

# *Xavier University of Louisiana*

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

## Report on the 2001 FACULTY SURVEY

### Executive Summary

During Fall 2001 through Spring 2002 semesters, the HIGHER EDUCATION RESEARCH INSTITUTE conducted the 2001 Faculty Survey at Xavier University, in collaboration with Xavier's Office of Academic Affairs and Office of Planning and Institutional Research.

Via campus mail, surveys were distributed to 266 faculty and administration members; there were 106 responses (39.8% response rate).

### Respondent Demographics:

- ◆ 83 Full-Time Undergrad (FTUG) instructors
- ◆ 6 Part-Time Undergrad (PTUG) instructors
- ◆ 13 Graduate School (GRAD) instructors
- ◆ 6 Full-time Academic Administrators (ADMN)
- ◆ 2 OTHER (categories not mutually exclusive)
- ◆ 53 respondents were female and 53 male (50/50)
- ◆ Xavier's faculty are 45.2% female, 54.8% male
- ◆ 35.4% of respondents were tenured
- ◆ 42.0% of Xavier's faculty are tenured
- ◆ 80.0% of respondents have Ph.D. degrees

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HIGHER EDUCATION RESEARCH INSTITUTE comparative survey information:

- ◆ At *All Institutions*, 32,840 FTUG and 5,314 ADMN surveyed.
- ◆ At *All Private 4-Year Colleges* nationwide, 11,316 FTUG and 1,240 ADMN surveyed.

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Results were compared between Xavier University's faculty respondents and other private 4-year colleges surveyed by the HIGHER EDUCATION RESEARCH INSTITUTE.

### Selected Survey Results:

- ◆ 77.5% reported being motivated to teach by *intellectual challenge*
- ◆ 66.7% reported being motivated to teach at Xavier because of *institutional emphasis on teaching*
- ◆ 97.1 % stated that *being a good teacher* was a VERY IMPORTANT or ESSENTIAL personal goal
- ◆ 81.9% stated if they could *begin their career again*, they would DEFINITELY or PROBABLY still want to be a teacher
- ◆ 39.2% reported having received an award for *outstanding teaching*
- ◆ 59.2% reported having *developed a new course* in the last two years
- ◆ 76.8% reported having *participated in a teaching enhancement workshop* in the last two years
- ◆ 81.4% noted *autonomy and independence* as SATISFACTORY or VERY SATISFACTORY job aspect
- ◆ The attribute most noted as VERY descriptive of Xavier was *It is easy for students to see faculty outside of regular office hours*
- ◆ The attribute most noted as NOT descriptive of Xavier was *Most students here are treated like "numbers in a book"*
- ◆ 100% stated that *developing ability to think clearly* was a VERY IMPORTANT or ESSENTIAL goal for undergraduates
- ◆ 85.4% felt *promoting the intellectual development of students* was of HIGH or HIGHEST priority at Xavier
- ◆ Most frequent EVALUATION methods reported were *quizzes, competency-based grading, and multiple choice midterm and/or final exams*
- ◆ Most frequent INSTRUCTIONAL methods reported were *class discussions, computer- or machine-aided instruction, and extensive lecturing*
- ◆ Most reported spending an average of 5–12 hours per week on both *scheduled teaching* and on *preparing for teaching*
- ◆ 83.2% noted *time pressures* as a source of STRESS during last two years

### Local Questions:

- ◆ MOST agreement—*In my department I have an opportunity to participate in curriculum development* (91.7%)
- ◆ LEAST agreement—*Rewards provided to faculty, other than salary, are adequate* (19.1%)

If you have any questions or need further information, please contact the Office of Planning and Institutional Research at (504) 483-7566.

## DEMOGRAPHICS OF XAVIER RESPONDENTS

Surveys were distributed to 266 faculty and administration members; there were 106 responses (39.8% response rate). Respondents were composed of 83 Full-Time Undergraduate (FTUG) instructors, 6 Part-Time Undergraduate (PTUG) instructors, 13 Graduate School (GRAD) instructors, 6 Full-time Academic Administrators (ADMN), and 2 classified as OTHER. (categories were not mutually exclusive)

Of the 106 respondents, 53 were female and 53 were male, a 50/50 split; Xavier’s overall faculty composition is 45.2% female and 54.8% male. Thirty-five percent (35.4%) of Xavier respondents were tenured; 42.0% of Xavier’s overall faculty is tenured.

Nationwide, at *All Institutions*, HIGHER EDUCATION RESEARCH INSTITUTE surveyed 32,840 Full-Time Undergraduate instructors and 5,314 Academic Administrators. The subset in which Xavier was included, *4-Year Private Colleges*, was composed of 11,316 Full-Time Undergraduate instructors and 1,240 Academic Administrators.



<b><i>Please note throughout this report:</i></b>
Percentages for <i>Xavier</i> respondents are shown in unshaded cells.
Percentages for <i>4-Year Private College</i> respondents are shown in shaded cells.

