



2014 HERI Faculty Survey Results

Introduction

In Spring 2014, St. John's University participated in the HERI Faculty Survey for the fifth time (previous years: 1998, 2001, 2004, 2007, 2010). 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 149 (27%) full-time and 59 (9%) 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 2014 data are compared with the data of the 2010 survey and peers institutions. Unless explicitly stated, all values in the tables below are in percentages of full-time undergraduate faculty respondents.

Highlights of Results

- All or almost all St. John's faculty indicated the following as *Essential/Very Important*: *develop the ability to think critically, promote the ability to write effectively, prepare students for employment after college, teach students tolerance and respect for different beliefs, and prepare students for graduate or advanced education.*
- A significant amount of St. John's faculty *strongly/somewhat agreed* that: *colleges have a responsibility to work with their surrounding communities to address local issues* (89%), *faculty are committed to the welfare of this institution* (89%), and *faculty here are strongly interested in the academic problems of undergraduates* (83%).
- 85% of faculty used classroom discussions in *all/most* of their courses as a pedagogical practice. A significant amount of faculty also used *real-life problems* (80%) and *techniques for an inclusive classroom environment for diverse students* (70%).
- Faculty indicated, in the Institutional Support and Resources theme, that the most common form of professional development that they took part in was having travel funds paid by the institution (75%).
- In regards to Diversity, St. John's faculty expressed that *developing an appreciation for multiculturalism* was of the Highest/High Priority (75%). In addition, two-thirds of faculty indicated that *developing a sense of community among students and faculty* was a high priority (66%).

- In regards to Satisfaction, faculty indicated that they were very satisfied/satisfied with *Health Benefits* (93%), *Freedom to determine course content* (93%), *Retirement Benefits* (85%), *Course Assignments* (84%), and *Autonomy and Independence* (84%).

