



## Center for Teaching and Learning

What Does the “HERI” Survey Tell Us About Our Faculty?

Presented by:  
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# Background

- Higher Education Research Institute (HERI) at UCLA has administered national faculty survey triennially since 1969 to faculty who teach undergraduate students.
- St. John's participated in most recent administration – 2001/2002.
- Surveys were mailed to all full-time tenured and tenure track faculty as well as to all adjunct faculty, with a 36% full-time response rate and 31% adjunct faculty response rate.
- Sampling frame was representative of the University's faculty based on demographic characteristics, tenure status, length of service and academic rank.

# Background

HERI provided frequency distributions of responses for St. John's and private participating institutions (comparison /peer group for analysis). Institutions included:

Adelphi University

Baylor University

Brigham Young University

Butler University

Catholic University of America

Clarkson University

Cornell University

Creighton University

Drake University

Fordham University

Loyola Marymount

Rice University

Santa Clara University

Seton Hall University

Tufts University

University of Miami

University of Notre Dame

University of Portland

Vanderbilt University

Wake Forest University



# Aims of Survey

## Investigating:

- Teaching Practices and Research Activities
- Interactions with Students and Colleagues
- Professional Activities
- Faculty Values and Attitudes
- Perceptions of the Institutional Climate
- Job Satisfaction

# Highlights of Results

## St. John's Faculty Similar to Peer Group in:

### Very Important / Essential Personal Goals:

- Being a Good Teacher (98% vs. 97%)
- Being a Good Colleague (90% vs. 91%)

### Most Important Reasons for Pursuing Academic Career:

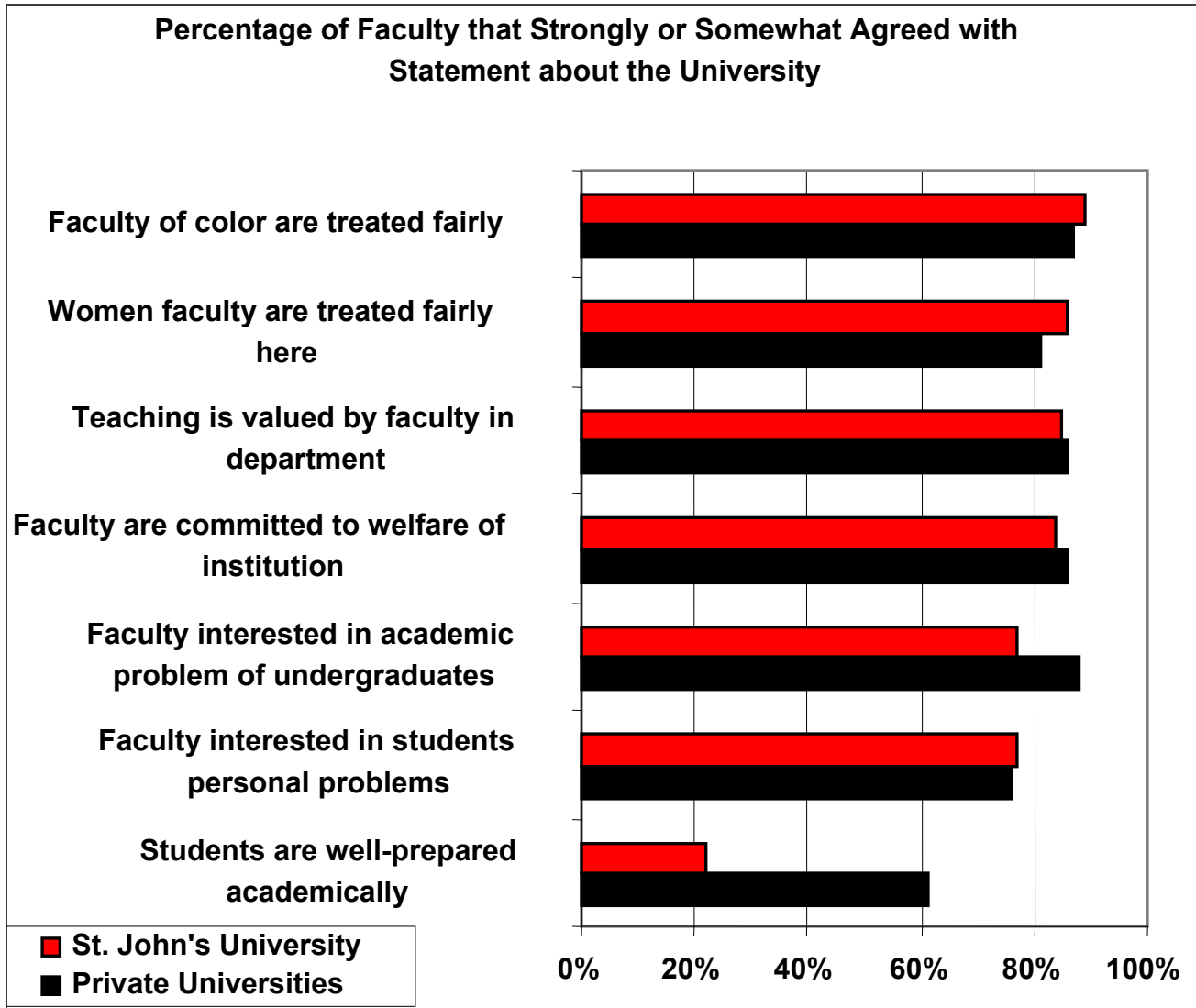
- Intellectual Challenge (85% vs. 89%)
- Intellectual Freedom (81% vs. 79%)
- Freedom to Pursue Scholarly  
/Teaching Interests (80% vs. 82%)

