

# Spring 2013 TLC Faculty Needs/Interest Survey Findings

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*Prepared by Hannah Lawler, Director of Institutional Research*

A survey was administered in spring of 2013 to gather information about the professional development needs and interest of faculty. The findings of the survey will inform the development of the professional development activities sponsored by the Title V Building Foundations for Academic and Career Success grant.

A total of 171 instructors participated in the survey. Just over half of the survey respondents were full-time faculty (51.4%). A total of 23 of the 25 (92%) academic departments were represented in the survey responses.

A summary of the survey findings:

- **Center renaming:** The top two choices for new center names are “The Center” and “Faculty Learning and Resource Center” (FLRC), with 25.8% of faculty choosing The Center and 25.2% of faculty choosing FLRC;
- **Professional development delivery format:** The largest proportion of faculty reported that they preferred to receive professional development training in a facilitated hands-on format;
- **Times:** The best times of the day for faculty to participate in professional development activities are in the afternoon between 12:00 PM and 4:00 PM. More than half of the faculty reported that they were unlikely or very unlikely to utilize the professional development center after 6:00 PM.
- **Days of Week:** Faculty indicated that the best days of the week to offer professional development activities are week days with Thursdays getting the most votes.
- **Reasons for not participating in professional development:** The top reasons faculty gave for not participating in professional development are “time/date conflict” and “too busy to attend”.
- **Interest in professional development topics:** Faculty are most interested in professional development topics addressing how to engage students, the brain and learning, and hands-on learning activities.

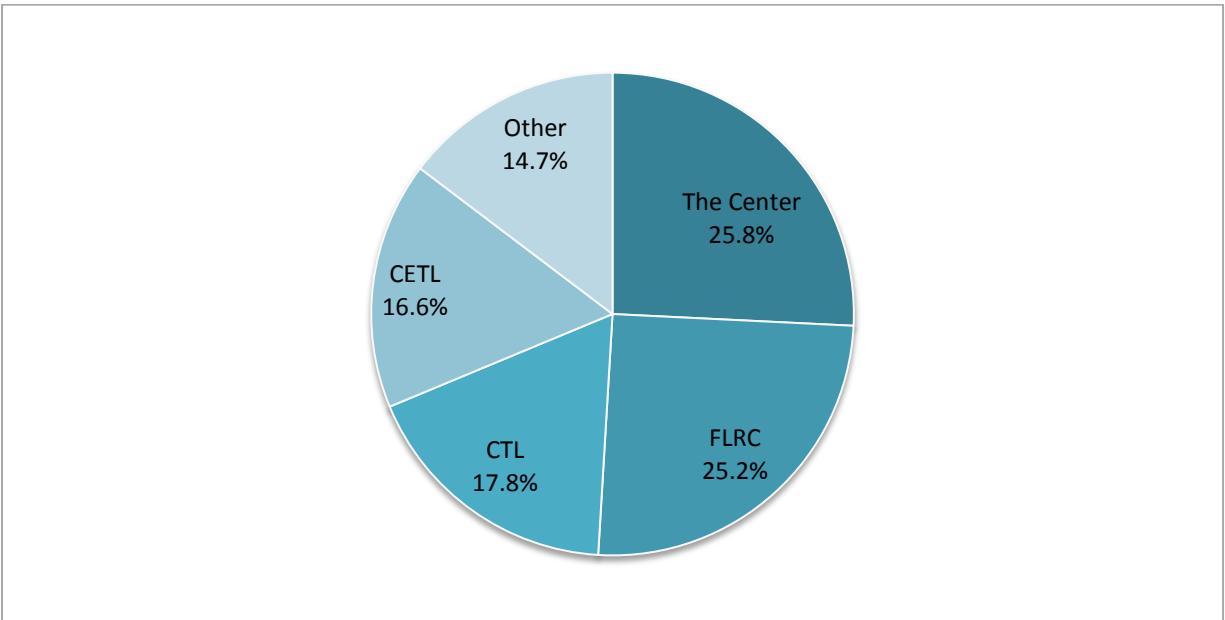
A more detailed description of the survey findings is provided in the current report.

## Center Renaming

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Of the 163 faculty who responded to the survey item, the largest proportions of faculty indicated that they would like to rename the Teaching and Learning Center (TLC) to Center for Teaching Excellence (The Center) or Faculty Learning and Resource Center (FLRC), representing approximately one quarter of the votes each. Disproportionately fewer faculty members preferred renaming the TLC to Center for Teaching & Learning (CTL) or Center for Excellence in Teaching and Learning (CETL).

