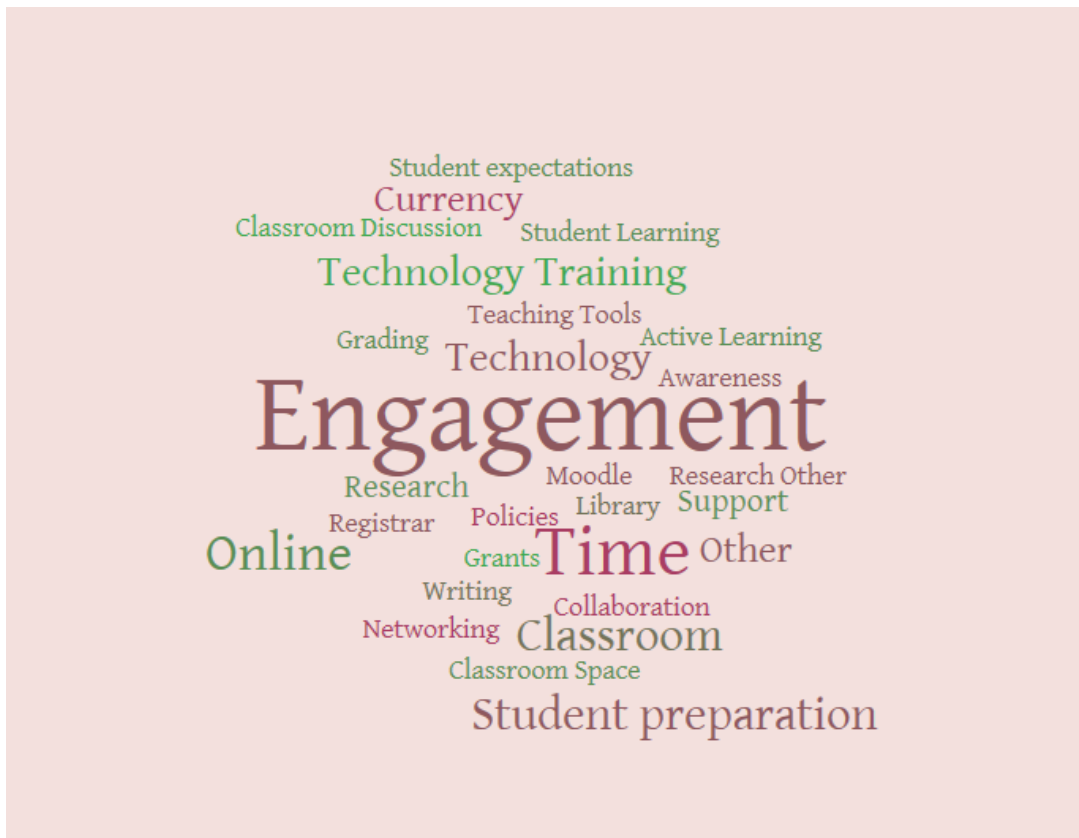


Critical Challenges from Survey



Level of Interest in specific activities

Question	No interest	Some interest	High interest
Designing effective instruction	6.25%	25.00%	68.75%
Using emerging technology in your teaching	6.25%	37.50%	56.25%
Selecting appropriate teaching and learning methods for specific instructional objectives	8.33%	37.50%	54.17%
Using different pedagogical styles when facilitating various types of critical thinking and problem-solving skills	4.17%	41.67%	54.17%
Designing learning assessments	6.25%	41.67%	52.08%
Providing meaningful, constructive, and timely feedback to learners	12.50%	39.58%	47.92%
Enhancing small group teaching and group projects	14.29%	40.82%	44.90%
Dealing with issues related to diversity and cultural competencies in the classroom	8.33%	52.08%	39.58%
Preparing students for diversity and cultural competency in the workplace	14.58%	45.83%	39.58%
Incorporating writing and communication skills in the classroom	16.67%	43.75%	39.58%
Navigating difficult situations/conversations with students	14.58%	47.92%	37.50%
Working with non-traditional students	10.42%	56.25%	33.33%
Incorporating information literacy into your course	17.02%	51.06%	31.91%
Dealing appropriately with academic dishonesty, plagiarism, and the resulting disciplinary procedures	12.50%	56.25%	31.25%
Dealing with rude or disruptive students	27.66%	42.55%	29.79%
Incorporating sustainability into your course	33.33%	43.75%	22.92%
Writing objective and measurable learning outcomes	22.92%	56.25%	20.83%

Other suggestions: online teaching, addressing student reading deficits, TurnItIn, annual program faculty retreat, guest speakers from the community, brown bags, assignment exchanges, repeat popular workshops so more people can attend

Level of Interest in specific activities—Online instructors

Question	No interest	Some interest	High interest
Creating active student engagement and participation	0.00%	9.52%	90.48%
Facilitating online discussion forums	4.76%	14.29%	80.95%
Choosing appropriate technologies to enhance courses	0.00%	23.81%	76.19%
Designing teaching strategies and content to match learning outcomes	14.29%	14.29%	71.43%
Creating effective online learning activities and assessments	0.00%	33.33%	66.67%
Fostering and enhancing instructor-student relationships	4.76%	33.33%	61.90%
Determining ways to assess student progress	14.29%	23.81%	61.90%
Providing meaningful, constructive, and timely feedback to learners	14.29%	23.81%	61.90%
Copyright issues in online courses	33.33%	28.57%	38.10%

