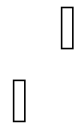




HERI Faculty Survey

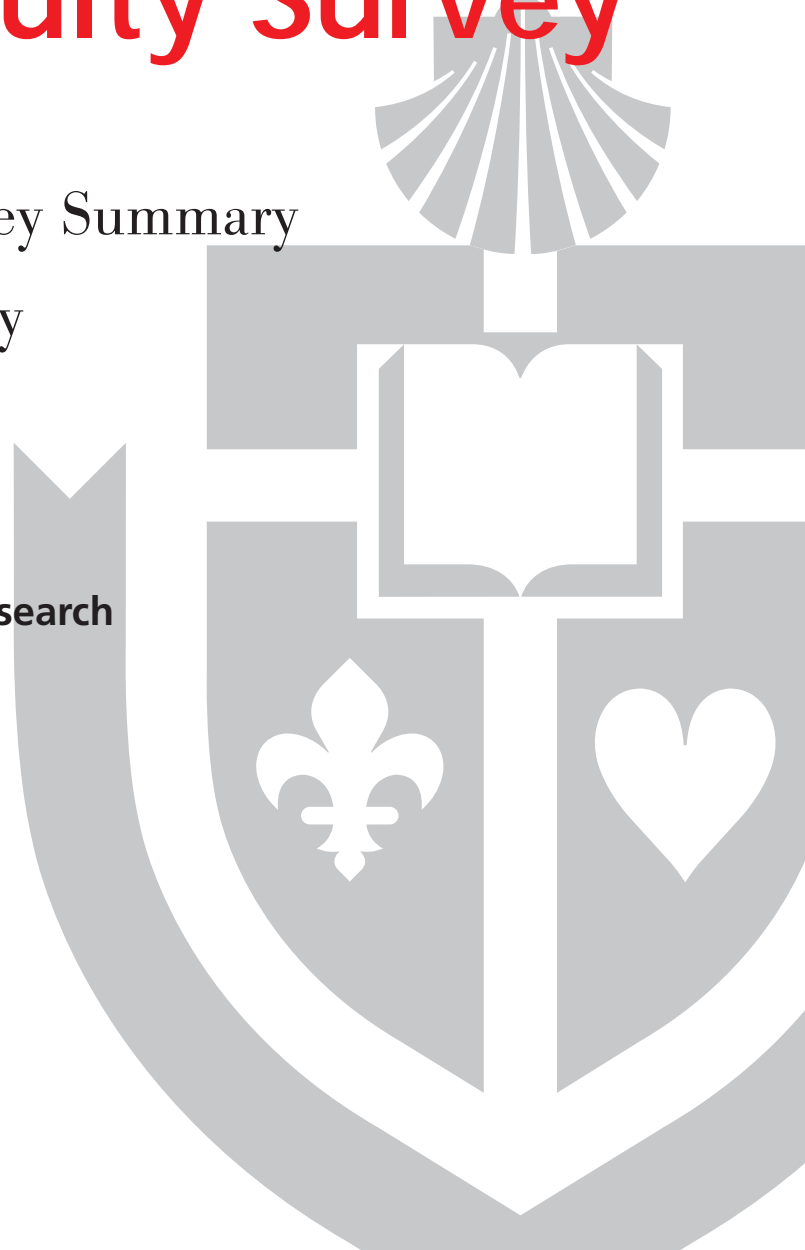
2004 Faculty Survey Summary

St. John's University



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Fall 2004 Faculty Survey Summary

Introduction

In Fall 2004, St. John's University participated in the HERI Faculty Survey for the third time (previously in 1998 and 2001). The survey has been administered on a triennial basis by the Higher Education Research Institute (HERI) at UCLA since 1969. It is designed to provide colleges and universities with timely information about faculty workload, teaching practices, job satisfaction, professional activities, and perceptions.

The surveys were mailed to all St. John's full- and part-time faculty, and 158 (30%) full-time and 153 (21%) part-time faculty members responded. The demographic profile of the respondents was fairly similar to that of the University's faculty population on the basis of gender, ethnicity, tenure status, length of service, and academic rank.

