

Report on the Fall 1999 Faculty and Staff Survey

Results for the Center for Faculty Excellence



SOUTHEASTERN
LOUISIANA UNIVERSITY

Southeastern Louisiana University
Office of Institutional Research and Assessment

January 2002

Table of Contents

Background	1
Survey Method	1
Respondent and Population Characteristics	2
Results	3
How many times since January have you used the services provided by the Center for Faculty Excellence?	4
Percent who have benefitted from services or events	6
Barriers to attending events or seeking services	10
Enhancing Teaching	13
Influence of the Center on the Quality of Teaching	18
Topics for Workshops/Programs	20
Appendix A - Fall 1999 Survey of Faculty and Staff	26

Background

During the Fall of 1999, the Office of Institutional Research and Assessment (IR&A) conducted a survey of faculty and staff. The purposes of the survey were 1) to assess progress toward meeting the University's strategic planning benchmarks; 2) to assess the campus climate; and 3) to evaluate certain non-instructional units. The non-instructional units included in this year's survey were: Human Resources, Physical Plant, Sims Memorial Library, and Office of Technology. Also, an insert on the Center for Faculty Excellence was included in surveys sent to faculty members. This report will provide the results of the section regarding the Center for Faculty Excellence

Survey Method

The Fall 1999 Survey of Faculty and Staff, along with a cover letter from the President, was sent to all full-time faculty and staff. Faculty also received a special insert regarding the Center for Faculty Excellence. The exceptions were the staff in Institutional Research and Assessment, the President, and the four Vice Presidents. Thus a total of 1,151 faculty and staff were included in the survey and received survey forms via campus mail. The information provided by the respondents was treated with strict confidentiality. A master list was maintained for purposes of follow-up only. This list was securely maintained with accessibility given to only one staff member. The master list was destroyed after data was collected. The information gained from the survey is reported for the entire survey group and individuals can not be identified with any response. Reminders to return the survey were placed in the By-Lion and distributed via e-mail. A second mailing was then sent to those faculty and staff who had not returned the survey. A total of 784 faculty and staff completed the survey and returned it to IR&A for a return rate of 68%. A copy of the survey can be found in Appendix A.

The average term of employment at Southeastern for respondents is 8.3 years, and the average age of the respondents is 44. These numbers reflect values nearly identical to the population as a whole. Table One presents other characteristics of the respondents as compared to the population.

Table 1
Respondents and Population Characteristics

	Respondents	Population	% of Population Responding
Total	784	1,151	68.1%
Faculty	349	496	70.3%
Classified Staff	261	455	52.6%
Unclassified Staff	174	200	87.0%
EEO Classification			
Faculty	324	469	69.1%
Executive/Administrative/Manager	68	74	91.9%
Clerical/ Secretarial	130	170	76.5%
Professional, Non-Faculty	168	200	84.0%
Skilled Craftsman	23	81	28.4%
Service/ Maintenance	35	112	31.3%
Technical/ Paraprofessional	36	45	80.0%
Gender			
Female	467	632	73.9%
Male	317	519	61.0%
Race			
Black, Non-Hispanic	60	164	36.6%
White, Non-Hispanic	702	955	73.5%
Other	22	32	68.8%
Rank (Faculty Only)			
Full Professor	56	75	74.7%
Associate Professor	63	99	63.6%
Assistant Professor	106	150	70.7%
Instructor	123	171	71.9%
Tenure Status (Faculty Only)			
Tenured	133	195	68.2%
Non-Tenured, Tenure Track	82	114	71.9%
Non-Tenure Track	134	186	72.0%

Results

The first item asked how often faculty had used the Center for Faculty Excellence. Next, they were asked to indicate which services or events they have benefitted from, and what barriers have kept them from attending events or seeking services. Then, they were asked how the Center could help enhance their teaching. Finally, staff were asked if they thought the Center was a positive influence in the quality of teaching. The results for each item are presented with a set of summary points describing the data as a total group. This is followed by tables which present frequencies by department and tenure status.

In Summer 2000, a reorganization involving several academic units took place. However, the survey was conducted prior to the reorganization. Therefore, the results presented here follow the old organization.

How many times since January have you used the services provided by the Center for Faculty Excellence?

- Of the 282 faculty and staff who responded, 2% were unaware the Center for Faculty Excellence existed. Thirty-three percent (33%) have never used the Center and 66% have used the Center at least once.

Table 2
How many times since January have you used the services provided by the Center for Faculty Excellence?

