Faculty Development Needs Assessment

Summary Report

Academic Affairs
4/20/2015
Survey Results Report


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Prepared for: UAV Faculty
Submitted: 4.21.2015
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EXECUTIVE SUMMARY

Faculty fulfill a variety of roles at UAV: as teachers whose commitment is to provide their students with expert instruction and guidance; as participants in the collegial community of the university; and as members of the community of scholars within their disciplines. Faculty development at UAV has as its goal, continued renewal and growth of the university faculty in all facets of their professional lives.

In Spring 2015 a need was identified to develop and establish a comprehensive Faculty Development Program. The Dean of Academic Affairs, with assistance and feedback from faculty developed the assessment of needs survey to be administered to all faculty and assist in developing the UAV Faculty Development Program. Based on the results of the assessment and needs analysis the faculty development program will be developed. The effects of the overall program, once fully implemented will be seen ultimately in the quality of the instruction students receive and in the quality of scholarly activity and collegial involvement on campus.

Therefore the purpose of the UAV Faculty Development Program is to promote the professional development of all faculty members and to foster a climate for innovation in teaching and learning. Additionally, the program will work to provide resources, which will help faculty to develop as scholars, to publish, to share insights both within the community and at professional conferences, and to improve their work in the classroom based on the results from this report.

SURVEY OBJECTIVES

- To understand faculty needs.
- To use the results to build a comprehensive faculty development program that will:
  - Ensure satisfactory adjustments to changing environments in instruction and within disciplines.
  - Support faculty members in their efforts to maintain competence in their teaching fields by keeping abreast of developments in their own discipline and in disciplines related to their own.
  - To keep faculty informed and to foster active discussion of developments in the scholarship of teaching and learning.
  - Encourage thoughtful and effective integration of educational technology into the teaching and learning process.
  - Support the efforts of individual faculty members to enhance their teaching and learning effectiveness.
  - Assist new faculty in developing productive and satisfying careers at UAV.
PARTICIPANTS
The total number of individuals who attempted the assessment was 36.

- Of those, 15 identified themselves as full-time faculty, and 9 as part-time faculty and 12 did not identify.
- The following results cover the 36 participants who responded.

METHODOLOGY
The survey was conducted using the online format through Lime Survey.

DATA COLLECTED
The facilitator collected two forms of data:

- **Quantitative**: Quantitative data was obtained in the form of general frequencies to determine interest and need levels of faculty in various categories.
- **Qualitative**: Qualitative data included three open ended questions soliciting participant comments.

Appendix A contains the complete list of questions.
RESULTS

The results are broken out by category and listed by question.

Question 1 – Classroom Methods

Based on the responses the top five Classroom Methods most important to the faculty are:

1. Active Learning techniques (15)
2. Use of humor in the classroom (14)
3. Cooperative/Collaborative learning (12)
4. Team teaching (11)
5. Effective lecturing (11)
Question 2 – Writing Across the Curriculum

Based on the responses the top three Writing Across the Curriculum areas identified as most important to the faculty are:

1. Providing effective feedback and grading writing assignments & designing effective writing assignments (15)
2. Instructing students about plagiarisms (11)
3. Using peer feedback with students’ drafts & informal writing-to-learn activities for the classroom (10)
Question 3 – Syllabus and Curriculum Design

Based on the responses the top three Syllabus and Curriculum Design areas identified as most important to the faculty are:

1. Designing activities, assignments, and projects (13)
2. New approaches to syllabus design (12)
3. Curriculum development process (11)

Syllabus and Curriculum Design
Question 4 – Assessment

Based on the responses the top three Assessment areas identified as most important to the faculty are:

1. Performance Assessments (service learning, projects, presentations) (16)
2. Developing rubrics for assessing assignments and projects (12)
3. Program evaluation (11)
Question 5 – Instructional Technology

Based on the responses the top three Instructional Technology areas identified as most important to the faculty are:

1. Using technology to enhance teaching effectiveness (18)
2. Integrating social media components into your course (15)
3. Integrating instructional technology into your course (11)
Question 6 – Issues of Diversity and Inclusion

Based on the responses the top three Issues of Diversity and Inclusion areas identified as most important to the faculty are:

1. Working with ESL students (11)
2. Working with students with disabilities (11)
3. Inclusive teaching practices (11)
Question 7 – Learners and Learning

Based on the responses the top four Learners and Learning areas identified as most important to the faculty are:

1. Motivating students (17)
2. Teaching students how to learn (16)
3. Teaching underprepared students (14)
4. UAV students, their needs, and implications for teaching (14)
Question 8 – Teaching the Competencies

