

2002 Faculty Development Survey

Introduction

In December 2002, the Center for the Advancement of Teaching administered a faculty development survey as part of a grant funded by the Bush and William and Flora Hewlett foundations. The Center for the Advancement of Teaching (henceforth, the Center) sought the input of Xavier University faculty members on ways in which faculty development efforts at Xavier may be more useful to them. The survey also offered an opportunity to gauge faculty members' satisfaction with the Center. And finally, since a similar survey was administered in 1999, the new data offered an opportunity to determine what, if any, changes may have occurred over the past three years.

In this report, the survey results are presented in three sections. In section I, the survey questions, brief summaries, and results are presented. In section II, we provide an analysis of the survey results when they are divided into two groups. And in section III, results of this survey are compared to the results of a similar survey administered in 1999.

One hundred thirteen surveys were returned (113/229; 49% return rate).

Section I: Survey results and analysis

Question 1: I am interested in participating in informal discussions, workshops, seminars, or other activities related to the following topics.

The topic that was most frequently selected was "teaching methods." Other frequently selected topics included: Blackboard, student learning styles, assessment of teaching and student learning, new courses, curricula, and programs, and grant writing.

Topic	Number	Percent
Teaching methods	59	52.21
Using Blackboard	49	43.36
Student learning styles	46	40.71
Assessment of teaching and student learning	46	40.71
New courses, curricula, or programs at Xavier	45	39.82
Writing a grant	45	39.82
Developing a website	41	36.28
Faculty exchange programs with other universities	39	34.51
Conducting classroom-based research	36	31.86
Promotion at Xavier	35	30.97
Trends in higher education	34	30.09
Developing a teaching or course portfolio	32	28.32
Non-evaluative peer review partnerships	28	24.78
Managing a grant	28	24.78
Using WebBoard	28	24.78
Conducting traditional research	26	23.01
Developing computer-based course materials	25	22.12
Faculty mentoring	23	20.35
Tenure at Xavier	21	18.58
Intellectual property	19	16.81
Managing work and family	18	15.93
Distance education	13	11.50
Service learning	11	9.73
Societal issues *	4	3.54
Other teaching topics *	2	1.77
Other technology-related topics *	2	1.77
Total Valid	112	99.12
Total Missing	1	0.88
Total	113	100.00

Table 1. Results of question 1. * See Table 2.

Societal issues (3 respondents provided suggestions)
Corporatization of the university
Fringe benefits for non-married partners of faculty
Racism
War
Digital divide
Teaching-related topics (2 respondents provided suggestions)
Women's issues/women's studies
Testing methods
Technology-related topics (3 respondents provided suggestions)
Web-based course portfolio
PowerPoint
Digital divide

Table 2. Faculty members' suggestions of topics related to society, teaching, and technology.

Other topics (8 respondents provided suggestions)
Fair grading policy
Co-curricular education at a liberal arts institution
How to write expository papers and get them published
Overseas seminars
Student-teacher interactions
Publications (books, articles)
Departmental development
More technology classrooms

Table 3. Faculty members' suggestions of other topics for discussions, workshops, etc.

Question 2a: There are several means of disseminating faculty development information. Please check whether you wish to receive such information, and if so, which of the following is an effective way of getting this information to you.

Twenty-three percent of respondents indicated a desire to receive faculty development information; no one indicated that he or she did not wish to receive faculty development information. Based on the latter results, as well as the results of question 2b, where 98% of respondents indicated their preferred means of receiving faculty development information, we believe that most faculty members did not answer question 2a despite their interest in receiving faculty development information.

Preference	Number	Percent
Would like to receive	26	23.01
Do not wish to receive	-	-
Total Valid	26	23.01
Total Missing	87	76.99
Total	113	100.00

Table 4. Results of question 2a.

Question 2b: I would like to receive information about faculty development opportunities, preferably by means of:

E-mail is by far the preferred means by which faculty members wish to receive information about faculty development opportunities.

Means of dissemination	Number	Percent
E-mail	105	92.92
Flyers	27	23.89
Website	24	21.24
Newsletter – paper	18	15.93
Newsletter – electronic	24	21.24
Total Valid	111	98.23
Total Missing	2	1.77
Total	113	100.00

Table 5. Results of question 2b. Note that respondents could choose more than one means of dissemination.

Question 3: As a focal point for faculty development activities at Xavier, does the Center for the Advancement of Teaching meet your needs or expectations?