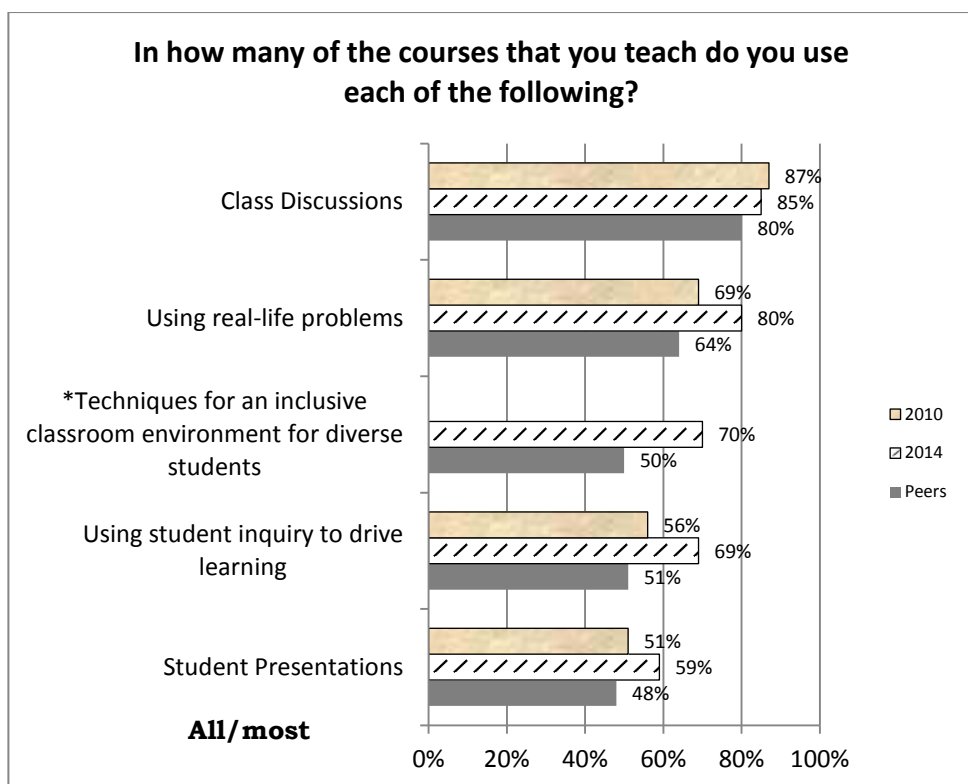
DETAILED SURVEY RESULTS

In 2014, HERI grouped survey items/results into the following twelve themes to help institutions better understand the data gathered by the administration of the survey: 1) Professional Practice: Teaching; 2) Professional Practice: Scholarship; 3) Professional Practice: Service; 4) Institutional Support and Resources; 5) Goals for Undergraduate Education; 6) Diversity; 7) Satisfaction; 8) Institutional Priorities; 9) Interaction with Students; 10) Habits of Mind, Health and Wellness; and 12) Relationship with Administration. Unless explicitly stated, items in the charts are the top 5.

1. Professional Practice: Teaching

These items relate to use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments.

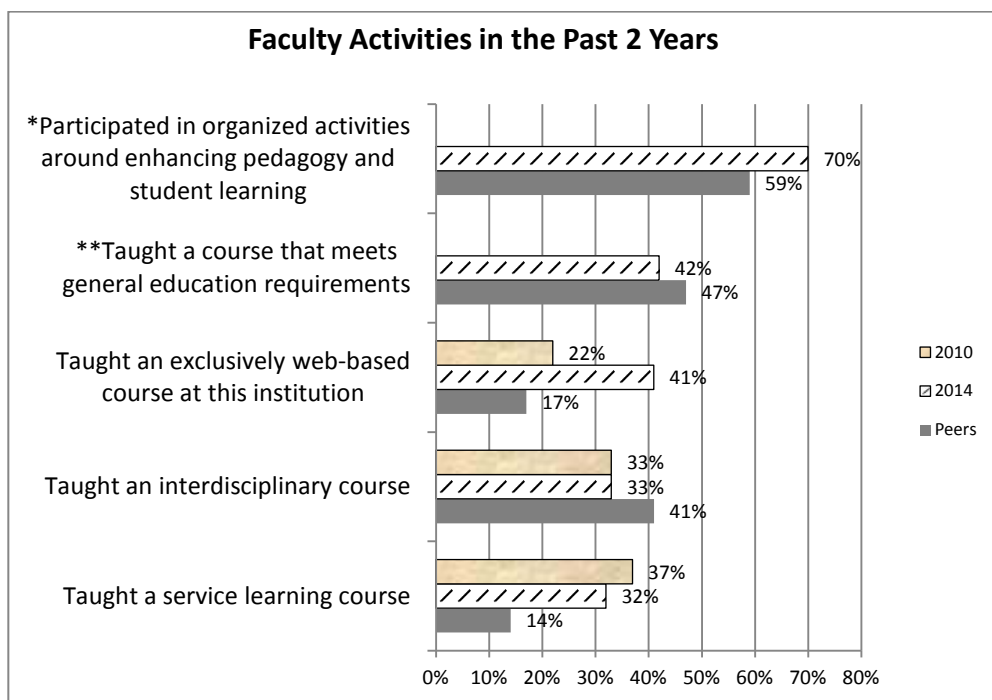
Figure 1a



As shown in Figure 1a, St. John's faculty used *class discussions* (85%) in *all/most* of their classes in 2014 (decreased from 87% in 2010) and slightly higher than peers (80%). Furthermore, 80% of St. John's faculty *using real-life problem in all/most of their classes* was 11% increased from 2010 and 16% higher than peers. Average of 10% increased of faculty using *student inquiry to drive learning and student presentations* in 2014 and approximately 15% higher than peers. Finally, using techniques to create an inclusive classroom environment for diverse students (70%) was 20% higher than peers.

*New response option added in 2014.

Figure 1b



*Changed from “participated in a teaching enhancement workshop.” Was 72% in 2010 for SJU faculty and 46% for peers.

