



## 2007 HERI Faculty Survey Results

### Introduction

In Fall 2007, St. John's University participated in the HERI Faculty Survey for the fourth time (previous years: 1998, 2001 and 2004). 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.

An invitation to complete the online survey was emailed to all St. John's full- and part-time faculty, and 179 (40%) full-time and 122 (18%) part-time faculty members responded. This was the first time that the survey was administered online; previously paper surveys were mailed to the population. 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 participating private universities, our "peer group." The 2004 data of both St. John's and peer group are also provided where available. There were changes to the survey form between 2004 and 2007; some items appeared for the first time and others were removed. Unless explicitly stated, all values in the tables below are in percentages. A separate report on the responses of part-time faculty is also available. Major differences in results between 2004 and 2007( and/or between St. john's and peers) will be noted.

### Highlights of Results

As identified by St. John's faculty, the University's top priorities are: promoting the intellectual development of students (85%), enhancing the institution's national image (79%), and facilitating student involvement in community service (75%).

Goals for undergraduate education most strongly emphasized by St. John's faculty are: developing students' ability to think critically (99%), helping students evaluate the quality and reliability of information (99%), promoting students' ability to write effectively (97%), and helping students master knowledge in a discipline (96%).

St. John's faculty list the same top three personal goals as the peer group: developing a meaningful philosophy of life (77%), helping others who are in difficulty (75%), and raising a family (70%).

Over 90% of St. John's faculty agree with the statements that a racially/ethnically diverse student body enhances the educational experience of all students (95%) and that colleges should encourage students to be involved in community service activities (93%). More than four-fifths agree that colleges have a responsibility to work with their surrounding communities to address local issues (86%).

St. John's faculty are most satisfied with their freedom to determine course content (92%), autonomy and independence (87%), and job security (83%). They are least satisfied with availability of office/lab space (44%).

St. John's faculty are using more engaging methods in the classroom now than three years ago: fewer faculty use extensive lecturing (down to 48% from 59%), and more have adopted cooperative learning (up to 44% from 37%). Approximately half reported using real-life problems (51%) and student inquiry to drive learning (49%).

A little more than two-fifths of St. John's faculty perceive that students lack basic skills for college level work (43% compared to 18% of the peer group), and three-quarters (73%) agree that the University should offer remedial education. Working with under-prepared students is considered to be a source of stress by 54% (decreased from 62% in 2004) of St. John's faculty.

More than four-fifths of St. John's faculty think that both the president (85%) and provost (92%) support academic-service learning, and 80% believe that academic-service learning is an effective way to address the civic dimensions of disciplines/professions. More than four-fifths of the faculty agree that St. John's faculty have an obligation to cultivate a sense of social justice within our students (86%).

Nine-tenths 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 (up to 73% from 64%). Over 90% of St. John's faculty feel that their teaching is valued by faculty in their departments, while less than half believe that they are sufficiently involved in campus decision making (47%). In 2004, only one-third of the faculty agreed with the latter statement.

Overall, 79% of St. John's faculty reported satisfaction with the University, the same percentage as three years ago.

## Faculty Teaching and Research Interests

As Table 1a indicates, the vast majority of St. John's faculty note research, service and teaching as being "very important" or "essential," nearly identical with the rates of our peer group. A blank cell in the table indicates that the item was not in the survey for that year.

Table 1. Faculty Teaching and Research Interests *(Not asked on 2007 survey)*

Do your interests lie primarily in teaching or research?	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Very heavily in teaching	-	-	-	33	17	16
In both, but leaning toward teaching	-	-	-	43	34	9
In both, but leaning toward research	-	-	-	22	43	-21
Very heavily in research	-	-	-	3	6	-4

Table 1a. Faculty Teaching and Research Interests *(New on 2007 survey)*

Noted as being personally VERY IMPORTANT or ESSENTIAL	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Research	82	80	2	-	-	-
Service	70	68	2	-	-	-
Teaching	97	97	0	-	-	-

## Faculty Activities

The 2007 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 (22% vs. 16%), but this is a drop from the 2004 data for both groups (24% and 20% respectively). The percentage of St. John's faculty who placed or collected assignments on the internet increased from 64% to 73%, as did the percentage for the peer group. More St. John's faculty developed a new course in 2007 than in 2004 (59% vs. 50%), while the peer group – while remaining significantly higher - decreased (66% vs. 73%). The percentage who worked with undergraduates on a research project (43% vs. 45%) remained steady, still significantly lower than our peer group which experienced a drop (60% vs. 72%).