# Highlights of Results

## St. John's Faculty Similar to Peer Group:

- Autonomy and Independence most Satisfactory Aspect of Job (86% vs. 90%)
- Ethnically Diverse Student Body Enhances Educational Experience for all (91% vs. 92%)
- Overall job satisfaction (77% vs. 79%)
- Still want to be College Professor (83% vs. 84%)

# Level of Agreement with Statements about the University



# Highlights of Results

## **Few Similarities and some Significant Differences from Peer Group:**

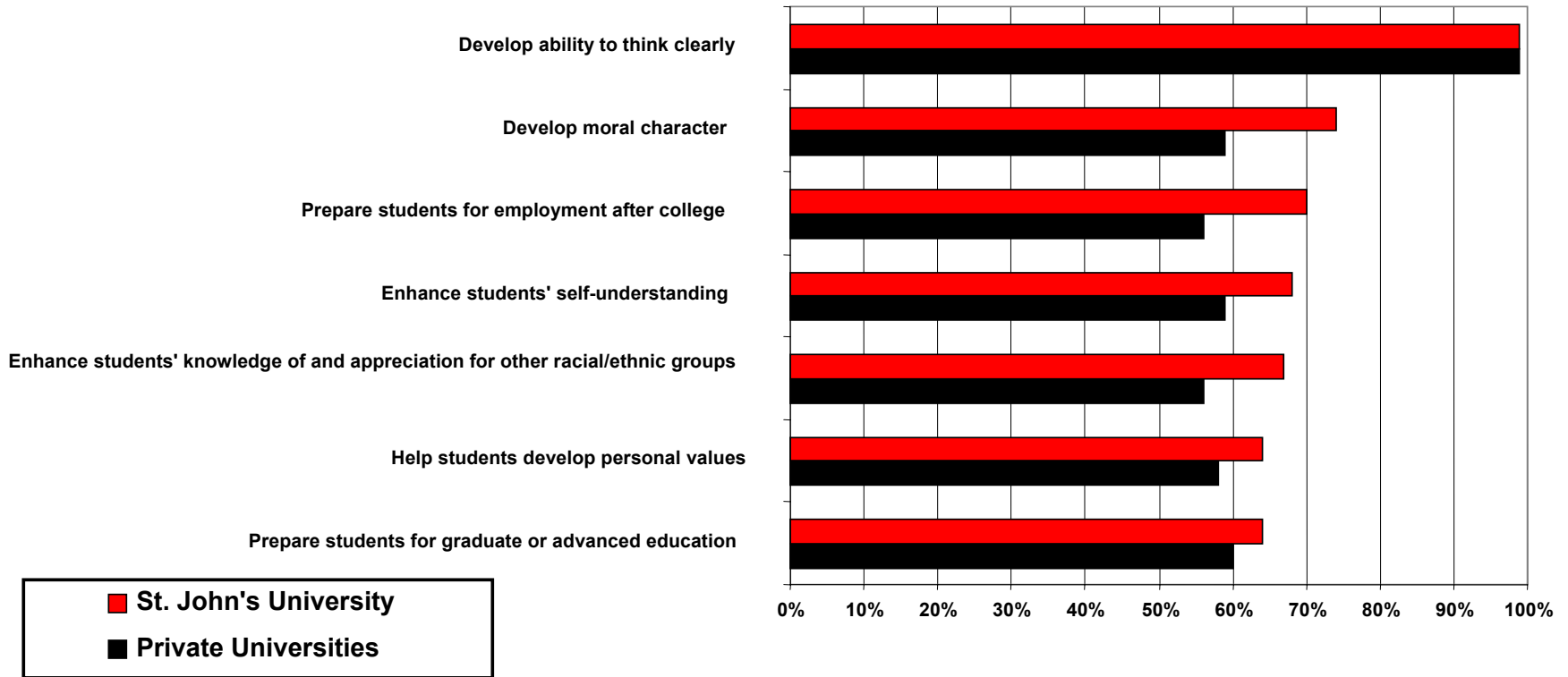
- Relative Importance of Different Goals for Undergraduates
- Institutional Priorities
- Perception of Quality of Students
- Instructional / Evaluation Methods