	Unaware the Center Existed	Never	Once	Twice	Three or more Times
Total	1.8% (5)	33% (92)	19% (53)	21% (59)	26% (73)
Biology	0%	37% (7)	26% (5)	26% (5)	11% (2)
Chemistry & Physics	0%	38% (3)	25% (2)	13% (1)	25% (2)
Communication & Theatre	0%	33% (2)	33% (2)	0%	33% (2)
Computer Science	10% (1)	20% (2)	20% (2)	30% (3)	20% (2)
English	0%	36% (12)	21% (7)	18% (6)	24% (8)
Foreign Languages & Literature	0%	18% (2)	9% (1)	18% (2)	55% (6)
History & Political Science	0%	40% (4)	30% (3)	20% (2)	10% (1)
Industrial Technology	0%	17% (1)	33% (2)	0%	50% (3)
Mathematics	0%	29% (4)	21% (3)	7% (1)	43% (6)
Music	0%	63% (5)	25% (2)	13% (1)	0%
Psychology	0%	50% (2)	0%	0%	50% (2)
Sociology, Social Work, & Criminal Justice	9% (1)	27% (3)	0%	36% (4)	27% (3)
Visual Arts	20% (1)	30% (1)	0%	40% (2)	20% (1)
Accounting	0%	63% (5)	13% (1)	13% (1)	13% (1)
General Business	0%	43% (3)	29% (2)	29% (2)	0%
Management	0%	44% (4)	33% (3)	22% (2)	0%
Marketing & Finance	0%	40% (2)	30% (3)	0%	40% (2)
Counseling, Family Studies, & Educational Leadership	0%	40% (4)	30% (3)	20% (2)	10% (1)
Kinesiology & Health Studies	0%	25% (4)	31% (5)	13% (2)	31% (5)
Teacher Education	6% (1)	28% (5)	11% (2)	28% (5)	28% (5)
Nursing	0%	29% (7)	8% (2)	21% (5)	42% (10)

Table 2 Continued
How many times since January have you used the services provided by the Center for Faculty Excellence?

	Unaware the Center Existed	Never	Once	Twice	Three or more Times
Junior Division	0%	0%	20% (1)	20% (1)	60% (3)
Developmental	0%	23% (3)	15% (2)	39% (5)	23% (3)
Library	0%	44% (4)	11% (1)	22% (2)	22% (2)
Tenured	2% (2)	33% (37)	18% (20)	22% (24)	25% (28)
Non-Tenured, Tenure Track	0%	22% (14)	16% (10)	30% (19)	32% (20)
Non-Tenure Track	3% (3)	38% (41)	21% (23)	15% (16)	23% (25)

Percent who have benefitted from services or events

- This section asked respondents to indicate whether they had benefitted from some of the various services and events offered by the Center for Faculty Excellence. Technology training was the service indicated by the most faculty as having been beneficial (27%), followed by workshops (25%). The services with the fewest number of faculty indicating they had benefitted were production services and the rental system for technology (9% each).

Table 3
Percent who have benefitted from services or events

	New Faculty Orientation	Portfolio Fair	Brown-bag discussions	Workshops	Distance Ed./Teaching Excellence Initiatives
Total Faculty	22% (62)	15% (44)	17% (48)	25% (72)	14% (40)
Biology	21% (4)	11% (2)	16% (3)	16% (3)	5% (1)
Chemistry & Physics	25% (2)	0%	25% (2)	0%	0%
Communication & Theatre	33% (2)	0%	17% (1)	33% (3)	0%
Computer Science	20% (2)	0%	10% (1)	30% (3)	20% (2)
English	6% (2)	18% (6)	27% (9)	33% (11)	6% (2)
Foreign Languages & Literature	27% (3)	27% (3)	18% (2)	36% (4)	18% (2)
History & Political Science	20% (2)	0%	0%	20% (2)	10% (1)
Industrial Technology	17% (1)	0%	50% (3)	33% (2)	33% (2)
Mathematics	27% (4)	20% (3)	20% (3)	40% (6)	13% (2)
Music	38% (3)	0%	0%	0%	0%
Psychology	0%	25% (1)	0%	0%	0%
Sociology, Social Work, & Criminal Justice	25% (3)	17% (2)	0%	33% (4)	8% (1)
Visual Arts	20% (1)	20% (1)	0%	0%	0%
Accounting	25% (2)	38% (3)	25% (2)	13% (1)	0%
General Business	29% (2)	0%	14% (1)	14% (1)	0%
Management	0%	33% (3)	11% (1)	0%	11% (1)
Marketing & Finance	20% (1)	0%	0%	60% (3)	60% (3)
Counseling, Family Studies, & Educational Leadership	10% (1)	20% (2)	30% (3)	0%	0%

