Important for Pursuing an Academic Career



American faculty have a solidarity in their personal goals. Across the nation, the number one goal for a faculty member is to be “a good teacher.” Almost all of the CSUF faculty (96.9%) deem this goal to be “essential” or “very important.” This sentiment is echoed in the normative rating of 97.8 percent. The second highest personal goal is to “be a good colleague” with almost nine-tenths of CSUF faculty (87.5%) and faculty throughout the nation (88.0%) considering professional relations with other faculty as “essential” or “very important.” Approximately three-quarters of American faculty rate “develop a philosophy of life” as “essential” or “very important” making it the third highest personal goal (77.7% of CSUF faculty, 74.0% for the national norm).

Causes of Stress

Another way in which our faculty are similar to the national norm is that most all feel stress from time pressures. Time pressure is the greatest cause of stress on our campus and across the nation. Although a somewhat higher percentage of CSUF

Figure 2.
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faculty feel these pressures than the national norm, the overall totals and the divisions among gender are very comparable (see Table 6). Women across the nation report higher levels of stress from time pressures than do their male cohorts. However, our male faculty report more stress from time pressures than their national colleagues. For CSUF faculty, crosstabulations were computed for gender and time pressures divided amongst the sub-divisions of “not at all,” “somewhat,” and “extensive.” Using the likelihood ratio, there is a statistically significant difference between the percentages of women and men who list time pressure as “extensive” as shown in Table 7. Statistically significant crosstabs were also calculated along the age division with “older” faculty members feeling more stress from time pressures than “younger” faculty.

Table 6.
Feel Stress from Time Pressures “Somewhat” or “Extensively”
(Percentage)

	CSUF	National Norm
<i>Total</i>	89.9	85.0
<i>Men</i>	87.4	80.7
<i>Women</i>	93.9	92.8

Table 7.
Stress from Time Pressures Experienced by CSUF Faculty by Gender and Age Divisions (Percentage)

	WOMEN	MEN
<i>Not At All</i>	6.1	12.6
<i>Somewhat</i>	36.7	48.4
<i>Extensive</i>	57.1	39.0
	OLDER	YOUNGER
<i>Not At All</i>	2.4	14.0
<i>Somewhat</i>	45.1	42.1
<i>Extensive</i>	52.4	43.9

While ranking the top causes of stress similarly, CSUF faculty members report higher levels of stress than the national norm. After time pressures, the next highest cause of stress is a “lack of a personal life.” Nationally, 79.1 percent of respondents list this as producing “somewhat” or “extensive” stress. On our campus, 84.4 percent report not having a personal life as a cause of stress. The third highest source of stress for American faculty comes from “institutional procedures and ‘red tape’” reported by 75.8 percent of the national sample and by 78.2 percent of CSUF respondents.

Household responsibilities also add to the levels of stress experienced by American faculty. Pressure from household responsibilities is equivalent between CSUF faculty (71.0%) and the national norm (70.4%), with women experiencing more stress from this factor than do men. Answers for this cause of stress were cross-tabbed by age for CSUF respondents. Older faculty members experience statistically significant more stress from household responsibilities than do their younger counterparts. This could be caused by a myriad of reasons such as elderly parents or children entering college.

CSUF faculty as a group feel slightly less stress from personal finances (59.0%) than do other American faculty (61.4%). But, variation can be found within the divisions of gender and age on our campus. Almost a quarter of CSUF female faculty (23.7%) report “extensive” stress from personal finances as approximately one-tenth of CSUF male faculty (11.9%) state the same. An even more dramatic difference is seen between younger and older faculty. Approximately half of the younger faculty report that they have stress from personal finances as compared to four-fifths of the older faculty. Conversely, as shown in Table 8 a much higher percentage of older faculty members report that they experience “extensive” stress from personal finances than their younger cohorts. Variances in these responses are statistically significant at a .000 confidence level.

Table 8.
CSUF Faculty Who Experience Stress from Personal Finances
(Percentage)

	OLDER	YOUNGER
<i>Not At All</i>	22.0	50.6
<i>Somewhat</i>	51.2	38.8
<i>Extensive</i>	26.8	10.6

Another source of stress for faculty is found in the review and promotion process. Our faculty experience somewhat less stress in this area than the national norm (CSUF faculty report 43.4%, national norm is 51.0%). Again, major differences appear upon examining the divisions on our campus. Older faculty and women report more stress from these processes, a result that is statistically significant. A startling fact is that only three-tenths of younger faculty feel any stress from these events while a full two-thirds of older faculty feel such pressure (see Table 9). The differences in percentages are not quite as dramatic when divided along gender lines, but still attest to the fact that these processes produce additionally stress in female faculty.

Table 9.

