

CETL Faculty Needs Assessment Data
Fall 2005- January 2009

CETL 2008-2009 New Faculty Needs Survey

	True	False					
I believe I was accurately prepared for my position expectations	75%	25%					
	Teaching	Advising	Scholarship	Service/Committee Work	Technology	Other (<i>see page 2</i>)	
In which of the following dimensions of your position do you feel you received the most support?	50%	25%	0%	0%	25%	50%	
In which of the following areas would you like to receive additional assistance or support?	0%	0%	50%	0%	0%	50%	
	Classroom Teaching	Interactions with students outside of class	Interactions with colleagues (departmental work, committee work, etc)	Research & scholarly writing- publicly sharing work (publication/presentation)	Mentoring of student research	Service to the community	
Which aspects provide the most career satisfaction and fulfillment?	50%	25%	50%	25%	50%	0%	
	Balancing teaching, scholarship & service responsibilities	Student incivility	Faculty incivility	Lack of resources	Technology-related systems or processes	Other(<i>see page 2</i>)	
Which aspects provide the most anxiety or frustration in your first year as a Park University Faculty member?	25%	0%	0%	25%	25%	50%	
What resources, contacts or information was most helpful to you in your transition to Park University? (<i>see page 2</i>)							
Reflecting on your first year as a Park University faculty member, what resources, contacts, or information would you have liked to receive during New Faculty Orientation? (<i>see page 2</i>)							
Please list any specific recommendations to improve the experience for new faculty members at Park University. (<i>see page 2</i>)							

Q2 Comments:

- No one has done much of anything. I am very disappointed and dismayed with my position. None of this makes sense to me.
- No Comment.

Q3 Comments:

- I was hired to be a teaching professor who does research as well as service. I have one class to teach and continue to be given course “buyouts” to do administrative work. Adjuncts and instructors are hired to teach the courses I thought I was hired to teach. In what the President keeps saying about financial woes for the University, this too makes no sense to me. I have the sick feeling they are trying to “get rid” of me.
- No Comment

Q5 Comments:

- Computers in the classrooms did not function properly a couple of times during the semester.
- Having my responsibilities be: administrating the program and “growing it” which seems to mean recruiting so that is what I am doing. I am working on a partnership with a place to volunteer so I can do research there...but now am being asked to fill our request forms for supplemental time off campus????
- No Comment

Q6 Comments:

- Most helpful resources and information are from the department chairman and other colleagues.
- The orientation was wonderful and I was so excited to be a professor at Park.
- The orientation highlighted the numerous activities taking place at Park and provided a nice survey of the people making it happen. It also provided a good structure of the Institution.
- Department head and office manager were MOST helpful providing personal assistance in my transition.

Q7 Comments:

- I had adequate support of resources and training from the school in the first semester.
- I would just like to do the work I was hired to do. I AM NOT AN ADMINISTRATOR. I am a teacher and researcher. While I do not mind doing the work of program coordinator and advisor, NOT TO THE EXCLUSION of teaching. I also feel like all of the administration work will interfere with me being successful in P&T. I cannot believe this is a prudent way to support junior faculty.
- The orientation was very thorough.
- Orientation was very complete and helpful.

Q8 Comments:

- I appreciated the warm welcome by the school, such as the new faculty orientation and the colleague’s supports throughout the semester.
- I think I have a lot to offer Park U as a teaching professor and one who came here with research projects underway. So far all I have done is teach a class 50 miles away in Grain Valley for 6 graduate students. In 30 years of teaching, I have always loved my work and given it 110%. Now I don’t know who I am and feel lost...
- The orientation was very thorough.
- The university has been very supportive and helpful during my first semester. No complaints! I’m grateful to be here and to have a good job at this time.

Q2 Comments:

- Marked “good” next to grading, feed, & assessment option. Marked “needs improvement” next to supervision of professional engagement activities option; marked “excellence” next to making material relevant for students option; and “good” next to incorporating global perspectives.
- ? by “service learning”

Q3 Comments:

- Curriculum design = Good; Grading, feedback & assessment = Exc; Lecture instruction = Exc; Discussion-based instruction = Exc; Facilitating of group activities = Exc; Service Learning = Avg; Supervision of professional engagement activities = Avg to Poor; Facilitating critical thinking = good; use of technology = Good; Making material relevant for the students = Exc; incorporating global perspectives = Good
- ? by “service learning”

Q5 Comments:

- Topics on diversity. Teaching in multicultural environments.
- Library resources, data.
- Interactive CDs to compliment the online faculty development. Many times adjunct faculty do not have internet access, but could use a CD on a laptop
- N/A
- Modules

Q6 Comments:

- At an faculty meeting 5x/year
- Each faculty meeting plus ongoing one to several

Q7 Comments:

- At least one per term

Q8 Comments:

- Modules
- Web resources
- Self directed courses online for BASIC teaching concepts
- What you showed us would work well
- More technology
- Money! Guidance!
- More suggestions on faculty development
- CETL & Teaching Professor
- DVD/online modules on specific topics
- Short-focused presentations
- The Faculty Development ideas handout was VERY helpful.
- Online modules; development on demand; online tools.

