*Professional Development Survey for Faculty - Spring 2021*  
Summary document

The survey link was shared with chairs and directors as well as College Senate. The total number of respondents was 135. Number tallies for relevant questions are shared below. Open-ended questions are summarized using main themes that emerged; questions with few responses are provided as is. The raw data are also available with the exception of the names of faculty who volunteered as experts. Note that questions are presented in order of appearance on the survey and the numbers are set by the Qualtrics program.

**Q3 - During a typical semester, how many hours do you spend completing professional development?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | 0 hours | 3.76% | 5 |
| 2 | 1-2 hours | 10.53% | 14 |
| 3 | 3-5 hours | 24.81% | 33 |
| 4 | 6-10 hours | 21.05% | 28 |
| 5 | 11-15 hours | 13.53% | 18 |
| 6 | 16 hours or more | 26.32% | 35 |
|  | Total | 100% | 133 |

**Q4 - How much time do you think you should be spending on professional development in a typical semester?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | 0 hours | 0.75% | 1 |
| 2 | 1-2 hours | 11.19% | 15 |
| 3 | 3-5 hours | 26.12% | 35 |
| 4 | 6-10 hours | 27.61% | 37 |
| 5 | 11-15 hours | 19.40% | 26 |
| 6 | 16 hours or more | 14.93% | 20 |
|  | Total | 100% | 134 |

**Q2 - Within the past three years, indicate the types of professional development you have completed below. Check ALL that apply.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | online/virtual webinars, workshops, and/or courses | 18.26% | 128 |
| 2 | face-to-face workshops and/or courses | 12.55% | 88 |
| 3 | hybrid (both online and face-to-face) workshops and/or courses | 6.13% | 43 |
| 4 | department or program meetings where new information is shared about technology, pedagogy, assessment, and other topics directly related to teaching in your discipline | 13.98% | 98 |
| 5 | required training to remain certified or licensed in a profession (e.g., Nursing, Education, etc) | 4.99% | 35 |
| 6 | attending one or more conferences | 10.27% | 72 |
| 8 | actively participating in a blog/interactive forum | 3.28% | 23 |
| 11 | serving in a specific role in a professional association | 2.57% | 18 |
| 14 | self-directed study of a topic or technology (i.e., you learn by yourself) | 13.98% | 98 |
| 15 | completed a bachelor, master’s, or doctoral degree | 0.43% | 3 |
| 16 | completed a certification | 6.85% | 48 |
| 17 | obtained professional licensure | 1.14% | 8 |
| 18 | completed coursework towards a degree or certification | 5.56% | 39 |
|  | Total | 100% | 701 |

**Q5 - Has your supervisor (chair, director, etc) provided you with a specific expectation as to the amount of professional development you should be completing each semester or academic year?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Yes (please describe the expectation) | 20.74% | 28 |
| 2 | No | 60.74% | 82 |
| 3 | Unsure | 18.52% | 25 |
|  | Total | 100% | 135 |

***Q5\_1\_TEXT - Yes (please describe the expectation)***

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| --- |
| **Summary**: Faculty perceptions are that some chairs have made explicit PD expectations while other have not. Some chairs have emphasized opportunities rather than hours as their expectation. There may be an issue for adjunct faculty when it comes to the time PD is offered. Overall more explicit expectations need to be offered and the timing of opportunities needs to be considered when it comes to adjuncts.  I believe 1 or 2 PD opportunities a semester, and then asked to share any good points with other faculty |
| The chair provides information on SF required trainings such as FERPA, etc., but has not designated a quantified amount of minimum general professional development training hours. |
| Provided material support for attending conferences. |
| Update knowledge of subject area as needed for quality teaching |
| It is clear that faculty in our department are expected continually engage in professional development opportunities. |
| I am an adjunct and if PD was a requirement of my position I was not made aware of it. However, my chair has done a wonderful job providing financial support for PD, without which I would not be able to afford some of the most beneficial opportunities that I have had. I don't partake in department PD because I have to work a full-time day job to pay my bills. All of my PD has to happen around my job. |
| We have been offered joining professional development it is not mandatory, but always a learning experience. |
| we are expected to be engaged with professional development activities but no specific amount of time or types are specified. |
| It's laid out in the HFL plan for renewing contract (tenure track) faculty. |
| This past year, it was the required PD for the stipend. |
| No, because there is no clear adjunct PD expectation from SFC admin. |
| It has been made clear this is an expectation and part of our contract here at SFC. |
| A faculty member: • Possesses a command of the discipline or field of study. • Stays current in the discipline and related pedagogy. • Participates in professional development activities. |
| We have licensure criteria. The chair recommends and gives access to additional training. |
| No clear direction on numbers of hours desired or required |
| If you measure amount in hours, then no my chair has not given me a specific expectation. However, I think measuring prodev in hours is a bad way to measure it. So this isn't a bad thing. If you mean to ask whether my chair has mentioned specific prodev opportunities and encouraged each of us to participate in them, then yes. |
| My chair speaks with us on a one-to-one basis about specific expectations (eg attend this workshop, or complete this training course) and also to the department as a whole about general opportunities and attitudes we ought to have towards professional development. |
| I believe that she expects me to modify my teaching materials so as to do the best possible job for my students and to acquire the necessary information to do so. |
| One PD per month |
| CODI |
| expected to develop |
| 6 hours a semester but I try to do more than what is required. |
| She does not specify the number of hours, but she does provide ongoing sources and stipulates that we must be getting PD time. She is encouraging and forwards material that she has found useful. |
| Attendance of department meetings where professional development via sharing of new technology or pedagogy, completion of at least two other PD activities each semester |
| 20 hours per year. |
| CODI, Zoom |

**Q7 - Using the categories below, please indicate the places where you get your professional development. Check ALL that apply.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Within my department at SF | 15.16% | 89 |
| 2 | From the Center for Academic Technologies & Training, the Library, or other departments at SF | 18.74% | 110 |
| 3 | From another college or university | 8.52% | 50 |
| 4 | From an area high school | 0.68% | 4 |
| 5 | From Alachua or Bradford County communities | 0.85% | 5 |
| 6 | From disciplinary or professional associations | 12.27% | 72 |
| 7 | From large-scale online courses (MOOCs) | 5.11% | 30 |
| 8 | From internet websites and/or repositories | 12.27% | 72 |
| 9 | From articles, books, or magazines/industry publications | 15.84% | 93 |
| 10 | From podcasts, video blogs, RSS feeds, or listservs | 8.18% | 48 |
| 11 | Other (please describe): | 2.39% | 14 |
|  | Total | 100% | 587 |

***Q7\_11\_TEXT - Other (please describe):***

|  |
| --- |
| I reach out to other faculty who have experience in the techniques I am interested in learning about. |
| Public television and NPR |
| Conferences |
| work with publishers developing pedagogical materials |
| Facebook Teaching groups |
| Self guided study and research |
| Other in-person instruction |
| Non-profit environmental groups |
| Publisher's Training Sessions |
| Conferences tailored to obtaining CEU's |
| ACUE |
| Other work areas. |
| Professional conference |
| Conferences |