Stress from the Review and Promotion Process Experienced by CSUF Faculty by Gender and Age Divisions (Percentage)

	WOMEN	MEN
<i>Not At All</i>	44.3	64.2
<i>Somewhat</i>	25.8	19.5
<i>Extensive</i>	29.9	16.4
	OLDER	YOUNGER
<i>Not At All</i>	32.9	69.4
<i>Somewhat</i>	31.7	17.1
<i>Extensive</i>	35.4	13.5

Keeping up with computer technology is another source of stress for our faculty. CSUF respondents report just about the same level of stress (67.6%) in trying to keep up with changes as did faculty across the nation (68.0%). Divisions across gender lines at CSUF reveal that both men and women have equivalent concentrations of stress from technology. There is a difference, though, between younger and older faculty on this point. In contrast to the HERI national findings, *younger* faculty at CSUF are more likely to experience stress from keeping up with technology (see Table 10). This correlation between age and stress from technology is statistically significant at a .015 confidence level. There are various explanations for the difference between our campus and the national norm. Perhaps younger faculty are more aware of the vast array of technological innovations and therefore feel more stress from so many possibilities. Or, it may

be that older faculty have the attitude that they will keep up as much as possible and not worry about what they cannot keep up with. Additionally, it may be that our Faculty Development Center (FDC) has done such a fine job of training our faculty on computer programs that much of the apprehension regarding technology has melted away.

Table 10.

CSUF Faculty Who Experience Stress from Keeping up With Technology by Age (Percentage)

	OLDER	YOUNGER
<i>Not at All</i>	42.7	27.6
<i>Somewhat</i>	39.0	58.2
<i>Extensive</i>	14.1	18.3

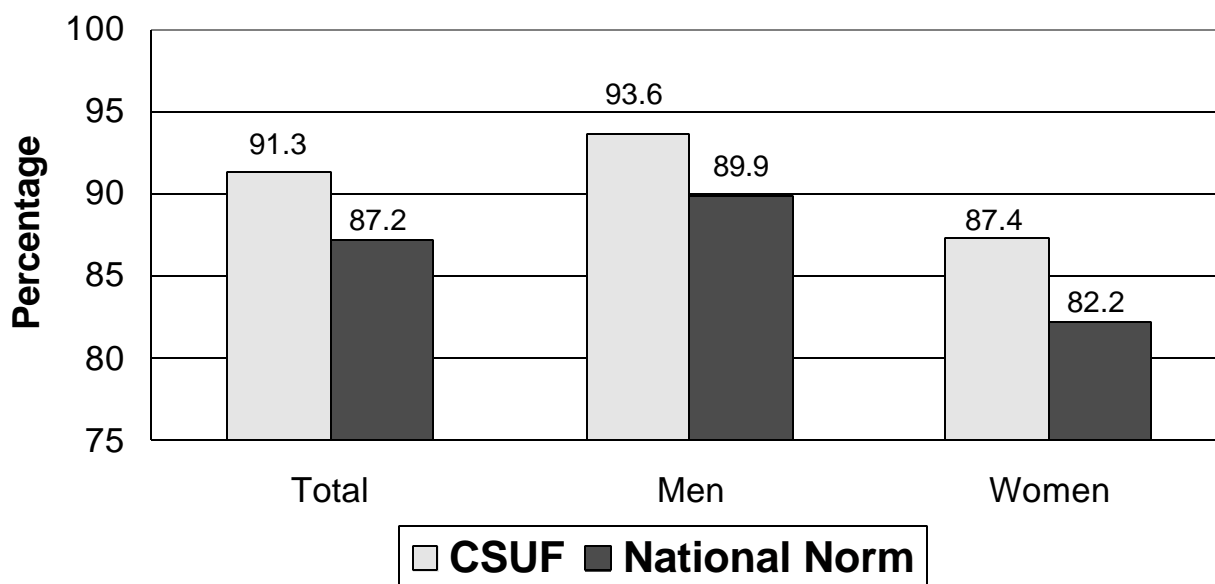
Faculty Perceptions of the CSUF Environment

CSUF respondents are more apt to agree that “faculty of color are treated fairly here” than their national cohorts (see Figure 3). As a whole, CSUF faculty perceive that racial conflict is much less here than do those across the nation (4.7 percent for CSUF, 9.7 percent for the national norm).

In the same vein, CSUF faculty also agree that “women faculty are treated fairly here” more often than the national norm suggests (see Figure 4). As would be expected, women do not agree as often as men that “women are treated fairly here.” This sense of being a minority by women is also carried over to their perceptions about treatment of “faculty of color.” What is particularly striking is the much higher percentage of CSUF female faculty (82.3%) than women across the nation (69.7%) who believe that they are treated fairly at their institution. Perhaps parity has not quite been reached between men and women, but our campus appears closer to that ideal than others.

Figure 3.