# HERI Faculty Survey

## Important Undergraduate Goals

### Goals for Undergraduates Noted as Very Important or Essential



# Issues Believed to be of High/Highest Institutional Priority

Issues	St. John's	Peer Group
Promote religious/spiritual development of students	<b>83%</b> M -82 / F-85	<b>53%</b>
Help students examine/understand personal values	<b>68%</b> M -70 / F-63	<b>68%</b>
Facilitate student involvement in community service	<b>68%</b> M -66 / F-74	<b>58%</b>
Create diverse multi-cultural campus environment	<b>68%</b> M -66 / F-71	<b>53%</b>
Enhance institution's national image	<b>66%</b> M -70 / F-57	<b>82%</b>
Promote intellectual development of students	<b>65%</b> M -73 / F-48	<b>84%</b>
Increase or maintain institutional prestige	<b>54%</b> M -59 / F-44	<b>76%</b>

# HERI Faculty Survey

## *What percent of faculty feel that..*

Students are well-prepared academically?

- Peers: 61%
- St. John's: FT: 22% PT:41%

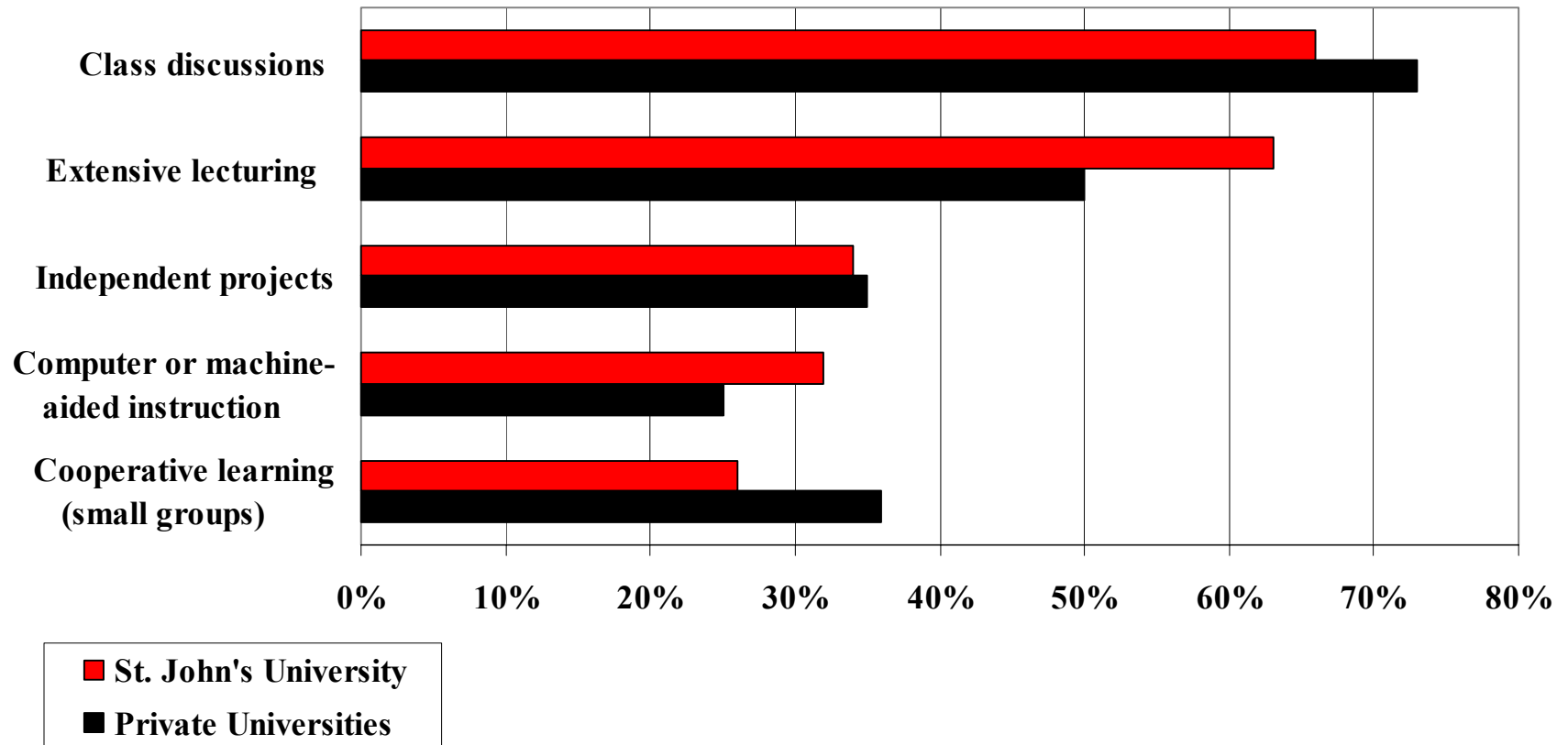
Identify quality of students as satisfactory aspect of job?