### Marital Status and Children

**Marital Status.** Fifty-eight percent (57.7%) of Xavier’s respondents were married, 21.7% reported having been divorced, 47.4% reported that their spouse/partner has an advanced degree, and 33.3% reported that their spouse/partner is in academia.

**Children.** Nearly seven percent (6.6%) of the respondents reported having at least one child between 0–4 years of age, 15.1% have at least one child between 5–12 years of age, 7.6% have at least one child between 13–17 years of age, 15.1% have at least one child between 18–23 years of age; and 17.0% have at least one child of age 24 or older.

### Respondents by Academic Rank

	Xavier Respondents	All Xavier Faculty	4-Yr Private Colleges
Professor	22.9%	18.3%	29.8%
Associate Professor	17.1%	26.5%	29.0%
Assistant Professor	48.6%	45.2%	30.8%
Lecturer/Instructor/Other	11.5%	10.0%	10.4%

Rank of respondents is similar to Xavier’s overall faculty composition, although Assistant Professors make up a slightly higher percentage

of Xavier respondents. At 4-Year Private Colleges, Professors, Associate Professors and Assistant Professors were fairly evenly split as respondents.

### Respondents by Race/Ethnicity<sup>1</sup>

	Xavier Respondents	All Xavier Faculty	4-Yr Private Colleges
Black	29.5%	31.5%	2.7%
White	60.0%	57.1%	92.1%
Other	17.2%	11.4%	8.5%

“Other” includes American Indian, Asian, American/Asian, Hispanic, and Other.

Respondent ethnicity was similar to overall Xavier faculty composition. Black faculty were a much greater component of respondents at Xavier than at other 4-Year Private Colleges surveyed.

<sup>1</sup> Percentages will sum to more than 100.0% if any respondent marked more than one ethnic group.

### Respondents by Age

	Xavier Respondents	4-Yr Private Colleges
Under 30	1.0%	2.0%
30 to 39	31.7%	18.2%
40 to 49	24.1%	28.8%
50 to 59	29.8%	34.7%
60 and over	13.5%	16.3%

Xavier's faculty respondents were fairly evenly distributed by age in the age groups of 30's, 40's and 50's, whereas 4-Year Private College respondents were more heavily concentrated in the age groups of 40's and 50's.

### Respondents by Political View

	Xavier Respondents	4-Yr Private Colleges
Far left	4.0%	5.6%
Liberal	56.0%	42.4%
Middle-of-the-road	33.0%	31.3%
Conservative	7.0%	20.4%
Far right	0	0.4%

Xavier respondents' political views were somewhat more liberal, and far less conservative, than respondents at 4-Year Private Colleges. Faculty view themselves as politically in the middle-of-the-road in roughly the same proportion as at 4-Year Private Colleges.

### Respondents by Highest Degree Earned

Eighty percent (80.0%) of Xavier's faculty respondents have Ph.D. degrees, as compared to 65.9% of faculty respondents at 4-Year Private Colleges. Of Xavier's respondents, 44.7% earned their highest degree since 1994 (compared to 29.3% at 4-Year Private Colleges), and 39.8% between 1979 and 1993 (compared to 30.6% at 4-Year Private Colleges).

### Respondents by Current Department

Physical Sciences	14.3%	History or Political Science	6.7%
Health-Related	13.3%	Mathematics or Statistics	6.7%
Humanities	9.5%	Business	4.8%
Social Sciences	8.6%	Fine Arts	4.8%
Biological Sciences	7.6%	Other Technical	4.8%
Education	7.6%	Other Non-Technical	3.8%
English	7.6%	Engineering	0

### Respondents by Year Appointed and Tenure Status

Sixty percent (59.8%) of Xavier respondents were appointed between 1994 and present, compared to 44.4% of respondents at 4-Year Private Colleges. Of Xavier faculty surveyed, 47.4% were awarded tenure between 1994 and present, compared to 39.1% at 4-Year Private Colleges.

### Respondents by Preference—Teaching or Research

	Xavier Respondents	4-Yr Private Colleges
Very heavily interested in teaching	29.8%	39.2%
In both, but lean toward teaching	43.3%	44.5%
In both, but lean toward research	24.0%	15.2%
Very heavily interested in research	2.9%	1.1%

Xavier respondents expressed a stronger preference for teaching (29.8%) than for research (2.9%).

### Respondents by Principal Activity

Ninety percent (90.4%) of Xavier respondents were primarily engaged in *teaching*, compared to 96.4% of respondents for 4-Year Private Colleges.

## FACULTY MOTIVATORS

(**BOLD** text for MOST agreement; *ITALICIZED* text for LEAST agreement)

### Reasons noted as *VERY IMPORTANT* in decision to pursue academic career:

	Xavier Respondents	4-Yr Private Colleges
<b>Intellectual challenge</b>	77.5%	83.5%
<b>Opportunities for teaching</b>	74.5%	77.2%
<i>Occupational prestige / professional status</i>	15.7%	15.7%

Top two ranked by agreement, and one with least agreement.