Faculty Who Agree That "Faculty of Color are Treated Fairly Here"



The flip side of how women are treated is how high of a priority the university places on hiring women faculty and administrators. As can be expected, men, both on our campus and nationwide, perceive that their institution has a stronger emphasis on hiring female faculty than do women (see Table 11). There is a larger gap between male and female respondents at CSUF than seen in the national norm. So, while women may think they are treated fairly here, they do not believe that hiring women is a high priority for CSUF. In contrast, more male faculty at our campus than others in the country believe that our university places a high priority on hiring additional women. This may indicate that male faculty have twinges of resentment towards the hiring practices of our campus.

Figure 4.

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Responses to the statement “faculty are typically at odds with campus administrators” reflect some of the irritation felt by CSUF faculty. Only 19.7 percent of our faculty believe that this statement is “not descriptive” compared to 29.6 percent representing the national norm. Conversely, more than a fourth of the CSUF faculty (26.8%) believe this statement is “very descriptive” of their campus, while only one-fifth of faculty across the nation (21.2%) responded in kind. However, many that responded in the “middle” category of “somewhat descriptive” may have been referring to other faculty in general rather than specifically to themselves. It is also important to note that this survey was administered during the time of a faculty contract dispute and answers may reflect dissatisfaction with the CSU as a whole rather than with CSUF in particular.

Table 11.

Agree that Hiring More Women Faculty and Administrators is a High Priority for Institution (Percentage)

	CSUF	National Norm
<i>Total</i>	42.2	38.8
<i>Men</i>	48.4	41.3
<i>Women</i>	32.0	34.3

In contrast to their views on the administration, faculty on our campus experience a strong sense of collegiality within their department. As shown in Table 12, more than three-quarters of CSUF respondents “agree strongly” or “agree somewhat” that “my research is valued by faculty in my department.” This is considerably higher than the national norm of 68.6 percent. In particular, our male faculty believe their colleagues regard their research with high esteem.

Table 12.

Agree that Research is Valued by Department Faculty (Percentage)

	CSUF	National Norm
<i>Total</i>	76.4	68.6
<i>Men</i>	78.3	69.7
<i>Women</i>	73.2	66.5

Faculty Learning

Over the last two years, the Sub-Committee on Faculty and Staff Learning for the WASC Self-Study has endeavored to define what the term “faculty learning” means. Traditional measures of faculty learning include such benchmarks as scholarly writings, grants received, and research productivity. While these standards continue to be indicators of faculty scholarship, our Self-Study Task Force has come to realize there are additional, and perhaps more subtle examples of faculty learning. It is by integrating the older model of research productivity with “newer” examples that we can better determine what is meant by faculty learning.

Research Productivity

Traditional measures of faculty learning are addressed in the survey by questions of hours spent in research and scholarly writing, writings that have been accepted for publication in the last two years, and the total number of journal articles and books published. In all of these categories, CSUF faculty are more “productive” than what is suggested by the national norm (see Table 13). Although the hours spent weekly on research and scholarly writing appear comparable for both groups, upon closer inspection there is a greater concentration of CSUF faculty spending “1 to 4” hours and “5 to 8” hours on research than the national norm. A greater percentage of CSUF faculty have had writings published or accepted for publication in the last two years than the national norm. Significant differences are especially evident when comparing the number of books, manuals, or monographs published by CSUF faculty (61.9%) to the national norm (42.6%). Our faculty members are also more productive than the national norm as evidenced by the number of articles published in professional journals. This is especially true of faculty who have published between three and twenty articles (63.9 percent of CSUF faculty, 50.4 percent of the national norm).

In addition to the questions designed by HERI, CSUF faculty were asked to respond to local inquiries about attending or presenting at professional conferences during the last two years. Almost all of our faculty have attended a conference during that time (95.3%). A large percentage of CSUF faculty have also presented at a conference (74.9%) with more than half of our group presenting at two or more conferences (53.3%). Therefore, on top of the hours spent conducting research, our faculty are busy presenting their research as well as learning about other colleagues' research.

Other Examples of Faculty Learning

Conventional methods of faculty appraisal tell us part of the story of faculty learning, but they do not tell it all. An individual's willingness to incorporate technology into research or to try innovative techniques in the classroom is also indicative of what is being learned by our faculty.