Table 3 cont.
Percent who have benefitted from services or events

	New Faculty Orientation	Portfolio Fair	Brown-bag discussions	Workshops	Distance Ed./Teaching Excellence Initiatives
Kinesiology & Health Studies	50% (8)	13% (2)	6% (1)	6% (1)	0%
Special Education & Communication Sciences & Disorders	29% (4)	21% (4)	7% (1)	21% (3)	14% (2)
Teacher Education	21% (4)	16% (3)	11% (2)	21% (4)	21% (4)
Nursing	20% (5)	12% (3)	8% (2)	36% (9)	36% (9)
Junior Division	20% (1)	20% (1)	60% (3)	60% (3)	40% (2)
Developmental	23% (3)	8% (1)	39% (5)	39% (5)	23% (3)
Library	18% (2)	46% (5)	27% (3)	46% (5)	27% (3)
Tenured	7% (8)	13% (15)	17% (19)	23% (26)	17% (19)
Non-Tenured, Tenure Track	33% (22)	39% (26)	18% (12)	27% (18)	12% (8)
Non-Tenure Track	29% (32)	3% (3)	16% (17)	26% (28)	12% (13)

Table 3 cont.					
Percent who have benefitted from services or events					
	Grants for Teaching Enhancement	Technology Training	Production Services	Technology Consults	Rental System for Technology
Total Faculty	22% (63)	27% (77)	9% (26)	23% (65)	9% (25)
Biology	26% (5)	26% (5)	21% (4)	21% (4)	16% (3)
Chemistry & Physics	0%	0%	13% (1)	38% (3)	0%
Communication & Theatre	33% (2)	33% (2)	0%	0%	0%
Computer Science	30% (3)	20% (2)	0%	10% (1)	20% (2)
English	9% (3)	18% (6)	15% (5)	21% (7)	6% (2)
Foreign Languages & Literature	27% (3)	46% (5)	9% (1)	36% (4)	18% (2)
History & Political Science	10% (1)	20% (2)	10% (1)	10% (1)	0%
Industrial Technology	0%	33% (2)	0%	33% (2)	33% (2)
Mathematics	27% (4)	20% (3)	7% (1)	33% (5)	20% (3)
Music	13% (1)	0%	0%	13% (1)	0%
Psychology	0%	0%	0%	25% (1)	25% (1)
Sociology, Social Work, & Criminal Justice	8% (1)	17% (2)	0%	17% (2)	0%
Visual Arts	20% (1)	20% (1)	20% (1)	20% (1)	20% (1)
Accounting	0%	13% (1)	0%	0%	0%
General Business	0%	14% (1)	0%	0%	0%
Management	0%	22% (2)	0%	22% (2)	0%
Marketing & Finance	80% (4)	40% (2)	20% (1)	40% (2)	0%
Counseling, Family Studies, & Educational Leadership	30% (3)	30% (3)	10% (1)	30% (3)	10% (1)
Kinesiology & Health Studies	38% (6)	32% (6)	0%	19% (3)	0%
Special Education & Communication Sciences & Disorders	14% (2)	43% (6)	29% (4)	36% (5)	14% (2)
Teacher Education	37% (7)	38% (6)	26% (5)	21% (4)	11% (2)
Nursing	40% (10)	48% (12)	0%	28% (7)	12% (3)
Junior Division	40% (2)	20% (1)	0%	20% (1)	0%
Developmental	31% (4)	31% (4)	0%	39% (5)	8% (1)
Table 3 cont.					
Percent who have benefitted from services or events					

	Grants for Teaching Enhancement	Technology Training	Production Services	Technology Consults	Rental System for Technology
Library	9% (1)	27% (3)	9% (1)	9% (1)	0%
Tenured	22% (25)	24% (27)	11% (12)	26% (29)	12% (14)
Non-Tenured, Tenure Track	30% (20)	35% (23)	27% (18)	27% (18)	8% (5)
Non-Tenure Track	16% (18)	25% (27)	6% (6)	16% (18)	6% (6)

Barriers to attending events or seeking services

- The main barrier faculty had for attending events or seeking the services of the Center for Faculty Excellence was scheduling conflicts. Very few of the faculty were unaware of the services and events offered by the Center.