This report covers the results of the major areas in the survey. St. John's data are compared with the data of the private universities (peer group). The 2001 data of both St. John's and peer group are also provided. Unless explicitly stated, the results presented are for all full-time faculty only. Separate data can be provided by full-/part-time status and by college.

Highlights of Results

Viewed by St. John's faculty as the University's top priorities are: to enhance the institution's national image, promote the intellectual development of students, and create a diverse multicultural campus environment.

Developing ability to think critically, helping master knowledge in a discipline, promoting ability to write effectively, and developing moral character are most strongly emphasized goals for undergraduate education.

St. John's faculty have similar personal goals as the peer group do. The top three personal goals are: being a good teacher, being a good colleague, and serving as a role model to students.

Around four-fifths of St. John's faculty agree with the proposition that colleges have a responsibility to work with their surrounding communities to address local issues, and should encourage students to be involved in community service activities.

St. John's faculty are most satisfied with their autonomy and independence, overall job satisfaction, opportunity to develop new ideas, and competency of colleagues. The least satisfied items include availability of child care, office/lab space, quality of students, and the visibility for jobs at other institutions.

St. John's students are more engaged in the classroom now than three years ago: fewer faculty use extensive lecturing, and more have adopted class discussion, cooperative learning, and group projects. However, there are still 58% of St. John's faculty who use extensive lecturing in most of their classes.

About half of St. John's faculty perceive that students lack basic skills for college level work (as compared to 16% of the peer group), and only one-fifth agree that the University should not offer remedial education. Working with under-prepared students is considered to be a source of stress by 64% of St. John's faculty.

Over four-fifths of St. John's faculty think that both the president and provost support service learning, and three-quarters believe that service learning is an effective way to address the civic dimensions of disciplines.

About four-fifths of the faculty agree that St. John's faculty have an obligation to cultivate a sense of social justice within our students.

In the past two years, a much higher percentage of St. John's faculty participated in a faculty development program than the peer group, but a fairly lower percentage developed a new course.

Over 90% of St. John's faculty think that there is adequate support for integrating technology in teaching, and more faculty place and collect assignments on the internet today than three years ago.

Over four-fifths of St. John's faculty feel that their teaching is valued by faculty in their departments, while only one-third think that they are sufficiently involved in campus decision making.

Overall, 79% of St. John's faculty reported satisfaction with their job in the University, 2% higher than three years ago.

Faculty Teaching and Research Interests

As Table 1 indicates, In 2001 St. John's faculty were equally divided regarding their interests in teaching and research. In 2004, however, the percentage of faculty whose interests were in or leaning toward teaching increased to 76%. The percentages for the peer group (private universities) did not change much from 2001 to 2004, almost equally divided for both years.

Table 1. Faculty Teaching and Research Interests (Values in the table are in %.)

Do your interests lie primarily in teaching or research?	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Very heavily in teaching	19	17	2	22	16	6
In both, but leaning toward teaching	43	34	9	32	33	-1
In both, but leaning toward research	34	43	-9	40	44	-5
Very heavily in research	5	6	-1	7	7	-1

Faculty Activities

The 2004 data indicate that for the past two years, a higher percentage of St. John's faculty taught a service learning course than the peer group, 27% vs. 20%, while the percentages were the same in 2001 data. The percentage of St. John's faculty who placed or collected assignments on the internet increased from 46% to 71%, and the percentage for the peer group also increased. The percentages decreased for St. John's faculty who worked with undergraduates on a research project (from 57% to 48%) and who developed a new course (from 67% to 57%), while the peer group remained unchanged.

For the newly-listed items in 2004, lower percentages of St. John's faculty, than the peer group, advised student groups involved in service/volunteer work (31% vs. 37%) and collaborated with the local community in research/teaching (35% vs. 38%). A higher percentage of St. John's faculty, than the peer group, participated in a faculty development program (79% vs. 49%). (Table 2)

Table 2. Faculty Activities in the Past Two Years
(Values in the table are in %; blanks indicate that the item was not in the survey.)