Approximately 79% of the respondents indicated that the Center, as a focal point for faculty development activities, meets their needs or expectations.

Response	Number	Percent
Yes	89	78.76
No	11	9.73
Total Valid	100	88.50
Total Missing	13	11.50
Total	113	100.00

Table 6. Results of question 3.

Each comment given by a faculty member was categorized into one of three groups based on its direct relevance to programmatic features of the Center (e.g., content, initiatives, programs), administrative issues (e.g., methods, management, process), or "other." The majority of comments fell under the "programmatic" category.

Response	Category to which the response has direct relevance		
	Programmatic (e.g., content, initiatives, programs)	Administrative (e.g., methods, management, process)	Other
I think we need to investigate how faculty involvement in research can positively impact teaching. I do not mean scholarship of teaching but traditional discipline-based scholarship.	*		
I'd like more help getting what I need most—time for research.	*		
Very supportive. It might be nice to have a guest speaker who could teach something (e.g., techniques) to the faculty. Maybe a weekend/summer workshop.	*		
The brown bag lunches have been excellent!	*		
I think CAT does an excellent job in providing opportunities to try new things that affect teaching. Thanks!	*		
I have participated in several grants and workshops. The materials, ideas, and sharing helped a lot.	*		

Table 7. Comments provided by faculty members in response to question 3. Each response was categorized based on its direct relevance to programmatic features of the Center (e.g., content, initiatives, programs), administrative issues (e.g., methods, management, process), or "other."

I recommend that a newsletter, perhaps revival of University teaching in the South, be started. It could include short articles and book reviews or teaching in arts sciences and applied disciplines. This could be an e-newsletter available to Xavier faculty and colleagues beyond the campus.	*		
I would like to commend all CAT instructors that I've worked with—B. Everson G. Credle, and T. Stanislav—who've been exceptionally helpful in every way. I appreciated them!	*		
Strengths? Many activities are available on a regular basis. Room for improvement? More activities for those who are not interested in technology.	*		
They've been extremely helpful. Especially Bart, Todd, and Janice. All three have assisted me several times on many different projects.	*		
Partly. CAT does provide opportunities for technology-based development but I don't see as much being done in other areas such as personal issues of time - management, workload, connectedness to mission, and heritage of Xavier as uniquely Black and Catholic	*		
I'm not sure it should be the focal point for faculty development.	*		
My concern about teaching methods and techniques has been addressed.	*		
Thank you for all the effort and energy that you put into surveys, programs, and workshops.	*		
Yes, in most ways. I am very concerned that paradigm shifts in teaching are underway and that the faculty at XU are marginally involved. I would cite teaching that uses information as a given and use of the information as the focus of mastery and the critical need to move forward with application of importance or prior knowledge as two examples.	*		
I think that CAT is a good space at XU. However, my time is very constrained as I am in a small department. Also I have been teaching for a pretty long time. I am much more apt to consult teaching development resources in my discipline. Also, I am fairly familiar with many of the programs offered by CAT because of exposure to said at my previous employer.	*		
The diverse conferences/presentations that cross disciplines have been very informative/helpful.	*		
They have been wonderful! It has made a difference in my teaching.	*		

Table 7 continued. Comments provided by faculty members in response to question 3. Each response was categorized based on its direct relevance to programmatic features of the Center (e.g., content, initiatives, programs), administrative issues (e.g., methods, management, process), or "other."

CAT has been wonderful in both anticipating and trying to fairly assess faculty development needs, but my work schedule is often so inflexible and rigid that I am often prevented from participating in many programs.	*		
CAT provides a variety of workshops, brown bag discussions, and funded research initiatives to enhance faculty development. It is more than what I have experienced at a state university.	*		
I have been an active participant in many of the training and sessions offered by the Center. Continue to offer good quality activities.	*		
Want computer instruction. ITC courses are only held in sessions that I cannot attend. Having 4 classes spread over 5 days does not leave time to attend a 1, 3 or 4 hr. session.	*		
CAT is very selective in providing funding to faculty. Rules should be uniform in the extension of support. Additionally, blind review should be incorporated to include grantees as well as reviewers. There should be a proposal review standing committee to prevent the possibility of bias occurring when providing funding.		*	
Main problem: Hard to schedule things; my courses often conflict with seminars, opportunities, etc.		*	
Many of the workshops are held on weekends and do not fit into my schedule.		*	
So far I think its fine for older faculty over 1 yr. But for newer faculty the CAT forums are too late to be implemented within the semester.		*	
CAT just hasn't been a driving force or a detracting force in my Xavier life.			*
I've attended several how-to workshops sponsored by CAT.			*

Table 7 continued. Comments provided by faculty members in response to question 3. Each response was categorized based on its direct relevance to programmatic features of the Center (e.g., content, initiatives, programs), administrative issues (e.g., methods, management, process), or "other."