**Q8 - There are multiple areas within professional development in which you can pursue training. Please take a look at each area below and indicate how proficient you are in each and in what specific areas you would like more training.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | I need substantial training in this area |  | I need moderate training in this area |  | I need some training in this area |  | I am proficient in this area |  | I am an expert in this area |  | Total |
| 1 | Pedagogy (how to teach) | 0.74% | 1 | 8.89% | 12 | 30.37% | 41 | 45.93% | 62 | 14.07% | 19 | 135 |
| 2 | Technology | 4.51% | 6 | 14.29% | 19 | 38.35% | 51 | 35.34% | 47 | 7.52% | 10 | 133 |
| 3 | Assessment | 2.26% | 3 | 8.27% | 11 | 34.59% | 46 | 48.87% | 65 | 6.02% | 8 | 133 |
| 4 | Working in online and hybrid modalities | 5.22% | 7 | 11.19% | 15 | 35.07% | 47 | 38.81% | 52 | 9.70% | 13 | 134 |
| 5 | Classroom management | 0.00% | 0 | 4.48% | 6 | 23.88% | 32 | 56.72% | 76 | 14.93% | 20 | 134 |
| 6 | Time management | 1.53% | 2 | 2.29% | 3 | 17.56% | 23 | 64.89% | 85 | 13.74% | 18 | 131 |
| 7 | Workload management | 0.77% | 1 | 4.62% | 6 | 21.54% | 28 | 60.00% | 78 | 13.08% | 17 | 130 |
| 8 | Curriculum development | 3.85% | 5 | 10.00% | 13 | 33.08% | 43 | 44.62% | 58 | 8.46% | 11 | 130 |

**Q9 - Please use the following questions to provide specific information about what professional development you need. Check the options in which you would like professional development and use the text box below each option to provide more specific details (such as type of pedagogy, technology, assessment, etc). You do not have to choose every option--please select those that are relevant to you.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 8 | I want professional development in pedagogy (how to teach). | 18.92% | 42 |
| 9 | I want professional development in technology. | 27.03% | 60 |
| 10 | I want professional development in assessment. | 14.41% | 32 |
| 11 | I want professional development in Online and Hybrid modalities. | 17.12% | 38 |
| 12 | I want professional development in classroom, time, or workload management. | 7.66% | 17 |
| 15 | I want professional development in curriculum development. | 14.86% | 33 |
|  | Total | 100% | 222 |

***Q9\_8\_TEXT - I want professional development in pedagogy (how to teach).***

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| --- |
| **Summary**: Additional pedagogical training is desired in online and hybrid teaching, active learning, student engagement, effective teaching, diversity, and the science of learning. Examples from successful teachers would be very useful. Disciplinary-based pedagogy is also wanted as well as working with adult learners.  Online & virtual course curriculum & instruction specific to my field |
| Pedagogy related to teaching in an online environment. Specifically, how to have an inclusive classroom when students are equipped with very different technology in far flung places with different degrees of online access. |
| I have participated in several trainings, but I am always eager to learn more. |
| I would like to teach metacognition and study skills to my students |
| Advanced ASL. :) |
| I'd like training about teaching online synchronous classes with nontraditional learners. |
| As I am developing a Medical English curriculum for our Adult ESOL students, I have contacted the Health departments on SF Camppus. |
| Incorporate more interactive teaching methods into classrooms |
| I think we all need creative ideas on how to better our craft. |
| I would like to take advantage of ideas that are successful for other instructors |
| New ideas here are always welcome. |
| I would be interested in discipline-specific pedagogical training, but not general pedagogical training. |
| More development in flipped classrooms and active learning. |
| I can always improve and would like to learn new and engaging techniques |
| how to deliver a quality lecture; Active learning techniques |
| Online pedagogy |
| I would like more training on teaching and diversity (racial, cultural, and skill-level). |
| Most faculty do not have backgrounds in education. Through working with non-profits and in the K-12 system, I've gained this, but I think that new full time faculty should be encouraged to take web based modules on pedagogy - a la ACUE - perhaps will less of a time commitment. |
| How to engage today's students in the classroom and online. |
| While I really value and have received great feedback on my teaching style, personality, and student-teacher relationship, I would be interested in more feedback and coaching. I especially would like feedback on my speaking--public speaking makes me nervous but I love to teach and lecture! |
| No Need |
| Exposure to different learning/teaching styles, particularly those involving a flipped classroom. |
| Online |
| newest techniques for large classes flipping classes &gt;100 students |
| Creating and integrating active learning. |
| inclusive teaching, applications for UDL, trauma-informed teaching |
| ACUE is a wonderful tool but should be broken into smaller modules so the annual time-commitment is lower |
| Different techniques that cater to different learning styles Dealing with difficult students and maintaining their attention |
| How to teach research methodology. |
| I would like PD on the science of learning, innovations and new teaching techniques from throughout the profession, setting up a flipped classroom |
| Everything - correlating assessments with desired outcomes for example |
| I want to better understand how to better develop pedagogy to improve my teaching effectiveness overall |
| I only want development regarding discipline-specific matters. Generic information that applies cross-disciplines is not useful to me. |
| I’m new to teaching so I’m unaware of what is available. |
| Since I have not been teaching for a long time, I could use advice on how to teach, |
| How to instill a growth mindset and good work ethic so students use available resources to succeed |
| I want professional development in my discipline |
| engaging the Zoom student |

***Q9\_9\_TEXT - I want professional development in technology.***

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| --- |
| **Summary**: Deeper experience is desired with tools we already use (Zoom, Canvas, etc). Working with videos, web design, and social media would be helpful. Faculty need to keep up with what is new and need to learn more about available apps. Technology needs to be taught with pedagogy / course modality in mind.  Technology changes so rapidly so it is always good to take refresher courses and/or courses on new apps/programs |
| I'd like to become more proficient in use of social media to publicize/advertise events related to my work at the college |
| Options available for increasing technology use through Canvas and Zoom beyond only “watch a video and take a related quiz.” |
| Information on web design and CANVAS capabilities. |
| Yes, can always improve and learn new tech modalities/techniques/approaches. |
| Most useful extensions to use with canvas. Gamification of classes. Demos of various tools--video creation, game creation, tools that promote student engagement and learner autonomy. |
| I have participated in several trainings, but I am always eager to learn more. |
| I liked the online CODY class. Would like another. |
| Anything that makes canvas easier to use. Rubrics, question pools and quiz banks. I would like to create mastery quizzes for students that contain a large pool of questions. |
| N/A |
| Teaching via zoom |
| Reviews of technology using presently for reminders of fine points forgotten |
| Yes! Canvas tutorials are useful, but live PD is more helpful to me because I can ask questions at the time. |
| I could use some help with video production. |
| For this Medical English course I will need assistance in technology to better present the material to Adult ESOL students who do not speak English, but may have Medical/Health experience in their countries. |
| details on how to make things more stream-lined in canvas. very time consuming to create quizzes from scratch, especially when they include pictures! to upload pics for a lab exam is rediculously tedious and takes forever! |
| Using Zoom and Canvas as well as other technologies for education |
| I definitely would like more advanced technological training that includes how to incorporate learning apps effectively into the Canvas system (such as Perusall) and I would like to learn best practices for break out rooms, white board technology etc within the Zoom platform |
| Too much emphasis has been placed on this in my opinion due to the false notion that new tech must always be better for educating students!! |
| Parts of my field are very technology orientated, and that is the part that prepares students for jobs. I have never received any training in this, and have funded my own travel, training and conferences to do this. Technology is advancing beyond my ability to keep up |
| need support in technology |
| Online teaching |
| I occasionally want to learn how to use specific canvas functions and integrations but I would rather have these as short video tutorials. |
| Tips for hybrid classes. |
| In-person, hands-on works best for me in keeping up with the latest technology |
| Need to be made aware of new technologies and new avenues to reach different students |
| I am always interested in learning about new technologies that capture graphics, interaction with students, color, text for curriculum materials and tutorials. |
| No Need |
| Exposure to different programs that give you more options for presenting information and facilitating student interaction. |
| Utilizing advanced features of canvas to expand student experience in the online class |
| Web page design |
| technology related to simulation online and with high fidelity mannequins in nursing lab online teaching platforms |
| Continued faculty specific CANVAS development |
| Always need practice on old and new |
| new tools for active learning and engagement |
| I would like to see the Zoom and Canvas training continue as things are added and changed. Any new technology that SF has access to...there is a lot of technology to teach out there but not all of its free or free for a short while. So you don't want to invest in learning it if you cant have access to use it for more than a short period of time. |
| Advanced training in use of lase, 3-d printing, and other technologies available at the College would be good |
| Keep abreast of all new information that applies to college academics |
| Soft Chalk |
| Live Zoom courses. How to send out the zoom link if I am the host. |
| I need a mentor to show me how to use new technology. Sometimes my students serve in this capacity, in particular those who have been employed by high technology companies. |
| Use of various media/platforms - Google Docs/Forms, video creation |
| Always looking to improve in using newer technologies in the classroom- esp virtual classroom- improve my skills with virtual learning tools for example |
| Excel workshops |
| Updates on Accounting Information Systems |
| I always need this as technology is ever-changing. |
| I am always looking for new technologies or new uses for familiar technologies. |
| I have been taking most seminars that CAT offers on how to teach online. It is always good to continue to learn about technology in the classroom |
| I would like to learn how to make my synchronized on-line interactions with students more dynamic. (similar to how Kahn Academy displays material) I would also like to learn more about polls, survey and quick-quiz tools. |
| optimizing technology on hybrid or online environment |
| Professional development in areas that strengthen online teaching effectiveness |
| creating short, professional and engaging videos for online courses |