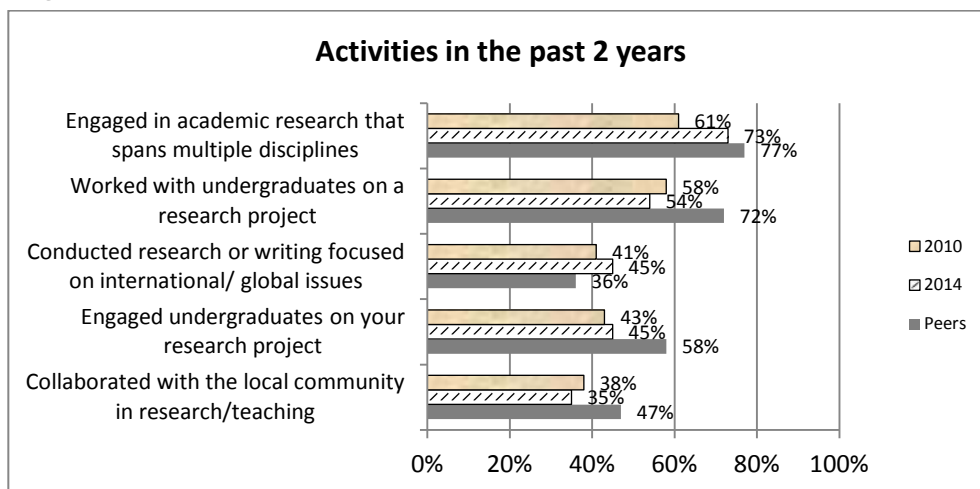
**New response option in 2014.

Figure 1b illustrates that in 2014, 70% of SJU faculty participated in organized activities around enhancing pedagogy and student learning, which was 11% higher than peers. Furthermore, 42% of SJU faculty taught a course that meets general education requirements, which was 5% lower than peers. Faculty who taught an exclusively web-based and service learning course were significantly higher than peers (41% to 17%, and 32% to 14%, respectively). Lastly, faculty who taught an interdisciplinary course were 11% lower than peers (33% to 41%; no change from 2010).

2. Professional Practice: Scholarship

These items relate to faculty's involvement and opinions about activities associated with the scholarship component of faculty work.

Figure 2



The 2014 data indicate that St. John's faculty increased *in engaging in academic research that spans multiple disciplines* when compared to 2010 (73% vs. 61%). There were also small increases in conducting research/writing on international/global issues, and engaging undergraduates on research projects (4% and 2%, respectively). Working with undergraduates and collaborating with the local community in research/teaching decreased slightly (4% and 3%, respectively).

3. Professional Practice: Service

These items relate to faculty's involvement and opinions about activities associated with the service component of faculty work.

- In 2014, 33% of SJU faculty spent 5 or more hours on *advising and counseling students*, which is significantly lower than 2010 responses (43%) and lower than peers (37%). SJU

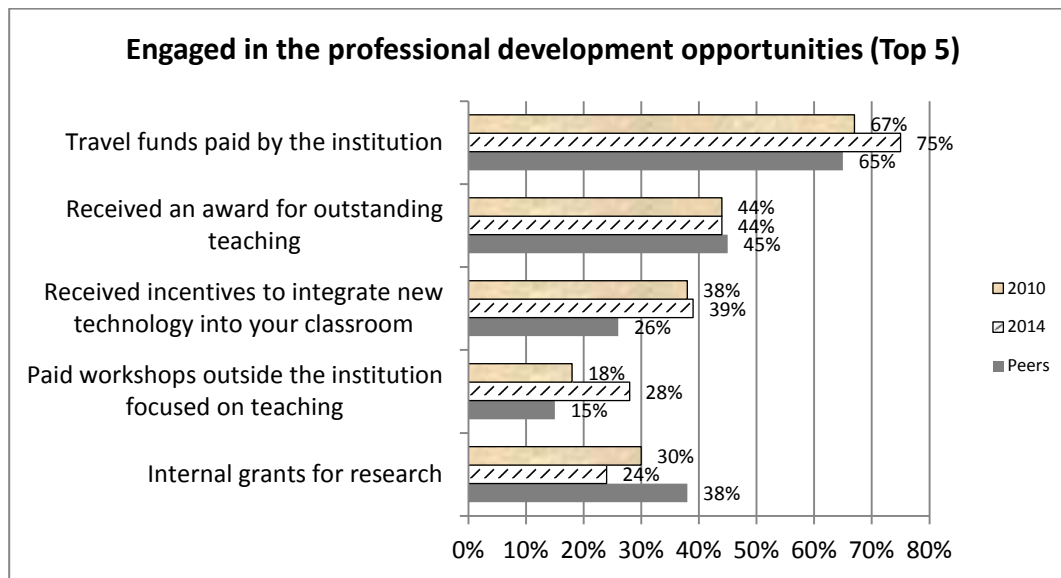
Faculty also spent less time on *committee work and meetings* (28%) compared to 2010 (37%) and lower than peers (38%).

