

Center for the Advancement of Teaching Administrative Staff Survey, April 2003

In April 2003, the Center for the Advancement of Teaching distributed a survey to nine members of Xavier's Administrative staff. The survey was designed to assist the Center in defining the kinds of support and initiatives it should provide Xavier's faculty. The results of the survey are given below.

What do you consider to be important ways to encourage or facilitate the work that faculty do to improve teaching and student learning?

Means to encourage or facilitate faculty work in teaching and learning	Frequency	Percent
Provide opportunities for collaboration among faculty members	4	80
Provide opportunities for faculty collaboration with expert staff members	3	60
Provide campus workshops, brown-bag discussions, colloquia, or forums	5	100
Provide opportunities to participate in teaching & learning projects or initiatives	5	100
Provide travel support to attend conferences symposia etc.	3	60
Have a teaching and learning expert staff member	1	20
Increase the University Library's holdings of teaching and learning-related books and journals	1	20
Have an endowed professorship for teaching and learning	1	20
Give awards for effective teaching or teaching and learning-related research	3	60
Give public recognition to faculty who make efforts to improve teaching and learning	3	60

What do you consider to be the best way(s) to facilitate faculty participation in teaching and learning projects or initiatives?

Means to facilitate faculty participation in teaching and learning projects	Frequency	Percent
Provide release time	3	60
Provide stipend	2	40
Provide consultation with expert staff members	2	40
Mini grant or block grant (i.e., a discretionary fund or grant award for example, implement a project purchase materials and equipment or hire student assistants)	5	100
Provide a structured framework or prescribed format for the project or initiative	2	40

The Center for the Advancement of Teaching should/should not focus on the following activities.

Activity	Response			
	Should focus on (percent)	Should not focus on (percent)	Don't know/ no opinion (percent)	No response (percent)
Classroom research (often referred to as "the scholarship of teaching and learning")	4 (80)	-	1 (20)	-
Teaching methods or instructional strategies	5 (100)	-	-	-
Integration of technology into the classroom (but not distance education wherein a majority of the instruction occurs electronically)	5 (100)	-	-	-
Distance education (wherein a majority of the instruction occurs electronically)	2 (40)	2 (40)	-	1 (20)
Development of leadership in the areas of curriculum development, pedagogy, student advising, assessment, etc.	2 (40)	-	1 (20)	2 (40)
Mentoring of new faculty	3 (60)	-	-	2 (40)
Mentoring of junior faculty	1 (20)	-	2 (40)	2 (40)
Mentoring of part-time faculty	2 (40)	1 (20)	-	2 (40)
Collaboration with departments on discipline-specific teaching and learning initiatives	4 (80)	1 (20)	-	-
Writing and implementing a professional development plan	2 (40)	2 (40)	1 (20)	
Writing across the curriculum	1 (20)	1 (20)	1 (20)	2 (40)
Faculty teaching exchange programs	-	1 (20)	2 (40)	2 (40)

Team teaching	2 (40)	1 (20)	1 (20)	1 (20)
Summer campus workshops, etc.	4 (80)	-	-	1 (20)
Summer institute on teaching & learning (i.e., a one- or two-week faculty development program)	4 (80)	-	-	1 (20)
Learning theory and student learning styles	4 (80)	1 (20)	-	-
Development of new curricula or programs	1 (20)	2 (40)	1 (20)	1 (20)
Classroom assessment techniques	3 (60)	2 (40)	-	-
Learning communities (i.e., classes that are linked or clustered during an academic term, often around an interdisciplinary theme)	3 (60)	-	1 (20)	1 (20)
Classroom management	2 (40)	1 (20)	1 (20)	1 (20)

What do you consider to be the most important professional development need of Xavier's faculty?

- *Start-up funds for scholarly activities (research) for faculty who are beginning their teaching careers*
- *I think back as a new faculty member – I needed help on developing assessment tools, other than tests. Even with tests – proper construction. As a more seasoned teacher, I think they would need more assistance in the integration of teaching and learning style as well as different approaches to upper level classes.*