Figure 1. Percentage of Survey Respondents by Center Name



Approximately 15% of the respondents marked the “Other” response, with 12% of the respondents providing a suggestion for different center names. Six faculty members indicated that they would like to keep the current name (Teaching and Learning Center or TLC). Other suggestions for names include the following:

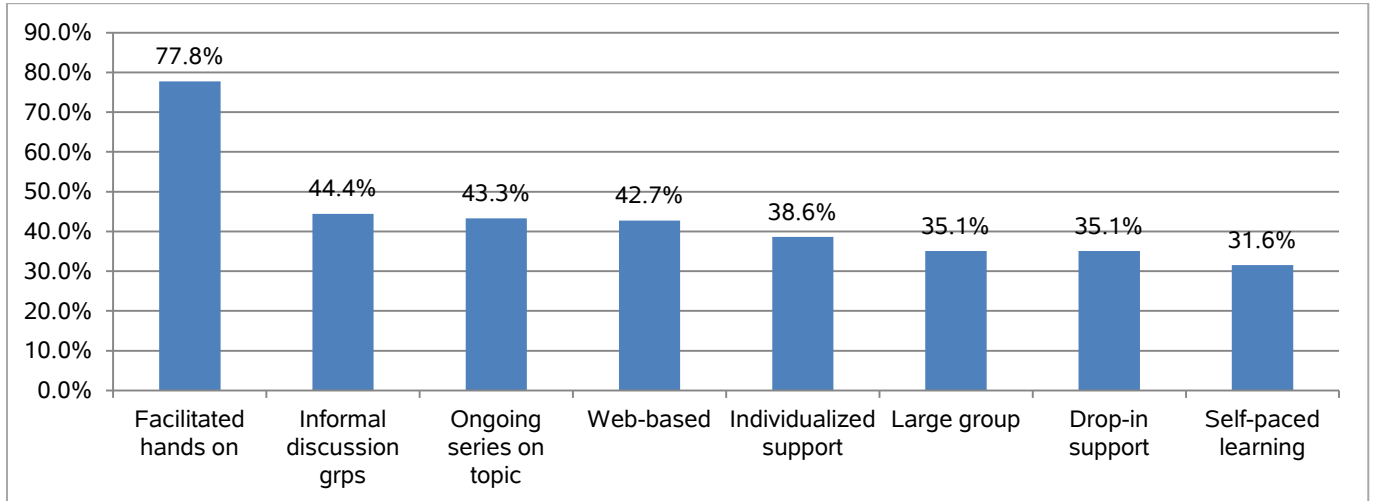
- Center for Learning Innovation (CLI)
- Excellence in Teaching and Learning Center
- Faculty Center for Excellence
- Faculty Resource and Instructional Center (FRIC)
- Faculty Teaching Resource Center
- Math Lab
- Teachers Learning Center (The Center)
- Teaching Renewal and Excellence Center (TREC)
- Teaching Resource Center (TRC)
- Teaching And Learning Center (TALC)
- The Faculty Zone
- The Happy Spot
- What is Teaching? (WIT?)

## Professional Development Delivery Format

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The following figure describes the percentage of survey respondents who indicated a preference for the professional development format. Survey respondents were able to mark more than one response, therefore, the percentages do not sum to 100%.

Figure 2. Percentage of Survey Respondents by Professional Development Delivery Format