- More than half of SJU faculty spent 1 hour or more on *community or public service* in both 2010 and 2014 and on par with peers (52%).

4. Institutional Support and Resources

These items gauge faculty involvement and opinions regarding professional development and support for faculty available on campus.

Figure 3



From 2010 to 2014, SJU faculty responses remained mostly consistent for these areas relating to faculty involvement and opinions regarding professional development and support, *with travel funds paid by the institution* in the top spot. There was a 10% increase in paid workshops outside the institution focused on teaching from 2010 to 2014.

- In 2014, almost all SJU faculty indicated that *there is respect for the expression of diverse values and beliefs* (somewhat/very descriptive 94% vs. 86% of peers), *faculty are rewarded for their efforts to use instructional technology* (82% vs. 68%), and *faculty are rewarded for being good teachers* (77% vs. 66%).
- Also, there were increases in agreement of the following statements from 2010: *my teaching is valued by faculty in my department* (90% vs. 86%) and *my research is valued by faculty in my department* (83% vs. 74%). There was a decrease in *there is adequate support for faculty development* (62% vs. 73%).

5. Goals for Undergraduate Education

These items gauge faculty opinion regarding common goals for undergraduate education.

Figure 4

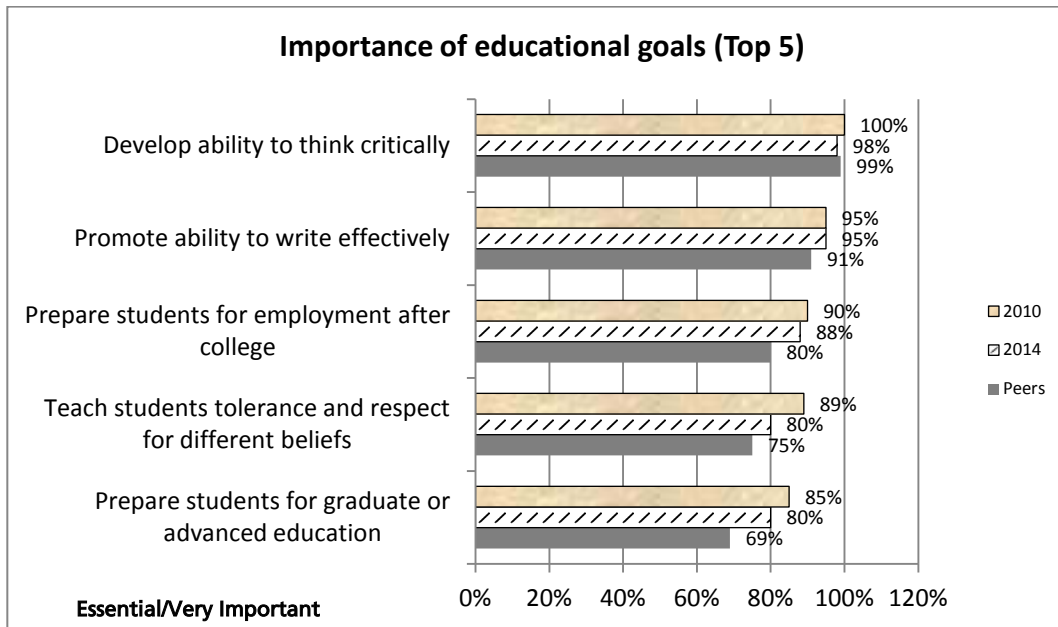


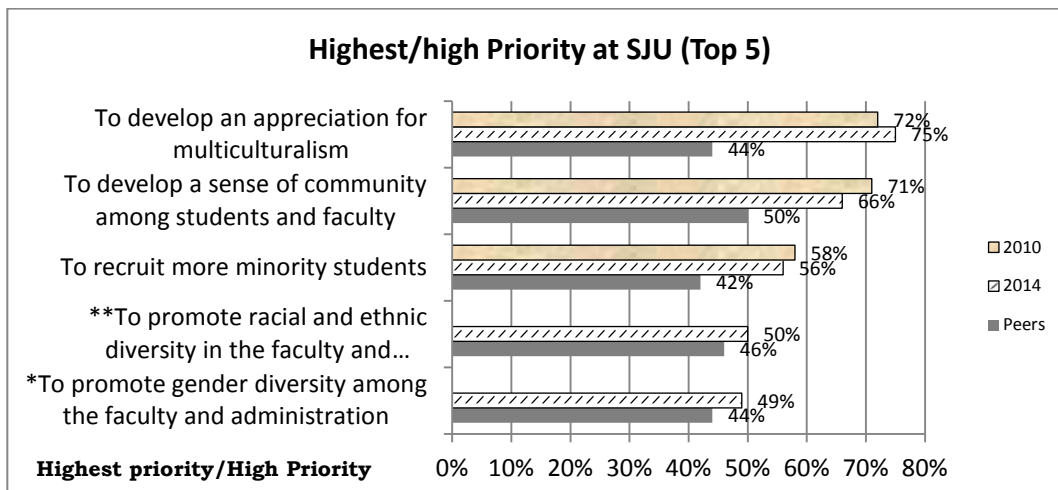
Figure 4 indicates top 5 educational goals in 2014 compared to 2010. In 2014, all/almost all of SJU faculty and peers viewed developing ability to think critically, promote ability to write effectively, and prepare students for employment after college as the most important undergraduate educational goals.