- Peers: 70%
- St. John's FT: 31% PT:61%

# HERI Faculty Survey

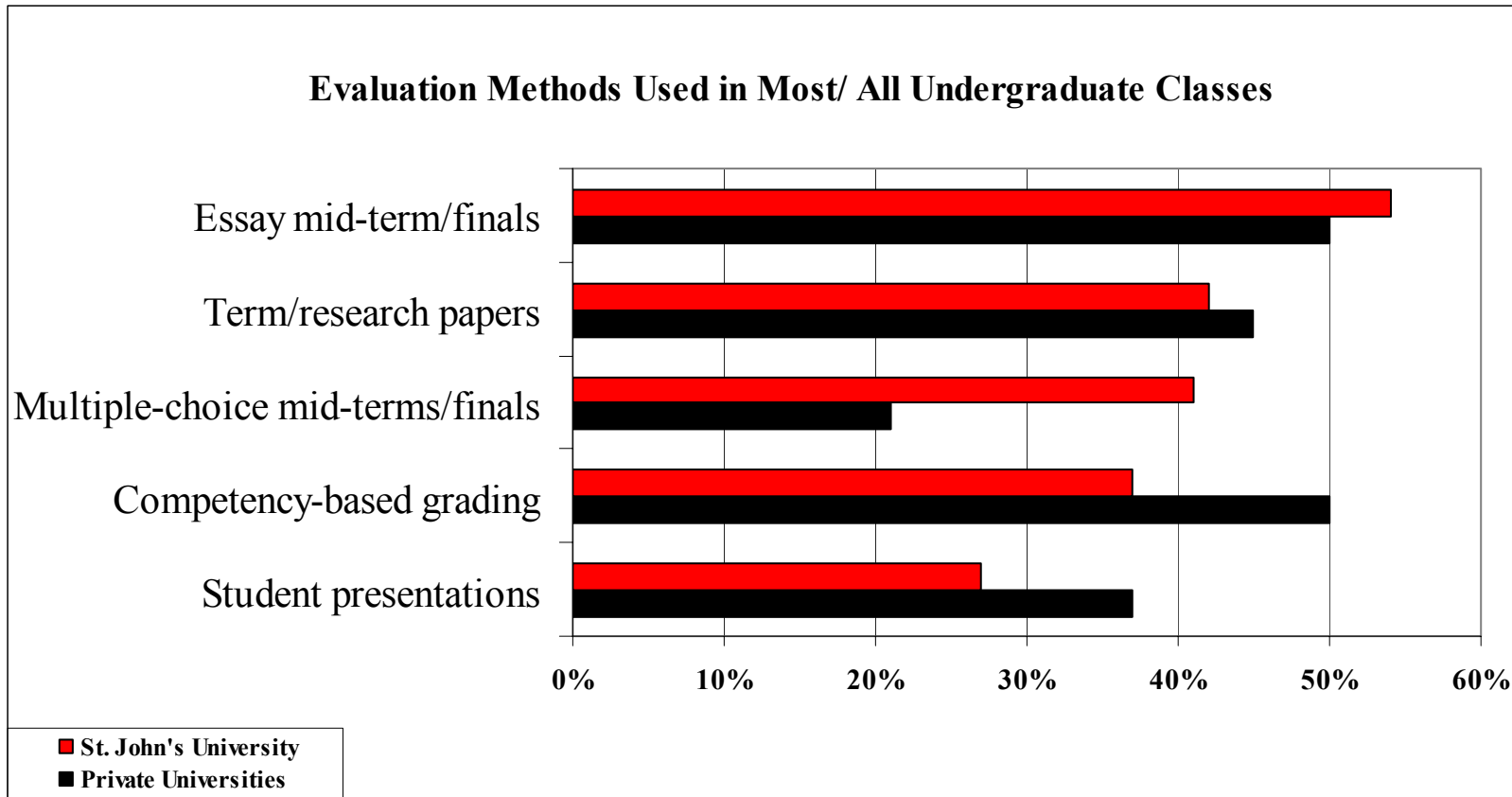
## Differences in Instructional Methods:

Instructional Methods Used in Most or All Undergraduate Classes



# HERI Faculty Survey

## Differences in Evaluation Methods:



# Faculty Activities and Workload

	St. John's	Peer
PUBLICATION PRODUCTIVITY:		
• Articles in Academic /Professional Journals	93%	92%
• Professional Writings Published / Accepted for Publication in last two years	77%	82%
• Chapters in Edited Volumes	64%	71%
• Books, Manuals, Monographs	53%	60%
SPENT MORE THAN 8 HOURS / WEEK:		
• Teaching	53%	34%
