

**Park University, Center for Excellence in Teaching and Learning  
Faculty Development Needs Assessment Survey, Fall 2006**

About the Survey

The mission of the *Center for Excellence in Teaching and Learning* is to advance the practice and profession of teaching at Park University. In order to guide the programming and professional development opportunities provided by the Center, we are seeking your valuable insight to define key areas of faculty interest.

This survey will take approximately 5 minutes to complete. Thank you in advance for your time!

## Faculty Development Needs Assessment Survey

Demographics: 1 of 6

1. Faculty status:

- Full-time faculty     
  Full-time faculty with admin or other release time     
  Part-time (adjunct) faculty

2. Campus Center:

3. Gender:

- Female     
  Male

4. How many years have you been teaching at the college level?

- 0-2     
  3-5     
  6-10     
  11-15     
  16+

5. How many years have you been teaching at Park University?

- 0-2     
  3-5     
  6-10     
  11-15     
  16+

6. Do you teach primarily graduate or undergraduate courses?

- Undergraduate     
  Graduate     
  Equal

7. In which of the following formats do you teach? Please check all that apply

- Face-to-face     
  Online     
  Accelerated

## Faculty Development Needs Assessment Survey

Teaching and Learning Topics: 2 of 6

Which of the areas below would be of interest to you as potential topics for teaching-oriented faculty development opportunities? Please select the number that most closely matches your level of interest.

|                         |  | Great Interest        |                       |                       | No Interest           |                       |
|-------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                         |  | 5                     | 4                     | 3                     | 2                     | 1                     |
| a                       | Designing learner-centered curriculum and assessment                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b                       | Using technology to enhance learning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c                       | Best practices in college-level teaching                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d                       | Globalizing/internationalizing curriculum                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e                       | Student learning styles/multiple intelligences                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f                       | Incorporating active learning strategies                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g                       | Incorporating writing/communication across the curriculum                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h                       | Teaching strategies for international students                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i                       | Teaching strategies for adult learners   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j                       | Teaching strategies for under-prepared learners                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k                       | Methods for teaching multiculturalism/diversity                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l                       | Designing multidisciplinary curriculum   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m                       | Designing service-learning/experiential activities to promote civic engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify): |  |                       |                       |                       |                       |                       |

**Faculty Development Needs Assessment Survey**

Professional Development Interests: 3 of 6

Which of the areas below would be of interest to you as potential topics for professional development opportunities to enhance your own scholarly activity? Please select the number that most closely matches your level of interest.

|                         |  | Great Interest |   |   | No Interest |   |
|-------------------------|--|----------------|---|---|-------------|---|
|                         |  | 5              | 4 | 3 | 2           | 1 |
| a                       | Understanding the Boyer model (scholarship of teaching and learning) | 0              | 0 | 0 | 0           | 0 |
| b                       | Developing your teaching portfolio                                   | 0              | 0 | 0 | 0           | 0 |
| c                       | Writing scholarly manuscripts and conference proposals               | 0              | 0 | 0 | 0           | 0 |
| d                       | Designing and conducting classroom-based research                    | 0              | 0 | 0 | 0           | 0 |
| e                       | Self-assessment of teaching skills                                   | 0              | 0 | 0 | 0           | 0 |
| f                       | Preventing professional burnout                                      | 0              | 0 | 0 | 0           | 0 |
| Other (please specify): |  |                |   |   |             |   |

**Faculty Development Needs Assessment Survey**

Activity Types: 4 of 6

In which of the following types of activities would you be most likely to participate?