- A lower percentage of SJU faculty in 2014 (68%) than in 2010 (77%), but higher than peers (59%) indicated that they *agree somewhat/strongly* with the following: *this institution takes responsibility for educating underprepared students*.
- In 2014, SJU faculty believed *promoting the intellectual development of students* (63%) and *Developing leadership ability among students* (62%) were *highest/high priorities* at St. John's which decreased from 76% and 64% in 2010. For peers, they are higher (80%) and lower (49%) in 2014, respectively.

6. Diversity

These items relate to social attitudes and experiences with diversity on campus.

Figure 5



As shown in Figure 5, SJU faculty in 2014 and 2010 share similar views of social attitudes and experiences with diversity on campus. SJU faculty rated their priorities higher than peers ranging from 4% to 31%: *develop an appreciation for multiculturalism* rated highest.

*Promote gender diversity among the faculty and administration changed from promote gender equity among faculty in 2010 (SJU; 49%, Peers: 48%).

**Added 2014.

Table 1

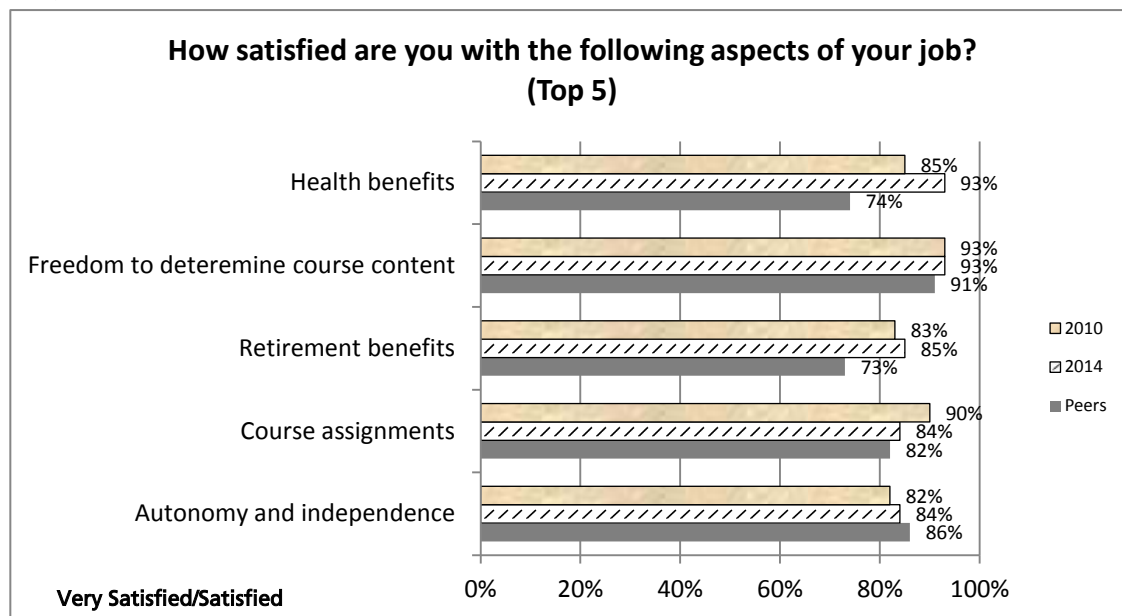
Indicate the extent to which you agree or disagree with each of the following: (<i>Agree strongly/somewhat</i>)	St. John's		Peers 2014
	2010	2014	
A racially/ethnically diverse student body enhances the educational experience of all students	96%	96%	95%
Faculty here are strongly interested in the academic problems of undergraduates	88%	83%	78%
Racial and ethnic diversity should be more strongly reflected in the curriculum	59%	76%	61%
This institution takes responsibility for educating underprepared students	77%	68%	59%
There is a lot of campus racial conflict here	6%	4%	11%

