

K-State at Salina

Faculty Development Needs Assessment Survey

Preliminary Report

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Faculty Development Needs Assessment Survey

Background

This survey was designed to gather valuable faculty input to help define professional development needs in the College of Technology & Aviation. Participants were not identified (name, department, etc.), individual survey data is not being reported, will not be made available, and the data gathered is being reported as "aggregate data."

The project is aligned with and supported by the mission statement, vision, and goals of the College of Technology & Aviation regarding offering of opportunities for faculty professional development that meet the needs of an ever changing student and workforce population [available online at <http://www.sal.k-state.edu/facultystaff/mission.htm>, italics added for emphasis]:

Kansas State University's College of Technology and Aviation is nationally known for its quality educational programs, faculty expertise, laboratory and learning environments, and outstanding graduates. The College must continue to adapt to meet changing needs, continue to develop and implement creative learning environments, to emphasize undergraduate education and life-long learning, and to instill in graduates a sound ethical and technological base on which productive careers can be established in order to meet the needs of the 21st century.

Finally, this project also supports several of the College of Technology & Aviation's goals [available online at <http://www.sal.k-state.edu/facultystaff/mission.htm#3>], especially the goal related to Faculty Enhancement:

Firm establishment of an academic atmosphere that not only allows success, but encourages and rewards excellence. Progress toward this goal will be indicated by numerous factors including scholarly productivity of faculty, extramural and scholarship support, feedback from employers of graduates, and faculty/student participation with governmental and industrial representatives.

Survey Instrument

A questionnaire was developed to collect data related to three areas of faculty development: (1) topics for potential faculty development opportunities, (2) likelihood of participation in faculty development opportunities based on type of delivery, and (3) obstacles to attending workshops, events, professional development opportunities, etc. A copy of the survey instrument is presented in Appendix A.

The survey was administered through K-State Online's Survey module. It was sent to full time and part-time faculty members from the College of Technology and Aviation. The survey was "live" from September 21 through October 21, 2006. An e-mail message was sent to each participant introducing the survey and friendly reminders were sent via e-mail for those participants that had not filled out the online survey. The response rate was 62.9%.

Results

The first question was related to potential topics for faculty development. Participants were asked to indicate their interest from a list of 28 suggested topics. The question used a Likert-type scale with the following values: No Interest, Some Interest, Great Interest. The top responses (above 50%) were:

1. Developing students' critical thinking skills (71.8%).
2. Incorporating active learning strategies into my courses (59.0%).
3. Increasing student motivation (59.0%).
4. Upgrading knowledge and skills in your discipline (59.0%).
5. Scholarship of teaching and learning (51.3%).
6. Using technology to enhance learning (51.3%).

Table 1 displays all responses ordered by "Great Interest." Table 2 displays the responses reported as "Great Interest"; Table 3 displays the responses reported as "Some Interest"; and Table 4 displays the responses reported as "No Interest." All tables report the results as "percentage of responses."

Table 1 – Potential topics for faculty development (% of responses).

		Great Interest	Some Interest	No Interest	Did Not Answer
1	Developing students' critical thinking skills.	71.8	12.8	12.8	2.6
2	Incorporating active learning strategies into my courses.	59.0	28.2	10.3	2.6
3	Increasing student motivation.	59.0	33.3	7.7	0.0
4	Upgrading knowledge and skills in your discipline.	59.0	23.1	18.0	0.0
5	Scholarship of teaching and learning.	51.3	33.3	15.4	0.0
6	Using technology to enhance learning.	51.3	35.9	10.3	2.6
7	Designing effective assessments.	46.2	41.0	10.3	2.6
8	Course and curriculum development.	41.0	35.9	20.5	2.6
9	Collecting evidence needed to validate that outcomes have been met.	38.5	28.2	30.8	2.6
10	Theory and practice of online learning.	38.5	35.9	23.1	2.6
11	Developing leadership skills.	38.5	33.3	28.2	0.0
12	Industry Summer internship.	36.0	25.6	38.5	0.0
13	Mentoring for new faculty.	33.3	38.5	28.2	0.0
14	Writing across the curriculum.	30.8	38.5	30.8	0.0
15	Brain research and instructional strategies.	30.8	33.3	35.9	0.0
16	Teaching strategies for under-prepared students.	28.2	43.6	25.6	2.6
17	Developing teaching portfolios.	28.2	33.3	35.9	2.6
18	Student learning styles/multiple intelligences.	28.2	46.2	23.1	2.6
19	Classroom management.	25.6	43.6	30.8	0.0
20	Teaching strategies for adult learners.	25.6	46.2	25.6	2.6
21	Copyright issues and online learning.	25.6	46.2	28.2	0.0
22	Writing grant proposals.	25.6	28.2	46.2	0.0
23	Academic honesty and plagiarism.	23.1	33.3	41.0	2.6
24	Peer-review of teaching.	23.1	53.9	23.1	0.0
25	Team teaching.	20.5	46.2	33.3	0.0
26	Teaching strategies for minority students.	20.5	46.2	30.8	2.6
27	Designing service learning activities.	15.4	43.6	41.0	0.0
28	Writing manuscripts and conference proposals.	15.4	48.7	33.3	2.6

Table 2 – Potential topics for faculty development (% of responses).