Table 13.
Research Productivity of CSUF Faculty Compared to National Norm (Percentage)

	CSUF	HERI NORM
<i>Hours Spent Weekly on Research and Scholarly Writing</i>		
<i>None</i>	9.5	16.6
<i>1 to 4</i>	39.8	37.2
<i>5 to 8</i>	24.5	20.5
<i>9 to 12</i>	11.2	12.2
<i>13 to 16</i>	7.5	6.3
<i>Professional Writings Published/Accepted for Publication in Last Two Years</i>		
<i>None</i>	27.0	35.2
<i>1 to 2</i>	37.5	34.1
<i>3 to 4</i>	22.3	19.9
<i>5 to 10</i>	11.7	9.0
<i>11 to 20</i>	1.6	1.4
<i>Number of Books, Manuals, or Monographs Published</i>		
<i>None</i>	38.1	57.2
<i>1 to 2</i>	36.9	27.9
<i>3 to 4</i>	15.2	8.5
<i>5 to 10</i>	8.2	4.7
<i>11 to 20</i>	1.2	1.3
<i>Number of Articles in Professional Journals Published</i>		
<i>None</i>	7.5	18.3
<i>1 to 2</i>	12.9	18.8
<i>3 to 4</i>	19.2	15.8
<i>5 to 10</i>	28.6	21.4
<i>11 to 20</i>	16.1	13.2

An example of what can be termed “learning” is found in how often our faculty conduct scholarly research on the Internet. Just a couple of years ago, very few faculty members knew much about the Internet, let alone have access to it. With the computer roll-out, all of our faculty members are wired to the Internet and have been instructed through the Faculty Development Center (FDC) on how to use it. A large majority of CSUF respondents (85.7%) report that they use the computer at

least once a week to conduct scholarly research on the Internet. In comparison, the national norm for such research is 70.8 percent. Perhaps more striking is that 41.5 percent of our faculty conduct such research on a *daily* basis. Again, this compares favorably to the national average of 34.6 percent. By using technology on such a regular basis, our faculty demonstrate they are willing to learn and use new skills.

Our faculty are also beginning to use information technology within their classrooms. Almost two-fifths of CSUF respondents (39.6%) report that they have put or collected assignments on the Internet. While this rate is comparable to the national norm (35.6%), it again establishes the fact that faculty are willing to use new knowledge they have gained.

Faculty learning is also evident through the “untraditional” methods used in teaching activities. In the last two years our faculty have taught interdisciplinary courses, team-taught courses, taught service learning courses, as well as work with students on research projects. CSUF faculty participation in these activities is comparable to their cohorts across the nation. Again, the responses indicate that our faculty are learning and utilizing new approaches to teaching. This ties in with the main reason why our faculty have chosen this career: for the intellectual challenge.

Recognition of Faculty Learning

Research and scholarly pursuits, combined with teaching duties, make up a good proportion of what we call faculty learning. Faculty members, like any employee, want to be recognized for their efforts and achievements. A local question for Cal State Fullerton only asked faculty if the culture of our university rewards and recognizes faculty learning. About a quarter of the respondents “agree” or “agree strongly” with the statement (25.7%) while almost half “disagree” or “disagree strongly” (48.0%). The rest of the respondents could not decide if the statement was valid and marked “neutral.” For the most part, our faculty do not think they are being acknowledged for what they term faculty learning.

Faculty, both at CSUF and across the nation, were asked if the statement “faculty are rewarded for good teaching” was descriptive of their campus. A smaller percentage of our faculty thought the statement was “somewhat descriptive” or “very descriptive” than did the national norm (57.7 percent of CSUF faculty, 66.1 percent average across the nation). Conversely, a greater proportion of our faculty (42.4 %) stated that this was “not descriptive” of our campus compared to the national average (33.9%).

Based on the responses, it would appear that our professors perceive that their hard work is not being recognized. It is important to note, however, that the survey was administered during a contract dispute between CSU faculty and the Chancellor's Office, and responses may have been colored by the disagreement.

Student Learning

While we have determined three sub-themes for our WASC Self-Study, it is important to realize that these categories do not exist in a vacuum. Faculty learning is intertwined with the campus environment for learning, and both directly affect student learning. Ascertaining what our students learn, how they learn, and how faculty learning and the campus environment affect the process is perhaps the most important aspect of our Self-Study.

Faculty Perceptions of Students

Fully nine-tenths of faculty members at CSUF, and across the nation, strongly believe that “a racially/ethnically diverse student body enhances the educational experience of all students.” In both groups, women tend to place more importance on this factor than do men. However, with regards to perceptions of conformity among students, the opinions of our faculty diverge from the national average (see Table 14). Just under half of both groups think the statement “there is a great deal of conformity among the students” is “somewhat descriptive” of their campus. However, there is a great difference between the cohorts on the other options: “very descriptive” or “not descriptive.” A large percentage of our faculty members do *not* believe that this is descriptive of Cal State Fullerton students. Put another way, only 57.5 percent of our faculty think there is homogeneity among our students as compared to 85.4 percent of the national group. One can extrapolate that our faculty believe that students at CSUF are a diverse group, a fact that ultimately enriches the education of all our students.

Table 14.

