

1d) Comments

DISCIPLINE	COMMENTS
<p>Business</p>	<p>I'm not sure how to answer questions 2 & 3. I disagree that there is a strong institutional commitment, and I believe that lack of commitment is shown in the reward system that does not reward research activity, so technically it should be agree. However it seems like selecting disagree reflects what my thoughts are. Something simple as a major university award for research activity would go along way.</p>
	<p>The institutional commitment is to the undergraduate students' development and that occurs primarily in the classroom. To the extent that research/scholarship advances students' development, Xavier is true to its commitment.</p>
<p>Education</p>	<p>For departments such as the Division of Education it works against us. We can not become full professors because we teach and do not have time or energy for research. Therefore I feel the questions are not worded so I can really answer them</p>
<p>Humanities</p>	<p>Disconnect between stated concern interest in scholarship (and its relation to undergraduate teaching/research mentoring) and resources allocated to these time-consuming activities.</p>
	<p>Having been here only a semester and a half, I am still sorting out my opinions on these matters.</p>
	<p>I believe that increased research/scholarship on the part of faculty HAS increased because faculty understand the role of research as part of one's professional growth in a given discipline and the need to keep abreast of the field to better inform one's teaching. It is not necessarily reflected in the universities policies. The current policies only mention the need to research alongside effective teaching and service. The new Release Time/Scholarship policy indirectly promotes an increase in research/scholarship.</p>
	<p>The amount of administrative and clerical work that is required by Chairs and faculty coupled with a 4/4 load demonstrates a lack of commitment to scholarship. Faculty must have an adequate amount of time to keep current in their discipline (to be effective teachers) and time to research.</p>
	<p>Xavier is a teaching school that fosters an ideology of success. This means for me the Booker T. Washington approach to education. In this sense education is merely utilitarian. It fosters the idea that the purpose of education is so that students can graduate, make a lot of money (prosper) so that they can be comfortable. Only after all of that that graduates are to give from their surplus. The question is when is enough, enough. So, the ideal is that Xavier desires such a commitment to research and it does give the appearance of such (CUR, Programs that promote the pursuing of research grants, etc) which looks good. But in reality it is almost impossible to achieve with the teaching load and the many other commitments the Xavier expects faculty to have as primary and central to its vision of itself.</p>

1d) Comments (cont'd)

DISCIPLINE	COMMENTS
<p>Natural Sciences & Math</p>	<p>Heavy teaching loads in the sciences prohibit research. Having only 2.25 hours load for a 3-contact-hour lab means a full load is 4 labs and a lecture. Labs are also more time intensive in terms of grading.</p>
	<p>I agree that the university wants to increase research/scholarship but the resources with which to do so are not made available to faculty (e.g., substantial enough and consistent teaching release time, support staff, summer salary, etc.). I can't even get the departmental administrative assistant to perform as simple a duty as shredding papers in support of my teaching, much less to have administrative support for placing orders, managing grants, processing paperwork for student researchers to receive wages or conference travel. Fall '08 I am scheduled to teach 5 classes (an overload) and coordinate a lab (for which no credit hours are assigned). How will I have the time to also do research??? The university needs to thoroughly realize what is being asked of faculty and find ways to provide the appropriate resources.</p>
	<p>I am not entirely sure this is in alignment with providing the BEST education experience for undergraduates. Teaching should be number one at this institution. Good researchers who are not excellent teachers may be rewarded disproportionately to Excellent teachers who are not good researchers.</p>
	<p>I don't think Xavier has quite figured out what it wants in this area in some regards. It is a bit like going through an adolescence.....</p>
	<p>It would be nice to have more sabbaticals, and release time for funded projects. Or matching release time. In the past few years I have definitely seen a greater commitment to research. :) Hopefully soon start-up money will be a standard part of a faculty hire package.</p>
	<p>Research is clearly not a priority here. This is underscored by comments made by the VPAA's office, which make it evident that this is a teaching university-- and yet at the same time we are expected to be doing research/scholarship, and bring grant money into the university?</p>
<p>Natural Sciences & Math(cont'd)</p>	<p>The only problem is that there is not enough time for all this research/teaching with the teaching loads and other departmental/university commitments.</p>
	<p>The University "says" that they have a commitment to research/scholarship but in practice, the loads are still too heavy - especially in the sciences, and the physical resources are inadequate - not enough lab space for the faculty research efforts. Small amounts of supplies money is available through applications but there is no mechanism for getting funds for purchasing equipment except through external support (ie. no startup funds).</p>
	<p>Xavier and CAS have a strong commitment and support for increasing research and scholarship and both support and reward this. However, at the department level, some are very encouraging and supportive, while others tend to discourage it.</p>
<p>Social Sciences</p>	<p>I wish I could discern any institutional interest in or appreciation for faculty efforts to engage in serious scholarship.</p>

2g) Comments.

DISCIPLINE	COMMENTS
Business	I need access to more full text journal articles. I can't even access the full text of some of the journal articles I've published.
Education	<p>The library has good resources, but lacking in some journals. Realize journals are expensive, but that is where we can find research needed for scholarship and where our work is published.</p> <p>I would love to have a dedicated "classroom" that can be used to show students HOW to display student work, prepare bulletin boards, write on the chalk board, set-up a classroom - all for effective teaching and learning. Being effective is an ART and Science. We don't have the space to nurture students' "ART" side.</p> <p>We are doing really well with the "science" side.</p>
Humanities	<p>Again, I believe that the resources needed to conduct research come out of faculty desire to do research. In my case, this means buying my own equipment to do research. As a Department Chair, this means finding creative ways to increase resources in the department so that faculty may have additional tool to do their own, unique research. In the past, I have received grants to fulfill our technological needs. Currently, we are fortunate enough to receive software licenses through donations and funding to acquire "research lab equipment" so that both faculty and students may engage in collaborative projects. Without these donations, the department has little to offer to new faculty to conduct research.</p> <p>Although the art village has the potential to become A GREAT facility, we still struggle with getting hot water, completing buildings that have been started and lack of ventilation etc. Poor security and grounds plan. The faculty also outside of the allocated office space do not have a dedicated studio or lab. We feel that we prefer to have limited space go to student use. We also have higher teaching loads due to contact hours which does not give the faculty much time to dedicate to creative work.</p> <p>I tend to do most of my course preparation and research from my home library and office which is adequate in terms of space and computer equipment and internet access.</p> <p>If your area is biology, chemistry, pharmacy then the library resources are adequate. Other areas are not adequate, especially in the area of journals and access to journals through on-line databases. Technology on campus is inadequate and software to support research for qualitative analysis is also inadequate.</p> <p>Library database access cannot be used for my scholarship due to its very limited holdings.</p> <p>Again it is the time that is not available.</p> <p>Everything is good, but could be improved by more electronic journal access through library, more research lab space, and more support for instrumentation, as well as some way to make it easier to find out what instruments are available, so we know what is available and who to contact for access.</p>

2g) Comments (cont'd).

DISCIPLINE	COMMENTS
Natural Sciences & Math	I have adequate resources because I have external support which was used to purchase the computers for the labs, pays for technical support, and I have access to Tulane's library as an Adjunct Faculty member. My lab equipment is outdated (more than 20 years old) and unless I get funds from outside of the university or collaborate with someone across town, I will not have adequate instrumentation in the near future.
	Library resources: my student could not find a the journal Nature in the library and was told by the librarian that we don't have it. Nature and Science are the two most important general science journals. I have had problems finding some less-well-known journals.
	Research space: I recently moved to the second floor of NCF to a lab without gas lines. Some of the bacterial work requiring sterile technique must be done on the 3rd floor biochemistry lab, which is very inconvenient.
	More space for research needed!! Most of the equipment/instrumentation was purchased using grants that faculty got, not using institutional \$. Other than ITC, we have no technical support staff. Instrument tech would be FABULOUS. Maybe even share one person amongst sciences??
	No technical support is offered.
	Simply put, the infrastructure to do good quality research/scholarship work here is lacking. This is particularly evident in basic things like the maintenance and upkeep of the physical aspects of the university. It is simply not possible, for example, to do good research work when the roof is constantly leaking, the temperature wildly varies from week to week, etc. The library-- they do not have practically any current or popular peer-refereed journals, and lack suitable online access options for faculty.
We are saved from a horrific space crunch in our department only by virtue of the "fallout" from Katrina. As we seem to be slowly but steadily rebounding to post-Katrina size, one can only assume that it will be crunch time again, sooner or later. This BTW applies about equally to teaching and research activities.	
Pharmacy: Basic	Technical support staff and equipment is totally dependent upon grant funds.
Pharmacy: Clinical	Library needs more journals.