Q9 Comments:

- Time and location
- Quality materials relevant to class instructors
- Meeting time which allow all adjuncts to attend
- Meeting time
- Taking adjunct instructors with outstanding content knowledge and creating teachers who can pass the knowledge onto students.
- Time and money
- New development ideas
- Time money
- New ideas
- Allowed time during faculty meetings
- Time demands on adjuncts
- 1) Time! 2)Availability of faculty
- Short time to commit to faculty development-infrequent meetings
- Coming up with ideas
- Scheduling a time period where all instructors are available

Q10 Comments:

- Online module excellence idea. (Teaching for Today’s Learners).
- Modules
- Assist with promotion of web resources.
- What you are doing now-create self-standing courses; provide a forum for passing on the best practices we have learned. Allow adjuncts to access CDL 751 or create a new eCompanion site for adjuncts.
- I think you are doing it now.
- More faculty development.
- See above!
- Come up with more ideas for development.
- Packaged-30 min. in logical order.
- Continue your good work
- Keep up the good work
- More ideas
- Looking forward to the online modules.

CETL 2007 Fall Faculty Needs Assessment

	Austin	Hill AFB	MDW	Online/CDL	Parkville	N/A
Campus Centers Represented	1	1	2	3	24	9
	Less than 3 years	4-7 years	8 years or more	N/A		
I have taught at Park University	13	13	12	2		
Which of the areas below would be of interest to you as potential topics for teaching-oriented faculty development opportunities? (5 being great interest, 1 being no interest)	5	4	3	2	1	
Teaching Intergerational Learners	4	11	11	3	5	
Ensuring Academic Integrity	13	5	12	2	5	
Globalizing/Internationalizing Curriculum	10	7	4	8	5	
Utilizing Transformative Teaching and Learning	6	9	9	5	4	
Incorporating Active Learning Strategies	18	8	6	2	2	
Incorporating Writing/Communication Across the Curriculum	9	13	9	1	4	
Teaching Strategies for Diverse/International Learners	14	9	4	3	3	
Maximizing Student Engagement	20	8	3	1	2	
Teaching Strategies for Under-Prepared Learners	12	10	9	1	3	
Using Technology to Enhance Learning	9	10	8	2	5	
Designing Multidisciplinary Curriculum	11	5	9	4	4	
Designing Service-Learning Activities to Promote Civic Engagement	10	8	9	4	4	
Professional Time Management & Organization in Teaching	7	11	9	3	4	
Student Learning Styles/Multiple Intelligences	6	4	16	6	3	
Reflective Teaching	7	8	8	4	8	
Learner-Centered Curriculum & Assessment	7	10	7	5	5	
Which of the areas below would be of interest to you as potential topics for development opportunities to enhance your own scholarly activity? (5 being great interest, 1 being no interest)	5	4	3	2	1	
Developing your teaching portfolio	16	8	7	2	2	
Writing scholarly manuscripts & Conference Proposals	20	9	4	3	0	
Designing & Conducting classroom-based research	15	8	7	4	1	
Self-assessment of teaching skills	4	17	8	5	1	
Preventing professional burnout	8	9	7	3	7	
Please rate the Center for Excellence in Teaching and Learning resources/events offered during AY2006-2007 or indicate "N/A". (5 being most preferred, 1 being least preferred)	5	4	3	2	1	N/A
Student Panel Discussion: Perspectives on Student Motivation	6	9	2	0	1	13
Colleague to Colleague: Faculty Panel on Student Motivation (Cohn, Fox, Pew, Gupta, Cowley, Bracket)	5	4	4	3	2	13
Resource Distribution: <i>What the Best College Teachers Do</i> (text distributed at last year's fall faculty conference)	8	10	4	4	1	6
2 nd Annual Faculty Recognition Luncheon	6	6	4	3	2	12
Regional SoTL Conference	2	1	4	2	1	10
<i>InSight: A Collection of Faculty Scholarship</i>	10	11	4	1	1	5
Campus Center Workshop Series (only respond if you attended the workshops at Luke, Austin, Etc)	3	1	1	0	0	20
Development on Demand (DoD--for SEL Faculty only)	2	0	0	1	0	21
Please share any suggestions/requests you have for CETL that may help us better meet your needs & support faculty at Park University.						

Q3 Comments:

- I'm overwhelmed
- Try to make journal themes more open-ended and less restrictive to encourage more participation

Q5 Comments:

- Case Study Workshop was good, wasn't on list!

Q6 Comments:

- More professional development mini-courses
- I'd love to collaborate on mentoring with CETL. We focus on facilitation with the OIMP in CDL. I would like to link to CETL's efforts!
- Keep up the great work!
- Many thanks!
- Work with faculty senate to develop ways to enhance faculty research, i.e. providing presentation opportunities, showcasing research
- I found the times that the events were offered very difficult to accommodate in my schedule – I think eh interest is there, it was just a time issue.
- Help for how to write for publications
- Thank you!