How Well does the Statement “There is a Great Deal of Conformity among Students” Describe Your Campus? (Percentage)

	CSUF	NATIONAL NORM
<i>Not Descriptive</i>	42.5	14.6
<i>Somewhat Descriptive</i>	45.3	46.2
<i>Very Descriptive</i>	12.2	39.2

Faculty members across the nation are not satisfied with the academic preparation of students. Only two-fifths of the national sample (21.9%) “agree strongly” or “agree somewhat” that “most students are well-prepared academically.” CSUF faculty are much less inclined to agree with the statement (12.0%). Perhaps even more telling is that *over half* of our faculty (52.3%) “disagree strongly” that students are sufficiently prepared for university study. This may mean that students coming in to Cal State Fullerton are less prepared than at other institutions. Or, it may simply suggest that faculty on our campus hold to somewhat higher standards than their national colleagues.

Enhancing Student Learning

Faculty members are vociferous about what enhances or aids student learning (see qualitative portion of Faculty Survey regarding what has been learned about student learning). One method that most all faculty members agree (CSUF faculty 88.3%, national norm 88.0%) enhances student learning is the use of computers. Information technology is being embraced by professors as a technique by which to connect better with students by making coursework more relevant for them.

One of our local questions asked our faculty to pick only one of five choices on what would motivate them to incorporate more computer technology into courses. Two selections accounted for seven-tenths of the responses. The answer with the most responses is “better equipped classrooms” (36.8%) followed closely by “release time for incorporating technology into courses” (33.2%). Our faculty believe that computer use is beneficial for a student’s education and are willing to include technology in their classes. However, they want classrooms that can be adapted to today’s technology, a matter more fully covered in the report titled *The Classrooms of Cal State Fullerton*. And, they want to be allowed the *time* to develop material that is relevant and workable with today’s new technologies.

By far, the highest number of responses for the “instructional method used in most/all undergraduate classes” is “class discussions.” Fully three-fourths of the CSUF faculty chose this response (76.9%) compared to two-thirds of the national sample (68.0%). In both cases, the selection with the second highest response is “extensive lecturing” (chosen by 45.3 percent of CSUF faculty and by 48.0 percent of the national sample). For both groups, a larger percentage of women use class discussions than men, while a larger percentage of men use extensive lecturing than women. It is clear that faculty members, especially on our campus, want to fully engage their students in the learning process.

A large percentage of our faculty (87.0%) do not think that Cal State Fullerton students are strongly committed to community service. Even so, CSUF faculty members, in particular women and “older” faculty, place a high priority on students getting involved in community service as a means of amplifying their learning. This is somewhat ironic as the national HERI survey found that community service by faculty has been in a decline over the past years, with Cal State Fullerton involved in community service to about the same degree as their national cohorts. Perhaps, what can be concluded from this is that community service is highly recommended by our professors, and that students can learn and expand their horizons while participating in such programs. However, although participating in community service is valued, faculty may feel that they are already under great pressure from time constraints and are not able to contribute more time than they already do.

Counseling Students

At first glance, counseling students does not seem to be connected to student learning. But, upon further reflection, it is clear that the time faculty members spend advising students contributes to their educational success. As shown in Table 15, our faculty spend a lot of hours per week conferring with students, a number far greater than their national cohorts. A smaller percentage of CSUF faculty members apportion one to four hours per week counseling students when compared to the national norm. However, a much larger percentage of Cal State Fullerton faculty than the national sample allocate five to eight hours weekly towards advising students. Cal State Fullerton is often thought of as a commuter campus, which makes it difficult to create connections. Perhaps this notion can be dispelled when one examines the large blocks of time our faculty are willing to expend on our students. What emerges instead is the recognition that our campus is a workplace of engaged and dedicated faculty members.

Table 15.

Weekly Hours Spent Advising/Counseling Students (Percentage)

	CSUF	NATIONAL NORM
<i>None</i>	3.6	3.1
<i>1 to 4</i>	42.6	57.7
<i>5 to 8</i>	41.8	29.3
<i>9 to 12</i>	10.4	6.9

The Contribution of Faculty Awards to Student Learning

Almost all faculty members across the nation believe their institution places a “high priority” or the “highest priority” on promoting “the intellectual development of students.” While this is also true of our campus, CSUF faculty do not believe that the “university’s faculty reward system promotes student learning.” In response to this local question more than half of Cal State Fullerton respondents disagreed (53.2%) with the statement. A third (33.2%) of our faculty selected “strongly disagree” as their choice. Conversely, one-sixth of our faculty (16.0%) opted for “agree” or “strongly agree” as their response. The remaining 30.8 percent elected to remain “neutral” on the issue.

It is apparent that the rewards in place now do not have the “seal of approval” from our faculty. The survey did not include a query into what type of faculty recognition *would* advance student learning. Perhaps now is the time for a discourse to start as a means to an end: a faculty reward system that fosters the intellectual growth of our students.