3e) Comments.

DISCIPLINE	COMMENTS
Business	For 3b I lean toward disagree, however I can't look over the fact that I have published I a number of national and international journals over the last 5 years. However this has required a great deal of weekend and evening work.

3e) Comments (cont'd).

DISCIPLINE	COMMENTS
Education	Competitive Grants take alot of time, energy and collaboration to research and to write for successful funding. However, there is no compensation outsideof the release time. If you already have release time for research can one also receive additional release time for grant writing?
DISCIPLINE	COMMENTS
Humanities	An occasional one-course release time will certainly help morale, but as anyone will know who has received a one-course release time, not much can be accomplished in this time. One might be able to make a good start on research for an article, but not much more.
	As stted above the teaching load as it relateds to contact hours creates difficulties for sufficient time to do anything outside of a good job of teaching. We get things done out of the time we should be doing other scholarly commitments, creating burn out.
	As the department chair, I have maintained the level of research that I was doing before becoming Chair. I do peered-reviewed conference papers and successful publications in spite of a lack of time. This is at a large cost. I sacrifice my weekends and holidays to maintain my research activities. I like to do research and it is essential to my mental well-being... I am not doing as well physically. It adds to my stress level because we also need to maintain high teaching standards and a high level of service to the university. As Chair, I do not have access to release time opportunities to do scholarship. i don't believe that one quarter release time once in a while is sufficient to increase research and maintain good working conditions.
	Because I have a dual appointment faculty and administrator, I find it increasingly hard to find time for my scholarly research although I manage to be able to prepare papers for scholarly societies and church and academic conferences related to the concerns of my department...my proposed book however has been placed on hold.....
	decentralized A&S release time is very positive step in right direction, but contains several questions about how release hours are calculated and distributed (who counts as "faculty" in this policy? what happens if dept. earns 8 hours for a year, but can only hand out 2, 3-hour releases? Do the additional 2 hours get banked? Lost? Should departments individually establish their procedures for applying/receiving release time? Is this only a chair's decision?
	Having been here only a semester and a half, I am still sorting out my opinions on some of these matters.
	I do not believe the release time policy is applicable or usable by someone with a split administrative/faculty position.
	I haven't ahd one yet. But I will know once I get it next fall.
It makes little sense to have just one course (three semester hours/FTE) release time. That is rarely enough time. With the release time we cannot seek an arrangement of our course schedule so that we might have at least one full day to devote to our work. That policy only lets us know that our teaching loads are extravagant, exhausting, and time consuming.	

3e) Comments (cont'd).

DISCIPLINE	COMMENTS
Humanities (cont'd)	<p>The administrative and clerical load combined with teaching load does NOT leave anywhere near adequate time to keep up with discipline nor devote time to research and grant writing. The new release time policy is completely inadequate and does not address central faculty concern of commitment from the administration to move to a 3/3 load. Depending on the number of faculty in a department, the release for scholarly research works out to about 1 semester every three years. NOT adequate. New Orleans current population does not have an adequate pool of adjuncts (many disciplines) to teach courses caused by release time combined with other course releases. Students are the one who suffer OR faculty have to teach overload to cover courses in departments.</p>
	<p>The new policy is only a small step. The permanent reduction of faculty load to 9 hours per semester would begin to address this issue in a meaningful way.</p>
Natural Sciences & Math	<p>1/4 release time has to be looked at very realistically. It is perhaps adequate to barely get one off the ground in science, but no more. It is certainly better than nothing but it must not be looked at (and I doubt, in fairness, that the University does look at it) as a panacea.</p>
	<p>Even with release time, there is not enough time to do quality work during the semester. The new A&S release time in my dept is focused towards pre-tenure people, of which we have many, which means that others like myself are unlikely to get it. Still, I do like the new policy and again recognize this as a start. :) Thank you! I also think it's appropriate to focus limited resources on the newest people.</p>
	<p>I have no doubt that the new policy will (in time help). Aside from the load issue regarding 3-contact-hour labs only counting 2.25 hours in the load, there is a serious problem with the level of preparation of the students. The General Chemistry Lecture and Lab is designed to teach students how to answer certain questions without needing to understand the concepts behind them. I am required to spend a great deal of time teaching General Chemistry concepts to students before I can even begin to teach Biochemistry. This is especially problematic since about three quarters of the Biochemistry students are Biology Majors who remember almost nothing from general chemistry. This teaching of material they should already know requires time and effort. Much time is wasted trying to convince other faculty of the true depth of the problem so that it may be addressed. As the policy is new it will take time to see if it helps alleviate the problem.</p>
	<p>If the release time were equally rotated among all faculty, this would still not provide substantial or consistent time for research. For example, a faculty of three would receive three credit hours of release time, which means each of them would teach one less class every third semester.</p>
	<p>Interestingly, these were the comments that I had in the previous 2 questions.</p>
	<p>The new policy doesn't make a dent in the needs of the science faculty. There is not enough release time to go around a large department. That release time will by necessity be distributed only to the most junior faculty. Senior faculty can only get release time if they get funding from an external source.</p>

3e) Comments (cont'd).

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	These are leading questions. Clearly the person(s) who wrote them realized that one of the key factors, if not THE key factor, preventing faculty from doing good research, is the teaching load. Unfortunately, it is seemingly simply not possible here to do research/scholarly work during the academic year, which means that it is relegated to the summertime. This in turn makes it nearly impossible to stay competitive in the field, to publish, and to successfully apply for grants, because quality research simply cannot be done as a semi-occasional activity.
Social Sciences	I am not sure about question 3d. I have release time for specific university tasks, but not for research. I do not know if I will be eligible for the A & S Release Time.
	The release time is helpful, but is only a first step. I still have significantly less time to devote to research than I would if I had taken a job elsewhere.
Pharmacy: Basic	Again, I have sufficient resources BECAUSE of my individual efforts to secure grants.

Obstacle 1 (Research & Scholarship)

DISCIPLINE	COMMENTS
Business	Lack of colleagues in the same research/scholarly discipline to have to share ideas.
	Lack of time.
	No obstacles.
	Time. Release time helps, but the way our classes and office hours are mandated it is still very difficult to mark off blocks of time. If we could adjust our schedules to teach four days a week or not be asked to spread our office hours throughout the entire week it would give us the flexibility to schedule an entire morning or afternoon for research.
Education	Having adequate time to research and write. Strategy - the 9 hour course load may work. I will let you know Fall 08 because I have been granted this load for scholarship.
	In Physical Education we teach 8 different courses, six are one hour that meet twice a week. People think we can use the same prep for both aerobic courses, but the student are so different that the prep must be different.
	Not enough time with the required teaching load
	The University needs to look very strongly at the existing teaching load, and especially at the number of different preparations. Since my arrival to XU, I have had over 23 different preparations. Within the last year I have had additional preparations. Emphasis on Teaching or Research????