During the past two years, have you engaged in any of the following activities?	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Taught a service learning course	27	20	7	19	19	0
Placed or collected assignments on the Internet	71	68	3	46	55	-9
Worked with undergraduates on a research project	48	72	-24	57	71	-14
Developed a new course	57	73	-16	67	73	-6
Advised student groups involved in service/volunteer work	31	37	-6			
Collaborated with the local community in research/teaching	35	38	-3			
Participated in a faculty development program	79	49	30			

Faculty Publication

The 2001 data indicate that St. John's faculty published less than the peer group in the past two years. (Table 3)

Table 3. Faculty Publications in the Past Two Years (values in the table are in %)

How many of your professional writings have been published or accepted for publication in the past two years?	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
None	26	21	5	23	18	5
1 to 2	29	27	2	32	27	5
3 to 4	25	25	0	24	28	-5
5 or more	21	27	-6	22	27	-5

Faculty Workload

St. John's faculty spent similar amount of time on each of the listed activities as the peer group did in both 2001 and 2004. (Table 4)

Table 4. Faculty Workload (Blanks indicate that the item was not in the survey.)

During the present term, how many hours per week on the average do you usually spend on the following	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Scheduled teaching	9	8	1	9	8	1
Preparing for teaching (including reading student paper & grading)	12	11	1	11	11	0
Advising and counseling of students	4	4	0	4	4	0
Committee work and meetings	3	4	-1	3	4	-1
Other administration	3	3	0	3	3	0
Research and scholarly writing	10	10	0	10	10	0
Communicating via email	7	6	.1			

Faculty Personal Goals

The top personal goals for St. John's faculty remained unchanged from 2001 to 2004. All St. John's faculty view "being a good teacher" as an essential or very important personal goal, and the other four of the top five goals are: being a good colleague (91%), serving as a role model to students (88%), developing a meaningful philosophy of life (76%), and helping others who are in difficulty (68%). (Table 5)

Table 5. Top Five Faculty Personal Goals (Values in the table are in %; blanks indicate that the item was not in the survey.)

Personal goals noted as ESSENTIAL or VERY IMPORTANT	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Being a good teacher	100	98	2	98	97	1
Being a good colleague	91	92	-1	90	91	-1
Serving as a role model to students	88	85	3			0
Developing a meaningful philosophy of life	76	68	8	84	75	9
Helping others who are in difficulty	68	61	7	72	63	9

Faculty View of Education Goals for Undergraduates

St. John’s faculty have a similar view of education goals for undergraduate students as the peer group do. Nearly all (99%) St. John’s faculty consider “developing ability to think critically” as an essential or very important education goal for undergraduate students. The other four of the top five goals are: help master knowledge in a discipline (94%), promote ability to write effectively (90%), develop moral character (78%), and prepare students for employment after college (76%). (Table 6)

Table 6. Faculty Perception of Top Five Education Goals for Undergraduate Students (Values in the table are in %; blanks indicate that the item was not in the survey.)

Goals noted as “Essential” or “Very Important”	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Develop ability to think critically	99	99	0			
Help master knowledge in a discipline	94	94	0			
Promote ability to write effectively	90	87	3			
Develop moral character	78	56	23	74	59	15
Prepare students for employment after college	76	61	15	70	56	14

Faculty Perceptions about the University

A larger percentage of St. John’s faculty than the peer group, 94% vs. 78%, think that there is adequate support for integrating technology in teaching. Another four most agreed items by St. John’s faculty are: there is adequate support for integrating technology in my teaching (91%), teaching is valued by faculty in the department (82%), values are congruent with the dominant institutional values (76%), and research is valued by faculty in the department (76%).

About half of St. John’s faculty feel that most of the students lack the basic skills for college level work, as compared to 16% of the peer group, and only one-fifth of St. John’s faculty agree that the University should not offer remedial education, as compared to 36% of the peer group. Only one-third have the view that St. John’s faculty are sufficiently involved in campus decision making, as compared to one half of the peer group.

Table 7. Faculty Perceptions about the University
(Values in the table are in %; blanks indicate that the item was not in the survey.)