As shown in Table 1, St. John's faculty *agreed strongly/somewhat* with most diversity areas and were higher than peers in 2014.

7. Satisfaction

These items gauge satisfaction with various aspects of the faculty experience.

Figure 6



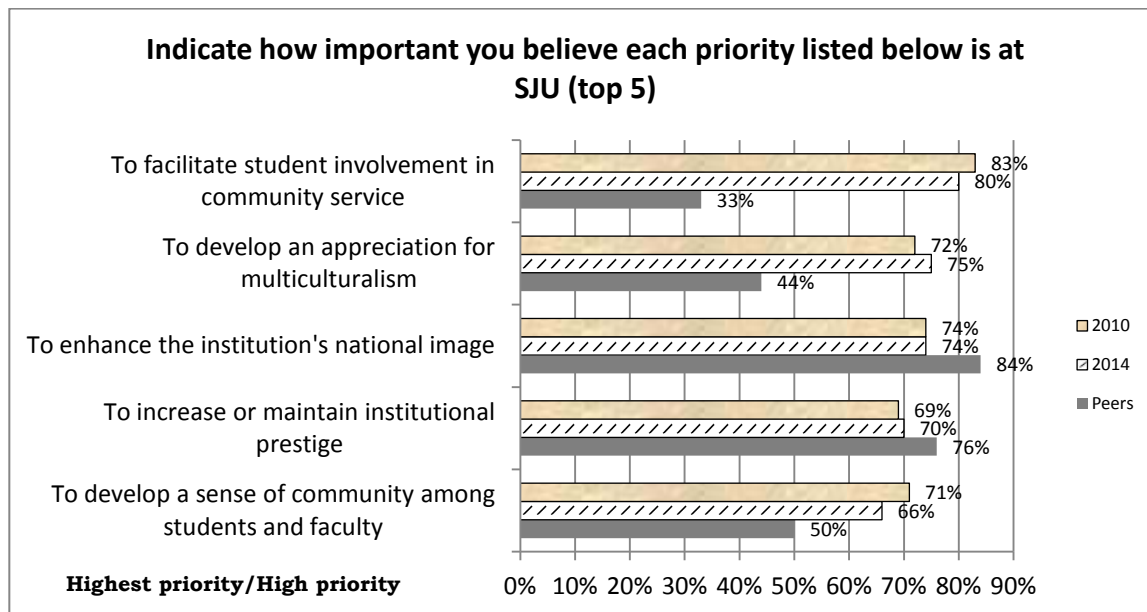
SJU faculty indicating very *satisfied/satisfied* in 2014 are similar to the responses in 2010 but higher than peers in all areas except *autonomy and independence*. *Health benefits* and freedom to determine course content had the highest percent of satisfied responses, followed by retirement benefits.

- It might be worth noting that SJU faculty rated *Availability of child care at this institution* the lowest in 2014 (5%) and 2010 (6%) as compared to peers (24%).
- Responses indicating SJU faculty's desire to leave this institution have remained about the same, but lower than peers in 2010 and 2014 for *considered leaving for another institution* (32%/33% vs. 51%). There was a slight decrease in 2014 for *considered leaving academe for another job* (22%/18% vs. 34%).