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Humanities	4/4 Teaching Load
	4-4 teaching load--regardless of the release time opportunities, release time is never guaranteed and must be justified--just making the justification is time-consuming and takes away from the actual release time—the bottom line of a 4-4 teaching load is very demanding
	Administrative Responsibilities and Clerical work. Chairs should have adequate clerical assistance in departments to accomplish their duties WITHOUT outsourcing to faculty. Suggestions: If departments are too small to justify hiring more clerical, then have departments share a full-time clerical person working half-time in each department. Need academic advising personnel who evaluate degree progress and exit interviews. This is usually done in the Registrar's Office at other Universities. But since not at Xavier, then hire personnel who again can work with a single department or in conjunction with departments to accomplish work. PAF's ARE THE RESPONSIBILITY OF HUMAN RESOURCES NOT CHAIRS AND FACULTY!!
	At the present, I am still figuring out a way to balance research time with preparation for four sections of teaching as well as other service duties.
	Financial support; even if I receive release time I may need funds to buy equipment; the University should be able to support that need without my having to write a grant to get outside funding.
	Having enough time to research, write and get articles or work published is a problem for me.
	Inflexibility in scheduling classes. I can't arrange large blocks of time to write because I am not allowed to have a day when I'm not teaching.
	Lack of resources (see earlier comments)
	Lack of time (for conducting scholarship & writing grant proposals) Strategy: expand the decentralized A&S release time policy so that, eventually, faculty who are interested in applying for scholarly release time will be able to do so annually or every semester. maintain the requirement of a scholarly proposal to receive release time, but insure that faculty will be able to apply/receive this at least once per year, at most twice per year.
	Lack of time due to teaching obligations.
	My obligations as an administrator which was the primary reason for my being hired.
	Since any scholarship that I would do is in the arts, I don't truly feel that what I do at Xavier is valued. My greatest obstacle would be an atmosphere of non-appreciation that seems to pervade Xavier.
	Teaching load (4 courses per semester)
Teaching load is very heavy	

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	Teaching load!
	Teaching loads are too demanding. And, the principle model for research that is espoused by the University is the SCIENCE model. The University functions as though science is not only the only model but the desired model. We cannot access the library except during the regular library hours and the noise level in the library is almost unbearable.
	the teaching load. I teach 4 studio classes with advance students sometimes taking class at the same time with intro students. They require a lot of preparation time as well as just standing in class time. this leaves about 6 hours of working time during the week for research outside of office hours.
	Time
	TIME
	Time - Teaching Load
	Time Allow contact hours to counted instead of credit hours.
	time and teaching load
	Time necessary for extensive research not available.
	Time.
	Time: teaching 12 hours or its equivalent and serving on committees and such, there is no way that i can devote enough time for research. Strategy: 9 hour load.
	Time: too much time committed to teaching.
	Time--the course load is too high for me to have time to do adequate research. We need a 3/3 load if you expect research output. Period. People at other small southern universities are shocked by our 4/4 load.
Natural Sciences & Math	Some faculty have very large classes and/or several different courses with needed preparation.
	12 hour teaching load
	Class preparation time before and after (grading)
	heave teaching load, not enough time Katrina and its aftereffects make it hard to think about all that.

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	<p>Lab Space We need more space for science labs, specially in the Chemistry Dept. We need at least twice the space currently available.</p>
	<p>LAB SPACE!!!!</p>
	<p>Lack of equipment and resources</p>
	<p>Lack of institutional commitment to research/scholarship. Research cannot be done as a semi-occasional activity, and departmental and institutional policies need to reflect this. For example, all department chairs should be required to have active research grants as a requirement for their holding the position. One possible strategy: create a new office, the Office of Research Affairs (separate from, or derived from, from the Office of Institutional Advancement), to handle ALL matters pertaining to research. Make one person head of this office, who is ultimately responsible to make sure that research at the university is given high priority. (This office should be comparable to the Center for Advancement of Teaching in importance.)</p>
	<p>This of course assumes that research/scholarship is in fact a priority here. If it is not, then why even bother? It makes little sense to even attempt to do research here, if there is no institutional commitment. It is, and has been, clear for some time that there are issues between the VPAA's office and individual departments on this point--Xavier cannot seem to decide if it wants to be a purely teaching institution, a teaching and research institution, a teaching institution that also claims to do some small amount of research, or something else entirely. This all needs to be clarified and put into writing, and the writing backed up by actions which prove institutional support and are not merely lip service.</p>
	<p>lack of time</p>
	<p>Lack of time</p>
	<p>Lack of time; with the heavy teaching and advising loads sufficient time is not available to do meaningful research. Large blocks of time is needed, few hours between classes isn't sufficient.</p>
	<p>Large teaching load - suggestions: increase the number of instructional faculty/decrease the course load per faculty, force admin/support staff to actually support faculty in teaching responsibilities</p>
	<p>Not enough time</p>
	<p>Some department chairs discourage research activities - Xavier should make it clear to everyone that research/scholarly activity is expected and rewarded.</p>
	<p>teaching load</p>
<p>Teaching load</p>	

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	Teaching Load
	Teaching load and time for research
	teaching load is too great, funded release time can't be taken because classes have to be covered, overloaded faculty don't have time to conduct research.
	Teaching load is too much if you want current faculty to participate in competitive research.
	Teaching load- require only 9 hours of teaching from those faculty members doing research. Have 2 categories of faculty: research and teaching Research faculty teach 9 hrs/sem and less committee work while teaching faculty teach 12 hrs/sem and more committee work.
	Teaching load, which in addition is counted as 0.75 load hours to 1 contact hour for drills and labs.
	Teaching multiple sections of lab courses. Teaching multiple sections of a lab course is very time consuming. Lab courses (especially freshman lab courses) place a huge demand on the time of faculty because of grading. Each week there are two graded items (quiz & homework). These classes are large, typically 25 students enrolled per section. This totals 50 papers to grade for each section. This number is multiplied by the number of sections the faculty member is assigned. Additionally, the time required to set-up and bread-down labs, photocopy handouts, etc can range 3-4 hours per week as well. Often the time that is allotted for research & scholarship is consumed by lab courses. Lecture courses require less preparation time after the first semester it is taught and graded assignments are not given on a weekly basis.
	The greatest obstacle is time. Teaching responsibilities consume so much of our time that it is nearly impossible to be productive in scholarship.
	The single greatest barrier to research and scholarship is the work load expectations on faculty. The current standard teaching load of 12 hours is unrealistic in an institution that expects active faculty involvement in research and scholarship. The new release time policy partially addresses this obstacle. However, as long as 12 sh is the standard, this obstacle persists.
	There should be an equitable method to provide release time to tenure-track faculty.
	time
	TIME
	Time - If teaching load is only 9 hrs then that will greatly enhance my ability to continue research and train (work with) students more.
Time (Teaching Load)	

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	time constraints due to large teaching load every semester
	Time Reduce number of courses taught and the number of students enrolled in each course.
	Time. Post-Katrina there is an increase in service and teaching demands.
	Time. Give a load credit of 3 hours for a 3-contact-hour lab.
	Time: make the standard teaching load 9 hours for everyone, and allow release time on top of that. I know this is a HUGE investment (ie lots more faculty = need for more lab space = need for new buildings etc) but it's an important one, with tenure expectations increasing.
	Too many committees
Social Sciences	Excessive teaching commitments -- cutting down to a 3/3 load or at the very least lowering the number of students in each class or raising release time opportunities. The new release time policy will actually mean far fewer opportunities for faculty in my department.
	Faculty size in department
	Lack of time, free of both teaching and departmental responsibilities.
	Lots of time is spent preparing for classes.
	No particular obstacles.
	Teaching load is too high to allow substantive time for "real" scholarship (long-term, funded research, resulting in significant contribution to field). While not all faculty may wish to spend more time researching, there should be more flexibility/opportunity to curb teaching for those who do.
	TIME
	Time - either need to lessen other university needs and departmental/administrative duties or increase course reductions or go to 3/3 load.
	Time. With all other responsibilities it is difficult to allocate time to conduct research.
	Time: Between committee work, large classes, advising, and administrative work, there is little time to spare for scholarship except during breaks from school.

Obstacle 1 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Social Sciences (cont'd)	Time--Most semesters I have to prep 3 individual courses that I have not taught in the past. Teaching courses I have already taught (which will gradually happen as I spend more time here) would help significantly reduce the amount of time it takes to prepare for class. This would give more time for scholarship.
	We devote such time to teaching that such a focus on research is unwarranted. This should not be changed re: teaching as we are strong in this area, perhaps not such emphasis on research.
Pharmacy: Basic	Administrators that have no real experience in conducting competitive research, so their every action is intentionally or unintentionally obstructive.
	COP Dean's poor vision and leadership in Research and grantmanship.
	Lack of understanding by key individuals of what it takes to conduct research.
Pharmacy: Clinical	faculty shortage
	Finding time. I've publish several articles in the two years at Xavier however all my work is done at night at home.
	Lack of adequate number of faculty members to lighten the workload of current faculty in the College of Pharmacy
	not enough time to adequately do research
	teaching load
	Tenure is based solely on teaching. If I dedicate my time to research and bringing in Federal and private research dollars would be overlooked if I don't teach
	Time
	Too much teaching.
We need additional faculty members to ease the teaching load.	

Obstacle 2 (Research & Scholarship)

DISCIPLINE	COMMENTS
Business	Lack of environment that supports research and scholarly activities.
	Reward system. Again, something as simple as a major university award for research activity would go along way.
	Teaching load, particularly when new preparations due to lack of faculty in particular areas, becomes a significant obstacle.

