

Needs Assessment Survey for Academic Specialists

Introduction

The purpose of this survey is to increase the responsiveness of the Office of Faculty and Organizational Development (F&OD) by assessing current needs of MSU Academic Specialists.

This needs assessment will take 5-10 minutes. This survey is anonymous and completely voluntary; your name will not be recorded or linked with your responses. The findings from this assessment will be available on the F&OD website at www.fod.msu.edu in August 2009 and will be used to inform and enhance our programming to meet your interests and needs.

Should you have any questions, please contact Eron Drake at facdevel@msu.edu.

Thank you very much for your time.

Sincerely,

Deborah DeZure
Assistant Provost for Faculty and Organizational Development

Eron Drake
Associate Director of Faculty and Instructional Development Programs

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Professional Development Topics

Which of the following topics would you like us to feature as Lilly Teaching Seminars, Spring Institute Workshops, or Faculty Learning Communities? The topics are separated under 11 different categories. Please check all programs you would likely attend.

1. Classroom Methods

- Active learning
- Cooperative/Collaborative learning
- Creating and facilitating long-term groups/teams
- Competency-based teaching/learning
- Problem-based learning (PBL)
- Case-based instruction
- Experiential learning
- Discovery-based learning
- Facilitating controversial issues in the classroom
- Challenging students' misconceptions
- Constructivist approaches to teaching
- Use of humor in the classroom
- Effective explanations
- Clarifying expectations
- Effective lecturing
- Facilitating discussions
- Using games and simulations
- Teaching in laboratory settings
- Teaching in studio settings
- Teaching in clinical settings
- Teaching seminars
- Teaching large classes
- Enhancing academic rigor
- Promoting and supporting integrative learning
- Promoting and supporting interdisciplinary teaching and learning

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- Team teaching
- Integrating community service learning into your course
- Incorporating field experiences into your course
- Designing and teaching a study abroad course
- Supervising undergraduate research
- Lessons learned from teaching award winners sharing best practices
- Other (please specify)

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Professional Development Topics

2. Writing Across the Curriculum

- Informal writing-to-learn activities for the classroom
- Integrating the writing process into your teaching
- Integrating writing into large classes
- Designing effective writing assignments
- Instructing students about plagiarism
- Using peer feedback with students' drafts
- Providing feedback and grading writing assignments
- Other (please specify)

3. Syllabus and Curriculum Design

- Curriculum development process
- Designing learning experiences: Aligning goals, methods, and assessments (e.g., Backward Design etc.)
- Designing activities, assignments, and projects
- New approaches to syllabus design
- Developing team-taught courses
- Developing Interdisciplinary courses
- Other (please specify)

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Professional Development Topics

4. Assessment

- Developing rubrics for assessing assignments and projects
- Writing effective essay tests
- Writing effective multiple-choice tests
- Designing and implementing poster sessions
- Classroom assessment techniques (CATs)/informal, formative assessments
- Performance assessments (service learning, projects, presentations)
- Designing and responding to student self assessments
- Use and evaluation of portfolios
- Use and evaluation of e-portfolios
- Grading group work
- Program evaluation
- Other (please specify)

5. Instructional Technology

- Developing and teaching a blended course
- Integrating instructional technology into your courses (e.g., Adobe Presenter collaborative meeting software or I-Clickers audience response systems, etc.)
- Using technology to enhance teaching effectiveness
- Developing the course website
- Online assessment
- Facilitating online discussion/chat sessions (asynchronous or synchronous)
- Other (please specify)

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Professional Development Topics

6. Issues of Diversity and Inclusion

- Incorporating multicultural content into your curriculum
- Inclusive teaching practices
- Use of inter-group dialogue
- Teaching for social justice
- Gender issues in the classroom
- Integrating feminist perspectives in the classroom
- Working with students with disabilities
- Working with international students
- Sexual orientation issues in the classroom
- Other (please specify)

7. Learners and Learning

- Teaching first-year students
- Cognitive development
- Student learning styles and their implications for the classroom
- How people learn: Implications of cognitive science research for teaching
- Building rapport/productive relationships with your students
- Motivating students
- Teaching students how to learn
- Teaching underprepared students
- MSU students, their needs, and implications for teaching
- Students in crisis
- Effective faculty advising
- Other (please specify)

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Professional Development Topics

8. Teaching the Competencies

- Written communications
- Oral communications
- Reading comprehension
- Information literacy
- Technology and media literacy
- Quantitative literacy
- Visual literacy
- Critical thinking
- Teaching ethics and academic integrity
- Global competence
- Multicultural competence
- Promoting engaged citizenship
- Other (please specify)