Table 4
Percent indicating barrier to attending events or seeking services

	Schedule conflicts	No interest in topic	Unaware of offerings
Total Faculty	80% (232)	25% (72)	6% (16)
Biology	84% (16)	32% (6)	11% (2)
Chemistry & Physics	50% (4)	38% (3)	0%
Communication & Theatre	83% (5)	17% (1)	0%
Computer Science	40% (4)	20% (2)	0%
English	82% (27)	46% (15)	3% (1)
Foreign Languages & Literature	91% (10)	18% (2)	9% (1)
History & Political Science	60% (6)	50% (5)	10% (1)
Industrial Technology	100% (6)	17% (1)	0%
Mathematics	73% (11)	20% (3)	0%
Music	75% (6)	38% (3)	0%
Psychology	75% (3)	25% (1)	0%
Sociology, Social Work, & Criminal Justice	83% (10)	8% (1)	0%
Visual Arts	60% (3)	40% (2)	0%
Accounting	88% (7)	0%	13% (1)
General Business	71% (5)	29% (2)	29% (3)
Management	89% (8)	56% (5)	33% (3)
Marketing & Finance	100% (5)	60% (3)	0%
Counseling, Family Studies, & Educational Leadership	80% (8)	20% (2)	0%
Kinesiology & Health Studies	88% (14)	19% (3)	0%
Special Education & Communication Sciences & Disorders	79% (11)	7% (1)	7% (1)
Teacher Education	95% (18)	11% (2)	5% (1)
Nursing	88% (22)	0%	0%

Table 4 cont.			
Percent indicating barrier to attending events or seeking services			
	Schedule conflicts	No interest in topic	Unaware of offerings
Junior Division	80% (4)	20% (1)	0%
Developmental	77% (10)	8% (1)	0%
Library	82% (9)	64% (7)	27% (3)
Tenured	76% (86)	34% (38)	6% (7)
Non-Tenured, Tenure Track	74% (49)	23% (15)	8% (5)
Non-Tenure Track	88% (97)	17% (19)	4% (4)

In addition, faculty were asked what other barriers they may have experienced which kept them from attending events or seeking services. Forty-three of the respondents wrote in another barrier. Of those, twenty-four (56%) indicated that their main barrier was lack of time or they were simply too busy. Ten (23%) of the respondents indicated that they were on the Baton Rouge campus, or taught at other off-site locations and it was difficult to get to the Hammond campus. Three (7%) of the respondents indicated that the Center is not “Mac friendly”. The remaining ten respondents had a variety of responses. Below are all the comments provided, verbatim.

- Too busy
- The Center is not Mac friendly.
- very busy usually
- My teaching is in Baton Rouge
- classes in BR - unable to get to Hammond in time -
- no Mac support
- over emphasis on technology - little attention to other aspects of teaching
- Located in Baton Rouge, not on the Hammond campus
- Lack of Time
- Too busy already a skilled teacher
- too busy
- I am always in class!!
- distance to campus
- lack of support for Mac users! rude attitudes by some student workers staff
- limited interest in technology topics
- Heavy work-load.
- too few consultants - emphasis of department is all on distance ed - Really don't care about any other services
- too little time in my own schedule
- I'm not sure where the Center is located.
- Teach off-campus
- too may departmental assignments (no extra time)
- Distance

- Need to diversify time between MWF, TTH and offer at least 3 times
- Strong interest classes always conflict time
- services not useful - staff not knowledgeable
- Allergic to buzzwords & trendy activities
- too little time
- Lack of technology consultants
- notification
- time
- too busy
- just busy
- off campus teaching site
- too busy
- time
- courses offered in Hammond only
- on BR campus / distance / time
- fear of wasting time & not learning anything
- none
- Time for Prof. development is limited
- The Center offers many in services on topics that are important to me. I am, however, in the field daily & do not have the opportunity to attend. Wish I could!
- only here 2 months.
- Too many commitments
- time constraints
- class conflicts
- live in Baton Rouge
- Constantly feeling like there's not enough time in the day -
- too much to do; too little time for extraneous activities
- lack of time

Enhancing Teaching

- Faculty indicated that workshops on issues related to teaching/learning and technology training are the main two things the center can provide to help enhance teaching. Few faculty indicated that increasing rental equipment would be useful.

Table 5
How could the Center help you enhance your teaching?