Question 4: Please describe a project that you would like to pursue if release time or stipend were available to you.

Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture). Most faculty members described interests in pursuing discipline-related research projects, followed by Web projects, developing new courses, developing the curriculum, and writing a book.

Response	Category to which the response has direct relevance		
	Scholarship	Teaching	Other (e.g., website, new initiative, campus culture)
I would like time to pursue scholarship. I have a manuscript I would like to complete	*		
I have two book projects	*		
Research	*		
Write a book	*		
Research projects with faculty and students	*		
I would like to do research in my area of interest	*		
Creative scholarship	*		
Advancement of my research	*		
I have some personal research projects in theology underway, but am time pressed and stressed with developing teaching materials and new course planning	*		
Scholarly research leading to publication	*		
Research	*		
Development of a health-card research project	*		
Write a textbook	*		
My research in medications and older adults	*		
Research initiatives with students and release time	*		
Analysis of student attitudes and behaviors in classroom; perceptions of appropriate vs. inappropriate behaviors, decorum, civility; faculty vs. student responsibilities and respect	*		
Community initiatives research and teaching	*	*	
Compare the use of Blackboard and WebBoard in different classes	*	*	
Rewrite organic chemistry lab book; develop organic chemistry interactive website	*	*	

Table 8. Responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture).

I would like to develop a new course in the English Department titled "Folklore & Literature." I would like to have time to publish my research	*	*	
Vertebrate zoology lecture with student research projects	*	*	
Honoraria would promote scholarly exchange of presentations among faculty of other institutions and Xavier faculty	*	*	
Edit research materials and film; develop course CD and on-line information for student professional development; create artwork studio; create development projects studio	*	*	*
Development of a dedicated bibliographic instruction lab to support and promote curricula and programs in information literacy and informatics. This lab could possibly be used to create collaborative research initiatives between the university faculty and the library to test innovative initiatives which merge technology and traditional learning	*	*	*
Development of interactive tutorial for various reasons		*	
Develop new courses		*	
New course development		*	
Experiment with teaching a course online		*	
Develop or modify class or course curriculum		*	
Interdisciplinary teaching circles		*	
I would like to team teach a course combining two creative arts area. I would only do it if release time were available		*	
Website design with student interactivity		*	
Looking at my department's curriculum comprehensively		*	
I would be interested in developing team-taught courses with colleagues from other disciplines		*	
Web-based testing		*	
Create a website for my courses		*	
Develop a course in an area not presently addressed in our department		*	
How to integrate a Web-based into what I am currently doing; develop a Web page that students could use to augment class		*	
I'd like to develop a website related to my research that would include material for classroom use		*	*
A student literary/arts journal			*
Learn Brio to be able to write reports that pull data out of Banner that would benefit my own and other departments			*

Table 8 continued. Responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture).

Discussion group on improving academic life on campus (i.e., informal and formal events beyond classes)			*
Intensive education regarding Web authoring. This would involve a semester with release time instruction with programs like Flash, Dreamweaver, Fireworks			*
Website development for Xavier speech & debate forensics team			*
Learning to develop a Web page, moving at a pace where people like myself—who are not computer smart—can really learn to develop the page			*

Table 8 continued. Responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture).

Forty-five project ideas were provided by faculty members in response to question 4. Of these 45 projects, 29 (75%) could be supported in whole or in part by the Center for the Advancement of Teaching, given its current initiatives or opportunities for faculty members. Fifteen of the 29 projects (52%) have direct relevance to the Center's non-technology Communities Initiative or Course Portfolio Working Group; 6 of the 29 projects (21%) are related to the Center's technology initiatives.

The 16 projects (35%) for which there is currently no Center initiative or support comprise 14 scholarly projects, 1 programmatic project, and 1 for which release time for technology training was needed.