Table 2. Faculty Activities in the Past Two Years

During the past two years, have you engaged in any of the following activities?	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Placed or collected assignments on the Internet	73	77	-4	64	68	-4
Participated in a teaching enhancement workshop	64	50	14	-	-	-
Developed a new course	59	66	-7	50	73	-23
Worked with undergraduates on a research project	43	60	-17	45	72	-26
Advised student groups involved in service/volunteer work	40	39	1	27	37	-10
Engaged undergraduates on their research project	37	48	-11	-	-	-
Collaborated with the local community in research/teaching	34	41	-7	25	38	-13
Taught a service learning course	22	16	6	24	20	4

## Faculty Publication

Although the 2007 data still indicate St. John's faculty published less than the peer group in the past two years, the gap is much smaller than in past years due primarily to positive changes among St. John's faculty. Whereas 45% of our faculty reported no publications on the 2004 survey, only 28% reported having not published on the 2007 survey. Likewise, faculty reporting 5 or more publications is up to 23% in 2007 from 12% in 2004.

Table 3. Faculty Publications in the Past Two Years

How many of your professional writings have been published or accepted for publication in the past two years?	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
None	28	20	8	45	21	24
1 to 2	30	29	1	26	27	-1
3 to 4	20	25	-5	16	25	-9
5 or more	23	26	-3	12	27	-15

## Faculty Workload

From 2004 to 2007, there is a sizeable increase in the amount of time that St. John's faculty spent on each of the listed activities. On average, St. John's faculty spent more than 11 hours preparing for teaching, research, and scholarly writing; approximately 10 hours for scheduled teaching; and 9 hours communicating via email. As noted in table 4, St. John's faculty spent more time on these activities than the peer group.

Table 4. Faculty Workload (in hours/week)

During the present term, how many hours per week on the average do you usually spend on the following?	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Preparing for teaching (including reading student paper & grading)	11.7	11.4	0.3	10.7	11.1	-0.4
Research and scholarly writing	11.3	10.0	1.3	8.2	9.9	-1.7
Scheduled teaching	9.9	8.0	1.9	8.6	8.0	0.6
Communicating via email	9.0	7.6	1.4	5.6	6.4	-0.8
Advising and counseling of students	6.0	4.6	1.4	3.6	4.1	-0.5
Other administration	5.4	4.2	1.2	2.6	3.2	-0.6
Committee work and meetings	4.6	4.4	0.2	2.1	3.6	-1.5

## Faculty Personal Goals

St. John's faculty view *developing a meaningful philosophy of life* (77%) and *helping others who are in difficulty* (75%) as essential and very important personal goals. In general, they increased from 2004 except *developing a meaningful philosophy of life*. The top five St. John's faculty personal goals of are shown in Table 5.

Table 5. Top Five Faculty Personal Goals

Personal goals noted as ESSENTIAL or VERY IMPORTANT	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Developing a meaningful philosophy of life	77	74	3	79	68	11
Helping others who are in difficulty	75	68	7	73	61	12
Raising a family	70	73	-3	64	73	-9
Becoming an authority in my field	69	66	3	61	66	-5
Helping to promote racial understanding	61	53	8	56	52	4

## Faculty View of Education Goals for Undergraduates

As noted in table 6, St. John's faculty and the peer group have similar views of educational goals for undergraduate students. Essentially all of St. John's faculty consider developing students' ability to think critically; helping students evaluate the quality and reliability of information;; and promoting the ability to write effectively; as essential or very important educational goals for undergraduate students.

Table 6. Faculty Perception of Top Five Education Goals for Undergraduate Students

Goals noted as VERY IMPORTANT or ESSENTIAL	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Develop ability to think critically	99	99	0	99	99	-1
Help students evaluate the quality and reliability of information	99	98	1	-	-	-
Promote ability to write effectively	97	96	1	86	87	-1
Help master knowledge in a discipline	96	94	2	93	94	-1
Teach students tolerance and respect for different beliefs	88	83	5	67	52	15

## Faculty Perceptions about the University

A larger percentage of St. John's faculty than the peer group (74% vs. 64%) think that their institution should take responsibility for educating under-prepared students (table 7). About two-fifths of St. John's faculty feel that most of the students lack the basic skills for college level work (43%), compared to 18% of the peer group, and a quarter of St. John's faculty agree that the University should **not** offer remedial education (27%), compared to 35% of the peer group. Interestingly only 62% of our faculty believe that students are strongly committed to community service versus 76% of the peer group.