Obstacle 2 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Education	1 hour credit hour should equate to 1.5 hours toward the faculty teaching load.
	During the flood we lost everything in our offices, equipment, notes, textbooks, old exams, etc. We still teach courses in which we must start as we would if we were teaching a new course.
	Space-inadequate space to carry out the research.
Humanities.	4/4 Course Load. The administration needs to take seriously the demands of faculty to move to a 3/3 course load. This move must be implemented as part of the 5 year plan. Faculty turnover (regardless of the Katrina effect) is high at Xavier. The administration should take into account the cost of replacing faculty, when arguing economic barriers to moving to a 4/4. Tuition and fees should also be raised.
	Administration's policy that I need to have classes every day M-F. If I could have all of my courses on MWF I could write much more on TTh for example.
	Class load too high
	Departmental tasks such as recruitment, preparation for program reviews, searches for professors, etc. as well as service to campus-wide committees--all of this combined takes a lot of time and effort that might've been spent on research
	Finances.
	Having enough time to search and complete grants for further study and/or research is a problem as well.
	Lack of partners: there is no one else here who does the same thing I do and it is very frustrating to get excited about projects or even to brainstorm projects with people. Not having any one here to collaborate with means that I have to take the time to find others in other places. We're back to "time" again.
	Lack of quality time (see earlier comments)
	lack of time due to administrative and committee duties.
	Library- The library is not sufficient for undergraduate research, let alone for any sort of scholarly research. The library does not even begin to be adequate for my research. Specifically, it is lacking databases and full-text journals.
	MONEY
	need more ram and possibly a tower for my office. I need to start working more with video software, and my mac laptop is crashing just in 2d programs. I need the laptop to teach with, but really need a tower to create video and multi-media works.
Non-traditional research not given same importance as traditional scholarship.	

Obstacle 2 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	Release time does not permit us to arrange our teaching schedule so that we can have a full day to engage in research.
	Service requirements
	Space
	Support Allow for students and faculty to truly engage in nationally significant dialog with others in the field.
	Teaching schedule (5 days per week)
	The new release time is helpful; but depending on the size of the department it basically means you can get one semester every three years.
	The service requirement is heavy
	The Xavier Library lacks some of the major resources in the field of Theology. Our periodical holdings have been severely reduced although the online periodicals are helpful
	Time
	time and teaching load
	Time: too much time committed to University service.
Natural Sciences & Math	Accounting Problems. The grant accounts are messed up. Salaries are always charged to the wrong grants. Accounting reports are not turned in on time to the granting agencies.
	Again, the obstacle is time. It would be of great benefit to reduce teaching load for faculty.
	An important -- essential -- part of Xavier's mission is service to the community. By community, I refer to the academic department, the college, the university, and the wider civic community. With this in mind, what needs to be addressed is the persistent, drip by drip, infringement on faculty time by expectations for faculty involvement on committees (department, college, university). We (the university) need to work towards a better balance between these essential commitments and the major work of the university faculty in areas of scholarship and research. More specifically, time spent at meetings that are more informational in nature should be reduced or eliminated by making use of more efficient means of communication.
	Committee work and meetings- eliminate those committees that have not had anything to contribute in a number of years. It may not be necessary to have 5:00 meetings every month; schedule them when needed.
	environment not conducive to research

Obstacle 2 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	It has been some time now since I've conducted research in my discipline. I'd need some kind of refresher.
	lab space
	Lab space and equipment Build research facility, including core facility with equipment and staff.
	lack of a mentor
	Lack of available time to do research and academic year teaching load. However, it is not merely the teaching load itself which is an obstacle, but also the often excessive amount of time that we spend on associated tasks-- office hours, advising, committees and meetings, etc. The only obvious solution to this obstacle is to decrease load by increasing the number of faculty, and in particular, the number of nontenure track faculty. It is a question that you cannot have it both ways -- you cannot simultaneously expect faculty to do absolutely everything themselves in their teaching, while at the same time expecting them to maintain an active and viable research/scholarship program.
	Lack of chunks of large time slots to devote to research
	Lack of funds for hiring qualified research associates
	lack of resources
	Lack of support staff to support research - force admin/support staff to (a) perform their normal job duties (not do crossword puzzles all day), and (b) perform the additional duties that support staff must do in a research environment (e.g., process travel, place orders, assist in managing grants, etc.)
	Lack of time
	Lack of time for research: 15 contact hours 6 office hours 15 hours to evaluate reports and quizzes each week. 8-10 hours preparation time for lectures and labs. It is difficult to squeeze out any significant amount of time for research.
	Limited research space.
	money
	No Research Interest among faculties

Obstacle 2 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	Not enough majors in the department
	Not much opportunity to meet and do research with other university faculty members.
	Preparation of students. Address the issue of the poor preparation students receive in General Chemistry. Trying to change things within the department isn't working. I was shouted out for mentioning what I believe to be problems in General Chemistry Lab during a departmental Curriculum meeting when the scheduled topic was General Chemistry Labs, and I'm a member of the Departmental Curriculum committee.
	release time (I think the VPAA release time is great!, with a department our size (20+ faculty), we could just use more of it)
	service burden too great, too many things that have to be done, too few people to do them means you have to (1) neglect one or the other or (2) risk not be effective at either service or scholarship.
	space
	Support with regard to statistical analysis and graphics - availability and training of software for convenient (user-friendly) data analysis and producing presentation quality graphics.
	Technical assistance
	technical support
	TIME
	too many meetings
Social Sciences	Unavailability of start up funds and difficulties associated with ordering supplies from vendors in a timely fashion.
	Administrative expectations in department
	Being able to apply time consistently. Often I might have time on one day, but no time the next. Scholarship, especially bench research, needs consistent, day in and day out involvement and commitment of specific time.
	Excessive service obligations
	Lack of library resources.
Limiting sabbatical option to tenured faculty.	

Obstacle 2 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Social Sciences (cont'd)	The library facilities at Xavier are not particularly valuable except for online resources such as JSTOR. I have to go to at least Tulane to do research. To get the more obscure material I have to go to at least Rice, Emory, or Texas. I do not believe there is anything reasonable Xavier can do about this given the status as a primarily undergraduate institution.
	The number and quality of publications does not seem to factor into pay or other benefits. Faculty who publish a lot or have more publications do not see any rewards compared to faculty who have few publications or do not publish.
	There is not enough release time available to be able to produce research.
	TIME
Pharmacy: Basic	Inability to hire technical staff on J-1 visa.
	Poor fiscal services support. Grant accounting is always a mess and purchasing, while better than in the past, still needs alot of improvement.
	Time
Pharmacy: Clinical	Lack of other collegeus performing research.
	Lack of time to devote to research & scholarship because of heavy workload due to Obstacle 1
	No library resources in my field.
	not enough training for new faculty with research activities
	release time
	Time
	time restraints

Obstacle 3 (Research & Scholarship)

DISCIPLINE	COMMENTS
Business	One administrative assistant, who reports mostly to the department chair, is insufficient for faculty delegate clerical duties in order to do research/scholarship.
Education	The last two years we have been given Education courses to teach. Problem is, the courses are never the same one twice.

Obstacle 3 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Humanities	Assistance.
	Extra work that comes at the last minute such as need to conduct independent studies for students, prepare students for senior comps, advise students, etc.
	Funding limited to pay informants, if applicable.
	honestly i need more materials. whether its digital or film photography is an expensive art to maintain. I have not had time to focus on grant writing for materials yet. In order to teach some of the older non silver processes I need experiment with other chemicals and papers before teaching them to students.
	INSTITUTIONAL COMMITMENT AND INVESTMENT IN FACULTY DEVELOPMENT
	Lack of adequate library in NEw Orleans area.
	Library resources
	Library Resources. Acquire more journals related to the liberal arts education that is demanded by the university's core.
	Library resources/holdings
	My 11 month contract and administrative. I have very little time off.
	Possible strategies: With the new things on the horizon concerning the curriculum, I cannot see that the University is planning to give a more secure berth to the Humanities within the context of the University structure. So I think that any strategies that someone in the Humanities might suggest would ever be adequately responded to. For a number of years almost anything we in the Humanities suggest does not carry much weight.
	Rewards-- there are no rewards for publication here. And instead of release time, the university gives money for overloads. Many faculty teach MORE than a 4/4, which is NEVER acceptable. We need summer research grants. Since our salary is so low compared to similar institutions, many need to teach instead of research in the summer so that we can make some money. Summer research grants would be helpful in allowing us to dedicate summers to research.
	Technical Support
	Time
time and teaching load	
Time Allow for time in formal and informal settings for interaction with other faculty across country.	