Type of faculty project	Number (n=45)	Approximate percentage
A faculty project that, in whole, can be supported by a technology initiative	6	13%
A faculty project that, in whole, can be supported by a non-technology initiative	15	33%
A faculty project that, in whole, can be supported by workshops, consultants, or travel support	2	4%
A faculty project that, in whole, can be supported by a technology or non-technology initiative	1	2%
A faculty project that, in whole, can be supported by a technology or non-technology initiative, or workshops, consultants or travel support	1	2%
A faculty project that, only in part, can be supported by a technology initiative	2	4%
A faculty project that, only in part, can be supported by a non-technology initiative	1	2%
A faculty project that, only in part, can be supported by workshops, consultants, or travel support	1	2%
A faculty project for which there is currently no Center initiative or support	16	35%

Table 9. A comparison of faculty project ideas to currently available initiatives or support in the Center for the Advancement of Teaching.

Section II: Comparison of results when grouped according to faculty members' response to question 3

In this section of the report the survey results are divided into two groups:

1. results from faculty members who indicated, in response to question 3, that the Center for the Advancement of Teaching **does** meet their needs or expectations as a focal point for faculty development activities at Xavier (n=89);
2. results from faculty members who indicated, in response to question 3, that the Center for the Advancement of Teaching **does not** meet their needs or expectations as a focal point for faculty development activities at Xavier (n=11).

Of the top 10 topics in which faculty members are interested in having informal discussions, workshops, seminars, or other activities, the two groups share 7 topics in common (trends in higher education, faculty exchange programs with other universities, developing a website, assessment of teaching and student learning, student learning styles, grant writing, and using Blackboard).

Question 1: I am interested in participating in informal discussions, workshops, seminars, or other activities related to the following topics.

Topic	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
Developing a website	32	35.96	6	54.55
Student learning styles	38	42.70	4	36.36
Writing a grant	37	41.57	4	36.36
Conducting classroom-based research	28	31.46	4	36.36
Assessment of teaching and student learning	39	43.82	3	27.27
Using Blackboard, a Web-based course management system	39	43.82	3	27.27
Faculty exchange programs with other universities	32	35.96	3	27.27
Trends in higher education	30	33.71	3	27.27
Promotion at Xavier	28	31.46	3	27.27
Non-evaluative peer review partnerships	24	26.97	3	27.27
Intellectual property	14	15.73	3	27.27
New courses, curricula, or programs at Xavier	36	40.45	2	18.18
Developing a teaching or course portfolio	30	33.71	2	18.18
Managing a grant	24	26.97	2	18.18
Using WebBoard, a Web-based communication tool	23	25.84	2	18.18
Developing computer-based course materials	19	21.35	2	18.18
Teaching methods	52	58.43	1	9.09
Conducting traditional research	23	25.84	1	9.09
Service learning	9	10.11	1	9.09
Faculty mentoring	21	23.60	-	-
Tenure at Xavier	19	21.35	-	-
Managing work and family	16	17.98	-	-
Distance education	12	13.48	-	-
Societal issues *	3	3.37	-	-
Other technology-related topics *	2	2.25	-	-
Other teaching topics *	1	1.12	-	-
Total Valid	88	98.88	11	100.00
Total Missing	1	1.12	-	-
Total	89	100.00	11	100.00

Table 10. Responses to question 1 sorted into two groups: (1) respondents who indicated that the Center does meet their needs or expectations, and (2) respondents who indicated that the Center does not meet their needs or expectations. * See Tables 11-13.

Suggestion	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
No suggestion	87	97.75	11	100.00
Corporatization of the university	1	1.12	-	-
Maternal/paternal learning; provide fringe benefits for non- married partners of faculty	1	1.12	-	-
Total	89	100.00	11	100.00

Table 11. Respondents' suggestions of other society-related topics for informal discussions, workshops, seminars, or other activities.

Suggestion	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
No suggestion	87	97.75	10	90.91
Web course portfolio	1	1.12	-	-
Digital divide	1	1.12	-	-
PowerPoint	-	-	1	9.09
Total	89	100.00	11	100.00

Table 12. Respondents' suggestions of other technology-related topics for informal discussions, workshops, seminars, or other activities.

Suggestion	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
No suggestion	88	98.88	11	100.00
Women's issues/Women's Studies	1	1.12	-	-
Total	89	100.00	11	100.00

Table 13. Respondents' suggestions of other teaching-related topics for informal discussions, workshops, seminars, or other activities.