### Factors noted as *VERY IMPORTANT* in decision to work at Xavier University:

	Xavier Respondents	4-Yr Private Colleges
<b>Institutional emphasis in teaching</b>	66.7%	68.9%
<b>Geographic location</b>	44.1%	45.1%
<i>Research facilities</i>	5.0%	3.8%

Top two ranked by agreement, and one with least agreement.

### People noted as *VERY INFLUENTIAL* in decision to pursue an academic career:

	Xavier Respondents	4-Yr Private Colleges
Graduate faculty or advisor	43.4%	36.5%
Mother	37.3%	31.4%
Undergraduate faculty or advisor	30.7%	34.9%
Father	30.4%	30.7%
Other relatives	17.5%	11.6%

The largest percentage of Xavier respondents was influenced to select teaching as their profession by their graduate faculty or advisors. Mothers were the second most prevalent influencers of Xavier faculty respondents.

### Personal goals noted as *VERY IMPORTANT* or *ESSENTIAL*:

	Xavier Respondents	4-Yr Private Colleges
<b>Being a good teacher</b>	97.1%	98.5%
<b>Being a good colleague</b>	92.4%	91.5%
<b>Developing a meaningful philosophy of life</b>	83.8%	81.1%
<b>Helping to promote racial understanding</b>	79.8%	64.0%
<b>Helping others who are in difficulty</b>	76.2%	69.3%
<i>Influencing the political structure</i>	20.0%	14.4%

Top five ranked by agreement, and one with least agreement.

A greater percentage of Xavier respondents (79.8%) than 4-Year Private Colleges respondents (64.0%) indicated that *helping to promote racial understanding* was a *VERY IMPORTANT* or *ESSENTIAL* goal.

### What if....

When asked if they were able to begin their career again, whether they would still want to be a professor, 47.6% of Xavier respondents answered "Definitely Yes" and 34.3% responded "Probably Yes." 13.3% responded "Not Sure," and only 4.8% responded "Probably No." There were no responses of "Definitely No."

Responses were similar at 4-Year Private Colleges.

## ACTIVITIES/TEACHING

(BOLD text for MOST agreement; *ITALICIZED* text for LEAST agreement)

### General activities:

	Xavier Respondents	4-Yr Private Colleges
<b>Research or writing focused on racial or ethnic minorities?</b>	49.5%	24.0%
<b>Plan on working beyond age 70?</b>	40.6%	35.5%
<b>Ever received an award for outstanding teaching?</b>	39.2%	38.3%
<i>Ever been sexually harassed at this institution?</i>	4.9%	4.5%

Top three statements ranked by agreement and one with least agreement.

Almost half (49.5%) of Xavier respondents have done *research or writing focused on racial or ethnic groups*, compared to just under a quarter (24.0%) of respondents at 4-Year Private Colleges.

### During LAST TWO years, have you:

	Xavier Respondents	4-Yr Private Colleges
<b>Developed a new course?</b>	52.9%	76.4%
<b>Considered leaving academe for another job?</b>	35.3%	32.6%
<b>Received at least one firm job offer?</b>	34.3%	30.1%
<b>Served as paid consultant?</b>	30.4%	33.0%
<i>Considered early retirement?</i>	18.8%	25.3%
<i>Taught courses at more than one institution during same term?</i>	7.8%	13.4%
<i>Requested/sought early promotion?</i>	4.0%	6.3%
<b>ACADEMIC ENGAGEMENT</b>		
<b>Participated in teaching enhancement workshop</b>	76.8%	63.2%
<b>Worked with undergraduates on research project</b>	58.0%	62.1%
<b>Placed or collected assignments for course on the Internet</b>	55.7%	48.7%
<i>Taught course exclusively through the Internet</i>	2.2%	5.1%

Ranked by agreement.

Top three ranked by agreement, and one with least agreement.

A greater percentage of Xavier's respondents (76.8%) *participated in teaching enhancement workshops* than respondents at 4-Year Private Colleges (63.2%). However, a smaller percentage of Xavier respondents (52.9%) *developed a new course* than respondents at 4-Year Private Colleges (76.4%).

At both Xavier and 4-Year Private Colleges, few respondents have *taught a course exclusively through the Internet*.