***Q9\_10\_TEXT - I want professional development in assessment.***

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| **Summary**: Faculty want to learn to create better assessments, tests, and rubrics. Additional training is needed in alignment and transparency. Where possible, equitable and sustainable assessment techniques should be taught.  I could use some assistance in developing assessment instruments for events I host at the college |
| Yes, can always learn new approaches to assmt. |
| This is ongoing. We need to always have conversations about this. We need to be open to various types of assessment and closing assessment loops. |
| I have participated in several trainings, but I am always eager to learn more. |
| I do, but I teach an area that uses performance assessment. With this type of assessment, rubrics are used. |
| Writing better assessments, continuing to build more transparent assignments |
| Formal and informal assessment for Adult nonreaders |
| N/A |
| By contacting the Health departments I would need to know what are the requirements my students will need to enter their programs. |
| How to develop assignments with better alignments |
| I would like to better align assessment with the GELO. |
| I would enjoy PD in assessment. I think there are more effective ways to assess students that would promote a growth mindset. |
| I am adequately prepared in assessment, but with SACS approaching, I could use some training |
| Varieties of assessment techniques and their pedagological basis |
| No Need |
| I'm not actually sure what is meant by assessment. Maybe I need to reASSESS my answer |
| Lab /skills assessment |
| Continued faculty training on assessment types / rubrics / evidence based information updates. |
| Don;t know best way to quiz, effective wording and concepts. Linking to Canvas |
| More short-course topical in-person training in Canvas |
| How to make assessments equitable? or how to close equity gap by choosing assessments? |
| Better assessment techniques and tools to help track the progress of a student in different areas during the semester |
| Designing Rubrics. |
| I'd like some stats and info comparing assessment methods, comparing online testing to in-person testing, and as much info as I can get on how to eliminate cheating from online testing (only if we're to stay online though) |
| I would like PD on how to write a test with a variety of question styles that is effective yet reaches a variety of ways that students think, what are best practices of making an assessment (how to gauge difficulty, etc), options for assessments other than tests (that are college approved) |
| Assessment approaches required for certification, e.g computer-based rubrics |
| I'd like some training in assessment, but it should be short and sweet. Honestly, some recommended articles are ample for this training. |
| How to make the best assessments using the tools in Canvas |
| How to best measure academic performance |

***Q9\_11\_TEXT - I want professional development in Online and Hybrid modalities.***

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| **Summary**: Additional training is desired in the areas of learning and engagement, active learning, and best practices. Training beyond the basic level is needed. More development is needed for synchronous and asynchronous learning.  Anytime! |
| The ins and outs of what is available for movement in online environment |
| Yes, can always improve and learn new online and hybrid methods. |
| Access and inclusion in online and hybrid modalities. Creating a dynamic virtual learning environment. |
| I have participated in several trainings, but I am always eager to learn more. |
| Yes, if that is the way I'm going to be teaching. |
| Because of the nature of the classroom during this pandemic, I feel I could always use a little more training in this area. I am comfortable but could always improve. |
| American Sign Language |
| Student reading/posting/discussing news articles. |
| Yes. One problem is that not only are we teaching in a new format, but we're learning on the fly and often without sufficient time to plan our courses and adapt to the changes of the past year. |
| All of my courses have class meetings that are built upon generating Socratic dialogues within a shared classroom space, and I don't know how (or even if it's possible) to translate that approach to an online setting (synchronous OR asynchronous) |
| It will be of great assistance to have both Online and Hybrid contributions from the Health department of SF College to complete developing the Medical English curriculum. |
| I could always use creative ideas to freshen the online classroom. |
| Absolutely, effective online/hybrid instruction is an art and very different from on-campus instruction |
| We were all rushed into the online sphere (10am Friday for a Monday start). Even though I had experience. I need training now that I have more time. I want to be able to evaluate how I have been doing in online and hybrid formats. |
| Methods to maximize learning. |
| Need to evaluate how to make the online experience better |
| No Need |
| More rigorous Zoom teacher training |
| development |
| Best practices with examples. |
| Can't hurt |
| active learning in synchronous online courses |
| I am not proficient in it so I would like to review or learn new ways of delivering a hybrid or online course. I took one of the first CODI classes but things have changed in online teaching since then. |
| Again...short course/module in-person instruction |
| This is a new area that I have very little experience with |
| How to transfer a course to completely online and have student success. |
| Live Zoom courses. How to send out the zoom link if I am the host. |
| really just in reference to assessment. I'm comfy with the other elements of online teaching, but assessment/testing seems to be an area where more development is needed. |
| I believe my courses can be developed better with student needs in mind. |
| Hybrid, yes. |
| I am already using Zoom and using functions such as polls and breakout rooms with great success. I would like to learn even more. |
| I would like to learn the best practices for providing information to students in an asynchronized way so that I can maximize the synchronized time with active learning and two-way engagement. |
| as above |
| Best practice in online courses |

***Q9\_12\_TEXT - I want professional development in classroom, time, or workload management.***

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| --- |
| **Summary**: Additional development is desired concerning time management, work/life balance, and using class time more efficiently and effectively.  Even though I feel that I am proficient in these areas, one can always learn something new |
| Yes, could greatly benefit from time and workload management. |
| I have a hard time getting things done, especially during pandemics. |
| I have participated in several trainings, but I am always eager to learn more. |
| Yes, but I think this can best be accomplished in my department. Maybe a peer group discussion and sharing. |
| NA |
| To make sure my students can compete with other students, Medical English classes can provide them, I want professional in classroom, time and workload management. |
| Everyone in the College who teaches should receive training on how to separate teaching, advising, office hours and grading from home activities |
| No Need |
| Time management |
| ACUE |
| Always can use some help or suggestions with my time management/using classroom time more effectively and my workload management. |
| Time and workload management specific to teaching would be very helpful. |

***Q9\_15\_TEXT - I want professional development in curriculum development.***

**Summary**: Development is needed in areas dealing with adult learners, international students, and new courses. Commonly taught courses (high-enrolling courses) need to be improved and more training is needed in course design.