		Great Interest
1	Developing students' critical thinking skills.	71.8
2	Incorporating active learning strategies into my courses.	59.0
3	Increasing student motivation.	59.0
4	Upgrading knowledge and skills in your discipline.	59.0
5	Scholarship of teaching and learning.	51.3
6	Using technology to enhance learning.	51.3
7	Designing effective assessments.	46.2
8	Course and curriculum development.	41.0
9	Collecting evidence needed to validate that outcomes have been met.	38.5
10	Theory and practice of online learning.	38.5
11	Developing leadership skills.	38.5
12	Industry Summer internship.	36.0
13	Mentoring for new faculty.	33.3
14	Writing across the curriculum.	30.8
15	Brain research and instructional strategies.	30.8
16	Teaching strategies for under-prepared students.	28.2
17	Developing teaching portfolios.	28.2
18	Student learning styles/multiple intelligences.	28.2
19	Classroom management.	25.6
20	Teaching strategies for adult learners.	25.6
21	Copyright issues and online learning.	25.6
22	Writing grant proposals.	25.6
23	Academic honesty and plagiarism.	23.1
24	Peer-review of teaching.	23.1
25	Team teaching.	20.5
26	Teaching strategies for minority students.	20.5
27	Designing service learning activities.	15.4
28	Writing manuscripts and conference proposals.	15.4

Table 3 – Potential topics for faculty development (% of responses).

		Some Interest
1	Peer-review of teaching.	53.9
2	Writing manuscripts and conference proposals.	48.7
3	Team teaching.	46.2
4	Teaching strategies for minority students.	46.2
5	Teaching strategies for adult learners.	46.2
6	Copyright issues and online learning.	46.2
7	Student learning styles/multiple intelligences.	46.2
8	Classroom management.	43.6
9	Teaching strategies for under-prepared students.	43.6
10	Designing service learning activities.	43.6
11	Designing effective assessments.	41.0
12	Writing across the curriculum.	38.5
13	Mentoring for new faculty.	38.5
14	Course and curriculum development.	35.9
15	Using technology to enhance learning.	35.9
16	Theory and practice of online learning.	35.9
17	Increasing student motivation.	33.3
18	Brain research and instructional strategies.	33.3
19	Scholarship of teaching and learning.	33.3
20	Academic honesty and plagiarism.	33.3
21	Developing teaching portfolios.	33.3
22	Developing leadership skills.	33.3
23	Incorporating active learning strategies into my courses.	28.2
24	Collecting evidence needed to validate that outcomes have been met.	28.2
25	Writing grant proposals.	28.2
26	Industry Summer internship.	25.6
27	Upgrading knowledge and skills in your discipline.	23.1
28	Developing students' critical thinking skills.	12.8

Table 4 – Potential topics for faculty development (% of responses).

		No Interest
1	Writing grant proposals.	46.2
2	Academic honesty and plagiarism.	41.0
3	Designing service learning activities.	41.0
4	Industry Summer internship.	38.5
5	Brain research and instructional strategies.	35.9
6	Developing teaching portfolios.	35.9
7	Team teaching.	33.3
8	Writing manuscripts and conference proposals.	33.3
9	Collecting evidence needed to validate that outcomes have been met.	30.8
10	Writing across the curriculum.	30.8
11	Classroom management.	30.8
12	Teaching strategies for minority students.	30.8
13	Developing leadership skills.	28.2
14	Mentoring for new faculty.	28.2
15	Copyright issues and online learning.	28.2
16	Teaching strategies for under-prepared students.	25.6
17	Teaching strategies for adult learners.	25.6
18	Theory and practice of online learning.	23.1
19	Student learning styles/multiple intelligences.	23.1
20	Peer-review of teaching.	23.1
21	Course and curriculum development.	20.5
22	Upgrading knowledge and skills in your discipline.	18.0
23	Scholarship of teaching and learning.	15.4
1	Developing students' critical thinking skills.	12.8
2	Incorporating active learning strategies into my courses.	10.3
3	Using technology to enhance learning.	10.3
4	Designing effective assessments.	10.3
5	Increasing student motivation.	7.7

Question 1 also gave participants the opportunity to write-in comments. Following are the unedited comments that have been submitted:

- The low quality of undergraduate instruction. For example, close to 80% of the En. 100 and 200 classes are taught by students! We need to abolish GTAs.
- I left many questions blank. I did not want to check "no interest", because I am very interested, but I have also spent ten years, including doctoral studies, that focus extensively on these issues (active learning, under-prepared students, motivation, etc.) and would probably not benefit from a w
- Increasing the number of hours in a day.
- follow through, and application
- Approaches to teaching and learning for Millennial Generation students (and/or students educated in an era of standards testing) Possibly linked to "motivating students": Handling student "bad attitudes" that disrupt or drag down the classroom experience (mentioned to me by other instructors).
- Information Literacy Assessment.