Comparisons between the Faculty and Staff Surveys

In February and March of 1999 a parallel survey to the HERI faculty instrument was sent to all full-time staff and administrators, or in other words, all non-faculty employees. The survey was sent to 970 individuals, with completed forms received from 378 for a 39 percent rate of return. While full results from that survey can be found in the report *Staff Learning at California State, University: A Research Report for the W.A.S.C. Accreditation Self-Study*, inferences can be drawn from comparing and contrasting the Staff and Faculty Surveys.

Demographic Comparisons

As noted in the HERI summary and in findings specific to CSUF, the “graying” of the faculty is evident. By examining the graph in Figure 5, it is clear that the age range of our staff employees is skewed toward the older end. While we do not have nationwide data by which to relate to the staff data, we do have information from the CSU system. Throughout the CSU system, the median age for staff is 45.1. The median age of a CSUF staff member is 47, with 50 percent of all respondents between the ages of 40 and 54. In contrast, the median age of a CSUF

faculty member is 53, with 50 percent of all respondents between the ages of 47 and 58.

Figure 5.



50% of Respondents are between the ages of 40 and 54

Another difference between the faculty and staff populations can be found in the initial date of employment at CSUF. The median time of appointment for a faculty member is 1981, with 25 percent of faculty hired in 1972 or earlier and another 25 percent hired in 1990 or later (see Table 16). While our staff population is considered stable, it is relatively less so than the faculty population. The median start date for staff employees is 1990, with 25 percent of staff hired in 1982 or earlier and another 25 percent hired in 1995 or later. It is important to note that even with these dramatic differences, our campus has actively been hiring new faculty members. In fact, our faculty survey had twenty-three respondents (or

8.8% of the total) noting they had been hired in 1998, by far the highest number reported for a single year.

Table 16.

Date Faculty and Staff Employees Started Working at CSUF

	FACULTY	STAFF
<i>25th Percentile</i>	1972	1982
<i>50th Percentile (Median)</i>	1981	1990
<i>75th Percentile</i>	1990	1995

Other contrasts reported in the Faculty and Staff Surveys are found in gender and racial/ethnic characteristics. While 62 percent of our faculty respondents are male, 27 percent of our staff respondents are male. This variance in gender balance undoubtedly contributes to some of the differences between the two surveys. Another dissimilarity is found in the ethnic divisions of the respondents. Three-fifths (61%) of the staff respondents list their ethnic-racial group as “White” while 85 percent of faculty respondents list “White” as their ethnic background.

Overall, faculty respondents are older and have been at CSUF longer than their staff counterparts. Gender divisions are somewhat reversed within the two groups, with more males in the faculty population and more females in the staff population. Also, staff respondents are more diverse along racial-ethnic lines.

Perceptions of the Campus Environment

Like their faculty colleagues, staff members believe our institution has experienced change in its overall mission and purpose (65.7% of faculty, 62.9% of staff). However, as neither survey had a question that asked about the impacts of these changes, we are not able to ascertain if CSUF employees view the alterations in a negative or positive light.

For the most part, faculty and staff members are in agreement that “employees of color” are treated fairly on our campus. There is a difference, though, in the percentage of staff and faculty that perceive that women are treated fairly. Fully nine-tenths of faculty (90.5%) believe that women are treated fairly compared to eight-tenths of the staff (81.8%). This is most likely a reflection of the larger percentage of women who participated in the staff survey.

Both faculty and staff were asked if they were “proud to be at CSU-Fullerton.” (this option was part of the “local” questions for faculty). A significant portion of the staff respondents (93.4%) agreed “strongly” or “somewhat” that they were proud to be employees of our campus. In contrast, a little over half of the faculty (55.7%) signified the same. However, an answer available to faculty, but not to staff, was the category of “neutral.” Almost one-fourth of the faculty (22.4%) were not able to decide if they are, or are not, proud to be on our campus.

Similarly, both cohorts were asked if they felt “a sense of community at CSU-Fullerton.” Seven-tenths of the staff respondents (70.1%) agreed “strongly” or “somewhat” with this statement. Less than a third of the faculty (29.7%) agreed that there is a sense of community on our campus. Again, the faculty were given the option of a “neutral” category, which was not offered to staff. This answer was the choice of 32.9 percent of faculty respondents.

On the surface, it appears that CSUF staff employees have more positive feelings about the campus environment than do the faculty. But, it is difficult to know if given the option of a “neutral” category what percentage of staff members would have chosen such. Also, defining what “a sense of community” means for each individual is fuzzy at best. Perhaps our faculty experience this feeling of affinity within their respective departments rather than through the campus community as a whole.