**How many of the following courses are you teaching this term?**

	None	1	2	3	4	≥5
General education courses	66.7%	6.4%	3.8%	12.8%	9.0%	1.3%
	43.1%	25.1%	17.7%	9.1%	3.7%	1.3%
Other BA/BS undergrad credit courses	22.6%	10.7%	21.4%	10.7%	23.8%	10.7%
	7.0%	19.3%	32.2%	24.1%	11.8%	5.6%
Non-BA credit (developmental) courses	92.1%	3.2%	4.8%	0	0	0
	93.9%	3.4%	1.5%	0.5%	0.4%	0.2%
Graduate courses	77.1%	8.6%	10.0%	4.3%	0	0
	76.7%	15.1%	5.8%	1.8%	0.5%	0.1%

**General education courses.** Sixty-seven percent (66.7%) of Xavier respondents were not teaching these courses, compared to 43.1% of 4-Year Private College respondents. A greater percentage of 4-Year Private College respondents (25.1%) than Xavier respondents (6.4%) teach *one* such course; a greater percentage of 4-Year Private College respondents (17.7%) than Xavier respondents (3.8%) teach *two* such courses.

**Other BA/BS undergraduate courses.** A greater percentage of Xavier respondents (22.6%) were not teaching these courses than at 4-Year Private College respondents (7.0%). Eleven percent (10.7%) of Xavier respondents taught *one* such course, compared to 19.3% of 4-Year Private College respondents; just over a fifth (21.4%) of Xavier respondents taught *two* such courses, compared to almost a third (32.2%) of 4-Year Private College respondents; 10.7% of Xavier respondents taught *three* such courses, compared to almost a quarter (24.1%) of 4-Year Private College respondents; almost a quarter (23.8%) of Xavier respondents taught *four* such courses, compared to 11.8% of 4-Year Private College respondents.

**Non-BA credit (developmental) courses.** Ninety-two percent (92.1%) of Xavier respondents were not teaching these courses, compared with 93.9% of 4-Year Private College respondents.

**Graduate courses.** At both Xavier and 4-Year Private Colleges, about 77% of respondents were not teaching these courses. Nine percent (8.6%) of Xavier respondents taught *one* such course, compared to 15.1% of 4-Year Private College respondents; 10.0% of Xavier respondents taught *two* such courses, compared to 5.8% of 4-Year Private College respondents.

Except as indicated, with respect to frequency of teaching the above types of courses, responses were similar for both Xavier and 4-Year Private College respondents.

**EVALUATION methods used in most or all undergraduate classes:**

Top five ranked by agreement, and one with least agreement.

	Xavier FTUG <sup>2</sup> Faculty	4-Yr Private Colleges
<b>Quizzes</b>	62.2%	36.0%
<b>Competency-based grading</b>	38.3%	46.8%
<b>Multiple choice mid-term and/or final exams</b>	37.8%	26.3%
<b>Essay mid-term and/or final exams</b>	37.3%	50.0%
<b>Short-answer mid-term and/or final exams</b>	37.0%	39.2%
<i>Grading on a curve</i>	7.3%	14.5%

The top method of evaluation used to undergraduate classes, cited by almost two thirds (62.2%) of Xavier respondents, was *quizzes*; 36.0% of

respondents at 4-Year Private Colleges use this method. The top method of evaluation at 4-Year Private Colleges (50.0%) was *essay mid-term and/or final exams*; 37.3% of Xavier respondents indicated using this evaluative method.

The least-used method, for both Xavier and 4-Year Private Colleges respondents, was *grading on a curve*.

<sup>2</sup> Full-Time Undergraduate

***INSTRUCTIONAL methods used in most or all undergraduate classes:***

	Xavier FTUG Faculty	4-Yr Private Colleges
<b>Class discussions</b>	79.3%	76.4%
<b>Computer– or machine–aided instruction</b>	39.0%	26.6%
<b>Extensive lecturing</b>	38.6%	38.1%
<b>Cooperative learning (small groups)</b>	37.8%	46.1%
<b>Independent projects</b>	28.0%	38.7%
<i>Community service as part of coursework</i>	6.1%	5.5%

Top five ranked by agreement, and one with least agreement.

A greater percentage of Xavier respondents (39.0%) reported using *Computer– or machine–aided instruction* than respondents at 4-Year Private Colleges (26.6%); *Independent projects* are less widely used among Xavier respondents (28.0%) than among respondents at 4-Year Private Colleges (38.7%). Among respondents at both Xavier and 4-Year Private Colleges, *Class discussion* was the top–cited instructional method; and *community service as part of coursework* was used least.

***Goals for undergraduates noted by faculty as VERY IMPORTANT or ESSENTIAL:***

	Xavier Respondents	4-Yr Private Colleges
<b>Develop ability to think clearly</b>	100.0%	99.6%
<b>Prepare students for graduate or advanced education</b>	84.3%	62.0%
<b>Prepare students for employment after graduation</b>	82.0%	67.3%
<b>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</b>	81.4%	66.3%
<b>Enhance students’ self–understanding</b>	77.5%	69.4%
<i>Prepare students for family living</i>	24.5%	19.0%

Top five ranked by agreement, and one with least agreement.

A greater percentage of Xavier respondents than 4-Year Private College respondents indicated that *preparing students for graduate or advanced education* (84.3% vs. 62.0%), *preparing students for employment after graduation* (82.0% vs. 67.3%), and *enhancing students’ knowledge of and appreciation for other racial/ethnic groups* (81.4% vs. 66.3%) are VERY IMPORTANT or ESSENTIAL goals.