Table 7. Faculty Perceptions about the University

<b>STRONGLY AGREE or AGREE with the following</b>	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
My teaching is valued by faculty in my department	93	90	3	78	84	-6
There is adequate support for integrating technology in my teaching	91	90	1	88	78	10
Faculty here are strongly interested in the academic problems of undergraduates	85	90	-5	72	83	-10
Faculty are interested in students' personal problems	79	85	-6	75	79	-4
My values are congruent with the dominant institutional values	79	77	2	75	69	6
This institution takes responsibility for educating under-prepared students	74	64	10	70	52	18
This institution should hire more faculty of color	69	74	-5	49	46	3
Most students are strongly committed to community service	62	76	-14	37	52	-15
This institution should hire more women faculty	58	66	-8	40	47	-7
Racial and ethnic diversity should be more strongly reflected in the curriculum	55	55	0	51	51	0
Faculty are sufficiently involved in campus decision making	47	48	-1	32	48	-16
Most of the students I teach lack the basic skills for college level work	43	18	25	48	16	32
This institution should <b>not</b> offer remedial/developmental education	27	35	-8	19	36	-18

## Faculty View on University Priorities

There was a significant increase in the percentage of St. John's faculty who believe developing a sense of community among students and faculty is a very high priority for the University, up from 54% to 71%, as evident in table 8. The same is true of promoting the intellectual development of students, up from 72% to 85%. A much higher percentage of St. John's faculty than the peer group (71% vs. 54%) believe that developing an appreciation for multiculturalism is a top priority; likewise, 75% of St. John's faculty versus 63% of our peer group believe that facilitating student involvement in community service is a priority.

Table 8. Faculty View on University Priorities

Issues believed to be HIGH or HIGHEST PRIORITIES	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
To promote the intellectual development of students	85	89	-4	72	92	-20
To enhance the institution's national image	79	79	0	79	83	-4
To facilitate student involvement in community service	75	63	12	-	-	-
To help students examine and understand their personal values	74	71	3	-	-	-
To develop an appreciation for multiculturalism	71	54	17	-	-	-
To develop a sense of community among students and faculty	71	60	11	54	62	-8

## Job Satisfaction

The overall job satisfaction rate of St. John's faculty remained flat at 79% from 2004 to 2007. As Table 9 reveals, all but one of the highest rated items appeared on the survey form for the first time in 2007. St. John's and the peer group compared favorably in terms of the highest rated items; however, St. John's faculty had much lower satisfaction with the items at the bottom.

Table 9. Faculty Job Satisfaction

SATISFIED or VERY SATISFIED with the following	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Overall job satisfaction (St. John's success measure)	79	79	0	79	80	-1
<b>Most Satisfied</b>						
Freedom to determine course content	92	92	0	-	-	-
Autonomy and independence	87	86	1	83	89	-6
Job security	83	78	5	-	-	-
Course assignments	81	85	-4	-	-	-
<b>Least Satisfied</b>						
Availability of child care at this institution	8	34	-26	2	33	-31
Office/lab space	44	68	-24	37	72	-35
Quality of students	55	74	-19	43	75	-32
Salary	57	53	4	-	-	-

## Teaching Methods

The percentage of faculty who use extensive lecturing decreased from 59% in 2004 to 48% in 2007, and the percentage of faculty who adopted cooperative learning (small groups) increased from 37% to 44%. The use of other teaching methods has remained flat or dropped; the most significant drops were: essay exams (from 69% to 49%), group projects (from 31% to 25%), and reflective writing/journaling (from 25% to 19%).

Table 10. Teaching Methods

Teaching methods used in undergraduate classes	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Class discussion	78	83	-5	79	81	-2
Using real-life problems	51	54	-3	-	-	-
Using student inquiry to drive learning	49	46	3	-	-	-
Essay exams	49	47	2	69	62	8
Extensive lecturing	48	50	-2	59	56	3
Term/research papers	46	47	-1	44	42	2
Student presentations	44	42	2	48	48	0
Cooperative learning (small groups)	44	53	-9	37	40	-3
Grading on a curve	15	20	-5	23	26	-3
Student-selected topics for course content	13	16	-3	17	15	2

## 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 taught service learning courses in Fall 2007; 11% did not teach any in Fall 2007 but had taught one in the past; and 10% had never taught one but planned to teach one in the future.

Table 11a indicates that over 80% of St. John's faculty have the view that both the President and Provost support service learning, and 74% believe their department chairs do. About four-fifths of St. John's faculty are aware of the support in the University to coordinate and assist faculty integrating service learning into courses. These percentages represent significant increases over faculty responses in the 2004 survey.