8. Institutional Priorities

These items gauge faculty opinion on various types of institutional priorities.

Figure 7a



SJU faculty in 2014 had an increase in agreement of priority for *develop an appreciation for multiculturalism*, and it was much higher than peers (75% vs. 44%). There was a 5% decrease in *develop a sense of community among students and faculty*.

Table 2

Please indicate your agreement with each of the following statements: <i>(Agree strongly/somewhat)</i>	St. John's		Peers 2014
	2010	2014	
Colleges have a responsibility to work with their surrounding communities to address local issues	89%	89%	89%
Faculty are committed to the welfare of this institution	89%	89%	87%
Faculty here are strongly interested in the academic problems of undergraduates	88%	83%	78%
Racial and ethnic diversity should be more strongly reflected in the curriculum	59%	76%	61%

As shown above, in 2014 SJU faculty generally responded the same as in 2010 or their peers, except *racial and ethnic diversity should be more strongly reflected in the curriculum* (76% in 2014 vs. 61% for peers). Furthermore, this area increased 17% from SJU respondents in 2010 (59%).

9. Interaction with Students

These items relate to the amount and types of interactions faculty have with students on campus.

Table 3

Items Related to Interaction with Students	St. John's		Peers 2014
	2010	2014	
During the past two years, have you engaged in any of the following activities? (Yes)			
Advised student groups involved in service/volunteer	50%	58%	48%
Worked with undergraduates on a research project	58%	54%	72%
Engaged undergraduates on <u>your</u> research project	43%	45%	58%
Supervised an undergraduate thesis	16%	18%	41%
Indicate how well each of the following describes your college or university: (Very/Somewhat Descriptive)			
It is easy for students to see faculty outside of regular office hours	91%	81%	91%
Faculty are rewarded for being good teachers	65%	77%	66%
Indicate the extent to which you agree or disagree with each of the following (top 5): (Agree Strongly/Somewhat)			
*I encourage all students to approach me for help	N/A	100%	99%
*In my classroom, there is no such thing as question that is too elementary	N/A	92%	91%
*All students have the potential to excel in my courses	N/A	91%	89%
*It is primarily up to individual students whether they succeed in my courses	N/A	88%	89%
Faculty here are strongly interested in the academic problems of undergraduates	88%	83%	78%

*Added 2014

- There was about an 8 point increase in 2014 compared to 2010 for *advised student groups involved in service/ volunteer*. However, all items for SJU within this category were lower than peers.
- There was a 12% increase from 2010 in somewhat/very descriptive responses for *faculty are awarded for being good teachers*, and was 11% higher than peers. The other item, *it is easy for students to see faculty outside of regular office hours*, decreased by 10%, and was also 10% lower than peers.
- The items *I encourage all students to approach me for help*, *in my classroom, there is no such thing as a question that is too elementary*, *all students have the potential to excel in my courses*, and *it is primarily up to individual students whether they succeed in my courses* were added in 2014, and were on par with peers. The item *faculty here are strongly interested in the academic problems of undergraduates* decreased by 5% from 2010, but was still 5% higher than peers.

10. Habits of Mind

These items illustrate the extent to which faculty ask students to engage in the behaviors and traits associated with academic success.