**INSTITUTIONAL INVOLVEMENT**

***During the PAST TWO years, how involved have you been in efforts to reform the following at your institution?***

	Xavier Respondents		4-Yr Private Colleges	
	Very Involved	Minimally Involved	Very Involved	Minimally Involved
Overall mission, purpose	27.7%	30.7%	24.2%	41.1%
General education	34.3%	38.2%	32.7%	41.7%
Faculty roles / rewards	18.8%	37.6%	20.9%	41.2%
Governance	19.8%	38.6%	21.5%	38.3%
Curriculum	49.5%	35.6%	44.0%	41.9%

Over 50% of respondents at both Xavier and 4-Year Private Colleges stated at least minimal involvement with reforming each of the above institutional functions. Eighty-five percent (85.1%) of Xavier respondents reported involvement with reforming *Curriculum*; 72.5% reported involvement with reforming *General education*.

Responses were similar with respect to involvement in the above functions at 4-Year Private Colleges.

## WEEKLY ACTIVITIES

*How many hours per week, on average, do you spend on:*

Scheduled teaching (actual, not credit hours)	%	Preparing for teaching (including student papers/grading)	%	Advising and counseling students	%
4 hours or less	10.4%	4 hours or less	9.7%	4 hours or less	45.8%
	3.7%		7.5%		62.6%
5 to 12 hours	63.5%	5 to 12 hours	57.0%	5 to 12 hours	50.0%
	69.6%		43.8%		34.9%
13 to 20 hours	26.0%	13 to 20 hours	28.0%	13 to 20 hours	4.3%
	24.1%		33.7%		2.3%
21+ hours	0	21+ hours	5.4%	21+ hours	0
	2.5%		15.0%		0.3%

**Scheduled teaching.** Only 10.4% of Xavier respondents indicated that they spend four or less hours teaching, compared with 3.7% of 4-Year Private College respondents; the majority of Xavier respondents (63.5%) spend 5 – 12 hours on this activity; about a quarter (26.0%) of Xavier respondents spend 13 – 20 hours teaching.

**Preparing for teaching.** Only 9.7% of Xavier respondents indicated that they spend four or less hours teaching; 57.0% spend between 5 – 12 hours on this activity, compared to 43.8% of 4-Year Private College respondents; over a quarter (28.0%) of Xavier respondents spend 13 – 20 hours on this, compared to a third of respondents at 4-Year Private Colleges; only 5.4% of Xavier respondents spend 21 or more hours on this, compared to 15.0% of respondents at 4-Year Private Colleges.

Among Xavier respondents, there were similar percentages for each time interval (4 hours or less, 5 – 12 hours, etc.) for both *scheduled teaching* and *preparing for teaching*. This may indicate a 1:1 ratio between time spent *teaching* and time spent *preparing for teaching*.

**Advising/counseling students.** Xavier respondents were split roughly 50/50 between spending either four or less hours, or 5 – 12 hours on this activity; at 4-Year Private Colleges the greatest percentage of respondents (62.6%) spent four or less hours on this activity.

*How many hours per week, on average, do you spend on:*

Other administration	%	Research and scholarly writing	%	Other creative products/performances	%
None	41.1%	None	21.3%	None	56.7%
	33.3%		24.4%		59.2%
1 to 4 hours	33.3%	1 to 4 hours	40.4%	1 to 4 hours	26.7%
	41.0%		43.7%		26.9%
5 to 12 hours	14.5%	5 to 12 hours	28.7%	5 to 12 hours	11.1%
	19.2%		25.8%		10.7%
13 to 20 hours	8.8%	13 to 20 hours	6.4%	13 to 20 hours	4.4%
	4.8%		4.9%		2.3%
21+ hours	2.2%	21+ hours	3.2%	21+ hours	1.1%
	1.9%		1.3%		0.9%

**Other administration.** Forty-one percent (41.1%) of Xavier respondents indicated that they do not spend any time on this activity, a third spend 1 – 4 hours, and 14.5% spend 5 – 12 hours.

**Research and scholarly writing.** About a fifth (21.3%) of Xavier respondents do not spend any time on this activity, 40.4% spend 1 – 4 hours, and 28.7% spend 5 – 12 hours.

**Other creative products/performances.** Over half (56.7%) of Xavier respondents do not dedicate any time to this activity, about a quarter spend 1 – 4 hours, and 11.1% spend 5 – 12 hours.

Except as indicated, with regard to time spent on these tasks, responses were similar for both Xavier and 4-Year Private Colleges.