	Workshops on issues related to teaching	Brown-bag discussions	Faculty focus groups	Development grants
Total Faculty	45% (129)	16% (47)	15% (43)	32% (92)
Biology	58% (11)	37% (7)	21% (4)	37% (7)
Chemistry & Physics	38% (3)	25% (2)	25% (2)	38% (3)
Communication & Theatre	33% (2)	33% (2)	17% (1)	50% (3)
Computer Science	40% (4)	0%	0%	30% (3)
English	36% (12)	12% (4)	12% (4)	27% (9)
Foreign Languages & Literature	64% (7)	27% (3)	0%	46% (5)
History & Political Science	20% (2)	0%	0%	10% (1)
Industrial Technology	33% (2)	17% (1)	17% (1)	50% (3)
Mathematics	73% (11)	33% (5)	27% (4)	33% (5)
Music	38% (3)	13% (1)	13% (1)	38% (3)
Psychology	0%	0%	0%	25% (1)
Sociology, Social Work, & Criminal Justice	33% (4)	17% (2)	17% (2)	42% (5)
Visual Arts	40% (2)	0%	20% (1)	20% (1)
Accounting	38% (3)	25% (2)	13% (1)	0%
General Business	43% (3)	0%	0%	29% (2)
Management	22% (2)	0%	22% (2)	22% (2)
Marketing & Finance	40% (2)	0%	40% (2)	40% (2)
Counseling, Family Studies, & Educational Leadership	50% (5)	10% (1)	0%	30% (3)
Kinesiology & Health Studies	44% (7)	0%	6% (1)	31% (5)
Special Education & Communication Sciences & Disorders	43% (6)	14% (2)	29% (4)	43% (6)
Teacher Education	47% (9)	11% (2)	16% (3)	37% (7)

Table 5 cont.
How could the Center help you enhance your teaching?

	Workshops on issues related to teaching	Brown-bag discussions	Faculty focus groups	Development grants
Nursing	52% (13)	8% (2)	12% (3)	16% (4)
Junior Division	40% (2)	40% (2)	40% (2)	40% (2)
Developmental	77% (10)	23% (3)	15% (2)	46% (6)
Library	36% (4)	55% (6)	27% (3)	36% (4)
Tenured	36% (41)	12% (14)	16% (18)	25% (28)
Non-Tenured, Tenure Track	42% (28)	24% (16)	18% (12)	44% (29)
Non-Tenure Track	55% (60)	16% (17)	12% (13)	32% (35)

Table 5 cont.			
How could the Center help you enhance your teaching?			
	Technology Training	Production Assistance	Increase rental equipment
Total Faculty	45% (130)	23% (66)	13% (38)
Biology	58% (11)	37% (7)	26% (5)
Chemistry & Physics	25% (3)	13% (1)	0%
Communication & Theatre	67% (4)	50% (3)	17% (1)
Computer Science	30% (3)	0%	10% (1)
English	39% (13)	18% (6)	15% (5)
Foreign Languages & Literature	73% (8)	18% (2)	27% (3)
History & Political Science	30% (3)	10% (1)	0%
Industrial Technology	50% (3)	0%	0%
Mathematics	53% (8)	20% (3)	13% (2)
Music	25% (2)	0%	0%
Psychology	25% (1)	0%	0%
Sociology, Social Work, & Criminal Justice	33% (4)	25% (3)	17% (2)
Visual Arts	20% (1)	20% (1)	20% (1)
Accounting	75% (6)	13% (1)	13% (1)
General Business	57% (4)	14% (1)	0%
Management	22% (2)	44% (4)	0%
Marketing & Finance	60% (3)	40% (2)	20% (1)
Counseling, Family Studies, & Educational Leadership	60% (6)	30% (3)	10% (1)
Kinesiology & Health Studies	56% (9)	19% (3)	13% (2)
Special Education & Communication Sciences & Disorders	57% (8)	36% (5)	21% (3)
Teacher Education	42% (8)	26% (5)	21% (4)
Nursing	48% (12)	36% (9)	8% (2)
Junior Division	20% (1)	0%	20% (1)
Developmental	46% (6)	31% (4)	15% (2)
Library	18% (2)	18% (2)	9% (1)
Tenured	40% (45)	28% (32)	14% (16)
Non-Tenured, Tenure Track	47% (31)	17% (11)	11% (7)
Non-Tenure Track	49% (54)	21% (23)	14% (15)

In addition, faculty were asked what other services the Center could provide which would help enhance teaching. Thirty-nine of the respondents wrote in another service. Of those, five (13%)

indicated they would like support and help at off-campus sites, particularly in Baton Rouge. Four (10%) of the respondents indicated they would like Mac support. The remaining respondents had a variety of responses. Below are all the comments provided, verbatim.

- Buy at least one high end Mac + train the staff to use it.
- would like some workshops in Baton Rouge
- Mac support
- scan slide images for classroom power pt. Presentation
- Change days & times of training - vary it more
- seminars on research topics
- software loans
- time-release to learn new technologies -
- network the Mac so it can be used. Find someone for Mac support
- come to BR for consultation/classes.
- Help faculty by hiring support for web design & entering course materials
- Help with technology as I need it
- Mac laptops
- offer training at more times.
- Test Writing strategies
- Need help @ Baton Rouge Center
- better trained personnel
- Go out of business and use the savings to give me a raise!
- Particularly Summer Institutes
- no ideas
- Varied times for brown bag discussions
- Come to Dept. mtg. or us to you on specific topics
- individual help as needed
- come to my department for training
- Professional meetings; conferences assist w/\$ at attend
- off campus services
- Helping us eliminate the red tape which we have created for ourselves. Helping us insert the type of accounting controls which are really necessary.
- more, later scheduling
- advising assistance w/substitution
- offer in BR
- make "house calls"
- reduce teaching load
- ? Make videos available for review at convenient times
- I don't teach
- Test scanner which analyze tests for reliability & discrimination.
- Allow grader to instructors with more than 25 students load.
- Develop schedule work arounds (multi presentations)
- coordinate A-V
- Help me get my web page up!

