Center for Teaching and Learning

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

Presented by:
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Institutional Research and Assessment

2004
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%)
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

Percentage of Faculty that Strongly or Somewhat Agreed with Statement about the University

- Faculty of color are treated fairly
- Women faculty are treated fairly here
- Teaching is valued by faculty in department
- Faculty are committed to welfare of institution
- Faculty interested in academic problem of undergraduates
- Faculty interested in students personal problems
- Students are well-prepared academically

St. John’s University
Private Universities
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

- Develop ability to think clearly
- Develop moral character
- Prepare students for employment after college
- Enhance students’ self-understanding
- Enhance students’ knowledge of and appreciation for other racial/ethnic groups
- Help students develop personal values
- Prepare students for graduate or advanced education

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

- **Class discussions**: St. John's University significantly more than Private Universities.
- **Extensive lecturing**: Similar usage between St. John's University and Private Universities.
- **Independent projects**: More frequently used in St. John's University.
- **Computer or machine-aided instruction**: Less common in St. John's University.
- **Cooperative learning (small groups)**: Less common in Private Universities.

*Note: St. John's University and Private Universities are represented by different colors in the chart.*
HERI Faculty Survey
Differences in Evaluation Methods:

Evaluation Methods Used in Most/ All Undergraduate Classes

- Essay mid-term-finals: St. John's University 50%, Private Universities 50%
- Term/research papers: St. John's University 40%, Private Universities 50%
- Multiple-choice mid-terms-finals: St. John's University 30%, Private Universities 40%
- Competency-based grading: St. John's University 40%, Private Universities 50%
- Student presentations: St. John's University 30%, Private Universities 40%
## Faculty Activities and Workload

<table>
<thead>
<tr>
<th>PUBLICATION PRODUCTIVITY:</th>
<th>St. John’s</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles in Academic /Professional Journals</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Professional Writings Published / Accepted for Publication in last two years</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>Chapters in Edited Volumes</td>
<td>64%</td>
<td>71%</td>
</tr>
<tr>
<td>Books, Manuals, Monographs</td>
<td>53%</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPENT MORE THAN 8 HOURS / WEEK:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>53%</td>
<td>34%</td>
</tr>
<tr>
<td>Preparing for Teaching</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>Research / Scholarly Writing</td>
<td>42%</td>
<td>48%</td>
</tr>
</tbody>
</table>
### Percentage of Faculty Engaging in Teaching Activity in Past Two Years

<table>
<thead>
<tr>
<th>Activity</th>
<th>St. John’s (%)</th>
<th>Peer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with Undergrads on Research Project</td>
<td>57%</td>
<td>71%</td>
</tr>
<tr>
<td>• St. John’s: Males – 59%  Females – 51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in Teaching Enhancement Workshop</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>• St. John’s: Males – 44%  Females – 69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed/Collected Assignments on Internet</td>
<td>46%</td>
<td>55%</td>
</tr>
<tr>
<td>• St. John’s: Males – 41%  Females – 55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used Funds for Research</td>
<td>45%</td>
<td>63%</td>
</tr>
<tr>
<td>• St. John’s: Males – 44%  Females – 48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught Interdisciplinary Course</td>
<td>32%</td>
<td>48%</td>
</tr>
<tr>
<td>• St. John’s: Males – 35%  Females – 28%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Areas of Effective Educational Practice

Areas for Institutional Improvement
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

<table>
<thead>
<tr>
<th>Percentage of Faculty Who Believe That:</th>
<th>Baseline 01-02</th>
<th>Target Fall ’07</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promoting religious/spiritual development is a high institutional priority</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>• They have an obligation to cultivate a sense of social justice within their students</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>• Developing a moral character is important or essential</td>
<td>74%</td>
<td>80%</td>
</tr>
</tbody>
</table>
## Institutional Success Measures: Mission

<table>
<thead>
<tr>
<th>Percentage of Faculty Who:</th>
<th>Baseline 01-02</th>
<th>Target Fall '07</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are very/somewhat familiar with life and teachings of St. Vincent de Paul</td>
<td>66%</td>
<td>75%</td>
</tr>
<tr>
<td>• Can easily integrate social teachings of church into a course</td>
<td>33%</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Institutional Success Measures: Student Achievement

<table>
<thead>
<tr>
<th>% of faculty who believe that students are well-prepared academically.</th>
<th>Baseline 01-02</th>
<th>Target Fall ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22%</td>
<td>44%</td>
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<table>
<thead>
<tr>
<th>% of faculty who use:</th>
<th>Baseline 01-02</th>
<th>Target Fall ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive lecturing</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>Class discussions</td>
<td>66%</td>
<td>73%</td>
</tr>
<tr>
<td>Computer-aided instruction</td>
<td>32%</td>
<td>50%</td>
</tr>
<tr>
<td>Cooperative learning (small groups)</td>
<td>26%</td>
<td>50%</td>
</tr>
<tr>
<td>Group projects</td>
<td>18%</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Institutional Success Measures: Student Achievement (continued)

<table>
<thead>
<tr>
<th>Percent of faculty in agreement that the following are high/ the highest institutional priority:</th>
<th>Baseline 01-02</th>
<th>Target Fall ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase / Maintain Institutional Prestige</td>
<td>54%</td>
<td>76%</td>
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<td>Enhance Institution’s National Image</td>
<td>66%</td>
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<td>Promote Intellectual Development of Students</td>
<td>65%</td>
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Administrators and Staff

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