Stress, Time, and Technology

By examining the sources of stress in Table 17, it is obvious that faculty and staff have different views on what causes tension. The top-rated contributor to stress for both groups is pressure from lack of time. But, faculty seem to feel this pressure more acutely than staff. The second highest source of stress for faculty is “lack of personal time,” a sentiment that is also expressed by staff, but in smaller numbers. What is somewhat of a dichotomy is that our staff expresses far more frustration with their work load than the faculty does with their teaching load. The confusion is made clear when one considers the extra “hats” faculty members wear as student counselors and researchers.

“Keeping up with technology” produces just about the same levels of stress for both faculty and staff. Even with this stress, CSUF faculty and staff actively use several forms of information technology. Approximately 95 percent of both groups communicate via e-mail at least once a week. Research is conducted on the Internet at least once a week by 63 percent of the faculty and 71 percent of the staff. Using the computer for data analysis is undertaken by approximately half of all respondents at least once a week. The widespread usage of computers and information technology on our campus is likely a product of the University’s

investment in the computer roll-out and the corresponding classes offered by the FDC and Employee Training and Development (ETD).

Table 17.

Variables that Produce Stress “Somewhat” or “Extensively” (Percentage)

	FACULTY	STAFF
<i>Time Pressures</i>	89.9	81.5
<i>Lack of Personal Time</i>	84.4	74.2
<i>Keeping up with Technology</i>	67.5	63.7
<i>Teaching Load/Work Load</i>	66.4	80.3
<i>Personal Finances</i>	59.0	77.5
<i>Students</i>	53.3	35.8
<i>Physical Health</i>	48.0	61.7
<i>Review/Promotion Process</i>	43.4	65.5

Views on Student Learning

Faculty and staff were asked to mark the importance of “education goals for undergraduate students.” Far and away the goal most often rated as “essential” or “very important” by both groups (100% of the faculty!) is for students to “develop the ability to think clearly” (see Table 18). The second highest rated educational goal for faculty respondents is to “prepare for employment,” an option that was not on the staff survey. Faculty and staff are in fairly close agreement as to the importance of “enhancing self-understanding” as an educational goal. However, there are discrepancies, some of which are rather significant, between the two groups on the importance of other education goals. Perhaps faculty members believe that once a student is able to lucidly cogitate, the other outcomes will naturally fall into place. On the other hand, staff members may believe that greater emphases should be placed on other instructional objectives as a means of turning out more versatile, adaptable, and well-rounded graduates.

Table 18.

Education Goals for Undergraduate Students Deemed “Essential” or “Very Important” (Percentage)

	FACULTY	STAFF
<i>Develop Ability to Think Clearly</i>	100.0	96.1
<i>Prepare for Employment*</i>	73.0	N/A
<i>Prepare for Responsible Citizenship</i>	65.5	80.6
<i>Enhance Self-Understanding</i>	63.1	69.3
<i>Enhance Knowledge of Racial/ Ethnic Groups</i>	60.9	76.3
<i>Prepare for Post-Graduate Education</i>	57.6	65.8
<i>Help Develop Personal Values</i>	55.3	66.8
<i>Help Develop Moral Character</i>	48.6	69.7

* Staff respondents did not have this option on their survey.

Both sets of respondents were asked their level of agreement with the statement “the chief benefit of a college education is that it increases one’s earning power.” More than half of the staff (54.9%) “strongly agree” or “somewhat agree” with the remark. Yet, only two-tenths of faculty members (20.9%) believe this to be true. While a large percentage of faculty deem it important to prepare undergraduates for employment, they do not think the main value of a college education is to receive a higher salary. The assumption can be made that faculty believe “thinking clearly” is what a university education supplies, which in and of itself may increase one’s earning power.

Overall Job Satisfaction

One of the main topics of the Staff Survey was “overall job satisfaction” and contributors to that condition. Answers from the two survey groups about the levels of “overall job satisfaction” are remarkably similar (Table 19). A difference, though, is found in what factors correspond the highest with employees’ levels of satisfaction.

Table 19.
Levels of Overall Job Satisfaction (Percentage)

	FACULTY	STAFF
<i>Very Satisfied</i>	19.5	15.9
<i>Satisfied</i>	50.2	51.4
<i>Marginally Satisfied</i>	23.0	24.9
<i>Not Satisfied</i>	7.4	7.7

For both groups, responses to “overall job satisfaction” were compared to other survey variables in a correlation matrix so as to ascertain which factor(s) have the greatest bearing on being satisfied with one’s job. (For the Faculty Survey, “overall job satisfaction” was correlated against all other variables under question 33. See the Staff Survey for details of which variables were included in that correlation matrix.)