Obstacle 3 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	Time: too much time required to recover from the above.
	(to at least some extent) space
Natural Sciences & Math	Access to primary journals
	Increase access via online institutional subscriptions to primary journals.
	Fewer office hours
	Fiscal.
	There have been times I could not order from Sigma Chemical because Xavier hasn't paid it's bills. I ordered some chemicals about 2-3 weeks ago and the request was placed with fiscal and I am still awaiting PO numbers. Have fiscal issue PO numbers in a timely fashion.
	grant writing
	Lack of consistent student engagement due to class loads.
	Lack of financial support for research enhancing activities (e.g., conference/workshop participation, visiting federal funding agencies, travel to visit collaborators/other facilities)
	Lack of infrastructure. Attention needs to be paid to physical upkeep of research/scholarship areas, particularly with regard to the physical and electrical aspects; clerical help for research and scholarship; and an overhaul of the Library's access to e-journals.
	Lack of library resources: many journals are not subscribed.
	Lack of proper research space, facilities and equipment.
	Lack of subscription for research periodicals
	Lack of time
	Large class loads. Also, right now teaching is more interesting to me than getting back into research.
	Library resources.
space	
space for research lab and needed equipment	

Obstacle 3 (Research & Scholarship) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	support: faculty spend way too much time eg doing purchasing in Banner because there's no one else to do it. Or fighting with fiscal to get ANY statement on a grant balance. Then once we get one, it's generally WRONG, and it usually isn't corrected for months despite numerous (often unreturned) e-mails. Don't bother with phone messages since mailboxes are generally kept full.
	technician.
	There is a hugh difference between spending one hour a day each weekday as opposed to spending five hours one day on research and scholarship. The former (1 hr/day) is far less efficient that the latter (5 hrs 1 day). Faculty need to have the flexibility to devote extended periods of time on research and scholarly activities.
	TIME
Social Sciences	Collaborators
	Excessive meeting schedule -- much of this could be taken care of via e-mails and the number of faculty assemblies cut be cut down. Also, chair duties have grown to include too many electronic duties that could and should be taken care of by technology experts.
	Lack of qualified staff support, which often leaves faculty members doing work that would be better handled by secretaries etc.
	Lack of software.
	Library databases and money for software or publications. I can't even access reviews of my own book b/c Xavier doesn't subscribe to any databases that include the journals. We need more social science databases.
	Number of course preparations takes enormous time, as does teaching multiple different courses in a semester.
	Teaching load required because of inadequate faculty size.
Pharmacy: Basic	Lack of gradaute and teaching assistants.
	Sufficient time to conduct competitive research, although that is tied into Obstacle 1, above.
	Time
Pharmacy: Clinical	Lack of mentoring/guidance for new faculty members about the process for pursuing these areas. We are in desperate need of a formal orientation program and a well defined mentoring program for new faculty members in the College of Pharmacy
	shortage of faculty
	Time
	Too many "meetings", "committees", etc. to accomplish any research.

4g) Comments.

DISCIPLINE	COMMENTS
Business	We have access to a computer lab however we are using more and more technology in our classes therefore we have classes meeting at the same time that needs the computer lab. Implementation of the plan of requiring all of our students to have laptops would solve these issues as every classroom would be a computer lab.
Education	As previously mentioned, too many new preparations to maintain current in “all” areas that I am required to teach.
Humanities	All classroom need to be update to electronic classrooms. The facilities in Xavier South are atrocious. Half the time the toilets do not flush, especially on the 2nd floor which has the most student traffic. Classrooms are small and cramped with too many desks that in this faculty’s opinion must VIOLATE fire safety regulations. Blinds are FILTHY with accumulated grime and many don’t work. Desks are often broken. Of course the President’s office on the second floor (which is never used) is spotless.
	All of my answers are assuming that there is a minimal demand for research.
	at times I don’t get assigned a classroom until after the semester has started.
	Even though XU prides itself on being a teaching institution, every semester sometimes for as long as four days faculty are in an exhaustive search for adequate classroom space. This is the responsibility of other departments. Yet we have to always find our own classrooms.
	I ALWAYS have problems with my classroom. I don’t understand why every semester I have to find adequate classrooms myself and then notify the registrar! Electronic classrooms often do not work.
	I surf the internet. review catalogues. and review the book exhibits at my scholarly meetings to identify the “latest” books in my field! I need more time for review of the literature in the areas of my scholarly interest.
	I teach at Xavier South. It says a great deal. The classes are too small, lack electronic equipment, are poorly ventilated, and the walls are showing signs of unmdidity again... Enough said. I don’t have enough time to keep abreast of the latest research to teach my courses. My workload grows exponentially every year. The quality time that I take to do a task is taken away from the quality time necessary to do something else. The end result is a lot of stress when you want to do everything professionally.
	I would like to be able to have computers and internet connection available to teach both composition and literature classes on an ad hoc basis.
	Lack of computer/instructional media resources in Xavier South classrooms is discouraging -- lack of instructional media resources in department level discourages technology use -- lack of maintenance of instructional media discourages technology use
	There is a general lack of appropriate space in which to teach classes. Many class rooms are plagued by noises from the classes next door and by loud air-conditioning and other equipment noises. The second floor of Xavier South has on-going lighting problems, some of which seem to be wiring related.

4g) Comments (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	We have the space but not the refinement. Lighting furniture, equipment, ventilation would make basic better. Flooding is a problem.
	We need more computer and multimedia resources that are readily and easily available for any classroom.
Natural Sciences & Math	Again, as stated before -- I would say that the major obstacle to teaching effectively at Xavier is -- ironically -- a lack of sufficient time.
	Again, time is of the essence here. There simply is insufficient time to THINK, to read, to reflect. One continually moves from task to task....I really don't see how family people (I'm single) do it and maintain any degree of currency. Space, as I noted above, is an issue that we are "saved" from only by Katrina. Before the storm we were on the verge of saturating our teaching lab space. If the Lord spares us from another storm, then in 5-7 years we will undoubtedly be in the same predicament again if not worse. My negative response to the computing resources item derives from the fact that we could really use more computer lab space for students, not to mention more electronic classrooms.
	All classrooms should be electronic; there are some that are not, which limits technology in the classroom.
	Generally there is good support of teaching on campus.
	I have sufficient time for teaching because this is my priority. I do not have sufficient time for both teaching and scholarship.
	I have sufficient time to carry out my teaching responsibilities effectively because this is my primary responsibility and therefore the first priority. Research work and maintaining the up-to-date knowledge regarding the courses that I teach, are sharing the same time. Research activity contributes to maintaining the up-to date knowledge.
	Last Fall, I taught a class of nearly 50 in a classroom in Admin which was ill-equipped for the purpose. The desks were so packed so tightly together in the room that it was nearly impossible to monitor cheating. It was also impossible to use the blackboards on the side or back of the class. In addition, the controller for the podium broke a few weeks into the semester, rendering the overhead and multimedia projectors useless. It seems Xavier has many classrooms which hold 50+ desks, but these classrooms are inadequate for testing.
	Library should have more text books for students and more reference books.
	One semester I had too many students and some had to sit on the ground during class(there wasn't any room).
	the facilities are great, but the teaching load is too high to truly be effective, especially considering that many students need extra assistance.

4g) Comments (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	The problem with maintaining up to date knowledge in both teaching and research is not enough time. Not just time to grade and prepare but time for REFLECTION. Xavier faculty do not have time for reflection. The course loads are heavy, grading burden is heavy, office expectations are heavy. There's very little time left for creative thought.
Social Sciences	I have time for these things because I prioritize them. They come before my personal committment to scholarship.
	I MAKE the time to do the above at great personal cost.
	More and varied video in the Media Center. Spend money on converting old and still-used videotapes to DVDs.
	Some classrooms at Xavier South have electronic screens, but switches are not in place, so the screens cannot be used. This has been reported several times since the new classrooms on the 4th floor were first renovated. Other classrooms have arrangements that do not allow for good group work. Also more elctronic classrooms are needed.
	the electronic classrooms in particular are in terrible shape and I cannot rely on them for everyday use. There are literally desks piled up in the back of some of the classrooms, the plaster around the windows is bubbling up and unseemly and the classrooms do not garner any respect from students because of their poor condition. I am speaking of Administration Bldg.