STRONGLY AGREE or AGREE with the following	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
There is adequate support for integrating technology in my teaching.	91	78	13			
My teaching is valued by faculty in my department.	82	84	-2	85	86	-1
My values are congruent with the dominant institutional values.	76	69	7			
My research is valued by faculty in my department	76	74	2	72	75	-3
Faculty here are strongly interested in the academic problems of undergraduates.	68	83	-15			
Most of the students I teach lack the basic skills for college level work.	48	16	32			
This institution should not offer remedial/developmental education.	21	36	-15			
Faculty are sufficiently involved in campus decision making.	32	48	-16			

Faculty View on University Priorities

The percentage of St. John's faculty who viewed "to enhance the institution's national image" as the University priority increased from 66% in 2001 to 81% in 2004. The same is true of "to increase or maintain institutional prestige", from 54% to 66%. A much higher percentage of St. John's faculty than the peer group, 71% vs. 54%, believe that "to create a diverse multi-cultural campus environment" should also be a university priority.

Table 8. Faculty View on University Priorities (Values in the table are in %.)

Issues believed to be HIGH or HIGHEST PRIORITIES	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
To enhance the institution's national image	81	83	-2	66	82	-17
To create a diverse multi-cultural campus environment	71	54	17	68	53	14
To increase or maintain institutional prestige	66	75	-9	54	76	-22

Job Satisfaction

The overall job satisfaction rate, one of St. John's success measures, increased from 77% in 2001 to 79% in 2004, and got closer to the 2007-08 goal, i.e., the average of the peer group (private universities) which was 80% in 2004.

The most satisfied items include autonomy and independence (80%), overall job satisfaction (79%), opportunity to develop new ideas (76%), and competency of colleagues (73%). The least satisfied items include availability of child care (0%), office/lab space (32%), quality of students (43%), and visibility for jobs at other institutions/organizations (46%).

Table 9. Faculty Job Satisfaction

(Values in the table are in %, blanks indicate that the item was not in the survey)

SATISFIED or VERY SATISFIED with the following	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Most Satisfied						
Autonomy and independence	80	89	-9	86	90	-4
Overall job satisfaction	79	80	-1	77	79	-2
Opportunity to develop new ideas	76	82	-6	72	83	-11
Competency of colleagues	73	81	-8	66	76	-11
Least Satisfied						
Availability of child care	0	33	-33	7	31	-24
Office/lab space	32	72	-40	35	70	-35
Quality of students	43	75	-32	31	70	-39
Visibility for jobs at other institutions/organizations	46	59	-13	42	53	-11

Teaching Methods

The data about teaching methods reveal that St. John's classrooms have become more student-centered today than three years ago. The percentage of faculty who use extensive lecturing decreased from 63% in 2001 to 58% in 2004, the percentages of faculty who adopted the following methods increased: class discussion from 66% to 77%, cooperative learning from 26% to 34%, group projects from 18% to 30%, multiple drafts of written work from 11% to 24%, and student-selected topics for course content from 10% to 20%.

St. John's faculty use similar teaching methods as the peer group do except that a larger percentage of St. John's faculty have adopted reflective writing, and used essays mid-term or final exams and multiple-choice mid-term or final exams.

About a quarter of St. John's faculty grade on a curve, similar to the peer group.

Table 10. Teaching Methods

(Values in the table are in %; blanks indicate that the item was not in the survey.)

Teaching methods used in undergraduate classes	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Extensive lecturing	58	56	2	63	50	14
Class discussion	77	81	4	66	73	-7
Student presentations	49	48	1			
Cooperative learning (small groups)	34	40	-6	26	36	-10
Group projects	30	30	0	18	25	-7
Reflective writing/journaling	21	15	6			
Multiple drafts of written work	24	28	-4	11	20	-9
Student-selected topics for course content	20	15	5	10	9	1
Multiple-choice mid-term and/or final exams	35	18	17			
Essay mid-term and/or final exams	66	62	4			
Term/research papers	42	42	0			
Grading on a curve	27	26	1			

Faculty Perceptions about Service Learning and other Mission-Related Issues

The service learning and other mission-related items in the survey are specific to St. John's University. The results reveal that about one-fifth of St. John's faculty were teaching service learning courses in Fall 2004, 8% had taught, and 8% had planned to teach such courses.

Table 11a indicates that over 80% of St. John's faculty have the view that both the president and provost support service learning, and 68% believe their department chairs do. About three-fourths of St. John's faculty are aware of the support in the University to coordinate and assist faculty-integrating service learning into courses. Thirty-four percent of the faculty perceive that St. John's promotion and tenure system deters faculty from engaging in service learning.