• Preparing for Teaching	52%	60%
• Research / Scholarly Writing	42%	48%

# Percentage of Faculty Engaging in Teaching Activity in Past Two Years

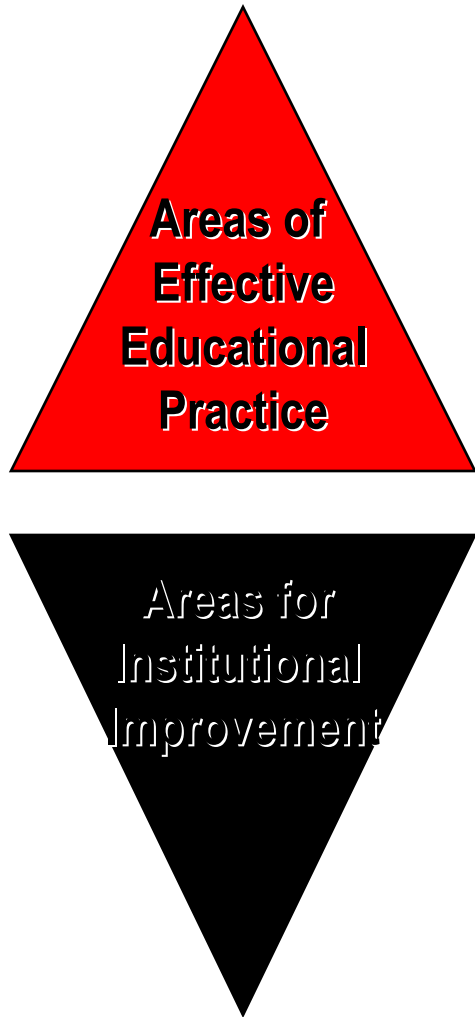
	St. John's	Peer
Worked with Undergrads on Research Project	57%	71%
• St. John's: Males – 59% Females – 51%		
Participated in Teaching Enhancement Workshop	52%	49%
• St. John's: Males – 44% Females – 69%		
Placed/Collected Assignments on Internet	46%	55%
• St. John's: Males – 41% Females – 55%		
Used Funds for Research	45%	63%
• St. John's: Males – 44% Females – 48%		
Taught Interdisciplinary Course	32%	48%
• St. John's: Males – 35% Females – 28%		