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| --- |
| Even though I feel that I am proficient in this areas, I feel I can always learn something new and benefit from sharing ideas with others |
| Varieties and options to increase potential resources to find a career after Santa Fe. |
| Yes, this is my area of expertise, and I always love learning more. |
| There is the curriculum and then there is the process for getting curriculum approved. The forms can sometimes be confusing. |
| I have participated in several trainings, but I am always eager to learn more. |
| NA |
| I need to beef up the amount of international content in the curriculum for my classes. |
| Yes, I want professional development in curriculum development for my Adult ESOL students to be successful in entering the CNA, EMT and Phlebotomy classes in the Health department at SFC. |
| This is a critical thing for us to be considering all the time to meet the college's mission. |
| I am sufficiently prepared in this area |
| I would like more of this. |
| Need to be made aware of all the different sources that can be utilized to create better courses |
| No Need |
| I'd welcome opportunities to rethink my approach to the assigned sources I'm using, particularly primary sources. |
| minimal experience |
| how to create new courses |
| writing program and course SLO's |
| The big picture understanding |
| This appears to be more 1-1 training in my department because of the curriculum workload distribution |
| If I want to develop a new course in Math for sustainability, how can I do it? |
| I have yet to develop a curriculum on my own so pacing and tests along with slideshow preparation |
| Developing an online course |
| Always curious about how we can improve our curriculum. I'm not involved in curricula at SF (yet) but it's an area of personal interest. |
| I'd like to develop my course design a little further and work on aligning objectives/course outcomes |
| I would like to collaborate within my department to review and improve commonly taught courses. |
| I would like to learn the basics of course design. |
| How to best create a course for student success |
| From my department |
| I’d like some training that considers how overall objectives correlate with the way courses are built. |

**Q19 - Have you taken any training from the Center for Academic Technologies & Training (CATT)?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Yes | 84.85% | 112 |
| 2 | No | 15.15% | 20 |
|  | Total | 100% | 132 |

**Q20 - Please rate the training you received from CATT using the following scale: 0 (poor) to 10 (excellent).**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | 10 | 40.18% | 45 |
| 2 | 9 | 19.64% | 22 |
| 3 | 8 | 16.96% | 19 |
| 4 | 7 | 10.71% | 12 |
| 5 | 6 | 5.36% | 6 |
| 6 | 5 | 4.46% | 5 |
| 7 | 4 | 0.89% | 1 |
| 8 | 3 | 0.89% | 1 |
| 9 | 2 | 0.89% | 1 |
| 10 | 1 | 0.00% | 0 |
| 11 | 0 | 0.00% | 0 |
|  | Total | 100% | 112 |

**Q21 – Please share any improvements you would like to see from CATT trainings.**

**Summary**: More variety of trainings is desired. More just-in-time resources would be beneficial. Levels of experience need to be factored into development and higher-level training is needed. Short courses would be useful. Increasing the focus on pedagogy and practical development would be good.

|  |
| --- |
| They do such a fantastic job I really can’t think of any improvements they need to make. |
| When time allows reoffer workshops pre COVID-19 such as working with ppt and gamification. |
| More quick response to questions or reactions to the coursework that has been laid out in the modules for some of the “classes”. |
| Materials creation using various canvas tools and extensions. How can canvas extensions feed into canvas assessment tools? Quizlet, for example. It’s good for independent study, but I can’t figure out how to connect students’ Quizlet work with canvas. |
| Trainings seems to be primarily based on classroom management – Canvas. The Universal Design course taught by Andrew Shephard several years ago completely changed my teaching style for the better, and I have dramatically improved student success as a result of multi-modal content delivery. It influenced me to pursue the certificate of instructional design at UF to learn about more design techniques to enhance my courses. I am more interested in design for higher ed learning rather than high school-style approaches to teaching. |
| If you have a problem, help sometimes takes too long. Help in the form of written suggestions rather than a dialogue is not helpful. |
| Not so intense. Allow students to work on parts of course in a different order |
| However, I took training from UF tech department |
| They were so numerous and expertly done that I really can’t imagine receiving more encouragement and practical support for becoming an effective virtual instructor! |
| I’d like to see them more broadly advertised. Currently, faculty have to search them out. I think it would be better if we received news of new trainings in advance. |
| Varied based on level of participant |
| More one on one training. Going from classroom to Online classes in March of 2020, the CATT department was great in training us to make the switch. |
| I did the CODI course in the Fall of 2018 and it helped me identify areas of my online instruction where I could improve. I know that’s not an improvememnt, but I wanted to note the value of the course. |
| The CODI class was awesome! |
| CATT training has made a big difference in my work because it gave me the nudge to try new technologies and techniques. It also helped me as an adjunct professor to understand the SF culture, strategic initiatives and to feel connected to SF College. Before I took CATT trainings I was on my own cloud designing courses and instructing students with very minimal guidance. The CATT trainings spired me to read more and take formal academic courses in pedagogy and educational technology. I actually feel like an educator, I would like to see CATT be an advocate for online and hybrid environments of the future. . What is on the horizon and how can we prepare ourselves for the future needs of our students and society. Where are the opportunities for SF faculty to become leaders in higher education? How can technology make us shine among our competitors.... In other words, I think we need some aspect of training to be strategic! |
| More varieties in training options and more advanced topics. |
| Keep up the great work! |
| Not many intermediate/advanced options, I would also like to come away with a resource from the training – a document or website with the information we learned, to come back to later |
| Long lists of classes are sent out. Audience is not targeted. Have to wade through to find what you need or are interested in. Trainings are always in the semester and frequent not at times that fit into a full time schedule. However, by the time summer arrives, who feels like hours of training. |
| Deeper, more involved lessons like ACUE |
| training and support is excellent. |
| I think it provided me with essential knowledge, the basics. |
| More workshops that involve interacting with colleagues such as CODI & CCTL |
| na |
| More often |
| Organization by facilitators regarding information presented should be clearly defined and handout outlining topics provided. Anticipate varied level of experience – perhaps offer training according to level of experience instead of first come, first serve. This prevents chaos, anxiety, and frustration while enhancing and specifically addressing the training material. |
| Never used them. |
| Some were excellent and knowledgeable and others were not as knowledgeable about their topics. Some were tens and the others were not as useful (5) |
| More topics developed |
| I have been impressed with all the trainings I have taken over the past year and am still impressed with the courses that are coming and the frequency in which they are. I would like to see some courses in new technologies that help engage students with faculty and engage students with students in the online environment... e.g. flip grid, padlet ... |
| In-person short courses |
| Can some trainings be in the evening hours? |
| I really like the certificate program workshops (like CODI, etc). Most workshops I have completed through CATT have been good and I come away with something new to implement. More of the technical workshops should be moved out of CATT training listings unless they have more added to them - such as the pedagogical benefits of using this technology in your class. |
| Make them a little easier to access/more readily available (even ones that have been completed) I went back to review ones that were complete in canvas and I no longer had access. I always forget where the CATT training page is- actually I forget the name CATT and have to search for awhile... |
| Quality is great. But I feel that lately the offerings are beginner level. I get it- with pandemic there was/is a lot of baseline level training needed. But it would be great to have an equally robust list for folks who have already gone through the introductory ones. It would be great to see workshops on specific topics within pedagogy where a topic is introduced/discussed and applied. |
| More Jason and Andy |
| Andy, Debbie, Gloria, and Jason are incredible! Keep them doing what they’re already doing! Give them raises! |
| I wish that resources were better curated and tailored specifically for Santa Fe. Some Canvas self-help pages provide contradictory information and models that don’t demonstrate best practices. I would like each training to end with something that I can implement or something I have improved. Sometimes there is too much talk,not enough doing. |
| It seems like lately most of the training offered by CATT revolves around the nuts and bolts of Canvas and Zoom. It would be nice to have new topics at a higher level for instructors who have been teaching for a long time. |
| Honor the amount of time we have to invest in development. |
| I believe that CATT has been doing an excellent job since March 2020. I have taken many of their online seminars. I could not say how to improve their trainings. |
| 7 |
| more variety of course offerings |
| No improvement need. Some training more relevant to me than others |
| perhaps more practical vs. philosophical/theoretical approaches would be helpful |

