



Instructional Development Needs Assessment

This survey will take approximately 10 minutes to complete. **Please return this questionnaire by Monday, May 16**, to the Office of Faculty and Organizational Development, 308 Administration Building. To fill out this survey online, please go to www.provost.msu.edu/facdev and click on Needs Assessment Survey.

PART I: DEMOGRAPHIC INFORMATION

College of Primary Appointment _____

Department _____

Gender: _____ female _____ male

Position:

_____ Tenure system faculty:

_____ Assistant Professor _____ Associate Professor _____ Professor

_____ Fixed term faculty

_____ Health Programs faculty

_____ Academic Specialist

_____ Other academic staff

_____ Academic administrator

_____ Other _____

PART II: PROFESSIONAL DEVELOPMENT TOPICS

Please check program topics you would likely attend.

Classroom Methods

- 1.1 Collaborative learning
- 1.2 Working in groups/teamwork
- 1.3 Active learning in large and small classes
- 1.4 Problem-based learning (PBL)
- 1.5 Case-based instruction
- 1.6 Experiential learning
- 1.7 Discovery-based learning
- 1.8 Object/artifact-based teaching
- 1.9 Using games and simulations
- 1.10 Controversial issues in the classroom
- 1.11 Challenging students' misconceptions
- 1.12 Constructivist approaches to teaching
- 1.13 Use of humor in the classroom
- 1.14 Effective explanations

- 1.15 Clarifying expectations
- 1.16 Effective lecturing
- 1.17 Facilitating discussions
- 1.18 Teaching in laboratory settings
- 1.19 Teaching in studio settings
- 1.20 Teaching in clinical settings
- 1.21 Teaching the seminar
- 1.22 Teaching large lecture classes
- 1.23 Enhancing academic rigor
- 1.24 Academic freedom and its implications for teaching
- 1.25 Promoting/supporting integrative learning
- 1.26 Promoting/supporting interdisciplinary teaching and learning
- 1.27 Team teaching
- 1.28 Integrating community service learning into your teaching
- 1.29 Designing and teaching the study abroad course
- 1.30 Supervising undergraduate research
- 1.31 Integrating MSU science resources into your teaching: MSU Herbarium, Beal Botanical Garden, A.J. Cook Arthropod Research Collection, Kellogg Biological Station, etc.
- 1.32 Teaching award winners share best practices
- 1.33 Other _____

Writing Across the Curriculum

- 2.1 Informal writing-to-learn activities for the classroom
- 2.2 Integrating the writing process into your teaching
- 2.3 Integrating writing into large classes
- 2.4 Designing effective writing assignments
- 2.5 Instructing students about plagiarism
- 2.6 Using peer feedback with students' drafts
- 2.7 Grading writing assignments
- 2.8 Other _____

Syllabus and Curriculum Design

- 3.1 Curriculum development process
- 3.2 Designing a course: aligning goals, methods, and assessments
- 3.3 Designing activities, assignments, and projects
- 3.4 Designing student research projects
- 3.5 New approaches to syllabus design
- 3.6 Other _____

Assessment

- 4.1 Effective grading
- 4.2 Developing rubrics for grading assignments and projects
- 4.3 Writing effective essay exams
- 4.4 Writing effective objective tests
- 4.5 Designing and implementing poster sessions

- 4.6 Program evaluation
- 4.7 Classroom assessment techniques (CATs)/formative assessments
- 4.8 Performance assessment (service learning, projects, presentations)
- 4.9 Use and evaluation of portfolios
- 4.10 Use and evaluation of e-portfolios
- 4.11 Grading group work
- 4.12 Other_____

Instructional Technology

- 5.1 Developing and teaching a hybrid course
- 5.2 Integrating instructional technology into your courses
- 5.3 Using the Internet for instructional purposes
- 5.4 Developing the course website
- 5.5 Online assessment
- 5.6 Facilitating online discussion/chat sessions (asynchronous or synchronous)
- 5.7 Other_____

Diversity and Inclusion

- 6.1 Incorporating multicultural content into your curriculum
- 6.2 Inclusive teaching practices
- 6.3 Use of inter-group dialogue
- 6.4 Teaching for social justice
- 6.5 Gender issues in the classroom
- 6.6 Integrating feminist perspectives in the classroom
- 6.7 Working with students with disabilities
- 6.8 Working with international students
- 6.9 Sexual orientation issues in the classroom
- 6.10 Other_____