# What is the National Survey of Student Engagement (NSSE)?

- College student survey that assesses extent to which students engage in educational practices associated with high levels of learning and development
- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning
- Currently in 3rd administration at St. John's along with companion Faculty Survey of Student Engagement (FSSE)
- Many shared perceptions between faculty (HERI) and students (NSSE)



# Using HERI / NSSE Data



- Make comparisons (criterion reference, normative or peer comparison)
- Identify, develop, market distinctive competencies
- Develop Success Measures/ Baselines/ Targets
- Target areas for improvement/Develop and implement strategies
- Monitor performance

# Strengths and Opportunities NSSE and / or Faculty Survey

## Diversity

### Students

- Encouraging contact among students from different economic, social, racial/ethnic background
- Had serious conversations with / understanding people of different race/ethnicity

### Faculty

- Diverse student body enhances education
- Enhance students' knowledge of and appreciation of other racial/ethnic groups
- Creating diverse multi-cultural campus environment – an institutional priority

# Strengths and Opportunities NSSE and / or Faculty Survey

## Students

- Help coping with non-academic responsibilities
- Provide support needed to thrive socially
- Develop personal code of values and ethics
- Speaking clearly and effectively
- Academic / career advisement (1st Year)

## Faculty

- Enhance students' self-understanding
- Help those in difficulty
- Obligation to cultivate sense of social justice
- Develop moral character
- Promote religious / spiritual development
- Prepare students for employment after college

# Challenges

## NSSE and / or Faculty Survey Gaps

### Students

- Less time spent studying
- More caring for dependents
- Less working with other students on projects during or outside of class
- More commuting

### Faculty

- Students not well-prepared academically
- Quality of students unsatisfactory aspect of job
- Promoting diversity - more under-prepared students
- Less cooperative learning (small groups) / group projects
- Extensive lecturing
- More commuting

# Institutional Success Measures: Mission

	<b>Baseline 01-02</b>	<b>Target Fall '07</b>
<b>Percentage of Faculty Who Believe That:</b>		
• Promoting religious/spiritual development is a high institutional priority	83%	90%
• They have an obligation to cultivate a sense of social justice within their students	85%	90%
• Developing a moral character is important or essential	74%	80%

# Institutional Success Measures: Mission

	<b>Baseline 01-02</b>	<b>Target Fall '07</b>
<b>Percentage of Faculty Who:</b>		
• Are very/somewhat familiar with life and teachings of St. Vincent de Paul	66%	75%
• Can easily integrate social teachings of church into a course	33%	40%

# Institutional Success Measures: Student Achievement

	<b>Baseline 01-02</b>	<b>Target Fall '07</b>
% of faculty who believe that students are well-prepared academically.	22%	44%
% of faculty who use:		
• Extensive lecturing	63%	50%
• Class discussions	66%	73%
• Computer-aided instruction	32%	50%
• Cooperative learning (small groups)	26%	50%
• Group projects	18%	50%

# Institutional Success Measures: Student Achievement (continued)

	Baseline 01-02	Target Fall '07
<b>Percent of faculty in agreement that the following are high/ the highest institutional priority:</b>		
– Increase / Maintain Institutional Prestige	54%	76%
– Enhance Institution's National Image	66%	82%
– Promote Intellectual Development of Students	65%	84%



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## Administrators and Staff

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