

PRIORITIES

Diversity:

St. John's faculty members have indicated that creating a diverse multi-cultural campus environment is the second highest priority of the institution (81%). Peer comparison institutions rate this priority much lower (48%).

- More than two-thirds of STJ faculty (72%) believes that it is a priority to develop an appreciation for multiculturalism, much higher than peer comparison institutions (43%).
- More than half of STJ faculty (58%) believes that the university should recruit more minority students, which is higher than peer comparison institutions (47%).
- Consistent with faculty data, NSSE data indicate that more than two-thirds (68%) of STJ first-year and senior students agree that their campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds, which is significantly higher than peer comparison institutions (55%).

Community Service:

St. John's faculty members have indicated that facilitating involvement in community service is the highest priority of the institution (83%), which has not changed from 2007. This is a much less important priority for peer comparison institutions (44%). In addition, STJ faculty spends on average 2 hours per week in community service as compared to more than half (55%) their peer institutions who responded "none" when asked how frequently they perform community or public service per week.

- The majority of STJ faculty (74%) believes it is essential or very important to serve the community, which is much higher than their peer comparison institutions (57%)
- STJ faculty have taught a service learning course in the past two years (40% ▲) much more frequently than their peer comparison institutions (15%)
- Consistent with faculty data, NSSE data shows that over one-third (37% ▲) of STJ first-year and senior students have participated in a community-based project as part of a regular course, which is significantly higher than comparison peer students (17%)

Values retrieved from the 2010 and 2007 Higher Education Research Institute (HERI) at UCLA Faculty Survey. All percentages remained consistent across years unless otherwise noted ▲ denotes an increase from 2007; ▼ denotes a decrease from 2007 *2012 and 2008 National Survey of Student Engagement (NSSE) values used.



2012 Full Time Faculty Profile

DEMOGRAPHICS

- **663** Total Full Time Faculty Members
 - **57%** male, **43%** female
 - **25%** are Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian, Alaska Native or Two or More Races
 - An increase from **23%** in 2008, meeting our institutional goal
 - **47%** Roman Catholic
 - **18%** under 40 years of age, **45%** between 40-59, **37%** 60 years and older
- **829** Total Part Time Faculty Members
- Years of Employment
 - **29%** 5 or less, **36%** 6-20 years, **20%** 21-30 years, **16%** 30+
- Tenure Status
 - **69%** tenured, **22%** tenure track, **9%** not applicable
- Academic Rank
 - **29%** professor, **45%** associate professor, **24%** assistant professor, **2%** instructor
 - **92%** have a terminal degree

ACADEMIC BREAKDOWN

- School/College
 - Professor Breakdown
 - **40%** St. John's College, **7%** School of Education, **15%** TCB, **14%** Pharmacy, **13%** CPS, **8%** Law School, **3%** Library
 - Student Breakdown
 - **27%** St. John's College, **12%** School of Education, **15%** TCB, **15%** Pharmacy, **25%** CPS, **6%** Law School

VINCENTIAN HERITAGE

STJ faculty members have higher ratings than peer comparison groups on several items that are closely related to the Vincentian mission of the institution. More than two-thirds of the faculty believes that colleges should be concerned with facilitating undergraduate students' spiritual development (67%). In addition, more than three-quarters (84%) believes that developing moral character, enhancing students' self-understanding and their knowledge and appreciation of other racial/ethnic groups are essential educational goals for undergraduate students.

TEACHING

Almost all (95%+) of St. John's faculty members have consistently agreed across years and with peer comparison institutions that top educational goals for undergraduate students include: developing the ability to think critically, evaluating the quality and reliability of information, mastering knowledge of a discipline, and promoting ability to write effectively.

Between 2007 and 2010-11, STJ faculty members continue to enhance their instructional teaching methods to incorporate more engaging practices:

- The use of class discussions (87% ▲) and are now on par with peer school comparison institutions
 - The use of real-life problems (69% ▲), which is significantly higher than peer school comparison institutions (47%)
 - Cooperative learning in small groups (56% ▲), and are now on par with peer school comparison institutions
- St. John's faculty members indicate that preparing students for employment after college is essential (90%), a goal that our peer institutions find less important (72%).
 - More than a third (38%) of STJ faculty received incentives to integrate new technology into their classrooms versus less than a quarter at peer institutions (17%). Further, over three-quarters (83% ▲) of STJ faculty indicated they are rewarded for their efforts to use instructional technology as compared to just over two-thirds (64%) of peer comparison institutions.

- While more than one-third (39%) of STJ faculty report having 3 or more of their professional writings published in the last two years, only one-third (30% ▼) indicate that they have received internal grants for research, and only 9% have received external funding for their work. This is compared to two-thirds (60%) of peer institutions publishing, more than half receiving internal grants (52%) and 34% receiving external funding for their work.
- One-quarter (25%) indicate that hiring faculty "stars" is a priority, as compared to over three-quarters of peer institutions (66%).

INTELLECTUAL DEVELOPMENT

Promoting the intellectual development of students is ranked as the third highest priority for both STJ faculty (76% ▼) and peer comparison institutions (85%).

- Only one-third of STJ faculty feels that most students are well-prepared academically. Similarly, less than half of STJ faculty feels that most of the students they teach lack basic skills necessary for college level work. Both of these items are significantly different than peer comparison institutions, as noted below. Although many believe that student preparedness remains an institutional challenge, three-quarters of STJ faculty also believe that St. John's takes responsibility for educating underprepared students, a significantly higher rate than peer institutions.

	Agree Strongly/Agree Somewhat	STJ	Peer
Most students I teach lack the basic skills for college level work		44%	17%
Faculty feel that most students are well-prepared academically		32%	67%
This institution takes responsibility for educating underprepared students		77%	56%

- STJ faculty rate 'enhancing the institution's national image' as the fourth most important priority (74%), while peer institutions rate it as the first priority (90% ▲). Further, the second most important priority for peers is 'increasing or maintaining institutional prestige' (87% ▲). Institutional prestige did not appear in STJ faculty top 5 priorities in 2010 (69%).