Table 11a. Service Learning

VERY or SOMEWHAT DESCRIPTIVE of the University	STJ 07	STJ 04
The Chief Academic Officer/Provost supports academic-service learning.	92	72
The President supports academic-service learning.	85	71
My department chair supports academic-service learning.	74	62
Faculty members in my department teach academic-service learning courses.	62	59
There is support (i.e., a center or staff) to coordinate and assist faculty members integrating service learning into courses.	83	68
The promotion and tenure system deters faculty from engaging in service learning.	34	29

Table 11b reveals that there is a decrease in the percentage of St. John's faculty who can easily and readily integrate the social teachings of the Church, from 32% to 26%. Additionally, 14% more faculty reported that they are very or somewhat familiar with the life and teaching of St. Vincent de Paul, from 72% to 86%.

Table 11b. Service Learning and other Mission-Related Issues

<b>STRONGLY or SOMEWHAT AGREE with the following</b>	STJ 07	STJ 04
St. John's University faculty have an obligation to cultivate a sense of social justice within our students.	86	89
Academic-service learning is an effective way to address the civic dimensions of disciplines/professions.	80	73
The teaching of course content is enhanced through the use of service learning.	68	65
My primary disciplinary/professional association actively supports academic-service learning.	50	44
Academic-service learning enhances my personal contribution to the Vincentian Mission of the University.	67	55
<b>VERY or SOMEWHAT FAMILIAR with the following</b>		
University's Vision Statement?	97	86
The life and teaching of St. Vincent de Paul?	86	72
Easily and readily integrates the social teachings of the Church.	26	32

## Faculty View on Issues in Higher Education

As shown in table 12, A higher percentage of St. John's faculty (64%) believe that colleges should be concerned with facilitating undergraduate students' spiritual development than our peer group (56%); however, this is a much smaller difference than in 2004 (61% vs. 37%). A smaller percentage of our faculty believe tenure is an outmoded concept (23% vs. 32%). St. John's faculty have similar views on higher education as the peer group around other issues in higher education.

Table 12. Faculty View on Issues in Higher Education

<b>STRONGLY or SOMEWHAT AGREE with the following</b>	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
A racially/ethnically diverse student body enhances the educational experience of all students	95	93	2	88	91	-4
Colleges should encourage students to be involved in community service activities	93	89	4	88	83	5
Colleges have a responsibility to work with their surrounding communities to address local issues	86	86	0	82	80	2
Community service should be given weight in college admission decisions	68	71	-3	-	-	-
Colleges should be actively involved in solving social problems	67	72	-5	71	68	3
Colleges should be concerned with facilitating undergraduate students' spiritual development	64	56	8	61	37	24
Tenure is an outmoded concept	23	32	-9	-	-	-
Realistically, an individual can do little to bring about changes in society	21	21	0	19	20	-1



## Faculty Stress

As evident in table 13, St. John's faculty share some of the same sources of stress as the peer group, including self-imposed high expectations (74%), managing household responsibilities (71%), lack of personal time (69%), and institutional procedures and "red tape" (69%). A higher percentage of St. John's faculty have stress in working with under-prepared students than the peer group (54% vs. 45%); however, this difference is less prominent than in 2004 (62% vs. 34%).

Table 13. Faculty Stress

Sources of Faculty Stress	STJ 07	Peer 07	Differ	STJ 04	Peer 04	Differ
Self-imposed high expectations	74	79	-5	73	80	-7
Managing household responsibilities	71	71	0	69	73	-4
Lack of personal time	69	73	-4	67	72	-5
Institutional procedures and "red tape"	69	67	2	61	61	0
Research or publishing demands	64	68	-4	66	69	-3
Working with underprepared students	54	45	9	62	34	28
Personal finances	57	61	-4	59	54	5

## Summary and Conclusions

St. John's University's faculty members believe 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. 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, student selected topics for course content have also been enhanced. However, as compared to the peer group, St. John's faculty are less active in working with student or engaging them on research projects; teaching a service learning course; and collaborating with the local community in research or teaching. Faculty also are less satisfied with their office or lab space.

The results of the HERI Faculty survey results are the perceptions of faculty about the University, job satisfaction, education and personal goals, teaching and research interests, and other activities. The data are very useful, and can be used with other data for action plans and improvement purposes. Please share any initiatives you develop to respond to these results, with Dr. Piyaporn Nawarat, Associate Director of Institutional Assessment, in the Office of Institutional Research at [NawaratP@stjohns.edu](mailto:NawaratP@stjohns.edu).