Suggestion	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
No suggestion	83	93.26	10	90.91
Fair grading policy	1	1.12	-	-
Co-curricular education at a liberal arts institution	1	1.12	-	-
Overseas seminars	1	1.12	-	-
Student teacher interactions	1	1.12	-	-
Publication (books, articles)	1	1.12	-	-
Departmental development	1	1.12	-	-
Invalid response *	-	-	1	9.09
Total	89	100.00	11	100.00

Table 14. Respondents' suggestions of other faculty development activities. * Note that one respondent who indicated that the Center does not meet his or her needs or expectations suggested that "all classrooms should be technology-equipped." Although we recognize the importance of this suggestion, we treated it as an "invalid response" because it is not a faculty development activity per se.

Question 2a: There are several means of disseminating faculty development information. Please check whether you wish to receive such information, and if so, which of the following is an effective way of getting this information to you.

Response	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
Would like to receive	22	24.72	2	18.18
Do not wish to receive	-	-	-	-
Total Valid	22	24.72	2	18.18
Total Missing	67	75.28	9	81.82
Total	89	100.00	11	100.00

Table 15. Responses to question 2a sorted into two groups: (1) respondents who indicated that the Center does meet their needs or expectations, and (2) respondents who indicated that the Center does not meet their needs or expectations.

Question 2b: I would like to receive information about faculty development opportunities, preferably by means of:

Means of dissemination	The Center meets needs or expectations		The Center does not meet needs or expectations	
	Number	Percent	Number	Percent
E-mail	84	94.38	8	72.73
Website	19	21.35	3	27.27
Newsletter - electronic	17	19.10	3	27.27
Newsletter- paper	15	16.85	2	18.18
Flyers	25	28.09	1	9.09
Total Valid	88	98.88	10	90.91
Total Missing	1	1.12	1	9.09
Total	89	100.00	11	100.00

Table 16. Responses to question 2b sorted into two groups: (1) respondents who indicated that the Center does meet their needs or expectations, and (2) respondents who indicated that the Center does not meet their needs or expectations.

Response	Category to which the response has direct relevance		
	Programmatic (e.g., content, initiatives, programs)	Administrative (e.g., methods, management, process)	Other
I think we need to investigate how faculty involvement in research can positively impact teaching. I do not mean scholarship of teaching but traditional discipline-based scholarship.	*		
I'd like more help getting what I need most—time for research.	*		
Very supportive. It might be nice to have a guest speaker who could teach something (e.g., techniques) to the faculty. Maybe a weekend/summer workshop.	*		
The brown bag lunches have been excellent!	*		
I think CAT does an excellent job in providing opportunities to try new things that affect teaching. Thanks!	*		
I have participated in several grants and workshops. The materials, ideas, and sharing helped a lot.	*		

Table 17. Comments from faculty members who indicated that the Center does meet their needs or expectations.

I recommend that a newsletter, perhaps revival of University teaching in the South, be started. It could include short articles and book reviews or teaching in arts sciences and applied disciplines. This could be an e-newsletter available to Xavier faculty and colleagues beyond the campus.	*		
I would like to commend all CAT instructors that I've worked with—B. Everson G. Credle, and T. Stanislav—who've been exceptionally helpful in every way. I appreciated them!	*		
Strengths? Many activities are available on a regular basis. Room for improvement? More activities for those who are not interested in technology.	*		
They've been extremely helpful. Especially Bart, Todd, and Janice. All three have assisted me several times on many different projects.	*		
Partly. CAT does provide opportunities for technology-based development but I don't see as much being done in other areas such as personal issues of time-management, workload, connectedness to mission, and heritage of Xavier as uniquely Black and Catholic	*		
I'm not sure it should be the focal point for faculty development.	*		
My concern about teaching methods and techniques has been addressed.	*		
Thank you for all the effort and energy that you put into surveys, programs, and workshops.	*		
Yes, in most ways. I am very concerned that paradigm shifts in teaching are underway and that the faculty at XU are marginally involved. I would cite teaching that uses information as a given and use of the information as the focus of mastery and the critical need to move forward with application of importance or prior knowledge as two examples.	*		
I think that CAT is a good space at XU. However, my time is very constrained as I am in a small department. Also I have been teaching for a pretty long time. I am much more apt to consult teaching development resources in my discipline. Also, I am fairly familiar with many of the programs offered by CAT because of exposure to said at my previous employer.	*		
The diverse conferences/presentations that cross disciplines have been very informative/helpful.	*		
They have been wonderful! It has made a difference in my teaching.	*		

Table 17 continued. Comments from faculty members who indicated that the Center does meet their needs or expectations.