Table 11a. Service Learning

(Values in the table are in %.)

VERY or SOMEWHAT DESCRIPTIVE of the University	SJU 04
The Chief Academic Officer/Provost supports service learning.	83
The President supports service learning.	80
My department chair supports service learning.	68
There is support (i.e., a center or staff) to coordinate and assist faculty members integrating service learning into courses.	75
The promotion and tenure system deters faculty from engaging in service learning.	34

There is a 4% increase in the percentage of St. John's faculty who can easily and readily integrate the social teachings of the Church, from 28% in 2001 to 32% in 2004. As Table 11b indicates, there was also a 8% increase in the percentage of faculty who were very or somewhat familiar with the life and teaching of St. Vincent de Paul, from 67% to 75%. The 2004 data reveal that 90% of the faculty are very or somewhat familiar with the University Vision Statement.

The majority of St. John's faculty strongly or somewhat agree with the following: St. John's University faculty have an obligation to cultivate a sense of social justice within our students (increased from 86% to 89%); service learning is an effective way to address the civic dimensions of disciplines (75%); the teaching of course content is enhanced through the use of service learning (64%)

Table 11b. Service Learning and other Mission-Related Issues
(Values in the table are in %, blanks indicate that the item was not in the survey)

STRONGLY or SOMEWHAT AGREE with the following	SJU 04	SJU 01
St. John's University faculty have an obligation to cultivate a sense of social justice within our students.	89	86
Service learning is an effective way to address the civic dimensions of disciplines/professions.	75	
The teaching of course content is enhanced through the use of service learning.	64	
VERY or SOMEWHAT FAMILIAR with the following		
University's Vision Statement	90	
The life and teaching of St. Vincent de Paul	75	67

Faculty View on Issues in Higher Education

Table 12 presents faculty views on some issues in higher education. St. John's faculty have similar views on these issues as the peer group do except that a much higher percentage of St. John's faculty believe that colleges should be concerned with facilitating undergraduate students' spiritual development, 59% vs. 37%.

Table 12. Faculty View on Issues in Higher Education
(Values in the table are in %; blanks indicate that the item was not in the survey.)

STRONGLY or SOMEWHAT AGREE with the following	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Colleges should encourage students to be involved in community service activities.	85	83	2	83	85	-2
A racially/ethnically diverse student body enhances the educational experience of all students.	90	91	-1	91	92	0
Colleges have a responsibility to work with their surrounding communities to address local issues.	78	80	-2			
Colleges should be actively involved in solving social problems.	68	68	0	61	65	-4
Tenure is essential to attract the best minds to academe.	71	67	4	77	70	7
Colleges should be concerned with facilitating undergraduate students' spiritual development.	59	37	22			
Realistically, an individual can do little to bring about changes in society.	20	20	0			

Faculty Stress

As Table 13 reveals, St. John's faculty shared most of the stresses with the peer group, including self-imposed high expectations, managing household responsibilities, lack of personal time, and personal finances. A much higher percentage of St. John's faculty, however, have stress in working with under-prepared students than the peer group do, 64 vs. 34%.

Table 13. Faculty Stress

(Values in the table are in %, blanks indicate that the item was not in the survey)

Sources of Faculty Stress	SJU 04	Peer 04	Differ	SJU 01	Peer 01	Differ
Self-imposed high expectations	76	80	-4			
Managing household responsibilities	65	73	-8	67	68	-1
Lack of personal time	69	72	-3	70	76	-6
Working with underprepared students	64	34	30			
Personal finances	50	54	-4	60	53	6

Summary and Conclusions

Since the demographic profile of the respondents are fairly similar to that of the University's faculty population on the basis of gender, ethnicity, tenure status, length of service and academic rank, we can assume more accuracy when interpreting the results. From the data we are able to draw numerous conclusions.

St. John's University's faculty members are more inclined with teaching than research. The use of the internet and technology has been more prevalent as one of their teaching methods. Teaching methods have become more student-centered as well. Teaching styles such as class discussion, cooperative learning, group projects, multiple drafts of written work, and student-selected topics for course content have also been implemented.