Obstacle 1 (Teaching):

DISCIPLINE	COMMENTS
Business	Computer lab space. Again, implementation of the plan of requiring all of our students to have laptops would solve these issues as every classroom would be a computer lab.
	Lack of time.
	None.
	Students' apathy, excessive absences from some, perpetual tardiness from others.
Education	1. Teaching so many 1 hour courses. These courses should be considered at least 1.5 credit courses since they meet twice a week. But since, the physical aspect of our students is not important anymore, this problem is being taken care of.
	Again - time and managing it effectively. Keeping the loads to 9 across the board may help to attrract faculty to Xavier.
	Too many new preparations!!!!

Obstacle 1 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Humanities	<p>Access to computer labs with adobe software</p> <p>If my students had more access to computer labs with the Creative suite by adobe I could push them to finish more projects in a faster time period. This would allow for more projects to be completed in a semester which would also allow for more retention of the ways to work in the programs.</p> <p>I think the dorms and computer labs need all the software packages that are taught on campus. Whether the software is put on a mac or pc does not matter for the adobe suite. If students are required to purchase laptops, then a deal needs to be made with Adobe to get the software at a more discounted rate. Currently the students can not afford the programs.</p>
	<p>At present, teaching load is excessive.</p>
	<p>At the present, I don't sense any major obstacles to teaching. In fact, improvement of teaching has been a major plus of my employment at Xavier, especially given the presence of the Center for the Advancement of Teaching.</p>
	<p>At Xavier South, there are no SMART boards or electronic classrooms. When i have to drag my equipment to the 2nd floor, it takes too long to set up and sometimes doesn't work.</p>
	<p>Classroom facilites need to be upgraded so that they have equipment for multi-media.</p>
	<p>Course load -- number of courses being taught reduces amount of time I can spend innovating and expanding courses into meaningful community-based action projects</p>
	<p>Strategy -- policy that mirrors A&S scholarly release policy for teaching innovation. Allow faculty to apply for release time to pursue/enhance/extend a particular course pedagogy</p>
	<p>Difficulty of enforcing placement policy so that students do not enter courses for which they are over-prepared.</p>
	<p>I don't find any obstacles to teaching here at Xavier.</p>
	<p>In my field of theology we have limited resources. Librarians with specialties reflective of our 17 or more departments could be contracted to review our library holdings</p> <p>For example, in the field of theology we could contract a Catholic Theological Librarian to review our holdings and provide us a "must have" list of periodicals and books both classical, contemporary multi-cultural and interdisciplinary Systematics: Theology of God, Christology, Eccleisology, Eschatology, Faith and Revelation etc. Ethics: Personal and Social Ethics, Scripture: Old Testament, New Testament with attention to texts by well-known or culturally diverse scholars for each book of the Bible.</p> <p>The Librarian from Catholic Theological Union in Chicago or some other seminary or graduate school who is attentive to and knowledgeable about the multi-cultural context of the world and therefore of theological resources that address a wide spectrum of theological methods and approaches.</p>

Obstacle 1 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	1. Lack of appreciation of a liberal arts education as suggested by Xavier's Mission. 2. Lack of a clear understanding of the Xavier Mission 3. Students who don't truly value knowledge that is not directly related to what they plan to do--Music Majors included..
	Lack of resources (electronic classrooms). Every classroom at Xavier South should be equipped electronically.
	LACK OF TECHNOLOGY IN CLASSROOMS
	Library Resources
	load is too great.
	teach using contact hours as the way load is calculated.
	Lowering the standards for admission at Xavier since Katrina and bringing students who are remedial.
	Registrar can't seem to assign an electronic classroom that works.
	Service to the department and to the campus often takes time away from office hours because it is so hard to find a time when everyone can meet--mostly due to the 4-4 teaching load that requires so much scheduled time of everyone
	The classrooms are not conducive to incorporating group work as they tend to be very cramped with desks. I would like to see classrooms with tables available.
	The size of the classes (i.e., number of students)
	Time
	Time- My teaching load is too high to really give the students the attention and type of assignments they should have (like essay exams and papers).
	time and teaching load
	Time to remain up-to-date
Time: too much time committed to teaching (and not enough left to think about and improve teaching).	
Too many students are not ready to learn because they are not able to function as independent individuals carrying out the daily functions of being a college student. They are not mature.	
Natural Sciences & Math	Some upper level courses in the sciences have large numbers of students and many activities cannot be done. Examples: lengthy research papers, classroom conversations and discussions, individual research projects etc,

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	12 Hour Teaching Load
	Class size is sometimes too large for the classroom, making cheating easier.
	class sizes are too big
	heavy grading burden in some courses eats up all spare time
	Highly coordinated freshmen classes that use “information memorization” methodology and block the development of critical thinking in students.
	I do not have an obstacle teaching at Xavier
	I think sufficient resources are available for effective teaching. I do, however, believe that busy teaching schedule gives little or no time for research.
	Lack of pedagogical experience
	lack of time
	Lack of time -- reduce the overall teaching and advising burdens on individual faculty
	Large teaching load - reducing the teaching load would not only enable faculty to perform research/scholarship, but would also increase the quality of teaching
	Making students prepare themselves (based on what I say to them) to perform at the quality I expect from them.
	none
	None. Teaching comes first.
	Not Applicable
	Perparation of students.
	I stated my issues in relation to scholarship.
	Memorization does not prepare them, they must be challenged to think.
	Probably the greatest barrier to teaching at Xavier now is overemphasis on research.
	students' motivation
Teaching load of 12 hrs and more facilities such as tutoring for students	
teaching overloads	
The effort in teaching scientific labs is tremendous. There really must be a better method address workload that what currently exists.	
The greatest obstacle is the heavy load. So much time is consumed by the grading and test prep.	

Obstacle 1 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Natural Sciences & Math (cont'd)	The idea that 4 different 3 hour lecture courses is the same as everyone else's 12 hour load has been a problem for me. Overall, Xavier's method of calculating course loads has been fair though.
	There are classrooms in the university that have computers. However, often a small (and sometimes larger) percentage of the computers are not working. There needs to be a greater commitment to technical personnel to maintain the university's investment in computer technical. Sometimes faculty within a department are expected to take on this role. Such expectations eat away at the time faculty need for teaching responsibilities.
	Time
	TIME
	Time Reduce the number of courses taught and the number of students in each course.
	Time, though not nearly as much pressure here as in scholarship.
	too high a load.
	Too many courses due to contact hours not equaling load hours for classes with weekly written tests and graded homework.
Social Sciences	too many desks in a classroom-see room 115 in NCF and 135 in NCF Annex
	4 courses is a heavy teaching load.
	Canadian system provides faculty with one full semester to gain up-to-date knowledge in field every 3-4 years. This would be helpful. Something similar would be beneficial especially w/ evolving fields connected to new technology. We need to be up-to-date to effectively teach - so we need to know new technology in our respective fields. This is time consuming.
	Classrooms in Xavier South are lacking in technology.
	Expectations of students, who are too often looking for grades and not concerned with acquiring knowledge.
	Having a multi-faceted discipline with too few faculty to cover all required areas appropriately.
	Inadequate classrooms
	Lack of time, free of outside responsibilities.
Multiple course preps in a semester (always 2 and often 3) is extremely difficult to manage, especially as additional preps are always for upper level courses which require enormous time reading to prepare and working with students on their written work.	
No particular obstacles	

Obstacle 1 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Social Sciences (cont'd)	Not enough faculty in departments to be able to prep entirely new courses in area of expertise.
	Unreliable electronic classrooms make teaching very difficult.
Pharmacy: Basic	Large class sizes put a severe limitation on testing methods. For example, giving writing assignments or using essay questions is simply not practical, especially if one has research responsibilities. Hire teaching assistants.
	Time
	Class sizes of 100+ and no teaching assistants
	classroom (lab) size not enough space for the number of students that I have faculty load
Pharmacy: Clinical	Lack of sufficient faculty to share the workload. We must hire the minimum number of required faculty members to work at our most productive level
	large class size
	Large classes taught in the Administration Auditorium are IMPOSSIBLE - students cannot hear, cannot see, and are too tempted to converse with one another to listen to material presented.
	Time We need more faculty members.