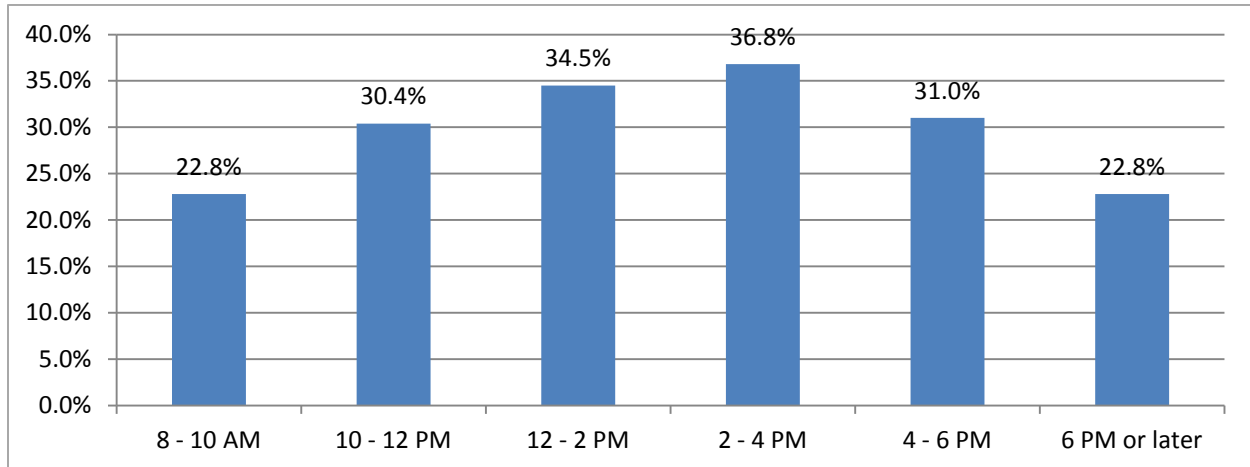


A large majority (77.8%) of faculty reported that they preferred the facilitated hands-on workshop format for professional development. Over four in ten faculty reported they preferred professional development developed as informal discussion groups (44.4%), ongoing series on a single topic (43.3%), and/or web-based training (42.7%). The least popular professional development format among faculty is the self-paced learning format; 31.6% of faculty reported that they preferred this format for professional development.

## Professional Development Activity Time

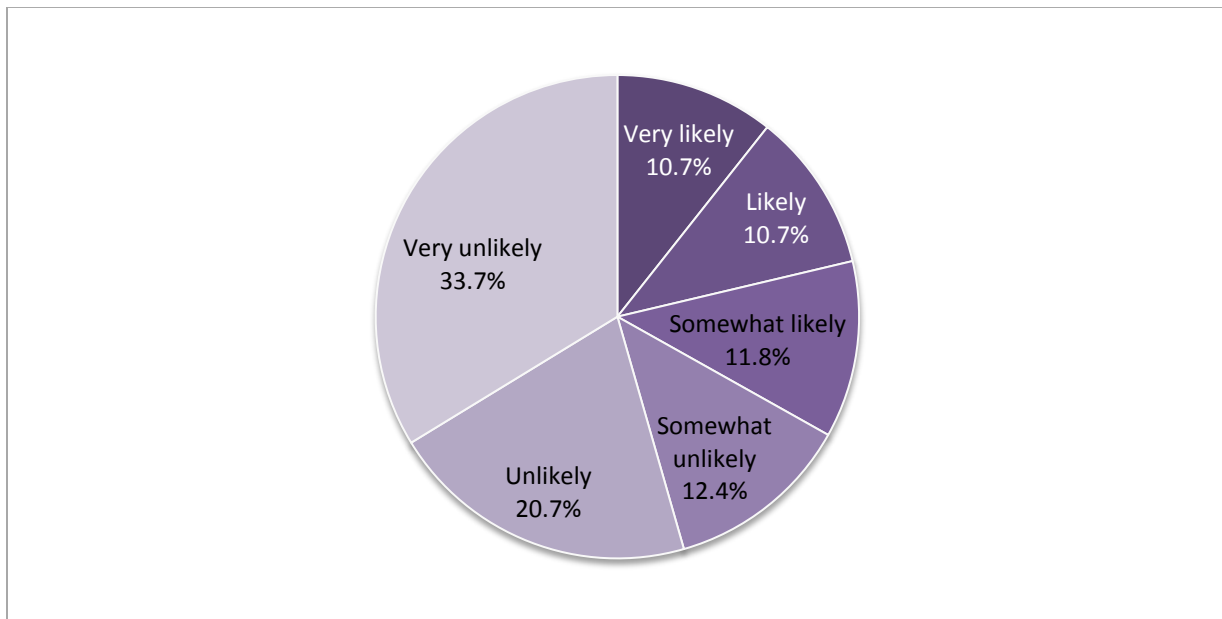
The best times of the day for faculty to participate in professional development activities are in the afternoon with 34.5% and 36.8% of faculty reporting 12:00 PM to 2:00 PM and 2:00 PM to 4:00 PM, respectively, as the best times for professional development activities (see Figure 3). Fewer faculty indicated that the early morning (8:00 AM to 10:00 AM) and evening (6:00 PM or later) were good times for professional development activities when compared with other times of the day. Survey respondents were able to mark more than one response, therefore, the percentages do not sum to 100%.