**Q22 – Do you know where to find what trainings CATT offers?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Yes | 80.45% | 107 |
| 2 | No | 8.27% | 11 |
| 3 | Unsure | 11.28% | 15 |
|  | Total | 100% | 133 |

**Q23 – Please indicate how often you use the following websites.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Never visited |  | Use sometimes |  | Use frequently |  | Total |
| 1 | CATT workshop registration webpage | 19.40% | 26 | 66.42% | 89 | 14.18% | 19 | 134 |
| 2 | Teach Online Now webpage | 78.63% | 103 | 19.85% | 26 | 1.53% | 2 | 131 |
| 3 | Learn Online Now webpage | 82.31% | 107 | 16.15% | 21 | 1.54% | 2 | 130 |

**Q24 - In what aspects of Canvas do you feel you need more training? Check ALL that apply.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Quizzes and using question pools | 13.40% | 39 |
| 2 | Gradebook | 8.93% | 26 |
| 3 | Discussion boards | 13.06% | 38 |
| 5 | Assignments | 5.15% | 15 |
| 6 | Modules | 3.09% | 9 |
| 7 | Syllabus | 2.06% | 6 |
| 8 | Conferences | 16.84% | 49 |
| 9 | Rich content editor | 17.87% | 52 |
| 10 | Accessibility | 15.81% | 46 |
| 11 | Other (please describe): | 3.78% | 11 |
|  | Total | 100% | 291 |

***Q24\_11\_TEXT - Other (please describe):***

|  |
| --- |
| Features such as gaming and badges would be very useful for engagement |
| Student engagement |
| shared materials (Account) |
| video content development |
| Attendance |
| No help needed in CANVAS |
| How to facilitate student to student interaction in canvas and how to make "voice over" power-point lectures |
| Making pages more inviting (banners etc.) |
| Using wiris tools to make algorithmic Math questions |
| Rubrics |
| Peer review and groups |

**Q25 - In what teaching areas do you feel you need more training? Check ALL that apply.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Creating a syllabus | 3.13% | 10 |
| 2 | Writing outcomes | 9.06% | 29 |
| 3 | Building quizzes or tests | 6.56% | 21 |
| 4 | Creating effective assessments, group work, or projects | 16.56% | 53 |
| 6 | Creating transparent directions | 10.94% | 35 |
| 7 | Providing effective grading and feedback | 7.50% | 24 |
| 8 | Planning class sessions or lessons | 4.69% | 15 |
| 9 | Student engagement | 16.25% | 52 |
| 10 | Student support | 9.38% | 30 |
| 11 | Revising units, modules, or an entire course | 7.19% | 23 |
| 13 | Selecting instructional materials | 7.19% | 23 |
| 14 | Other (please describe): | 1.56% | 5 |
|  | Total | 100% | 320 |

***Q25\_14\_TEXT - Other (please describe):***

|  |
| --- |
| Rubrics |
| grading presenttions |
| content design --look and feel of module layout. How to add creativity without cognitive overload. Also, I would like to learn about open source textbooks. |
| Since I teach technology I need to stay current on that. What I teach can change on a weekly/monthly basis. |
| No help needed |

**Q26 - Training can be offered in multiple modalities and in different time slots. Please check ALL boxes below that work best for you and your schedule (e.g., if Hybrid and evening work for you, select both the Hybrid and the Evening boxes).**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Online | 29.53% | 106 |
| 2 | Hybrid | 16.43% | 59 |
| 3 | Face-to-face | 16.43% | 59 |
| 4 | Morning (8:30 – 11:59 am) | 9.75% | 35 |
| 5 | Afternoon (12 – 5 pm) | 14.76% | 53 |
| 6 | Evening (5:01 – 9 pm) | 7.24% | 26 |
| 7 | Saturdays | 5.85% | 21 |
|  | Total | 100% | 359 |

**Q27 - How would you like to see professional development organized at SF?**

**Summary**: Large scale training is needed for new faculty. Offering PD day(s), internal conferences, informal meetings, and cohort trainings are desired. Smaller trainings should be offered by departments or within disciplines. Training should be recorded when possible to enable sharing. If possible provide payments/stipends or set aside funds to help faculty gain membership in associations; payment should be provided when changes are documented. Flexibility and clear expectations are needed for development. We need an easier way to aggregate PD information and complete PD registration.