Students

- 7.1 Teaching first year students
- 7.2 Teaching adult learners
- 7.3 Cognitive development
- 7.4 Emotional intelligence
- 7.5 Student learning styles and their implications for the classroom
- 7.6 How people learn: implications of brain research for teaching
- 7.7 Building productive relationships with your students
- 7.8 Motivating students
- 7.9 Teaching students how to learn
- 7.10 Teaching underprepared students
- 7.11 MSU students, their needs, and implications for teaching
- 7.12 Students in crisis
- 7.13 Effective faculty advising
- 7.14 Other_____

Teaching the Competencies

- 8.1 Written literacy
- 8.2 Information literacy
- 8.3 Improving analytical reading comprehension
- 8.4 Oral literacy/communication skills
- 8.5 Quantitative literacy
- 8.6 Visual literacy
- 8.7 Critical thinking
- 8.8 Global competency
- 8.9 Technological literacy
- 8.10 Multicultural competency
- 8.11 Engaged citizenship
- 8.12 Ethics and academic integrity
- 8.13 Ethical implications of advances in science and technology
- 8.14 Other_____

Classroom Management Techniques

- 9.1 Civility in the classroom and beyond
- 9.2 Managing difficult discussions
- 9.3 Dealing with difficult students
- 9.4 Encouraging academic integrity
- 9.5 Other_____

Working with Graduate Students

- 10.1 Conflict management with graduate students
- 10.2 Mentoring doctoral students
- 10.3 Supervising graduate student research
- 10.4 Helping graduate students understand research integrity
- 10.5 Writing training grants for graduate education
- 10.6 Other_____

Professional Issues

- 11.1 Evaluating Teaching
- 11.2 Conducting peer evaluations of teaching
- 11.3 Developing a teaching portfolio
- 11.4 Writing reflective statements about your teaching
- 11.5 Building a faculty website
- 11.6 Introduction to the scholarship of teaching and learning
- 11.7 Advanced practices in the scholarship of teaching and learning
- 11.8 Conducting effective faculty and committee meetings
- 11.9 Identifying and maximizing your teaching style
- 11.10 Maximizing mentoring relationships with colleagues
- 11.11 Intellectual property (copyright, fair use, avoiding plagiarism, Internet use)
- 11.12 Writing textbooks
- 11.13 Preparing for promotion and tenure review
- 11.14 Introduction to college teaching for new college teachers
- 11.15 What research tells us about faculty career stages

- 11.16 Transitions and opportunities for newly tenured faculty
- 11.17 Sustaining your passion for teaching (for mid-career and senior faculty)
- 11.18 Other _____

What one topic would prompt you to attend a workshop/program if it were held tomorrow?

PART III: PREFERENCES

1. Preferred formats (Preferences often depend on the topic, but indicate in general which formats you prefer):

- Formal presentation(s) followed by discussion
- Combination of presentation, group/interactive work, and discussion
- Problem-based session--work session based on problems or case studies defined by participants or session leaders
- Book discussions
- Informal discussions on designated topics
- Small group discussion on teaching with open topics
- Spring/summer multi-day institutes
- Three session seminar over a period of weeks
- Comments _____

2. Preferred starting time: Check three preferred starting times.

- | | | |
|-------------------------------|-------------------------------|------------------------------|
| <input type="checkbox"/> 8am | <input type="checkbox"/> noon | <input type="checkbox"/> 4pm |
| <input type="checkbox"/> 9am | <input type="checkbox"/> 1pm | <input type="checkbox"/> 5pm |
| <input type="checkbox"/> 10am | <input type="checkbox"/> 2pm | <input type="checkbox"/> 6pm |
| <input type="checkbox"/> 11am | <input type="checkbox"/> 3pm | <input type="checkbox"/> 7pm |

3. Preferred program length: Check all those you would likely attend.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> 90 minutes | <input type="checkbox"/> 3 hours |
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> 1/2 day with meal |

4. What is the best way for us to contact you about upcoming events? Check all that apply.

- _____Office of Faculty and Organizational Development Website
 _____Email
 _____Flyer in campus mail
 _____Listserv for specific interest groups

_____Other_____

PART IV: SUGGESTIONS

1. What other programs and topics would you like to see presented through the MSU Office of Faculty and Organizational Development?

2. Are there any discipline-specific topics you would like us to present (in collaboration with colleges or units)?

3. Can you suggest guest speakers or workshop leaders on teaching and learning that we should consider bringing to campus?

Note: If you are willing to share your expertise and/or experience with colleagues on specific topics on teaching and learning, please send us an email <facdevel@msu.edu>.

Comments

Thank you for participating in this survey!

Please return this questionnaire by Monday, May 16, to:

Office of Faculty and Organizational Development
308 Administration Building

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