

Center for Teaching, Learning and Extended Studies

Faculty Development Interest Survey-Spring 2017

Executive Summary

The Center for Teaching, Learning and Extended Studies conducted a survey of full and part-time faculty, to identify professional development needs and interests. The study was distributed online and available from May 8, 2017 to May 15, 2017. The results will be used to inform the development of professional development programs opportunities for faculty during the 2017-2018 academic year.

Eighteen percent (18%) of faculty members completed the survey (26 out of 148). On average 46% of faculty reported using resources/workshops offered by the Center for Teaching, Learning and Extended Studies; while 15% reported they've never used resources/workshops provided. When asked which programs/services have you attended/utilized more than 70% stated attending the Faculty Development Institute. Faculty indicated the most common reason for not attending or utilizing CTLES programs and services was "I did not have time to attend the workshops". A summary of the results of the survey can be found below.

Demographic Profile of Respondents

College:

- Non-Valid Response - 2
- Professional and Graduate Studies - 1
- CSMET - 3
- Humanity, Education, and Social Sciences - 6
- School of Business -1

Academic Department:

- Education -3
- Human Services - 1
- Health Sciences -1
- English and Modern Language - 8
- Industrial Engineering - 2
- Business Administration - 1
- Non-Valid Response - 1

Position

- Assistant Professor - 3
- Instructor -2
- Adjunct Faculty -2
- Professor - 1
- Interim Chair - 1
- Non-Valid Response - 1

How long have you been employed as faculty at South Carolina State University?

- < 1 Year - 0
- 1- 5 Years = 3
- 6 - 10 Years = 4
- 11 - 15 Years = 0
- 16-20 Years = 2
- 21 - 25 Years =2
- 26 - 30 Years = 0
- > 30 = 1

Preferred Topics for Professional Development. The following topics were among the highest rated by the respondents:

- Active Learning
- Effective Lecturing
- Designing Effective Writing Assignments
- Instructing Students About Plagiarism
- New Approaches to Syllabus Design
- Developing Team-Taught Courses
- Developing Rubrics for Assessing Assignments and Projects
- Use and Evaluation of Portfolio's/e-Portfolio's
- Developing and teaching a Hybrid Course Using Blackboard Learn
- Using Technology to Enhance Teaching Effectiveness
- Developing Flipped Courses
- Inclusive Teaching Practices
- Working with Students with Disabilities
- Teaching Students How to Learn/Motivating Students
- Teaching Under-Prepared Students
- SC State University Students: Their Needs, and Implications for Teaching
- Improving Student Engagement in Online Courses
- Critical Thinking
- Dealing with Difficult Students

- Encouraging Academic Integrity
- Building a Faculty Website
- Identifying and Maximizing Your Teaching Style
- Designing Effective Faculty Mentoring Programs
- Maximizing Mentoring Relationships

Raw Data Totals

1. Classroom Methods		
Answer Options	Response Percent	Response Count
Active Learning	65.4%	17
Cooperative/Collaborative learning	34.6%	9
Problem-based learning (PBL)	42.3%	11
Experiential learning	26.9%	7
Constructivist approaches to teaching	11.5%	3
Clarifying expectations	15.4%	4
Effective Lecturing	42.3%	11
Facilitating lecturing	23.1%	6
Incorporating field experiences into your course-periods of employment	19.2%	5
Other (please specify)		2
<i>answered question</i>		26
<i>skipped question</i>		1

2. Writing Across the Curriculum		
Answer Options	Response Percent	Response Count
Informal writing-to-learn activities for the classroom	23.1%	6
Integrating the writing process into your teaching	19.2%	5
Integrating writing into large classes	19.2%	5
Designing effective writing assignments	42.3%	11
Instructing students about plagiarism	61.5%	16
Using peer feedback with students' drafts	30.8%	8
Providing feedback and grading writing assignments	30.8%	8
Other (please specify)		2
<i>answered question</i>		26
<i>skipped question</i>		1

3. Syllabus and Curriculum Design		
Answer Options	Response Percent	Response Count
Curriculum development process	24.0%	6
Designing learning experiences: Aligning goals, methods and assessments (e.g. Backward Design, etc.)	20.0%	5

Designing activities, assignments, and projects	24.0%	6
New approaches to syllabus design	52.0%	13
Developing team-taught courses	44.0%	11
Developing Interdisciplinary courses	28.0%	7
Other (please specify)		1
<i>answered question</i>		25
<i>skipped question</i>		2
4. Assessment		
Answer Options	Response Percent	Response Count
Developing rubrics for assessing assignments and projects	50.0%	13
Writing effective essay tests	23.1%	6
Classroom assessment techniques (CATs)/informal, formative assessments	23.1%	6
Performance assessments (service learning, projects, presentations)	30.8%	8
Designing and responding to student self-assessments	19.2%	5
Use and evaluation of portfolios/e-portfolios	30.8%	8
Prior Learning Assessment (PLA)	11.5%	3
Grading group work	23.1%	6
Program evaluation	19.2%	5
Other (please specify)		0
<i>answered question</i>		26
<i>skipped question</i>		1