|  |
| --- |
| Not sure since I am an adjunct.............. I appreciate that I get approved for professional development that requires payment when I ask for it. |
| It would be helpful if it was fine tuned to the arts sometimes. |
| Online and recorded so ppl can watch it after the event. |
| Hard to say. It has to be accessible. Most of my colleagues and I are interested in PD, and want to include it with everything we do. I'm a bit wary of the administration and institution being too prescriptive. There are many opportunities outside the institution. Often, the connections made through participating in these opportunities can be more valuable than the PD. That's ok. |
| fine as is |
| I would like to learn from experts outside of SF so I can be exposed to new and innovative approaches that have produced measurable results. |
| I would like it to be within the department, where I'm learning with others who teach the same classes. |
| yes |
| Required large scale professional development for new faculty on a tenure track. Professional development day for the whole college. Smaller departmental level trainings that are discipline specific. |
| Face to Face |
| Online |
| Online and virtual |
| I believe it's already organized great! |
| ...by need and level of PD |
| I would like to see something of a 'clearinghouse' website or resource that gives information on professional development opportunities including days/times, modalities, and links or contact info to get more information or get registered. Right now, information on professional development comes at us from a variety of places and people, and it's easy to lose track of an interesting possibility (or miss it entirely) if one is not vigilant at watching all of these varied sources regularly. |
| Yes, please. I just finished the Racial Equity - Ground Water webinar. |
| offer workshops during multiple days and times, so they are convenient for faculty scheduling |
| I'd like it to be institutionalized (either having professional development day(s) set aside or providing an annual subsidy for faculty members to use for professional development--such as attending conferences, paying for organization membership, or tuition for courses) |
| More offered by faculty teaching faculty. |
| A clear statement of general adjunct PD expectations would be good. Once that is in place, I'm confident my chair will provide more specific departmental guidance. |
| Yes, online with a variety of new courses for instructors |
| A matter between faculty & chair |
| I would like to see PD required (as opposed to encouraged) for full and part time faculty. I would like internal conferences to share lessons learned or best practices. These conferences could be departmental or cross department. |
| I would like more opportunities to collaborate with my fellow faculty and benefit from their experiences - both the good ones and the bad ones |
| as a paid activity |
| self-paced |
| At the department or discipline level !!! |
| A mix of short online courses and if possible a day of workshops like SF used to have. |
| I would like support to belong to professional associations. Santa Fe College does not support paying professional dues. I am unsure how we can be expected to be current with developments in our field when trainings offered are pertinent only to teaching. |
| While I appreciate the volume of PD offered at Santa Fe, I think its a wasted effort unless you require faculty to do a certain number of continuing ed courses per year and compensate the faculty for their time. I would much rather do PD that directly relates to what I teach and not how I teach. That said there are a number of teachers at SF that need the training but will never take it and since the college faculty is mostly adjunct (of grossly underpaid) there is no incentive to do so. |
| On a person by person basis. Whatever a person needs, they should make the request to the designated person that is skilled in that area. |
| Yes |
| I would like to have more professional development focused on faculty sharing their best tools and approaches. |
| Relevant to educational fields and pedagogical approaches. Run by individuals who have had success teaching in a field as opposed to those who do not work in the classroom. There also needs to be a greater level of cultural competency on the part of presenters. I have sat in on professional development at Santa Fe College where the presenter (brought in from outside of the college) has ignored that the practices that might work for tenured male faculty may not work for younger female faculty who already receive less respect from their students based on age and gender. |
| Whole days set aside for professional development with face-to-face interaction and groups; less simply working through online modules. |
| I would enjoy and engage with PD that was more social, light, and interactive, meeting folks within the department and even across campus. I realize this is, of course, tough with COVID. It would be fun to be able to swap ideas, chat, have computers available to demonstrate things I enjoy about my teaching approach and value in my curriculum, and see how others organize, articulate, and run their courses. |
| Through a central coordinator/department |
| By topic, level of experience, time to completion, resources. |
| I think Dept Chairs should handle this |
| Ideally, something more systematic in approach; come up with a set of proficiency standards, and roll them out through classes that all teachers within a certain experience level/window must take, preferably in a cohort across departments. |
| Let faculty know what is available and how to easily register. Make training valuable and worth while to attend. |
| The organization of basic to advance already exists, however, I would like to see more sections offered in sequences together. |
| per department specialty |
| yes |
| multiple times. Experts brought to faculty meetings |
| It's own webpage off the main CAT page |
| collecting various PD opportunities from various places, |
| I like the way it is organized |
| It is already good, though more focused on technology. I would like to see AFC trainings also highlighted, these are at different community colleges in FL and we can learn from their best practices. It will be good to have conversations between different departments, say Sciences and Social Sciences or Math and foreign languages. |
| Organized by department according to needs of each instructor |
| There is plenty of "first steps" training, but I see little training for those of us that have already gone through CCTL, CAIP and CODI. Where is CODI part two? I'd also like to see more time given to faculty to go through specific course development. A small cohort working together and guided by one of the ID team with the goal of revising and improving the syllabus and course structure of specific classes would be great. Essentially I'm asking for something like a graduate seminar with concrete deliverables. |
| Offered at different times to allow adjuncts who have other jobs to survive a chance to join. |
| Hub, with choices |
| Partly by department, very definitely across curriculum for the different interactions. Individuals should be able to select their separate interests, but some minimums should be established. |
| Absolutely. I am relatively new to SF and came from an institution that had a professional development arm full time, devoted to enriching the classroom environment for all faculty including adjunct faculty. It would be a major boon the the college. |
| I am pleased with the current organization. |
| By topic (like how you organized in this survey) Keep Canvas session separate, zoom sessions, "in the classroom" techniques, curriculum development, etc |
| would be wonderful to have thematic certificates offered that we can earn after completing a series of workshops. I know CODI does this too but these would be on other areas and would not have the time limitation. It would be open ended to complete at own pace. |
| Utility and relevance |
| I'd like professional development to be tied closely with the assessment process and for faculty who engage in professional development linked to students' needs or college goals AND document that they have changed their practice to receive a stipend. |
| Online courses offered. |
| Not having a set number of hours required per semester. |
| At the department level. |
| I'd like to see short units that we can complete with clear takeaways. Laborious submissions of lesson plans, artifacts, discussion posts should be limited. Completion should be expected within, say, 2-4 sessions of meetings. Reinforcement could be through surveys, quizzes, limited discussion postings. |
| Not sure enough to answer. |
| I would like to see it offered with a lot of flexibility - (self-paced, evening offerings, etc.). |
| I like having training directed to our department and needs during team meetings. |
| Clear criteria to meet for job responsibilities. Topics that have been shown to improve student success and are not too rudimentary. |
| By departments |
| In a flexible way. Giving faculty a semester to complete training |
| departmental level |
| Departmental |

**Q28 - How do you prioritize which type of professional development you seek?**

**Summary**: Prioritizing is based on need, utility, time available in faculty schedules, learning something new, having an impact on teaching, being classroom-related, relevance to encountered problems, student needs and success, college priorities, and needed updates. The scheduling of PD and how much time it takes are also factors.