The next question was related to delivery methods. Participants were asked “Please rate the likelihood of your participation the following types of activities.” The scale was Very Likely, Somewhat Likely, and Not Likely.

Table 5 – Delivery methods (% of responses).

		Very Likely	Somewhat Likely	Not Likely
1	Hands-on workshops.	53.9	33.3	12.8
2	Peer-to-peer exchanges of ideas/dialog.	53.9	30.8	15.4
3	Web-based resources such as K-State Online.	53.9	25.6	20.5
4	Structured discussions with colleagues.	51.3	38.5	10.3
5	Organized informal discussions with colleagues.	46.2	33.3	20.5
6	Guest speakers.	43.6	38.5	18.0
7	"Brown-bag" meetings.	35.9	33.3	30.8
8	Lecture series.	33.3	43.6	23.1
9	Classroom observations with feedback.	30.8	48.7	20.5
10	Retreats (1-2 days).	28.2	35.9	35.9

Following are the unedited comments that were submitted addressing delivery methods:

- Excellent range of formats, thank you.
- I'd like to recommend on-going activities included instead of single event activities like workshops or seminars. Also, topics and presentations should be "fresh" instead of repeated off-the-shelf presentations.
- formalized faculty development program and not just for those that always have the interest there needs to be incentive for all faculty to participate not just the "better" ones.
- I would probably attend a retreat if it were offered specifically to K-State at Salina faculty, but I would grumble to myself about the time commitment. I think things can be kept shorter.

Table 6 displays the results to the statement “Please check the obstacles to attending workshops, events, professional development opportunities, etc.”

Table 6 – Obstacles to attending faculty development opportunities (% of responses).

1	Timing of event.	76.9
2	Workload	71.2
3	Location.	56.4
4	Topics.	35.9
5	Departmental support.	28.2
6	Awareness of event.	25.6
7	Did not answer.	7.7

Finally, this report contains preliminary data in descriptive format for your information. A more detailed report containing statistical analysis of the data collected will be prepared and posted later in the semester (Spring 2007).

Appendix A

Survey Description:

K-State at Salina's Faculty Development Needs Assessment

Opening Instructions:

This survey was designed to gather your valuable input to help define faculty development needs in the College of Technology & Aviation. Participants will not be identified (name, department, etc.), individual survey data will not be reported and/or made available, and data gathered will be reported as "aggregate data."

Question 1

Please rate your interest in the following topics as potential areas for faculty development opportunities.

1 - No Interest | 2 - Some Interest | 3 - Great Interest

	1	2	3
1.1 Incorporating active learning strategies into my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Team teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Course and curriculum development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Writing across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Developing students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 Increasing student motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8 Brain research and instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9 Teaching strategies for minority students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10 Teaching strategies for adult learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11 Teaching strategies for under-prepared students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12 Designing service learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13 Designing effective assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14 Scholarship of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3
1.15 Using technology to enhance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16 Academic honesty and plagiarism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17 Collecting evidence needed to validate that outcomes have been met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.18 Theory and practice of online learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19 Copyright issues and online learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20 Developing teaching portfolios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21 Student learning styles/multiple intelligences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22 Peer-review of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23 Writing grant proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24 Writing manuscripts and conference proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25 Mentoring for new faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26 Upgrading knowledge and skills in your discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27 Developing leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28 Industry Summer internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 2

Other areas of interest (please specify):

(maximum of 300 characters)

Question 3

Please rate the likelihood of your participation in the following types of activities.

1 - Not Likely | 2 - Somewhat Likely | 3 - Very Likely

	1	2	3
3.1 Peer-to-peer exchanges of ideas/dialog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Classroom observations with feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Hands-on workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Retreats (1-2 days).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Web-based resources such as K-State Online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Organized informal discussions with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Structured discussions with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 "Brown-bag" meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Guest speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Lecture series.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 4

Other types of activities (please specify):

(maximum of 300 characters)

Question 5

Please check obstacles to attending workshops, events, professional development opportunities, etc. Please select all that apply.

- Timing of event.
- Location.
- Awareness of event.
- Topics.
- Workload
- Departmental support.

Question 6

Other obstacles (please specify):

(maximum of 300 characters)

Question 7

Please select your academic rank:

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Instructor (Part-time)