9. Classroom Management Techniques

- Civility in the classroom and beyond
- Managing difficult discussions
- Dealing with difficult students
- Encouraging academic integrity
- Classroom management teams
- Other (please specify)

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10. Working with Graduate Students

- Conflict management with graduate students
- Mentoring doctoral students
- Supervising graduate student research
- Helping graduate students understand research integrity
- Writing training grants for graduate students
- Other (please specify)

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11. Professional Issues

- Documenting Teaching
- Evaluating Teaching
- Conducting peer evaluations
- Developing a teaching portfolio
- Writing reflective statements/Teaching philosophy statements
- Building a faculty website
- Introduction to the Scholarship of Teaching and Learning (SoTL)
- Advanced practices in the Scholarship of Teaching and Learning (SoTL)
- Conducting effective faculty and committee meetings
- Identifying and maximizing your teaching style
- Designing effective faculty mentoring programs
- Maximizing mentoring relationships
- Intellectual property issues (copyright, fair use, avoiding plagiarism, Internet use etc.)
- Writing textbooks
- Preparing for tenure and promotion reviews
- Introduction to college teaching for new college teachers
- Introduction to academia (for those who come from corporate, governmental, non-profit contexts)
- Understanding your personal style; e.g., Myers-Briggs Type Indicator (MBTI) etc.
- Work/life balance
- Other (please specify)

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Preferences for Delivery Methods and Formats

Preferences for workshop formats often depend on the topic. However, it would be helpful if you could provide us with your general preferences for workshop formats, time, and length.

1. Preferred formats (please check all that apply)

- Formal presentation(s) followed by discussion
- Combination of presentation, group/interactive work, and discussion
- Problem-based session
- Informal discussions on designated topics
- Book discussions
- Observing outstanding teachers followed by facilitated debriefings
- Online sessions using collaborative meeting software (e.g. Adobe Presenter)
- Online self-paced modules
- Online facilitated modules
- No preference
- Other (please specify)

2. Preferred length (please check all that apply)

- up to 60 minutes
- up to 90 minutes
- up to 2 hours
- up to 2 1/2 hours
- up to 3 hours
- 1/2 day
- No preferences
- Other (please specify)

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3. Preferred day (please check all that apply)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- No preference

4. Preferred time (please check 3 preferred starting times)

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

5. Preferred way to receive information about upcoming programs, events, and program materials

- F&OD website
- Email
- Flyer in campus mail
- Listserv for specific interest groups
- Posters
- Other (please specify)

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Suggestions and Comments

1. What other programs and services would you like to see presented (e.g. discipline-specific topics)?

2. Can you suggest possible guest speakers or facilitators (on/off campus) for our workshops? Please provide names, institutions and their areas of expertise.

3. Please provide any additional comments or suggestions below.

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Your Engagement in F&OD Programs

1. Have you utilized resource/programs offered by the Office of Faculty and Organizational development?

	Frequently (5 or more times a year)	Occasionally (2-4 times a year)	Rarely (once a year)	Never
Frequency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which programs/services have you attended/utilized? (please check all that apply)

- Orientation
- Lilly Seminars
- Lilly Teaching Fellows Program
- Spring Institute on College Teaching & Learning
- Walter and Pauline Adams Academy for Institutional Excellence and Innovation
- Faculty Learning Communities
- Workshops for Faculty Leaders (WFLs)
- Instructional Consultations and Related Services
- Online Instructional Resources on F&OD Website
- Other (please specify)

3. For those programs/services you did not attend/utilize, what were the major reasons? (please check all that is relevant)

- I was not aware of the services and programs provided by the Office of Faculty and Organizational Development.
- I did not have time to attend the workshops.
- The location was inconvenient.
- The date/time were inconvenient.
- There were no programs/services that met my interests or needs.
- I was not accepted to the desired program.
- Other (please specify)

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Demographic Information

This section is optional. However, it will help us identify needs of specific groups.

1. Your Primary Appointment

College

Department

2. Position (please check all that apply)

- Advisor
- Researcher
- Instructor
- Curriculum Developer
- Outreach staff
- Other (please specify)

3. Time at MSU

- less than 1 year
- 2-5 years
- 6-9 years
- more than 10 years

4. Gender

- Female
- Male
- No response

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5. Racial/Ethnic Background

- Black/African American
- White/Caucasian
- Asian/Asian American
- Pacific Islander/Native Hawaiian
- Native American/Alaska Native
- Hispanic/Latino/Chicano
- Unknown
- Other

6. Country of Origin

7. Work Status

- US citizen
- Permanent resident
- Foreign national (non-permanent resident)

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Thank You!

Thank you for completing the survey. We appreciate your time and input.