Figure 3. Percentage of Survey Respondents by Professional Development Activity Time



Fewer than one-quarter (21.3%) of faculty reported that they were likely or very likely to utilize the professional development center after 6:00 PM (see Figure 4). More than half (54.4%) indicated that they were unlikely or very unlikely to access the professional development center in the evening.

Figure 4. Percentage of Survey Respondents by Likelihood of Utilizing the Center after 6 PM

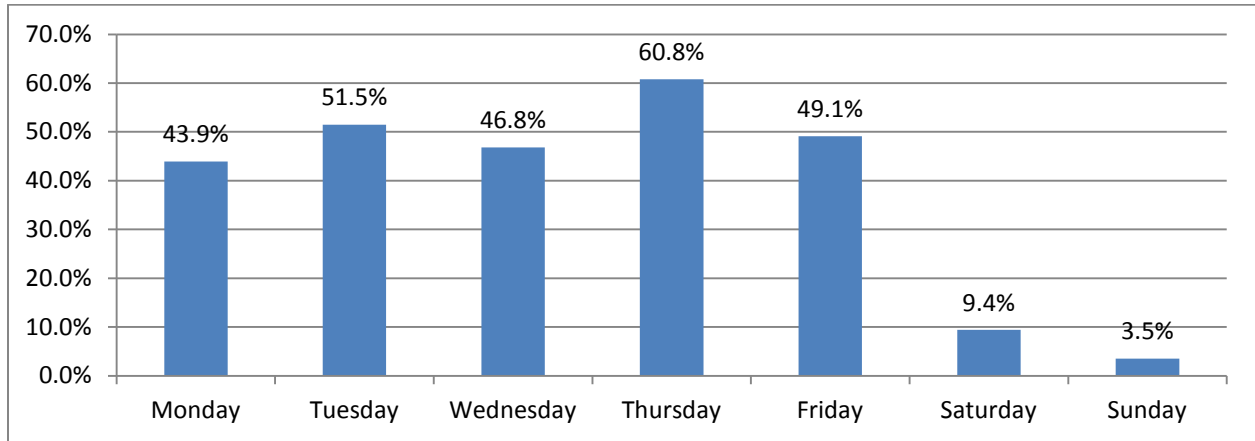


## Professional Development Activity Day of Week

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According to the faculty who participated in the survey, weekdays are the best days to schedule professional development activities with the largest proportion of faculty (60.8%) indicating a preference for activities to take place on Thursdays. Very few faculty members indicated that they would like to attend professional development workshops on the weekends. Survey respondents were able to mark more than one response, therefore, the percentages do not sum to 100%.

Figure 5. Percentage of Survey Respondents by Professional Development Activity Day of Week

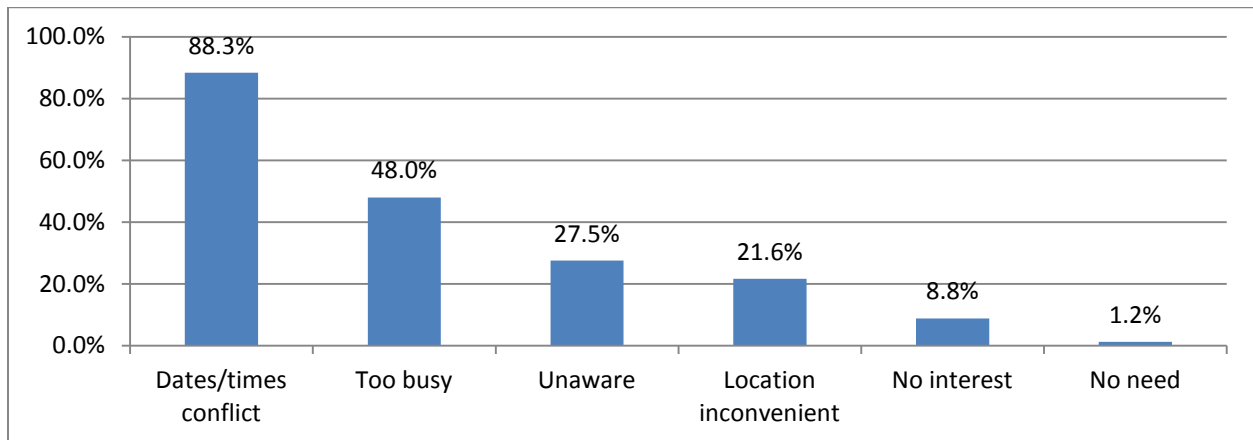


## Reasons for Not Attending Professional Development

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Faculty were asked to indicate the reason(s) they do not or would not attend professional development activities. According to faculty, the top reason for not attending professional development activities is that the professional development workshop dates and times conflict with their schedule with 88.3% of the survey respondents indicating the reason. Nearly half of the survey respondents (48.0%) report that they are too busy to attend professional development activities. Only a small percentage of faculty reported having no interest in professional development topics or having no need for professional development (8.8% and 1.2%, respectively).