On the faculty survey, the variable with highest statistically significant correlation to “overall job satisfaction” is the “opportunity to develop new ideas.” This is followed by “professional relationships with other faculty,” “relationships with administration,” and having the “opportunity for scholarly pursuits.” It should not be surprising that for our faculty being able to develop new ideas is the highest correlate to job satisfaction. CSUF faculty are very interested in intellectual challenges and they want the independence and freedom to pursue these interests.

In contrast, the Staff Survey found that managers who value staff employees’ work is the statistically significant variable with the highest relationship to “overall job satisfaction.” This is followed by satisfaction with “advancement opportunities,” satisfaction with “salary and benefits,” and satisfaction with one’s “workload.” Our staff employees want to know their work is appreciated by management, and then want to be compensated accordingly with benefits and new job possibilities.

Each set of employees, faculty and staff, provides complementary abilities and skills to our campus. It is important to recognize the differences and similarities between the two groups. By doing so, we can better understand how both groups contribute to the comprehensive mission of our University and realize that each is an essential component of the mosaic called student learning.

The Big Picture

Results of the HERI faculty survey supply us with a snapshot of our faculty's perceptions and how they compare to the HERI national norms. This depiction allows us to further define faculty learning and how that impacts student learning. By examining the image, differences and similarities between faculty and staff members are also discovered.

The picture that emerges is of an engaged and committed faculty. Our group is *strongly* interested in intellectual challenges as well as intellectual freedom, and they want the autonomy to pursue such professional ideals. One of the top personal goals for faculty members is to be a proficient teacher. This is tied inextricably with fostering student learning, a platitude put into action by the number of hours faculty spend counseling students. CSUF faculty members strive to be a good colleague, a goal mirrored by the high value that is placed on their professional relationships with peers. And in their spare time, our faculty are interested in developing a "philosophy of life."

There is not much time to spare, though, in the busy days of our faculty. The greatest source of stress for faculty members, both at Cal State Fullerton and throughout the country, is pressure from time constraints. However, our group feels this pressure even more acutely than their national colleagues. This is certainly understandable when seen in light of the additional time invested by our faculty advising and interacting with students. Feeling tension from time demands is also an inevitable outcome given that our faculty are more productive research-wise, both in hours spent and quantity generated, than what is suggested by the national norms for public colleges and universities. With this in mind, it should not come as a surprise that receiving release time would help motivate our faculty to incorporate technology more often into classrooms. It is interesting to note here that a key concern of incoming freshmen who participated in a 1998 HERI student survey was if they could handle stress generated from the increased time pressures of university life. What becomes clearly evident for both our faculty and students is that those who are especially active and involved in many activities are the ones who will experience the greatest challenges from time limitations.

Faculty actively engaged in their work are those who will speak out when all is not going well. It would be easy to chalk up comments of dissent to faculty members who only like to grouse and complain. And, it is quite possible that those faculty who stated they are at odds with the administration were voicing their frustrations with adjustments in the CSU system and not at our campus in particular. Perhaps instead, though, it is precisely because our faculty *are* involved and willing to extend themselves that they try to change the status quo. While CSUF faculty members agree that our campus places a high priority on promoting the intellectual

development of students, they do not think that faculty rewards contribute to student learning. Additionally, many of our faculty do not perceive that they are rewarded and recognized for what has been termed faculty learning. It may be time to start a dialogue between faculty members and administrators as to what type of faculty rewards system will better advance student learning, and exactly how our professors would like to be recognized for faculty learning.

Over the past decade, our campus has instigated numerous dialogues on such issues as planning, and Mission and Goals. Both our faculty and staff populations have felt the effects of this and believe that CSUF has experienced significant changes in its overall mission and purpose. There is also agreement between the two groups that the most important goal our campus should foster for its undergraduates is the “ability to think clearly.” This is especially true of our faculty as *all* of our respondents marked this goal as “essential” or “very important.” The two sets of employees diverge, however, when it comes to the factor with the highest correlation to overall job satisfaction. Staff employees want to know that their work is valued and appreciated by supervisors and managers. For faculty, overall job satisfaction is most closely tied with the opportunity to develop new ideas. This is, perhaps, an obvious observation as pursuing intellectual challenges is a powerful reason as to why many of our faculty became involved with this profession.

An upcoming challenge that our campus faces is found in the so-called “graying of the American professoriate.” This is an issue of special concern for Cal State Fullerton as our faculty tend to be even “grayer” than the national norm established by HERI. In general, our campus needs to prepare for the impending retirement of many of our older faculty. While a full quarter of our faculty plan to work past the age of seventy, another two-thirds have considered taking early retirement. These facts raise a plethora of other questions centered on hiring practices. When will the transitional period begin and how long will it last? How many new faculty hires will be needed? Which departments will need the most replacements? Will there be a shift along gender and/or racial/ethnic lines? A more subtle topic to ponder is how, not if, these retirements and new appointments will alter and modify the campus culture.