**How many hours per week, on average, do you spend on:**

Committee work and meetings	%	Community or public service	%	Outside consulting/freelance work	%
None	6.3%	None	19.6%	None	77.8%
	6.2%		32.6%		70.2%
1 to 4 hours	55.8%	1 to 4 hours	64.1%	1 to 4 hours	15.6%
	69.2%		54.1%		20.8%
5 to 12 hours	35.8%	5 to 12 hours	16.3%	5 to 12 hours	4.4%
	23.1%		12.2%		6.9%
13 to 20 hours	1.1%	13 to 20 hours	0	13 to 20 hours	2.2%
	1.3%		0.8%		1.3%

**Committee work and meetings.** Few Xavier respondents (6.3%) indicated that they did not spend any time on this activity. Over half (55.8%) of Xavier respondents spent 1 – 4 hours, compared to 69.2% at 4-Year Private Colleges; and over a third (35.8%) of Xavier respondents spent 5 – 12 hours, compared to 23.1% at 4-Year Private Colleges.

**Community or public service.** Xavier respondents reported more community involvement—almost a third (32.6%) of respondents at 4-Year Private Colleges report no time spent on this activity, compared with 19.6% of Xavier respondents. Almost two-thirds (64.1%) of Xavier respondents spent 1 – 4 hours on this, compared to just over half (54.1%) of respondents at 4-Year Private Colleges.

**Outside consulting/freelance work.** The majority of both Xavier respondents (77.8%) and 4-Year Private College respondents (70.2%) did not spend any time on this activity. Sixteen percent (15.6%) of Xavier respondents spent 1 – 4 hours, compared with 20.8% of respondents at 4-Year Private Colleges.

Except as indicated, with regard to time spent on these tasks, responses were similar for both Xavier and 4-Year Private Colleges.

**How many hours per week, on average, do you spend on:**

Household/childcare	Xavier Respondents	4-Yr Private Colleges
None	9.6%	8.9%
1 to 4 hours	21.3%	18.6%
5 to 12 hours	43.7%	43.0%
13 to 20 hours	17.1%	16.3%
21+ hours	8.5%	13.3%

Almost ten percent (9.6%) of Xavier respondents do not spend any time on *household/childcare* activities; just over a fifth spend 1 – 4 hours; about two fifths spend 5 – 12 hours; just under a fifth (17.1%) spend 13 – 20 hours; and 8.5% spend 21 or more hours on these activities.

Responses were similar at 4-Year Private Colleges.

## PUBLICATIONS

Articles published in academic or professional journals	%	Chapters in edited volume	%
None	9.8%	None	57.0%
	25.1%		60.8%
1 to 2	32.4%	1 to 2	34.0%
	22.9%		23.9%
3 to 4	20.6%	3 to 4	8.0%
	17.8%		9.3%
5 to 10	16.7%	5 to 10	1.0%
	18.1%		4.5%
11 to 20	9.8%	11 to 20	0
	9.5%		1.1%
21 to 50	9.8%	21 to 50	0
	5.2%		0.3%
More than 50	1.0%	More than 50	0
	1.4%		0.1%
Books, manuals or monographs	%	Professional writings published or accepted for publication in LAST TWO years	%
None	61.6%	None	41.2%
	64.0%		46.4%
1 to 2	29.3%	1 to 2	32.4%
	24.4%		31.9%
3 to 4	6.1%	3 to 4	20.6%
	7.3%		15.1%
5 to 10	2.0%	5 to 10	5.9%
	3.0%		5.4%
11 to 20	1.0%	11 to 20	0
	0.9%		0.8%
21 to 50	0	21 to 50	0
	0.2%		0.2%
More than 50	0	More than 50	0
	0.1%		0.1%

**Articles published in academic or professional journals.** Ninety percent (90.3%) of Xavier respondents have published at least one article, compared to 74.9% at 4-Year Private Colleges.

**Chapters in edited volume.** More than half (57.0%) of Xavier respondents have no chapters published in an edited volume; more than a third (34.0%) at Xavier have published *one to two*, compared to 23.9% at 4-Year Private Colleges.

**Books, manuals or monographs.** Almost two-thirds (61.6%) of respondents at Xavier have not published books, manuals, or monographs; 29.3% at Xavier have published *one to two*.

**Professional writings published or accepted for publication in LAST TWO years.** Almost sixty percent (58.9%) of Xavier respondents have had professional writings published or accepted for publication in the last two years, compared to 53.5% at 4-Year Private Colleges.

Except as indicated, with regard to frequency of publishing the above, responses were similar for both Xavier and 4-Year Private Colleges.

## OTHER PUBLIC PRESENTATIONS

Exhibitions or performances in the fine or applied arts presented	Xavier Respondents	4-Yr Private Colleges
None	85.9%	79.4%
1 to 2	4.0%	4.1%
3 to 4	2.0%	3.0%
5 to 10	1.0%	2.6%
11 to 20	3.0%	1.6%
21 to 50	3.0%	3.0%
More than 50	1.0%	6.4%

Fourteen percent (14.0%) of Xavier respondents have presented *public exhibitions or performances in the fine or applied arts*, compared to 20.7% of 4-Year Private College respondents.