Obstacle 2 (Teaching)

DISCIPLINE	COMMENTS
Business	Classrooms that do not have state-of-the art technology.
	None.
	Too much committee work.
Education	Teaching a new Education course every semester. One thing that would help me would be to be told or asked a semester before one teaches a new course. That way I could prepare before I face the students without being just one page ahead of them all the time.
	Teaching load is too high.
Humanities	Attractive classrooms that impress both students and their parents when visiting Xavier South. This would help our departmental recruitment efforts...

Obstacle 2 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	Classroom equipment, Media and computing-- My classrooms need to be equipped with TVs with DVD players (the TVs in Xavier South with no DVD players are useless) and computers which can project. I can not teach my classes as I should given the complete lack of equipment in Xavier South. My students cannot do proper professional presentations due to the lack of this equipment. I cannot play samples of speeches for them due to this lack. In addition, my classrooms never have markers or chalk and many do not even have screens to show transparencies.
	Classroom technology
	Classrooms need to have better window shading so that you can see projected images on screen.
	Have to change classrooms every semester so that I don't have one at one end of campus followed by another at the other end of campus.
	LACK OF COMMITMENT TO INNOVATION IN TEACHING
	Lack of time for adding laboratory or drill sessions in our courses (languages).
	Library resources
	Limited on-line periodical holdings of the major Journals in the field of theology. We need review our periodic holdings and purchase more and/or purchase the on-line programs that provide access to the same.
	Preparation Time teach using contact hours as the way load is calculated. The studio courses require a great deal of prep time. It requires physical labor and intellectual individual preparation for nearly each student.
	Safety The art studios need to have both a stationed officer and a technical assistant at night. Again students would do more homework in the studios if they knew an officer was on the campus. As well in order to operate much of the larger machinery for other art classes such as sculpture a trained technical assistant should be on site for help and safety.
	So much time is taken by e-mail.
	Space: awful, awful classroom space that is typically used by my department in the Pharmacy Building.
	Students' poor attitudes toward learning and weak work ethics
Tardiness is a tremendous problem as it is so disruptive to the classroom. My teaching time is cut by 10 minutes (to 40 minutes of instruction) because of this. I would like to see Xavier offer some ways to combat the problems of distance between XS and the other buildings, such as allowing 15 minutes between classes, providing bike lock up areas to allow students to use bikes, providing some kind of shuttle service, or some other solution.	

Obstacle 2 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	The 4-4 teaching load--again, having so many courses to teach takes away from the overall teaching effectiveness. Also, having 3-4 preps in addition to this high teaching load can hurt one's teaching.
	Time
	time and teaching load
	Too many students haven't the knowledge base to participate in the courses they have enrolled in.
Natural Sciences & Math	Classroom facilities
	Lack of administrative support
	Lack of technological infrastructure and tech support. ITC seems overburdened and is often less-than-helpful.
	new preps each semester
	Not Applicable
	Poor advising & wrong placement of students
	Some departments have tutoring labs. If faculty are given the message, either explicitly or implicitly, that they need to be present in those labs, this can be another obstacle to teaching.
	student attitudes/responsibility (or lack thereof)
	Students do not use text books; they memorize notes and "modules".
	students unprepared for college study
	The ability to engage students in research is often impeded by the students overload of courses.
	Time
	TIME
too many committees	
Social Sciences	Lack of tutorial assistance for students who lack adequate preparation and study skills.
	Library resources again.
	Not enough electronic classrooms
	Recognition of the teaching limitations of faculty resulting from inadequate time for research to each area.
	Terrible conditions in all of the Admin classrooms (see previous)

Obstacle 2 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Social Sciences (cont'd)	The number of different courses I have to teach makes it difficult to work on improving any but “Intro”. There is always a new prep to focus on and then I don’t teach it again for another two years or so.
Pharmacy: Basic	Inability to quickly assess knowledge DURING each lecture. Wire all classrooms for INSTANT wireless quiz capability.
	Time
Pharmacy: Clinical	lack of space= only one aud
	Lack of time to devote to developing more interactive and creative ways to teach due to responsibilities to affiliate hospitals where we must spend at least 20 hours per week. More faculty members would at least lighten the workload of various committee obligations and projects that must be completed by a limited number of faculty members
	Need for lab assistants--no help with lab activities 1 teacher for 44 students in each section is not practical
	Students consider my areas of teaching to be “not important to their area of study” to even bother to come to class.
	students who lack integrity and cheat. I’ve thrown up my hands in disgust and have quit trying
	time

Obstacle 3 (Teaching)

DISCIPLINE	COMMENTS
Education	Expected to be “jack of all trades, but master of none”. It is difficult to specialize when one has to teach so many different preparations.
Humanities	Computer classroom facilities
	Computer classrooms
	I need to network with more working New Orleans photographers and Graphic Designers. My students need internship opportunities, and I have not had time to pursue them.
	Library resources--The library resources are completely insufficient for undergraduate research.
	Need more time to learn teaching tools such as blackboard etc.
	OLDER FACULTY MEMBER’S INABILITY AND DESIRE TO ACCEPT NEW, CUTTING-EDGE IDEAS/TALENTS/EXPERIENCES/ABILITIES FROM NEW FACULTY
Shortage of staff and reliance upon adjuncts.	

Obstacle 3 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	Technical Support Staff
	time and teaching load
	Xavier South
Natural Sciences & Math	A culture of “we’ve always done it this way” among faculty who are resistant to change. Why hire new faculty with diverse experiences if what is really desired by some departments are “Stepford faculty”?
	CAT -- while some of their seminars have been excellent, some have actually hindered improvement of the teaching process. In particular, it is not clear why CAT should be in charge of first-year faculty orientation.
	Computer equipment
	not enough help with advising student groups
	Paper graders would allow for more evaluation in the course.
	service demands too high
	SPACE for laboratory teaching
	Steeply increasing amount of cheating, especially on homeworks.
	Time
Social Sciences	Course load. Even if we work a 60 hour week and do nothing else, a normal load means only 15 hours per class, which does not lend itself to the excellence we really strive for. This is especially limited if we teach three different courses or continually have to prepare new courses to teach.
	Faculty spread too thin on diverse elements of the discipline curriculum; it’s hard to be an expert in too many things political.
	Lack of time to continue to update knowledge in the field and teaching materials.
	Not enough support given to creating new classes nor to focusing on things like writing because of the excessive class sizes. Need more faculty in many departments to satisfy our teaching objectives.
	Other demands such as committee work and research.
	Time for research helps time for teaching by better informing faculty in their respective areas.
Pharmacy: Basic	The final exam schedule at XU is simply too rushed; make it longer to allow more time between exams; many large universities do that.
	Time

Obstacle 3 (Teaching) (cont'd)

DISCIPLINE	COMMENTS
Pharmacy: Clinical	lack of computer tech

5c) Please provide comments on your responses to this section (BARRIERS).

DISCIPLINE	COMMENTS
Business	Eliminate barriers by committing financial resources.
Education	Thank you for the opportunity to give feedback to the committee. We have had faculty leave because their expertise is not put to use, and they find it difficult to teach a subject they are not prepared to teach.
Humanities	<p>1. I believe the largest barrier to attracting more outstanding scholars to Xavier may be the salaries and work load. A 4-4 (four courses per semester) undergraduate load is extremely demanding. Other institutions I have worked at had 3-3 loads and allowed a two-three load for those doing research. Those who did administration had course reductions in accord with the demands of their administrative position.</p> <p>2. A second major issue for faculty retention is collegueship. Scholars like to work in positive supportive environments with other faculty and scholars in their field who share interests, are mutually respectful and intellectually engaging.</p> <p>I accepted the invitation to become a member of the faculty and administration at Xavier because of Xaviers' mission as a Black Catholic University committed to the social justice tradition of the Catholic Church as this has implication for Black Americans and other underrepresented ethnic racial groups. I suspect some other faculty came for similar reasons.</p> <p>Xavier's reputation as a leading university in the fields of chemistry and biology pre-med and pharmacy may have been the attractive ingredient for the faculty in those fields.</p> <p>Having been here only a semester and a half, I am still sorting out my opinions on these matters.</p> <p>I think that if Xavier went to a 3-3 teaching load that it would undoubtedly attract outstanding faculty that would otherwise cross Xavier off their list. A 3-3 teaching load would definitely increase faculty's research output and thus raise Xavier's overall rank and reputation regionally and nationally. The teaching quality would improve as well because professors would have more time to concentrate on the courses they are teaching and more time to spend with students outside of class without having to panic that there was no time for research. A 4-4 teaching load simply does not allow for quality research to take place.</p> <p>I think there are many factors outside of Xavier affecting recruitment of faculty. I think as far as retention of faculty it is largely an issue of money and the environment of New Orleans recovery that is affecting us.</p>