Based on the responses the top three Teaching the Competencies areas identified as most important to the faculty are:

1. Critical thinking (18)
2. Oral communications (12)
3. Written communications (12)
Question 9 – Classroom Management Techniques
Based on the responses the top three Classroom Management Techniques areas identified as most important to the faculty are:

1. Dealing with difficult students (15)
2. Managing difficult discussions (15)
3. Civility in the classroom and beyond (12)
Question 10 – Working with Graduate Students

Based on the responses the top four Working with Graduate Students areas identified as most important to the faculty are:

1. The adult learner (11)
2. Supervising graduate research (10)
3. Mentoring the graduate student (9)
4. Conflict management with graduate students (9)
Question 11 – Professional Issues

Based on the responses the top five Professional Issues areas identified as most important to the faculty are:

1. Preparing for performance reviews (13)
2. Documenting teaching (12)
3. Evaluating teaching (12)
4. Identifying and maximizing our teaching style (12)
5. Work/life balance (12)
Questions 12, 13, 14, 15 & 16 - Preferences

**Preferred format** is Combination of presentation, group/interactive work, and discussion (18), followed by Formal presentation(s) followed by discussion (13).

**Preferred Format**

**Preferred length** is up to 60 minutes (15), followed by Up to 90 minutes (7).

**Preferred length**

**Preferred day** is Friday (11), followed by No preference (10).

**Preferred Day**
**Preferred time** is 9am (11), followed by 10am (10), 1pm (10) and 2pm (10).

**Preferred Time**

![Preferred Time chart]

**Preferred communication** is via Email (28), followed by UAV website (9).

**Preferred Communication**

![Preferred Communication chart]
<table>
<thead>
<tr>
<th>No.</th>
<th>Comment</th>
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<tbody>
<tr>
<td>8</td>
<td>Professional development; classes to keep up with developing technologies used in the academic setting.</td>
</tr>
<tr>
<td>11</td>
<td>FERPA! A lot of staff and faculty on campus need FERPA training because there are tons of FERPA violations currently happening. Preferably, FERPA training should come from someone who is adequately trained. Hands on faculty development courses. No more webinars. Have the school compensate for our learning, or at least pay for courses taken.</td>
</tr>
<tr>
<td>13</td>
<td>Students with attendance issues</td>
</tr>
<tr>
<td>17</td>
<td>Pretesting for placement in class before main Math and English.</td>
</tr>
<tr>
<td>19</td>
<td>Perhaps we could have a guide, booklet, cheat sheet, that has a comprehensive listing of institutional knowledge and helpful tidbits that we could provide new teachers with. It seems to me we start from scratch and could do more to have a uniform beginning point for all teachers.</td>
</tr>
<tr>
<td>21</td>
<td>We need a good consistent plagiarism checker like Turnitin.com to keep academic integrity.</td>
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<td>23</td>
<td>Mental health workshops</td>
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<td>24</td>
<td>Social Services workshops</td>
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<td>25</td>
<td>Identifying and assisting those with mental illness.</td>
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<tr>
<td>26</td>
<td>Life skills course for students about buying a home, buying a car, investing (401K), retirement, loan repayment, resume writing/job seeking</td>
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<tr>
<td>33</td>
<td>Dealing with ESL students</td>
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<td>8</td>
<td>Developing a campus wide philosophy for the faculty to create a flow as students advance to general education courses and their major/program. This will help us in the future.</td>
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<td>17</td>
<td>I listed 60 minutes for training sessions. I don't mind longer sessions provided their is always a break for every 60 minutes.</td>
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<td>19</td>
<td>None</td>
</tr>
<tr>
<td>21</td>
<td>Students have many personal issues they bring into the classroom (Rapes, stalkers, burglary, homelessness, drinking problems/drinking in class). Can we have an expert discuss about appropriate resources for these students. Some do not want to speak to males/ which is all we offer at the front.</td>
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<tr>
<td>24</td>
<td>na</td>
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<tr>
<td>29</td>
<td>Maybe evening sessions if a night instructor cannot get off of work. For example I use my PTO time at my other job to come to the meetings and professional development and program review.</td>
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<tr>
<td>33</td>
<td>One thing this school needs to do, is screen students for the medical programs. It is hard to work with students who can't read / write English above the 3rd grade level.</td>
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<td>40</td>
<td>Provide workshops/guidance for publication</td>
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## RECOMMENDATIONS

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## APPENDIX A – COMPLETE LIME SURVEY RESULTS