## FACULTY OPINIONS REGARDING CAMPUS ENVIRONMENT

Ranked in order of agreement:

(**BOLD** text for MOST agreement; *ITALICIZED* text for LEAST agreement)

	Xavier Respondents	4-Yr Private Colleges
<b>Faculty of color are treated fairly here</b>	92.0%	89.2%
<b>Faculty are committed to the welfare of this institution</b>	91.1%	91.7%
<b>Faculty here are strongly interested in the academic problems of undergraduates</b>	90.2%	92.3%
<b>My teaching is valued by faculty in my department</b>	85.9%	90.9%
<b>Faculty are interested in students' personal problems</b>	84.3%	90.2%
<i>There is a lot of campus racial conflict here</i>	3.9%	7.7%

Most Xavier respondents felt that faculty of color are treated fairly, that faculty are committed to the welfare of the university, that faculty are strongly interested in the academic problems of their students, and that their teaching is valued by other faculty within their department.

Few agreed that there is a lot of racial conflict at Xavier. Responses were similar at 4-Year Private Colleges.

### *Issues believed to be of HIGH or HIGHEST PRIORITY at your college or university:*

	Xavier Respondents	4-Yr Private Colleges
<b>To promote the intellectual development of students</b>	85.4%	83.7%
<b>To develop leadership ability among students</b>	81.6%	59.2%
<b>To enhance the institution's national image</b>	74.5%	59.9%
<b>To increase or maintain institutional prestige</b>	73.8%	57.4%
<b>To help students examine and understand their personal values</b>	71.8%	74.9%
<i>To hire faculty "stars"</i>	7.8%	14.7%

Most Xavier faculty surveyed felt that the *promotion of students' intellectual development* is Xavier's highest priority. A greater percentage of respondents at Xavier (81.6%) than at 4-Year Private Colleges (59.2%) indicated that *developing leadership ability* is of high or highest priority.

Least agreement was shown at both Xavier and 4-Year Private Colleges that *to hire faculty "stars"* is of HIGH or HIGHEST PRIORITY at their institution.

**Attributes noted as VERY descriptive or NOT descriptive of your institution:**

	<b>VERY Descriptive</b>	<b>NOT Descriptive</b>
It is easy for students to see faculty outside of regular office hours	53.8%	4.8%
	64.9%	3.8%
There is a great deal of conformity among the students	26.2%	11.7%
	34.0%	15.4%
The faculty are typically at odds with campus administrators	9.6%	33.7%
	14.6%	39.5%
Faculty here respect each other	36.5%	2.9%
	47.1%	4.2%
Most students are treated like “numbers in a book”	1.9%	87.5%
	1.2%	92.1%
Social activities are overemphasized	2.9%	78.6%
	9.1%	61.1%
Students here do not usually socialize with one another	3.8%	79.8%
	2.9%	77.6%
Faculty are rewarded for being good teachers	10.6%	31.7%
	21.2%	23.9%

**Very Descriptive.** A little more than half of the faculty surveyed described Xavier as a campus where it is easy for students to see faculty outside of regular office hours; just over a third felt that faculty members respect each other; about a quarter of the faculty surveyed believe that there is a great deal of conformity among students at Xavier University.

**Not Descriptive.** The majority of faculty surveyed did *not* find descriptive of Xavier University that students are “numbers in a book,” that Xavier students do not usually socialize with one another, or that social activities are overemphasized.

**Aspects of job noted as SATISFACTORY or VERY SATISFACTORY:**

(by Xavier respondents’ ranking)

	<b>Xavier Respondents</b>	<b>4-Yr Private Colleges</b>
<b>Autonomy and independence</b>	81.4%	88.4%
<b>Professional relationships with other faculty</b>	81.4%	81.4%
<b>Overall job satisfaction</b>	73.5%	79.2%
<b>Job security</b>	69.7%	74.7%
<b>Competency of colleagues</b>	69.0%	78.9%
Opportunity to develop new ideas	67.3%	78.8%
Office/lab space	66.3%	66.5%
Relationships with administration	65.3%	65.4%
Social relationships with other faculty	59.8%	68.8%
Opportunity for scholarly pursuits	52.0%	56.4%
Quality of students	52.0%	52.2%
Salary and fringe benefits	45.1%	47.9%
Visibility for jobs at other institutions/organizations	42.5%	40.9%
Teaching load	37.4%	53.7%
<i>Availability of child care at this institution</i>	4.5%	20.8%

The majority of faculty respondents were satisfied with the autonomy and independence of their jobs, professional relationships with other faculty, overall job satisfaction, job security, and competency of their colleagues. Responses were similar at 4-Year Private Colleges.

Few Xavier respondents indicated satisfaction with the availability of child care at Xavier University (4.5%), compared to 20.8% of respondents at 4-Year Private Colleges.