Figure 6. Percentage of Survey Respondents by Reasons for Not Attending Professional Development



Some faculty indicated other reasons for not attending professional development activities, including:

- Topics are not relevant, interesting, and/or are boring;
- Faculty who work at satellite campuses are unable to get to main campus in time;
- There is no parking available on the main campus;
- Not enough advance notice of workshop opportunities;
- There is no compensation for attending workshops; and,
- Child care needed.

## Interest in Professional Development Topics

The following table describes the faculty interest level by professional development topics. The table is sorted (in descending order) by the percentage of faculty reporting “very interested” or “extremely interested”.

Table 7. Interest Level by Professional Development Topic

Topic	Total Respondents	Extremely/Very Interested	Extremely Interested	Very Interested	Moderately Interested	Slightly Interested	Not at all interested
Fostering student engagement	151	75.5%	37.7%	37.7%	15.9%	2.6%	6.0%
The brain and learning	150	70.7%	35.3%	35.3%	14.0%	9.3%	6.0%
Hands-on learning activities	151	67.5%	37.1%	30.5%	21.9%	5.3%	5.3%
Modeling successful strategies	144	65.3%	34.0%	31.3%	20.1%	9.0%	5.6%
Collaborative learning activities	154	63.6%	36.4%	27.3%	20.1%	7.8%	8.4%
Providing effective feedback	143	63.6%	30.1%	33.6%	19.6%	9.1%	7.7%
Fostering student-to-student relationships/interaction	148	62.2%	25.0%	37.2%	23.6%	6.8%	7.4%
Teaching students who lack non-cognitive skills	148	60.1%	35.1%	25.0%	22.3%	11.5%	6.1%
Great Teachers Workshop	151	59.6%	35.1%	24.5%	18.5%	13.9%	7.9%
Collaborating with faculty from other disciplines	161	59.0%	26.1%	32.9%	24.2%	9.3%	7.5%
Faculty peer mentoring	152	54.6%	26.3%	28.3%	25.0%	11.2%	9.2%
Teaching students who are unprepared for college	152	53.3%	35.5%	17.8%	30.9%	8.6%	7.2%
Student-faculty interactions	147	53.1%	20.4%	32.7%	25.9%	12.9%	8.2%
Project-based learning	147	52.4%	27.2%	25.2%	30.6%	9.5%	7.5%
Culturally responsive pedagogy/andragogy	149	52.3%	24.8%	27.5%	34.2%	6.7%	6.7%
Teaching students who lack basic skills	148	52.0%	28.4%	23.6%	27.0%	9.5%	11.5%
Assessment and evaluation in the classroom	150	52.0%	23.3%	28.7%	24.7%	14.0%	9.3%
How to prevent cheating	150	52.0%	28.0%	24.0%	24.0%	14.0%	10.0%
Contextualized learning	148	50.0%	23.0%	27.0%	31.8%	10.1%	8.1%
Connecting students to campus resources	154	46.1%	18.8%	27.3%	27.9%	15.6%	10.4%
Flipping the classroom	143	42.7%	21.7%	21.0%	26.6%	17.5%	13.3%
Classroom management	148	37.2%	18.2%	18.9%	23.6%	23.0%	16.2%
Student development theory	141	36.2%	17.0%	19.1%	31.9%	15.6%	16.3%
Just-in-time teaching	141	33.3%	14.9%	18.4%	34.8%	17.7%	14.2%
Generation 1.5 language acquisition skills	141	31.2%	11.3%	19.9%	31.2%	24.8%	12.8%
Reading apprenticeship	139	29.5%	15.8%	13.7%	25.2%	23.7%	21.6%

The professional development topics with the highest percentage of extremely or very interested responses are foster student engagement (75.5%), the brain and learning (70.7%), and hand-on learning activities (67.5%). The professional development topics with the least amount of interest among faculty are just-in-time teaching, generation 1.5 language acquisition skills, and reading apprenticeship.

In the “other section” of the previous question related to reasons why faculty did not attend, a couple of faculty reported that they did not understand some of the topics listed in the survey item related to interest in professional development topics.