|  |
| --- |
| Whatever works best for what I can use in my classroom and what I am interested in. |
| Course material, additional related topics, relatable interests. |
| What do I need at this time |
| My time availability and how much I already know about the topic. |
| Hard to say. Nobody else teaches what I teach, so I have to seek things out on the outside. I am particularly interested in access and inclusion and serving populations that have not always been successful. Frankly, there is nothing more important at a college like Santa Fe. |
| needs and interests |
| I am seeking information and techniques that will enhance the design of my particular courses. |
| work-life balance |
| I like to focus just on the development, so often I use the summers when I'm not teaching. Then I try to apply what I am learning to my fall classes. |
| I want to keep up to date with the latest technology and resources available |
| need and availability |
| What is offered and how it fits with my greatest need. Also, if it sounds interesting and beneficial, and if I know the presenting Group. |
| Availability |
| I love learning from the SFC experienced leadership and peers |
| If the PD will teach me something new, then I make an effort to engage. |
| I seek out PD related to the subject I teach more than how to teach my classes. |
| My priorities lie with topics and ideas that I can put into use or practice within the current or upcoming semester. |
| By how they are related to my students benefit. |
| according to what I am currently struggling with |
| I'd like to be more connected with the national or international organizations in my discipline |
| New ideas for the classroom, mainly assessment and pedagogy. |
| Access and single-session time expectations. |
| I make it happen because I enjoy learning and becoming more proficient in my professions. |
| I start by basing it on issues I identified in my self-eval. After that, I look for grant opportunities. |
| I choose areas for PD based on my perceived weaknesses because I get no formal feedback or evaluation of my work products. |
| I usually select PD that I believe will immediately impact my teaching in a positive way. |
| if I get paid or if it is a requirement |
| time offered |
| Personal need. |
| Greatest use and on topics I know least about |
| I am more likely to seek out professional development if I can see how it will directly impact my teaching. |
| 1. How easily does it work with my schedule 2. What kind of time commitment does it require. 3. Is it going to distract from or diminish the time and attention I need to give to my students |
| Relevance, Reputation of provider, Personal time |
| Whatever is offered at a time I can get to it. |
| Technology drives what I need to learn as does our department's advisory board. |
| Based on time availability. With all of the tasks one has to complete, one has to find time to get training based on what is most important, |
| Continuing to stay updated in the use of Academic Technologies. Student engagement Implementation of growth mindset interventions to foster habits of perseverance and intentional learning. |
| I want content development. I'd like to see more/continued work by the departments and the centers to create contact with departments at UF. |
| Based on relevance to my field. |
| How it relates to my teaching and when it is offered. |
| I pursue education and training in subjects I feel I am lacking. I also choose what is best and most convenient for my family. |
| By selecting its availability and usefulness to my instruction |
| I prioritize which type of professional development I seek by what I perceive I am lacking in skill, experience, and/or knowledge as well as what piques my curiosity and creativity. |
| Areas where I need to improve. |
| Direct applicability, perceived immediate benefit to students |
| The things I feel would help the class, but that I have difficulty figuring out how to do on my own. |
| Any PD that relates to student engagement has the highest priority. |
| professional organizations then SF opportunities |
| most relevant to current situation and teaching modality |
| current student needs |
| direct application to my instructional needs |
| On a need to know basis. Over the past year we have had to become familiar with Zoom and more familiar with how to use the different areas of Canvas |
| I've been teaching for a long time. Mostly I need help keeping up with all the new technology we have available now for teaching. |
| As the need arises |
| Certification toward instruction, maintaining licenses/certifications, and then everything else |
| Urgent ones first and next I like to plan the ones most relevant. I also like training in Liberal arts even though I'm in STEM. |
| Prioritize professional development by needs of courses and students I instruct |
| my needs and students |
| What will make me for valuable as a teacher. |
| Based on a problem I am currently or have recently dealt with or based on interest |
| Depends on if I am trying to create something new within my program |
| The most common and recurring problems that arise in every term get priority. New concepts, ideas are second. |
| 60 cue's bi-annually to maintain licensing comes first, then instructional methodology and bias towards experiential education/neuro-based/brain-based learning methodology afterwards. |
| I prioritize depending on my current course schedule and needs related to those courses. |
| I need the most help with time management, classroom management at the moment |
| without monetary support for travel, the only considerations are cost and online access. This year in pandemic online is the only option I would consider. |
| What I am required to do |
| By my assessment of what I need to do to provide students with a better learning experience. |
| Depending on my time, I do what needs to be done first. |
| Learning it's available |
| I usually seek PD in the form of conferences to keep up with current best practices in education. |
| I prioritize by relevance of the topic to my work. |
| I prioritize practical work that I can immediately use with students. I avoid workshops that seem unrealistic or utopian in character or that focus too much on airy discussion without practical application. |
| Whatever best fits my schedule. |
| I seek out professional development in areas where I can approve and fits into my busy schedule. |
| I want to maximize the benefit for the students so that we get the most out of our limited time together. |
| Most useful that I can immediately implement that improves student success. |
| - |
| Preferably subject matter that is relevant to the courses I teach |
| immediate need in courses |
| I lean into whatever I discover I need training with at the time. |

**Q29 - What suggestions do you have for sharing what you have learned from professional development activities with your colleagues?**

**Summary**: Faculty desire to have informal meetings, peer-to-peer sharing, virtual conferences, guest speakers, an online faculty forum, and meetings/share-outs at the department/discipline level.

|  |
| --- |
| Maybe have an occasional get to-gether/forum that is somewhat casual yet requires a sharing of new things learned. |
| Group discussion, departmental feedback |
| Record online courses and put them in easily searchable library |
| in dept - we do this already |
| Subject-specific working groups (ie integrating technology) where faculty can workshop, learn and share from each other. |
| I think we need more small group sharing, sharing with our peers. Where we make presentations to peers, talk with peers, get input from peers. |
| SoTL presentations, other professional development day opportunities to share. Share within the department during faculty meetings. |
| I think guest speakers at our regular faculty meetings one convenient venue |
| We could benefit from more frequent peer presentations. Currently, the adult education program usually only offers these once per semester. |
| N/A |
| That we can always learn from the experience of others. |
| Having a discipline or department panel each semester during the professional development day to talk about new ideas we've learned. |
| Either in our department meetings, though this may leave out adjuncts, or within a Professional Development Day. |
| Everyone, regardless of instructional role, should do the CODI course. |
| We need planned virtual conferences for sharing and collaboration. Adjunct faculty should be encouraged if not required to participate. Faculty learning should not be stove-piped or siloed. Monthly Dept Staff meetings should address and track PD .to recognize and highlight PD accomplishments and opportunities. In other words, PD should be at the forefront of each Dept. |
| There are some arenas where ideas are exchanged now on campus - the ACUE certification, CODI, etc. But, in general, there is little follow up to see if any of the pedagogical approaches are actually implemented and no tracking to see if the approaches are actually effective. I would like to see more activities such as the "Four square" program where 4 faculty took turns visiting each other's classroom and provided one another with feedback. It would be great if such a program were formalized and a reflection process was added with follow up for assessment of efficacy. |
| Discussions in discipline meetings. |
| Smaller settings vs. large departmental meetings. |
| Have a monthly meeting with other colleagues to share what you have read or illustrate a successful strategy you have used in the classroom. |
| Bring ideas and experiences to share in Department meetings. |
| Faculty brown bags would be great once we are back f2f. |
| I think sharing in department meetings is the best method. |
| A PD Social! :) |
| Be open to it ... It can help ... Old dogs can learn new tricks that make them better ! |
| Creating colorful, easy checklist of accomplishments that may be shared with others. Include name and contact to network and collaborate - especially with most things virtual. |
| None |
| none at this time |
| department meetings |
| Writing up a report on the experience. |
| regular, short newsletter with testimonials |
| It can be shared in faculty meetings or through emails |
| Short 5 min elevator pitch to department might help other colleagues. Communication is key. I love going to conferences the most. |
| Perhaps open a forum on Canvas |
| ? |
| PD Day - fac sharing ideas from conferences, workshops they might have attended |
| Peer reviews of teaching pedagogy within a discipline - attendance at classes, review of Canvas materials, videos of classes. Every instructor should know he/she is being evaluated or at least viewed by other faculty. |
| I would love to provide to the general population some of the basis for brain-based learning. Such as how a person learns for permanency and what we as educators need to cultivate for that environment. |
| An all-faculty online forum would be fantastic. |
| I always liked face-to-face workshops with peers- so peer led. Since there are restrictions currently- Zoom workshop to invite those who want to share success (limit #) and open to peers who want to attend. Videos could also be created to share successes (and failures) and a "library" could be created for others to access. I |
| If the certificates idea takes off, maybe as an overarching certificate could be earned after developing some form of deliverable that would benefit the College and/or the Dept. Like a capstone project. |
| More time set aside for professional development. |
| Department meetings |
| We've always shared in department meetings. |
| I think those of us who are interested will join similar trainings and will naturally discuss issues. Departments as a whole and colleagues always learn from each other and discuss. There should be no attempt to compel sharing. Development is intended to supplement and assist us, not to become a gauntlet we have to undergo nor a time sink. We are busy teaching, prepping, grading, conferencing with students. Sometimes parts of institutions with a particular goal or focus undergo mission creep, coming to believe that members of the institution have only interest and responsibility in the particular specialty of that institutional component. |
| Include them in the training. |
| I would highly recommend the ACUE program because it has helped me develop new strategies for teaching and ways of thinking about student learning. |
| Keep it concise when sharing with everyone and then those that are interested can meet another time for details. |
| - |
| We do share what we have learned in faculty meetings |
| Share at departmental meetings or set up a canvas course where faculty could upload the takeaways from particular training. |

**Q30 - Do you have specific equipment needs in order to teach your courses better?**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Yes (please describe) | 35.51% | 38 |
| 2 | No | 64.49% | 69 |
|  | Total | 100% | 107 |

***Q30\_1\_TEXT - Yes (please describe)***

**Summary**: Some faculty need access to better regular equipment (laptops, computers, printers, monitors, white boards, PowerPoint remotes, etc) and want multimedia gear (headphones, video cameras, webcams, etc). More flexible, updated, and high-tech classrooms are desired. Video creating and editing tools are needed.