**Factors noted as source of STRESS during LAST TWO years<sup>3</sup>**

(**BOLD text for MOST agreement; ITALICIZED text for LEAST agreement**)

	<b>Xavier Respondents</b>	<b>4-Yr Private Colleges</b>
<b>Time pressures</b>	83.2%	85.4%
<b>Lack of personal time</b>	73.3%	79.7%
<b>Institutional procedures and “red tape”</b>	72.3%	62.2%
<b>Managing household responsibilities</b>	70.3%	72.0%
<b>Teaching load</b>	69.6%	68.7%
<i>Child care</i>	25.7%	31.9%
<i>Care of elderly parent</i>	21.8%	32.0%
<i>Marital friction</i>	19.0%	20.8%

The leading factors of stress for Xavier respondents were time-related. While managing household responsibilities was among the top five sources listed, family-related issues were not indicated to be a leading source of stress among respondents, although 32.0% of respondents at 4-Year Private Colleges reported *Care of elderly parent* as a source of stress, compared to 21.8% of Xavier respondents.

Most responses were similar at 4-Year Private Colleges.

**Level of agreement with the following statements:**

Ranked in order of agreement:

(**BOLD text for MOST agreement; ITALICIZED text for LEAST agreement**)

	<b>Xavier Respondents</b>	<b>4-Yr Private Colleges</b>
<b>A racially/ethnically diverse student body enhances the educational experience of all students</b>	92.4%	92.3%
<b>Colleges should encourage students to be involved in community service activities</b>	91.4%	87.4%
<b>Colleges should be actively involved in solving social problems</b>	76.2%	66.6%
<b>External pressures often prevent researchers from being completely objective in the conduct of their work</b>	64.1%	62.6%
<b>Tenure is essential to attract the best minds in academe</b>	52.9%	60.7%
<i>Promoting diversity leads to the admission of too many underprepared students</i>	17.1%	25.4%

Most Xavier respondents felt that students’ educational experience is enhanced by a racially and ethnically diverse student body (92.4%), and that colleges should encourage students to become involved in community service activities (91.4%).

Few (17.1%) agreed that promoting diversity leads to admission of too many underprepared students.

Most responses were similar at 4-Year Private Colleges.

<sup>3</sup> Results reflect percentage of respondents marking SOMEWHAT or EXTENSIVE

## XAVIER-LOCAL QUESTIONS

#	Question	%
38	Current library holdings for students' educational needs are adequate	36.5%
39	Catalogs, indexes, and bibliographies to access information are adequate	61.1%
40	In my department I have an opportunity to participate in curriculum development	91.7%
41	In my department we have discussed plans to infuse technology into the major	85.9%
42	Computer resources available to faculty are adequate	76.5%
43	The University provides adequate financial and other support for professional development	51.8%
44	Department chairs should be periodically evaluated by faculty	89.2%
45	Criteria for salary increases are clearly identified	31.0%
46	Rewards provided to faculty, other than salary, are adequate	19.1%
47	Faculty efforts to infuse technology into teaching should be rewarded by the rank and tenure process	67.8%
48	The role of faculty in institutional decision-making is known and understood by faculty	40.5%
49	There is sufficient participation by faculty in institutional decision-making	45.3%
50	Physical resources on campus, including buildings, are adequate to serve the needs of the University	41.2%
51	It is my opinion that students show appropriate respect for professors	81.1%
52	The Information Technology Center (ITC) keeps me abreast of new technology and training that will enhance job performance	64.7%
53	Access to the internet and/or e-mail is adequate	64.7%
54	Computer policies are consistent with Xavier's institutional mission and goals	83.2%
55	The services received through the ITC Help Desk are adequate	49.4%
56	Requests called into the ITC Help Desk are handled in a timely and efficient manner	52.9%
57	I am satisfied with the computer resources available to support my professional needs	61.2%
58	ITC provides beneficial assistance in meeting my professional needs	69.4%

The overwhelming majority of respondents (91.7%) felt they are active participants in curriculum development; 89.2% felt that department chairs should be evaluated by faculty; 85.9% agreed that they had discussed plans to infuse technology into their majors within their departments; 83.2% felt Xavier's computer policies are consistent with its institutional mission and goals; and 81.1% felt that students show appropriate respect for professors.

In the middle range, faculty response was somewhat evenly divided over the following: 52.9% agreed that requests to ITC Help Desk being handled in a timely and efficient manner; 49.4% agreed that services received through the ITC Help Desk are adequate; 51.8% agree that financial and other support for professional development provided by Xavier; and that there is sufficient participation by faculty in institutional decision-making (45.3%).

The least agreement (19.1%) was shown with the statement that rewards provided to faculty, other than salary, are adequate. Less than a third (31.0%) of respondents felt that criteria for salary increases are clearly identified; just over a third (36.5%) of respondents felt that current library holdings are adequate for students' educational needs; less than half (40.5%) of respondents understand faculty's role in institutional decision-making; and only 41.2% of respondents felt that physical resources on campus, including buildings, are adequate to serve the needs of the University.