CAT has been wonderful in both anticipating and trying to fairly assess faculty development needs, but my work schedule is often so inflexible and rigid that I am often prevented from participating in many programs.	*		
CAT provides a variety of workshops, brown bag discussions, and funded research initiatives to enhance faculty development. It is more than what I have experienced at a state university.	*		
I have been an active participant in many of the training and sessions offered by the Center. Continue to offer good quality activities.	*		
Main problem: Hard to schedule things; my courses often conflict with seminars, opportunities, etc.		*	
So far I think its fine for older faculty over 1 yr. But for newer faculty the CAT forums are too late to be implemented within the semester.		*	
CAT just hasn't been a driving force or a detracting force in my Xavier life.			*
I've attended several how-to workshops sponsored by CAT.			*

Table 17 continued. Comments from faculty members who indicated that the Center does meet their needs or expectations.

Response	Category to which the response has direct relevance		
	Programmatic (e.g., content, initiatives, programs)	Administrative (e.g., methods, management, process)	Other
Want computer instruction. ITC courses are only held in sessions that I cannot attend. Having 4 classes spread over 5 days does not leave time to attend a 1, 3 or 4 hr. session.	*		
CAT is very selective in providing funding to faculty. Rules should be uniform in the extension of support. Additionally, blind review should be incorporated to include grantees as well as reviewers. There should be a proposal review standing committee to prevent the possibility of bias occurring when providing funding.		*	
Many of the workshops are held on weekends and do not fit into my schedule.		*	

Table 18. Comments from faculty members who indicated that the Center does not meet their needs or expectations.

Response	Category to which the response has direct relevance		
	Scholarship	Teaching	Other (e.g., website, new initiative, campus culture)
I would like time to pursue scholarship. I have a manuscript I would like to complete	*		
I have two book projects	*		
Research	*		
Write a book	*		
Research projects with faculty and students	*		
I would like to do research in my area of interest	*		
Creative scholarship	*		
Advancement of my research	*		
I have some personal research projects in theology underway, but am time pressed and stressed with developing teaching materials and new course planning	*		
Scholarly research leading to publication	*		
Research	*		
Research initiatives with students and release time	*		
Analysis of student attitudes and behaviors in classroom; perceptions of appropriate vs. inappropriate behaviors, decorum, civility; faculty vs. student responsibilities and respect	*		
Community initiatives research and teaching	*	*	
Compare the use of Blackboard and WebBoard in different classes	*	*	
Rewrite organic chemistry lab book; develop organic chemistry interactive website	*	*	
I would like to develop a new course in the English Department titled "Folklore & Literature." I would like to have time to publish my research	*	*	
Vertebrate zoology lecture with student research projects	*	*	
Honoraria would promote scholarly exchange of presentations among faculty of other institutions and Xavier faculty	*	*	
Edit research materials and film; develop course CD and on-line information for student professional development; create artwork studio; create development projects studio	*	*	*

Table 19. Faculty members who indicated the Center does meet their needs or expectations gave the following responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture).

Development of a dedicated bibliographic instruction lab to support and promote curricula and programs in information literacy and informatics. This lab could possibly be used to create collaborative research initiatives between the university faculty and the library to test innovative initiatives which merge technology and traditional learning	*	*	*
Development of interactive tutorial for various reasons		*	
Develop new courses		*	
New course development		*	
Experiment with teaching a course online		*	
Develop or modify class or course curriculum		*	
Interdisciplinary teaching circles		*	
I would like to team teach a course combining two creative arts area. I would only do it if release time were available		*	
Website design with student interactivity		*	
Looking at my department's curriculum comprehensively		*	
I would be interested in developing team-taught courses with colleagues from other disciplines		*	
Web-based testing		*	
Create a website for my courses		*	
Develop a course in an area not presently addressed in our department		*	
How to integrate a Web-based into what I am currently doing; develop a Web page that students could use to augment class		*	
I'd like to develop a website related to my research that would include material for classroom use		*	*
A student literary/arts journal			*
Learn Brio to be able to write reports that pull data out of Banner that would benefit my own and other departments			*
Discussion group on improving academic life on campus (i.e., informal and formal events beyond classes)			*
Intensive education regarding Web authoring. This would involve a semester with release time instruction with programs like Flash, Dreamweaver, Fireworks			*
Website development for Xavier speech & debate forensics team			*
Learning to develop a Web page, moving at a pace where people like myself—who are not computer smart—can really learn to develop the page			*

Table 19 continued. Faculty members who indicated the Center does meet their needs or expectations gave the following responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture).

