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
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.

   □ 8am  □ noon  □ 4pm
   □ 9am  □ 1pm  □ 5pm
   □ 10am □ 2pm  □ 6pm
   □ 11am □ 3pm  □ 7pm

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

   □ 90 minutes  □ 3 hours
   □ 2 hours  □ 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
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
Prepared by Lois M. Rosen, Instructional Consultant