5. Instructional Technology		
Answer Options	Response Percent	Response Count
Developing and teaching a hybrid course using Blackboard Learn 9.1	44.0%	11
Integrating instructional technology into your courses	32.0%	8
Using technology to enhance teaching effectiveness	40.0%	10
Developing and teaching a fully online course in Blackboard 9.1	24.0%	6
Facilitating online discussion/chat sessions (asynchronous or synchronous)/online assessment	28.0%	7
Developing Flipped Courses	44.0%	11
Using Open Education Resources (OER) as course materials	28.0%	7
Using the MERLOT website -Multimedia Education Resources for Learning Online Teaching	24.0%	6
Teaching Accelerated Online Courses (8 weeks or less)	36.0%	9
Other (please specify)		2
<i>answered question</i>		25
<i>skipped question</i>		2

6. Issues of Diversity and Inclusion		
Answer Options	Response Percent	Response Count
Incorporating multicultural content into your curriculum	33.3%	7
Inclusive teaching practices	38.1%	8
Use of inter-group dialogue	14.3%	3
Working with students with disabilities	33.3%	7
Working with international students	28.6%	6
Sexual orientation issues in the classroom	19.0%	4
Other (please specify)		1
<i>answered question</i>		21
<i>skipped question</i>		6

7. Learners and Learning		
Answer Options	Response Percent	Response Count
Teaching first-year students	29.6%	8
How people learn: Implications of cognitive science research for teaching	18.5%	5
Building rapport/productive relationships with your students	7.4%	2
Teaching adult learners	18.5%	5
Teaching students how to learn/motivating students	37.0%	10
Teaching under-prepared students	51.9%	14
SC State University students, their needs, and implications for teaching	70.4%	19
Improving students engagement in online courses	37.0%	10
Effective faculty advising	14.8%	4
Other (please specify)		0
<i>answered question</i>		27
<i>skipped question</i>		0

8. Teaching the Competencies		
Answer Options	Response Percent	Response Count
Written communications	32.0%	8
Oral communications	32.0%	8
Reading comprehension	20.0%	5
Information Literacy	16.0%	4
Microsoft Powerpoint, Word, Excel	16.0%	4
Quantitative literacy	16.0%	4
Critical thinking	52.0%	13
Teaching ethics and academic integrity	32.0%	8
Global Competence	20.0%	5
Other (please specify)		2
<i>answered question</i>		25
<i>skipped question</i>		2

9. Classroom Management Techniques		
Answer Options	Response Percent	Response Count
Civility in the classroom and beyond	18.2%	4
Managing difficult discussions	18.2%	4
Dealing with difficult students	50.0%	11
Encouraging academic integrity	68.2%	15
Classroom management teams	13.6%	3
Other (please specify)		0
<i>answered question</i>		22
<i>skipped question</i>		5

10. Working with Graduate Students		
Answer Options	Response Percent	Response Count
Conflict management with graduate students	44.4%	4
Mentoring doctoral students	0.0%	0
Supervising graduate student research	44.4%	4
Helping graduate students understand research integrity	66.7%	6
Other (please specify)		4
<i>answered question</i>		9
<i>skipped question</i>		18

11. Professional Issues		
Answer Options	Response Percent	Response Count
Building a faculty website	41.7%	10
Identifying and maximizing your teaching style	33.3%	8
Designing effective faculty mentoring programs	29.2%	7
Maximizing mentoring relationships	33.3%	8
Intellectual property issues (copyright, fair use, avoiding plagiarism, Internet use)	16.7%	4
Introduction to college teaching for new college teachers	20.8%	5
Introduction to academia (for those who come from corporate, governmental, non-profit, etc.)	12.5%	3
What research tells us about faculty career stages	16.7%	4
Work/life balance	33.3%	8
Other (please specify)		1
<i>answered question</i>		24
<i>skipped question</i>		3

12. Have you utilized resources/workshops offered by the Center for Teaching, Learning and Extended Studies?		
Answer Options	Response Percent	Response Count
Frequently (5 or more times a year)	23.1%	6
Occasionally (2-4 times a year)	46.2%	12
Rarely (once a year)	15.4%	4
Never	15.4%	4
<i>answered question</i>		26
<i>skipped question</i>		1

13. Which programs/services have you attended/utilized? (please check all that apply)		
Answer Options	Response Percent	Response Count
Orientation	32.0%	8
CTLES Workshops	44.0%	11
Summer Academy	12.0%	3
Online Teaching Certificate Program	24.0%	6
Faculty Development Institutes	76.0%	19
Instructional Consultations and Related Services	4.0%	1
Other (please specify)		0
<i>answered question</i>		25
<i>skipped question</i>		2

14. For those programs/services you did not attend/utilized, what were the major reasons? (please check all that is relevant)		
Answer Options	Response Percent	Response Count
I was not aware of the services and programs provided by CTLES	25.0%	5
I did not have time to attend the workshops	65.0%	13
The location was inconvenient	0.0%	0
There were no programs/services that met my interest or needs	25.0%	5
Other (please specify)		5
<i>answered question</i>		20
<i>skipped question</i>		7

15. This section is optional. However, it will help us identify needs of specific groups.		
Answer Options	Response Percent	Response Count
College	92.9%	13
Department	92.9%	13
Position	92.9%	13
How long at South Carolina State University?	92.9%	13
<i>answered question</i>		14
<i>skipped question</i>		13