Table 4

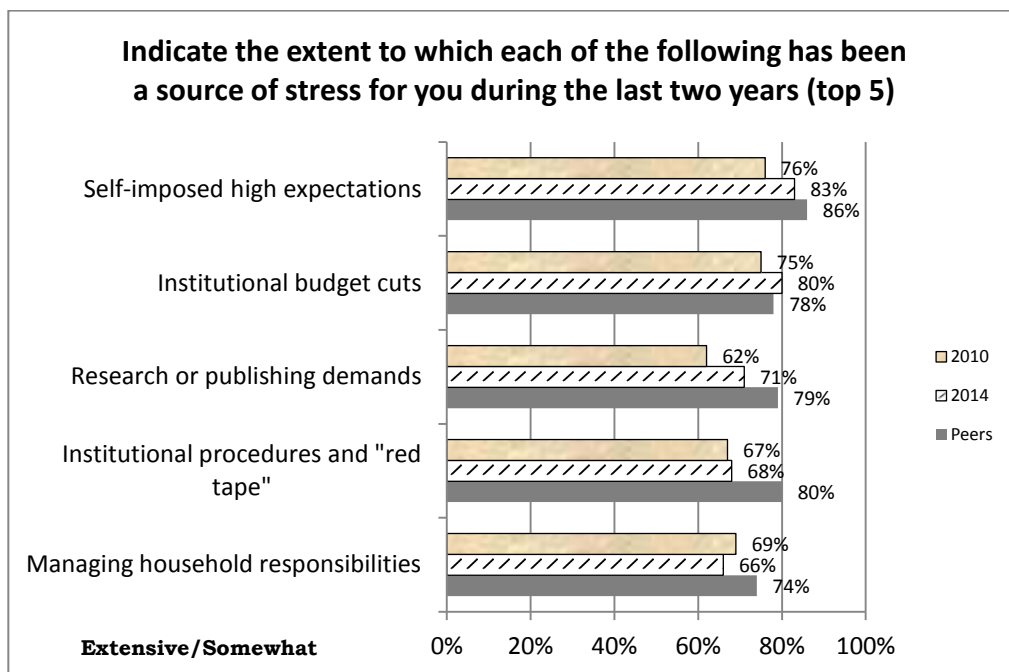
In your interactions with undergraduates, how often do you encourage them to: <i>(Frequently/Occasionally)</i> – Top 5	St. John's		Peers 2014
	2010	2014	
Ask questions in class	100%	100%	98%
Support their opinions with a logical argument	99%	97%	97%
Seek solutions to problems and explain them to others	99%	97%	95%
Evaluate the quality or reliability of information they receive	97%	96%	92%
Integrate skills and knowledge from different sources and experiences	98%	95%	94%

SJU faculty and peers frequently/occasionally encouraged undergraduates to engage in all activities listed in the table above, with *Ask questions in class* being the most frequent for both groups.

11. Health and Wellness

These items gauge faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress.

Figure 8



As shown in Figure 8, there was increase in stress in each category except *Managing household responsibilities*, which decreased by 3 %. All categories were lower than peers except Institutional budget cuts, which was 2% higher.

12. Relationship with Administration

These items relate to faculty perception and experience with the campus administration.

Table 5

Items related to faculty perception and experience with the campus administration.	St. John's		Peers 2014
	2010	2014	
Indicate how well each of the following describes your college or university: (Very descriptive/Somewhat descriptive)			
The faculty are typically at odds with campus administration	68%	71%	68%
Administrators consider faculty concerns when making policy	61%	53%	64%
The administration is open about its policies	62%	50%	61%
Please indicate the extent to which each of the following has been a source of stress for you during the last two years: (Extensive/Somewhat)			
Institutional procedures and "red tape"	67%	68%	80%
Colleagues	47%	41%	56%
Indicate the extent to which you agree or disagree with each of the following: (Agree strongly/Agree somewhat)			
The criteria for advancement and promotion decisions are clear	74%	73%	73%
Student Affairs staff have the support and respect of faculty	78%	64%	76%
Faculty are sufficiently involved in campus decision making	39%	51%	50%

- There was a slight increase for *faculty are typically at odds with campus administration* and higher than peers, and there was significant decrease for *administrators consider faculty concerns when making policy* and lower than peers. Similarly, the percentage also decreased for *the administration is open about its policies* and lower than peers.
- SJU faculty and peers consistently agreed strongly/somewhat with *the criteria for advancement and promotion decisions are clear*. There was a significant decrease in *student affairs staff have the support and respect of faculty*, and also lower than peers. Lastly, there was an increase in *faculty are sufficiently involved in campus decision making*, and on par with peers.

Summary and Conclusions

St. John's University's faculty members and private institutions find developing the ability to think critically and promoting the ability to write effectively to be essential educational goals. St. John's faculty also indicate that developing an appreciation for multiculturalism is a high priority. They also report high levels of satisfaction regarding health benefits and the freedom to determine course content. Teaching styles such as class discussion and using real-life problems are frequently used in the classroom.

The results of the HERI Faculty survey 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 Steven Glogocheski, Associate Director of Academic Assessment, in the Office of Institutional Research at glogochs@stjohns.edu.