Influence of the Center on the Quality of Teaching

- Of the 281 faculty who responded, 27% (n=75) indicated they strongly agreed that the Center exerts a positive influence on the quality of teaching at Southeastern and 4% (n=10) strongly disagreed with the statement. The average rating across all faculty was 3.71.

Table 6
How much do you agree or disagree with the statement “The Center for Faculty Excellence exerts a positive influence on the quality of teaching at Southeastern Louisiana University”?

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
Total Faculty	4% (10)	8% (21)	30% (84)	32% (91)	27% (75)	3.71
Biology	0%	6% (1)	29% (5)	41% (7)	24% (4)	3.82
Chemistry & Physics	14% (1)	0%	29% (2)	43% (3)	14% (1)	3.43
Communication & Theatre	0%	17% (1)	17% (1)	33% (2)	33% (2)	3.83
Computer Science	0%	20% (2)	50% (5)	20% (2)	10% (1)	3.20
English	3% (1)	3% (1)	55% (17)	23% (7)	16% (5)	3.45
Foreign Languages & Literature	0%	0%	18% (2)	27% (3)	55% (6)	4.36
History & Political Science	10% (1)	0%	60% (6)	10% (1)	20% (2)	3.30
Industrial Technology	17% (1)	17% (1)	0%	67% (4)	0%	3.17
Mathematics	0%	13% (2)	7% (1)	53% (8)	27% (4)	3.93
Music	0%	25% (2)	50% (4)	13% (1)	13% (1)	3.13
Psychology	0%	0%	25% (1)	50% (2)	25% (1)	4.00
Sociology, Social Work, & Criminal Justice	17% (2)	0%	25% (3)	33% (4)	25% (3)	3.50
Visual Arts	0%	33% (1)	0%	0%	67% (2)	4.00
Accounting	0%	13% (1)	25% (2)	25% (2)	38% (3)	3.87
General Business	0%	14% (1)	29% (2)	43% (3)	14% (1)	3.57
Management	11% (1)	22% (2)	33% (3)	22% (2)	11% (1)	3.00
Marketing & Finance	0%	0%	40% (2)	60% (3)	0%	3.60
Counseling, Family Studies, & Educational Leadership	0%	10% (1)	50% (5)	20% (2)	20% (2)	3.50
Kinesiology & Health Studies	6% (1)	0%	19% (3)	44% (7)	31% (5)	3.94

Table 6 cont.
How much do you agree or disagree with the statement “The Center for Faculty Excellence exerts a positive influence on the quality of teaching at Southeastern Louisiana University”?

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
Special Education & Communication Sciences & Disorders	0%	7% (1)	21% (3)	43% (6)	29% (4)	3.93
Teacher Education	6% (1)	6% (1)	17% (3)	44% (8)	28% (5)	3.83
Nursing	0%	4% (1)	24% (6)	36% (9)	36% (9)	4.04
Junior Division	0%	0%	20% (1)	60% (3)	20% (1)	4.00
Developmental	8% (1)	8% (1)	23% (3)	8% (1)	54% (7)	3.92
Library	0%	9% (1)	36% (4)	9% (1)	46% (5)	3.91
Tenured	5% (5)	10% (11)	34% (37)	26% (39)	16% (17)	3.48
Non-Tenured, Tenure Track	3% (2)	8% (5)	26% (17)	30% (20)	33% (22)	3.83
Non-Tenure Track	3% (3)	5% (5)	28% (30)	30% (32)	34% (36)	3.88

Topics for Workshops/Programs

Faculty were asked “What is the one topic that would prompt you to attend a workshop/program if it were held tomorrow?” There were a total of 160 responses to the question. Fifty-two (33%) of the responses dealt with technology issues including PowerPoint, developing web pages, using and editing videos as well as the use of other types of software. An additional thirty-three (21%) respondents were interested in topics related to teaching, which included innovative teaching methods, alternative assessments, and classroom management. Sixteen (10%) of the respondents were interested in topics related to distance education, such as developing a course for on-line instruction. Five percent (5%, n=8) were interested in workshops on finding, developing and writing grants. Five (3%) of the respondents indicated that a general introduction to the Center, what services and facilities are available, would be useful. Seven (4%) were interested in workshops on tenure and/or SOTs. The remaining 24% had a variety of responses, or indicated they did not know what would be helpful. Below are all the comments provided, verbatim.