5c) Please provide comments on your responses to this section (BARRIERS).(cont'd)

DISCIPLINE	COMMENTS
Humanities (cont'd)	<p>If we require new faculty to show strong potential in the areas of research and scholarship, we must provide the necessary environment to allow them flourish in these areas.</p>
	<p>Increasing classroom facilities is not the only thing that will lead to recruiting or retaining faculty.</p>
	<p>IT IS CLEAR THAT XAVIER HAS NO PROBLEM WITH THE REVOLVING DOOR THAT CHARACTERIZES THE RETENTION OF NEW FACULTY. AS WELL, BEING THAT XAVIER IS AN HBCU, IT SHOULD BE A MANDATE THAT XAVIER FACULTY REPRESENT DIVERSITY, ESPECIALLY IN THE AREA OF AFRICAN AMERICAN FACULTY RECRUITMENT AND RETENTION. AT PRESENT, I SEE NO INSITUTIONAL COMMITMENT OR DESIRE TO DO SO--ESPECIALLY IN THE COLLEGE OF ARTS AND SCIENCES.</p>
	<p>Teaching Load over college average</p>
	<p>The administration has taken too long to address issues that concern the faculty regarding teaching load, especially, and has lost a number of extremely important faculty members who survived the Katrina purge. Those who have left or are currently finishing their last year of service have expressly stated faculty load as the major reason for their departures, whether to other positions or to an earlier than planned retirement.</p> <p>The school is in a very precarious position because it has enrolled lower quality students in order to maintain numbers. While the administration has denied this, the faculty who actually deal with the students are witness to our students' capacities.</p>
Natural Sciences & Math	<p>Addressing the issues that I have mentioned earlier will enable our department to recruit and retain our faculty members. One of our new faculty members (2007-) is leaving the department because of the above reasons.</p>
	<p>During my years at Xavier, the Board, university administrators, and faculty (specifically, the Faculty Salary Advisory Committee) have worked tirelessly on making Xavier salaries more competitive. Still, it is extremely difficulty to attract Black Ph.D.'s, who are offerend contracts by other institutions with a far lower teaching load and a far higher dollar amount.</p>
	<p>I believe that better research infrastrcuture would attract faculty. I also do believe that Xavier at some point should provide a start-up fund for research for the first 2-3 years.</p>
	<p>I do not have any obstacle but others would have.Eliminating barriers will give better results.</p>
	<p>In my experience as a former chair, the biggest single impediment to successful recruiting over which we have control (ie that is not related to dreadful N.O. public schools and negative media publicity about the community) is poor salaries. I don't know that faculty load has been a particularly big recruiting factor for us (although it certainly figures in to some peoples job decisions) but I'm sure it's been a big retension factor.</p> <p>Space will begin to have a negative impact on our recruiting AND retention in coming years if it isn't addressed soon.</p>

5c) Please provide comments on your responses to this section (BARRIERS).(cont'd)

DISCIPLINE	COMMENTS
<p>Natural Sciences & Math (cont'd)</p>	<p>Last year, my first year here I was given many different lecture classes, no release time and it didn't matter that I had three students working on a small funded project. I really questioned whether I had made a mistake in coming here. Ultimately, the administration, the students, and the mission convinced me that this is a wonderful and rewarding place. My situation seems to be different than most in others departments, but should be a warning. It is also very discouraging for a new faculty to suddenly start getting low student evaluations in things like "prepared for classes".</p>
	<p>Regarding the requested ranking on page 11; there are no good options. You need to keep the required sholarship the same and allow the time to do it. Science faculty do not have "4/4" we often have "5/5" with multiple lab courses which are more time consuming than lectures. Does the administration really believe that a lecture and 4 lab courses should be considered "4/4"? This question is difficult to answer. If you go to a real 3/3 load it is reasonable to expect more scholarship, but as I said many science faculty currently have what is essentially a 5/5 load.</p>
	<p>The large teaching load is a major obstacle to hiring faculty who are interested in research. The normal teaching load in research environments is one or two classes per semester with rotating release time for a semester off (no classes).</p>
	<p>There is no question that a major problem facing the university is the attraction and retention of qualified faculty. The major issue is one of "false advertising" -- faculty are lured here by promises of being able to pursue scholarship and research, but once they get here, realize that this was largely false advertising.</p>
	<p>With our current job description, I find I have virtually no time for reflection, and despite being pretty good at time management, I often am scrambling just due to the sheer volume of week-to-week responsibilities. If the load is reduced to 9 hours/person, and if even a small start-up package is available, then I think we have a better shot of hiring outstanding faculty. Currently our package is not very competitive.</p>
	<p>Without reduced teaching loads, it will be difficult to attract and retain faculty who are not only interested in teaching, but also in research and scholarship.</p>
	<p>Social Sciences</p>
<p>It's obvious.</p>	
<p>One of the biggest obstacles to recruiting faculty is financial. Honestly, the pay isn't enough to attract most people to move to New Orleans. For top scholars, another disincentive is the teaching load. If my primary objective is publishing, I will take a job at a research institution and teach only two courses a semester.</p>	
<p>Retaining faculty is more about money I would think.</p>	

5c) Please provide comments on your responses to this section (BARRIERS).(cont'd)

DISCIPLINE	COMMENTS
Social Sciences (cont'd)	This department has had tremendous turnover in the past decade because when faculty size is linked to # of majors, it restricts what the few faculty can do with a 'big' discipline. Taking unique elements of a discipline into consideration will certainly assist in the hiring and retention of quality faculty.
	Xavier has ambition and potential that is inconsistent with the 4/4 teaching load.
Pharmacy: Basic	Increase salaries for COP faculty. This will help recruit and retain quality faculty.
	Research intensive faculty that also want to teach will not come here because they will not see enough time resources for doing both.
Pharmacy: Clinical	Retention = higher salaries.
	the biggest obstacle for attracting new faculty is salary

List "Other" (RANKING)

DISCIPLINE	COMMENTS
Business	(SLI)
Education	Administrative Responsibilities
	advising
Humanities	Administration- Since this continues to be my major contractual agreement
	Administrative
Natural Sciences & Math	if you require peer reviewed publications
Social Sciences	administration
Pharmacy: Clinical	Clinical Activities

List “Other” (Percentage of ACTUAL time)

DISCIPLINE	COMMENTS
Business	Building the Sales Leadership Institute (SLI)
Education	Active role in Professional organizations and presenting at State, Regional and National Conventions should be extremely important
	Grant writing, advising (this is a big chunk of time as well).
	Maintaining certifications in certain areas
Humanities	Collegueship...Postive Collaborative Environment
	Collegiality should have been on your list.
	Community Service
	Community/camradery
	I think that all three are important. However, I believe the University requires too much service from faculty while expecting outstanding teaching and engaged research.
Natural Sciences & Math	Advising students
	collegiality
	Collegiality
	Other is a direct community service requirement. This is usually engaged in in everyday life.
	you can not have everything, Xavier is primarily a teaching school hence teaching is important, but if you also demand research and competetive research you need to cut faculty teaching hours. My PhD school was teaching and research the faculty taught 1 u
Social Sciences	Balancing all three is extremely important, too
Pharmacy: Clinical	Advising and motivating students. Assuring students that we are here to do what we can to ensure their success.
	Clinical Activities

List “Other” (Percentage of IDEAL time)

DISCIPLINE	COMMENTS
Business	(SLI)
Education	Administrative Responsibilities advising
Humanities	Actually ads up to more than 100%. I work in the office until usually 6 or 7pm and also work at home in the evenings and on the weekends.
	Administration- I was hired primarily as an administrator.
	Administrative maintenance
Natural Sciences & Math	Attending meetings, travel note: 25% release for scholarship
	administration
Social Sciences	Duties as chair take up a great deal of time.
	Evaluation
Pharmacy: Clinical	Administration
	Clinical Activities
	Committe work & assigned projects
	teaching= lecture & rounding @ hospital