Response	Category to which the response has direct relevance		
	Scholarship	Teaching	Other (e.g., website, new initiative, campus culture)
Development of a health-card research project	*		
Write a textbook	*		
My research in medications and older adults	*		

Table 20. Faculty members who indicated the Center does not meet their needs or expectations gave the following responses to question 9. Each response was categorized based on its direct relevance to scholarship, teaching, and/or "other" (e.g., website, new initiative, campus culture). Eight of the 11 faculty members who indicated that the Center does not meet their needs or expectations did not provide a written response to this question.

Section III: Comparison of results of surveys administered in 1999 and 2002

A similar version of this faculty development survey was given in 1999; 117 survey were returned (117/214; 55% return rate).

Question 1 on each of the two surveys read, "I am interested in participating in informal discussions, workshops, seminars, or other activities related to the following topics." We determined whether an item's change in frequency between 1999 and 2002 was significant using the Z test. The results for those items that were common on both surveys are presented in the tables below.

Faculty development activity	1999		2002		Percent change from 1999 to 2002	Z value
	Number	Percent	Number	Percent		
Grant writing	67	57	45	39.82	-17.18	2.65*
Develop a website	63	54	40	36.28	-17.72	2.81*
Develop computer-based (non-Web) course materials	55	47	25	22.12	-24.88	3.96*
Conduct traditional research	52	44	26	23.01	-20.99	3.43*
Conduct classroom-based research	38	32	36	24.78	-7.22	0.1
Faculty mentoring	34	29	23	20.35	-8.65	1.53
Non-evaluative peer review partnerships (i.e., classroom visitation by a faculty peer)	27	23	28	24.78	+1.78	-0.3
Faculty internship and exchange	52	44	39	34.51	-9.49	1.54

Table 21. A comparison of responses in 1999 and 2002 regarding faculty development activities. *p < 0.05.

Faculty development discussion topics	1999		2002		Percent change from 1999 to 2002	Z value
	Number	Percent	Number	Percent		
Teaching	61	52	59	52.21	+0.21	0.01
Higher education	28	24	34	30.09	+6.09	-1.05
Managing work and family or home	21	18	18	15.93	-2.07	0.41
Copyright	10	9	19	16.81	+7.81	-1.89
Societal issues	8	7	4	3.54	-3.46	1.12

Table 22. A comparison of responses in 1999 and 2002 regarding faculty development discussion topics.

In 1999 and 2002, e-mail was faculty members' preferred means of receiving information about the Center. In 1999, the second-most preferred means was flyers. In 2002, the Center's website was chosen as the second-most preferred means of information dissemination. In both years the use of a paper version of a newsletter was the least preferred means of information dissemination (Table 23).

Means of dissemination	1999		2002		Percent change from 1999 to 2002	Z value
	Number	Percent	Number	Percent		
E-mail	96	82	105	92.92	+10.92	-2.48*
Website	17	15	24	21.24	+6.24	-1.33
Newsletter - electronic	19	16	24	21.24	+5.24	-0.97
Newsletter- paper	16	14	18	15.93	+1.93	-0.48
Flyers	26	22	27	23.89	+1.89	-0.3

Table 23. A comparison of faculty members' preferred means of receiving information about the Center for the Advancement of Teaching in 1999 and 2002. *p < 0.05.

In 1999, 54% of the respondents indicated that the Center met their expectations as a focal point for faculty development at Xavier; 16% indicated that it did not meet their expectations. In 2002, 79% of the respondents indicated that the Center met their expectations, while 10% reported that it did not (Table 24).

Response	1999		2002		Percent change from 1999 to 2002	Z value
	Number	Percent	Number	Percent		
Yes	63	54	89	78.76	+24.76	-3.99*
No	19	16	11	9.74	-6.26	1.46
Yes/No [†]	3	3	-	-	-3.00	Not calculated
Total Valid	85	73	100	88.50		
Total Missing	32	27	13	11.50		
Total	117	100	113	100.00		

Table 24. A comparison of faculty members' response in 1999 and 2002 to the question, "As a focal point for faculty development activities at Xavier, does the Center for the Advancement of teaching meet your needs or expectations?" [†]In 1999, three respondents indicated "yes" and "no" in response to this question. *p < 0.05.