- Creative ways of teaching; creative ideas for the classroom.
- A synopsis of the technology available at the center
- Becoming a better teacher
- Mastering graphics on my comp.
- blackboard offered again
- using Power Point
- more on service learning. (I have a lot of material but haven't had time to read it. Hearing a synthesis would be good. I missed AM part of last workshop. Would benefit from in-depth discussion from those wishing to be involved
- I always intend to go to the computer training seminars - time/schedule conflicts always interfere. I still plan to take advantage of the offerings.
- Issues concerning students “publishing” their work on the web (copyrights, privacy issues, etc)
- Determining which courses lend themselves to distance learning.
- ‘Teaching is caring’
- I have heard only negative experiences concerning web based teaching at SLU thus far so I am steering away from this at present.
- Distance learning - converting courses to on-line options.
- not a topic - just a time when BR faculty could get there when not a sched. Conflict - We'd like some Brown bag sessions on Baton Rouge campus
- scanning images & use on the web, creating thumbnails, website of such thumbnails for art dept or any other dept w/similar need.
- “Instructional Technology pedagogy
- anything about online courses
- How to write grants
- How to use Power Point
- Preparing internet courses (including use of video)
- Teaching Methods

- blackboard
- html zip files computer language ya'll use freely & I don't know.
- Money
- How to write grants
- How to deal with students who are late, leave early, talk during the class and how to deal with other types of misbehavior. What are my legal right?
- Workshop on SPSS How to use SPSS to fit your research design and analyze data.
- Website Design (MS Front Page)
- Videography - use of editing machine & training
- None. I have class/search committee/textbook committee/safety committee/faculty senate/thesis defense/oral exam/recruiting brochure poster/student projects/research.
- Grades input using windows applications.
- Need of service.
- grants for research
- Digital Imaging Publishing
- Effective use of reference manager software
- Availability of time.
- Keeping Decorum in the Classroom: An Administrative Support System
- Distance learning - but I have class tomorrow!
- How to motivate students to learn more?
- Quick survey (in the form of a program) of the services & technologies available at the center
- webpage development
- Communication and partnerships among the university, Dept. of Education, and schools on any contemporary topic/issue.
- What are the social implications of the technologization of education?
- Digital editing
- portfolio fair
- Any topic on computer usage.
- web page design
- Good question - You've had several programs on topics of great interest. There are just too many demands on my time (too many meetings)
- I'd like to know how to scan graphics & incorporate graphics into text I am totally ignorant! A powerpoint workshop would be great too
- I have no idea. Going back to the old SOT forms! How do you all go about publicizing the benefits of your programs? Faculty & admin. Seem pleased by the "binder" approach to prom/ten/3rd year. But last year my dept. had to ask a tenure/prom. applicant to supplement his binder with a box of pubs that could not fit in the little binder. Tell the candidates to consult w/their com. chairs re adding such things before the portfolio is submitted.
- Providing laptop computers for all faculty
- Web-page ideas
- Motivating Students
- undecided
- anything pertaining to the media

- student discipline/decorum in classrooms
- Improve teaching using technology
- I want something practical on stress management because just teaching is no longer a fair job description.
- Developing an on-line course from scratch.
- How to set up your own web site if it could be scheduled when I can go
- web based training
- Web design & implementation for Mac users Any thing for Mac users
- How various instructors grade across the campus - do they drop a lowest test grade, give points for attendance - or take points away (i.e. lower a grade) for non-attendance, give bonus work opportunities, etc.? How do faculty handle makeup exams?
- Strategies for fulfilling tenure requirements
- - I like all the technology focused sessions - Maybe more specific examples on student assessment, faculty documentation/management of problem students.
- strategies for faculty success
- I wanted to attend the SOT discussion, but a schedule conflict prevented this Also - the one for students with disabilities - maybe these could be done again at some time in the future?
- Front Page Design
- Grant Writing
- Distance Learning / WEBCT
- “How to survive the first semester of Teaching”
- Have so little time, it’s hard to say
- I’m a librarian, so teaching in a classroom setting is not a big part of my job. I can’t think of any topic that would be irresistible to me.
- All workshops so far hv. been during hours I teach! I was very interested in the course putting classes online!
- Convincing the Administration to pay for extra work done.
- Distance Education
- Information concerning service/involvement on campus.
- presentation of “grade curving”
- It’s no the topic - it’s the schedule! I’m at the BR Center - Have meetings all day most Tuesdays, class all day Weds., clinical lab Th. & Fridays & frequent con FS/meetings with students on Mondays. Considering the 1 hour drive time to/from Hammond, I frequently cannot attend.
- Could something occasionally be taught at the Baton Rouge center? - esp. ne. Technology? Thanks!
- its relevance to what I’m doing, other in the classroom or as research!
- graphics inserts for Word Perfect
- distance learning
- computer / alternative presentation topics
- Grant Writing
- Conducting research projects (start to finish)
- One that did not assume that use of powerpoint, distance learning, etc. is the mark of a good teacher or enhanced learning by students.