Other suggestions: collaborative student-driven projects, Moodle functions, paying faculty for the curricula they create (thereby transferring ownership to the program), Zoom meetings (how to use), best practices for online teaching and delivery

Research Support Suggestions



How much do people spend on research/scholarship from their own funds? Anywhere from \$0 to \$2000.00 or more. Examples of more:

Around \$500 for software (and I did check for free versions and whether university had anything comparable), \$2,000 for research trip, \$1,500 for a MacBook Air (my old one is so old it is no longer supported and all my research software etc. is Mac version don't have time/money to set everything up on my school PC laptop)

\$0, but \$30k with research money I brought in.

Personal spending for professional memberships ranges from none to over \$750.00. Some people indicated that they had given up professional memberships due to expense.

Suggestions to Help with Advising

- Advising for registration should be handled by staff dedicated to this purpose, allowing instructors to focus on career development topics.
- Supplemental Advising initiative workshops were very valuable and would be good for everyone. [These were done in 2017-2018]
- Volume is a problem—equitable loads and optimal ratios of advisor to advisees
- Clear guidelines and best practices, including general and major/department-specific guidelines
- Concise updates on new gen ed changes
- Train graduate assistants to advise and mentor undergraduates
- Knowing specifics, such as double-majoring and honors program, refreshers on where to send advisees with questions
- More time!
- Degree audit papers to review with students, or a Word doc we could update after meetings
- Workshops on how to communicate with college students and discern what they need from an advisor
- Training
- Information on services for students available on campus
- Better connectivity with associated offices, such as HEOP
- Connect with students in other challenging issues besides registration—ways to be in contact with my advisees to nip any problems in the bud
- Orientation to advising—I had no idea what to do when I started
- Brief training/refreshers before every fall registration period
- Rethinking how to best advise students, with workshops from several places on campus to clarify details of advising
- Periodic updates on our curriculum
- Give someone else my advisees—would like to do more research or service instead

Department Chair/Program Director Assistance Suggestions

- Clear job descriptions
- Training: leadership, conflict resolution/restorative justice, confidentiality requirements, Title IX, FERPA
- Appropriate stipend
- Administrative support personnel
- Time
- Faculty mentoring program
- Budget for my program
- Additional help from the Registrar

Survey Respondent Demographics

- 82% full-time faculty, 6% adjunct faculty who work full-time at the university in another capacity, and 12% other adjunct faculty
- 64% teach face-to-face, 21% are online, and 15% are a combination
- Moodle use: 68% every class, 16% most classes, 12% some classes, 4% do not use Moodle
- 71% teach undergraduate, 29% teach graduate courses
- 94 people answered most parts of the survey.

Responses from our survey—Ideal Set of Offerings

- Funding for scholarship
- Workstations and printers for adjuncts
- Bi-weekly seminars on different topics
- Orientation and mentoring
- Preparing for tenure
- Online instructional support
- New chair/director workshops
- What is the role of the faculty and what is the role of the administration (relating to the divisions of who does what and how work gets done)
- Consultation
- Collaboration—gather and exchange ideas with coffee, tea, maybe cooking food together once in a while
- Faculty lounge
- A place to try out tech software/apps, etc.
- Coding software
- A place to discuss research with students, welcome visiting scholars, etc.
- Not sure—never saw a center like this before
- Place for information
- Workshops, books, resources about higher ed trends
- Faculty relationships and support
- Chances to meet informally with colleagues
- How to maintain research productivity under a heavy teaching load
- Grant support
- Accessible offerings for online faculty
- Lending technology and materials
- Assistance for writing—editing, proof reading
- Subscription to the Chronicle

- Peer or professional assessment of all instructors (constructive, not critical, and not feeding into retention decisions)
- Consultation
- Support for teaching—CALM workshops, one-on-one sessions to work on specific issues like syllabus development, class activities, dealing with a problem student, etc.
- Support for research—research grants, course releases, assistance
- Free access to journals focusing on teaching
- Resources posted from previous workshops
- Coordination of activities and on-campus event hosting
- Online communication forum for people to share resources and discuss topics related to teaching
- Occasional coffee session to facilitate discussions on topics faculty face (technology, student engagement, grading (inflation), advising, Moodle, etc.
- Financial support for teaching initiatives that is less formal than Keenan-Martine funds
- Diversity-related resources
- I so miss being an academic and an intellectual—how can we bring that back?

Issues Currently Addressed by Faculty Development Centers Elsewhere

Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence : Current practices, future imperatives*. Retrieved from <http://ebookcentral.proquest.com>

- New faculty orientation/development
- Integrating technology into traditional teaching and learning settings
- Active, inquiry-based, or problem-based learning
- Assessment of student learning outcomes
- Course and curriculum reform
- Blended learning approaches
- Teaching in online and distance environments
- Scholarship of teaching and learning (SoTL)
- Mentoring programs
- Orientation and support for part-time/adjunct faculty
- Program assessment (e.g., for accreditation)
- Orientation and support for fixed-term faculty
- Multiculturalism and diversity related to teaching
- Midcareer and senior faculty development
- Creating course/teaching portfolios