|                         |  | Very Likely | Some what | Not Likely |
|-------------------------|--|-------------|-----------|------------|
| a                       | Faculty presentations (peer-to-peer exchange of ideas)   | 0           | 0         | 0          |
| b                       | Classroom observations with feedback/individual consultation   | 0           | 0         | 0          |
| c                       | Hands-on workshops<br>(one meeting focused on a technique or strategy)   | 0           | 0         | 0          |
| d                       | School/Discipline-specific workshops   | 0           | 0         | 0          |
| e                       | Institutes/Retreats (2-3 days)   | 0           | 0         | 0          |
| f                       | Web-based resources<br>(available through the Internet or on the eCollege platform)                                  | 0           | 0         | 0          |
| g                       | Informal discussions with colleagues about teaching problems, tips, and techniques over coffee or lunch              | 0           | 0         | 0          |
| h                       | Structured discussions, focused around a reading provided prior to the meeting (i.e. a teaching and learning circle) | 0           | 0         | 0          |
| i                       | Student panels   | 0           | 0         | 0          |
| j                       | Guest presenters   | 0           | 0         | 0          |
| Other (please specify): |  |             |           |            |

**Faculty Development Needs Assessment Survey**

Time/Place/Communication Preferences: 5 of 6

| Please rate your preference for days of the week: |           |                |   |   |                 | Please rate your preference for time of year: |   |  |   |                |   |   |                 |  |  |
|---|-----------|----------------|---|---|-----------------|---|---|--|---|----------------|---|---|-----------------|--|--|
|   |           | Most preferred |   |   | Least preferred |   |   |  |   | Most preferred |   |   | Least preferred |  |  |
|   |           | 5              | 4 | 3 | 2               | 1   |   |  | 5 | 4              | 3 | 3 | 1               |  |  |
| a   | Monday    | 0              | 0 | 0 | 0               | 0   | a | Fall   | 0 | 0              | 0 | 0 | 0               |  |  |
| b   | Tuesday   | 0              | 0 | 0 | 0               | 0   | b | Spring   | 0 | 0              | 0 | 0 | 0               |  |  |
| c   | Wednesday | 0              | 0 | 0 | 0               | 0   | c | Summer   | 0 | 0              | 0 | 0 | 0               |  |  |
| d   | Thursday  | 0              | 0 | 0 | 0               | 0   | d | First week of accountability<br>(before semester begins) | 0 | 0              | 0 | 0 | 0               |  |  |
| e   | Friday    | 0              | 0 | 0 | 0               | 0   | e | Early semester   | 0 | 0              | 0 | 0 | 0               |  |  |
|   |           |                |   |   |                 |   | f | Mid-semester   | 0 | 0              | 0 | 0 | 0               |  |  |
|   |           |                |   |   |                 |   | g | Late-semester  | 0 | 0              | 0 | 0 | 0               |  |  |

What are the best ways for your "Center for Excellence in Teaching and Learning" to notify you of upcoming events? Please select all that apply:

- Imprint Express*
- Flyer in the mail
- CETL email announcement
- CETL/University website
- Other? Please specify:

**Faculty Development Needs Assessment Survey**

Evaluation of AY 2005-06 Programming: 6 of 6

Please rate the Center for Excellence in Teaching and Learning resources/events offered during AY 2005-2006 or indicate "N/A":

|  | Most preferred        |                       | Least preferred       |                       |                       | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----|
|  | 5                     | 4                     | 3                     | 2                     | 1                     |     |
| Student panel on critical thinking   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Faculty presentation on critical thinking (Dr. Andrew Johnson)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Printed resource, <i>The Guide to Critical and Creative Thinking</i> (distributed via campus mail)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Campus Center critical thinking presentation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Faculty recognition luncheon   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| CETL website resources about scholarly publishing, in particular preparing manuscripts for Park University's new refereed journal, <i>InSight: A Collection of Faculty Scholarship</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Q&A session about submitting manuscripts to <i>InSight</i>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| The "Summer Scholarly Writing Group"   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |     |
| Other CETL resources (please specify):   |                       |                       |                       |                       |                       |     |

Please share any suggestions/requests you have for CETL that may help us better meet your needs and support faculty at Park University.

*Thank you very much for completing the 2006 Faculty Needs Assessment.*

*We will publish results on our website in Fall 2006 and will utilize this information to plan future events, training sessions, and programs to meet faculty needs.*

*Once again, we appreciate your time and willingness to contribute your information and ideas.*

*Thank you!*