CETL 2006 Fall Faculty Needs Assessment

	1	2	3	4	5	6	7	8	9	10	11			
	(1 being most requested, 11 being least requested)													
Teaching and Learning Topics	Best practices in college-level teaching		Using technology to enhance learning		Incorporating active learning strategies		Incorporating writing/communication across the curriculum	Teaching strategies for adult learners	Teaching strategies for international learners	Teaching strategies for under-prepared learners	Designing learner-centered curriculum & assessment and student learning styles/multiple intelligences (tied)	Designing service-learning activities	Globalizing/internationalizing curriculum	Methods for teaching multiculturalism/diversity
Activity Types	Hands-on workshops (one meeting focused on a technique or strategy)		Faculty presentation (peer-to-peer exchange of ideas)		Discipline-specific workshops		Informal discussions with colleagues about teaching problems, tips, & techniques	Web-based resources						
Professional Development Topics	Writing scholarly manuscripts & conference proposals		Developing a teaching portfolio		Designing & conducting classroom-based research		Understanding the Boyer model (SoTL)	Self-assessment of teaching skills	Preventing professional burn-out					
Demographics	84 Full-Time faculty participants <ul style="list-style-type: none"> o 71% from Parkville Campus o 29% from other Campus Centers, including Online o 1 Not Reported 													
Comments:	<ul style="list-style-type: none"> • I would like resources for service learning projects • While CETL is an excellence idea, you need to determine ways to include faculty at a distance • Can we get something going for online/distance folks? CETL seems difficult to access. Not user friendly except for certain public groups. Clickish. Appeal to a larger constituency. • Offer for credit courses, perhaps one per semester. Plan interaction/exchange with other institutions. • There's so little time to do the things that would truly help us develop quality instruction and scholarship like CELT presents/offers. • Thank you for initiating this process and providing the Journal! Keep up the good work! • The "Faculty Development Needs Assessment Survey" points out frustrations. I like publications & website, but from Austin "There will be a luncheon Thursday" or "Andrew Johnson, whom I like, will speak on...in room..." is just tantalizing & frustrating. • Faculty mentoring. • Arrange for our release time so we can read! • There are good distance professors...??? • Need to be more visible, active, proactive. • CETL is a very effective program for faculty development. The only problem is to find time to get involved and to make use of all the resources CETL is providing. • Most of our instructors are adjunct. There is zero incentive to park part in any of your presentations. Since this deals with \$'s you have no control or even input to budget presentation that might help really improve most of our instruction. <ul style="list-style-type: none"> • More advance notice of events. • I am so busy teaching, "developing" my program, and "advising" (dealing with problems) students plus various extra work ranging from committee obligations to writing rubrics & "assessment" that I rarely participate in anything that is optional, no matter how interesting it seems to be. There's a lot of "noise" in the background of my life demanding attention. It is hard to make time to participate. • Materials developed that can be reproduced locally by academic directors for using presentations for local faculty at campus center faculty meetings. • CETL should give scholarships (release time) to faculty for research, esp. involving students, multicultural, and/or international research (the magic words at Park). They'll catch more flies with honey than vinegar. • Keep it up! • Please look into joining the SoTL movement-it is an excellent match-using the Boyer model plus many referred journals iwht articles exactly like emphasis of CETL's journal. • More specific methods to manage classroom behaviors & enhance student's motivation. Different types of teaching strategies. Computer technology. • "Independent" explorations re: these issues according to interest areas and level of expertise. Funding for same – before the training, rather than have to wait till end of year or what is left over. Achieve "eastern attitudes" of academic community (students are ok!)-regarding being half time, ¾ time, etc. Doesn't....one's expertise or contribution – treat equally – including support areas re: supplies, etc (esp. Where one actually practices in the field). Facilitate the process of \$ issues. Some students go to learning exp. Even when they rose the \$ because the \$ folks at Park couldn't release it in time. Expected the students to pay up front and they couldn't afford it. 													

CETL 2005 Fall Faculty Needs Assessment

	1	2	3	4	5	6	7	8	9	10
	(1 being most requested, 10 being least requested)									
Teaching and Learning Topics	Developing students' critical thinking skills	Increasing student motivation	Using technology to enhance learning	Incorporating active learning strategies	Using supplemental courseware (i.e. eCompanion)	Designing effective assessments	Collecting evidence to validate that learning outcomes have been met	Teaching strategies for adult learners	Teaching strategies for underprepared learners	Self-assessment of teaching skills and teaching strategies for international learners (tied)
Activity Types	Hands-on workshop	Informal discussions over lunch or tea	Faculty dialogue days							
Communication	Email (overwhelmingly)	Printed events schedule	CETL/Park website							
Obstacles	Timing	Workload	Limited Time							

Demographics:

- 61 Participants
 - 29 Women
 - 60 Men
 - 1 Not Reported
- 41 Full-Time Faculty
- 17 Full-Time Faculty with release time
- 3 Part-Time Faculty
- Campus Center Representation
 - 2 Austin
 - 1 DSCC
 - 1 Fairchild
 - 3 MetroPark
 - 33 Parkville
 - 20 Not Reported