- Producing a Teaching Program on a CD
- Teaching w/ technology
- Computer programs offered at more diverse times (see above)
- Free Food
- using CD's in classroom
- "Why Dilbert the comic strip so beautifully reflects the wonderful world of bureaucrats."
- How to get students motivated to study.
- Promotion/Tenure - preparing portfolio
- I would be interested in internet courses and how to set them up, but I do not have the free time this academic year.
- Cannot think of one.
- How to analyze SOTs
- Updating and modernizing advising.
- Different ways to make a lecture more enticing to students. Besides video & slides
- How to reduce the bureaucratic red tape on the SLU campus (for both faculty & students)
- Its not the topics, it's a lack of time Good program idea, I just have time conflict
- HTML
- Power Point
- Brain researched learning
- Managing unruly students
- How to get students to be more serious about their education and realize the importance of attending classes and doing assignments
- Teleconference/communication
- Converting from Mac to Windows
- How the Center for Faculty Excellence could better serve university faculty.
- How to maintain student attendance during the whole semester.
- I do not know of one.
- I use a Mac. Both times I have gone there for assistance in reinstating new passwords I have been treated as if I am speaking to them in some foreign language.
- use of clip art into power point
- Grant writing
- Effective training, selection, rewarding & evaluating faculty as advisors
- Web Page authoring
- How to get money for computers
- Unable to take advantage of what is currently offered (which is good) due to distance and scheduling.
- Photoshop
- Technology training
- Power Point
- Schedule
- Caring for yourself - strategies for maintaining our own emotional strength. (This is a very stressful job!)
- Improving teaching techniques or innovative teaching techniques. Research sources available in the library (overview).

- Getting Grants
- using computers for presentations
- SOT's Salary equity issues (discussion only)
- Faculty time management. Grades, roll books, use of computer to compliment this goal.
- Other - again need in BR
- Math software (for typing tests, etc) Gradebook software
- Technology training for classes being taught.
- Mainframe computer training X accounts F accounts
- Please understand my reluctance - You guys are computer experts, and experience in various places has made me doubt your ability (or the ability of 95% of computer experts) to present anything to me so that I would understand it. I speak English - do you?
- creative teaching methods
- Setting up a course page (for web resources)
- Any of the workshops or brown-bag discussions at a time when I could attend.
- Program on basic classroom procedure, roll taking, recording absences, make up tests, student apathy.
- Powerpoint
- Blackboard
- ? How to Win the Lottery!
- Publishing document on the Web using Adobe Acrobat 4.0.
- The importance of the Macintosh computer for the digital design/art and education environment.
- "How to keep students from whining about how hard a course it."
- evaluation of teaching
- Excel, Powerpoint (at a time that I can attend)
- distance learning
- Instruction on use of "PowerPoint" or related technology for lesson enhancement.
- Blackboard training
- Designing web-pages for teaching
- Purchasing
- multimedia productions
- Alternative assessment
- Powerpoint creation of slides/overheads
- Learning how to access internet technology like the one on 11/16/99
- offer one when I don't teach
- A. The emphasis on teaching/learning (no lip service) B. Providing more equipment/supplies funds to departments.
- I know we are now charges with becoming a research & grants institution. And this usually pushes teaching to the back of the "Bus"!
- What is available to use & how @ Faculty production Lab.
- Incorporating technology & interactive teaching methods in large freshman classes.
- Make the instructor a teacher not a babysitter.
- All the topics have seemed extremely relevant & interesting. My schedule has prevented me from attending. That will change in Spring.

- Distance Learning Topics
- Effective teaching for business faculty
- Placing assignments on the internet.
- I don't know because I really don't know what the purpose of the Center is.
- How to help your program achieve department status and how to get your program moved from one college to another!
- reducing course load; reduce number of students; increase preparedness and quality of students
- Nothing right now.

Appendix A

Fall 1999 Survey of Faculty and Staff