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| About the only thing would be videos that I can use to show to my students |
| I need a new laptop |
| Every faculty member should have a laptop. It would be good to be able to teach virtually from a classroom with a board. |
| My pedagogical approach demands a more studio-style classroom environment rather than lecture-based seating organization. Few classrooms at SF are available for this outside of art and the anthro lab. |
| We need microphones, video, and podiums (maybe podiums wrapped in front with protective plexiglass.) |
| Video assignments |
| I am attached for now to the online textbook and platform (McGraw Hill), but open to something less expensive for students that may become available, such as Mango's curriculum which I am exploring. I want to start using Kahoot in order to inject more competitive fun into the mix |
| A ring light and headphones would be beneficial for online teaching. |
| The tech department hooked me up with a laptop and it has made a HUGE difference. As an adjunct I was struggling to afford one and I can't always come into campus to work. I wish that had been available before Covid. |
| I would not say equipment but specific material for the Health field. |
| camera to attach to podium in classroom to do a simultanous lecture on zoom |
| How to set up a background for ZOOM sessions is needed for students and faculty. Also a technology update session each year highlighting what is new or coming in technology for higher education faculty. |
| I would love to have a Concert D Steinway in the newly remodeled Lyceum and/or allow my applied piano students to have more frequent access to the Steinway in the Fine Arts Hall so that they can have the experience they need on a high quality instrument. |
| Face-to-face classes would be enhanced if the classrooms had the ability to use two projectors with two different displays (computer on one-document camera on the other). Some classrooms have this, it would be nice to have more. |
| Computer lab |
| Currently a room dedicated to live zoom classes. The rooms with the camera and audio need to be renovated with quality equipment so that live classes can be streamed without a loss of audio quality and with the ability to see the materials in detail (HD). Even better would be a large screen to have the zoom room shown so students could interact with the live room. |
| My home internet connection is frequently not strong enough to host a zoom lecture for 20+ students. It depends on how many other people in the household need the internet at that time. |
| More equipment for students to check out - Digital Media |
| A double monitor |
| I'm good. |
| Capability to record lectures for students who are Covid positive or quarantining |
| In-class clickers and software (non-cell phone student response system) to poll students |
| Computer; printer; projector (if in class) |
| Moving towards hybrid and online |
| a drawing pad that works well, or touch-screen tablet, or anything that lets me draw annotations in Canvas's speedgrader that aren't super janky (re: wacom drawing tablet is horrible in speedgrader) |
| Video capability of every class is essential. Zoom is great, absent a live class. |
| We need hi-fidelity simulation equipment for students to recreate what they will find in the field they will work in. |
| Better audiovisual equipment would help. |
| easy (i.e. not having to go to schedule time to go to studio) access to video editing and creating tools. Sounds simple but remote control for PPT presentations so we don't have to be tethered to the computer. |
| Better, bigger whiteboards that interact with the projectors. |
| Multiple monitors. |
| Video editing software; Photoshop; video camera, mic, softboxes, green screen.... |
| Monitors for working from home. Grading is tough on one monitor. |
| I would like to equip the computers with webcams for students unable to attend the classroom (such as covid positive students). |
| I am currently using "Show Me" with a connection to my iPad. I feel like there are better "whiteboard" options for on-line teaching, but I don't know what they are. |
| home teaching tools such as white board and a printer |
| video creating programs/software |

**Q33 - If you feel you are an expert in an area of teaching, assessment, or technology, please share this below. Also, please share your SF email if you would be willing to help develop or facilitate professional development in your expert area(s).**

Data not shared to protect faculty identities.

**Q34 - Please share any additional comments you have regarding professional development.**

**Summary**: PD groups or cohorts who work on a problem or learn something together would be beneficial. Teaching mentors are desired. Faculty need development in reaching out to students and making connections with them. Faculty would also like to make connections to other faculty. Providing funds for PD would be beneficial.

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| I am interested in professional development working groups that will allow us to learn from each other, share our ideas, and receive feedback on actual artifacts developed for our classes. I am also interested in subject-matter prof dev that will help me stay current and ensure I am delivering the most current material to my students, esp those who will be transferring to UF and taking upper division courses. I do not want them to be behind the UF students who took 1000 and 2000 level classes from UF professors/grad students who have their fingers on the pulse of current scholarship and trends in the discipline. |
| I would like to see teaching mentors that have been successful in the classroom offer techniques they use to help instructors who are new at teaching or have specific issues they need help with |
| I really appreciated being remunerated for taking professional development. |
| I appreciate the frequent conversations that take place regarding treating our students with compassion and fairness. |
| This isn't directly about PD, but about support for faculty. It would be extremely helpful if Canvas help were available more hours, especially in the evenings. |
| Having funds to help adjunct faculty travel and attend specialized conferences is amazingly beneficial.The course content I have been able to offer our students has been better for it. |
| Thank you for gathering our feedback on this topic. I think that finding and encouraging professional development is one of the areas where the college (as a whole) currently provides the least guidance to instructors, and I am glad that there is movement in making that change. |
| It is necessary to keep up with developments in our fields to better provide up to date information and training for our students. |
| I really feel the time is right to have internal SF conferences using Zoom. Very similar to what College of Central Florida held recently except for SF only. I would like to see PD on protecting student privacy in the digital learning environment. Another topic that seems taboo is professional ethics and how to deal ethically with student cheating in the digital learning environment. |
| I am excited that SF is taking the first step in evaluating how it can make Professional Development more effective |
| Professional development should always be paid. It is paid to adjuncts and full timers at other FL community colleges. |
| na |
| I think a Friday each semester with many workshops around campus that one could pick and choose from to customize the day would benefit most instructors. Set it up like a convention and make it an event. Instructors could be the presenters and also attendees. |
| Professional Development should not be limited to in-house; we need to get out and interact with other like-minded educators at other institutions. Possibly host an event at SF to include outside educators. |
| Thanks for developing this survey and pursuing information and insight on this subject! I would sincerely appreciate a more robust PD program/more robust requirements for instructors. |
| Embrace it ! |
| n/a |
| The Professional development team at SF rocks... |
| It is invaluable. It is great for faculty new to teaching and also for senior professors dealing with change in technology or new packages. The most energy I get is from 2-3 days conferences. |
| More content specific PD would be appreciated - writing a math test is different from writing an English test. Whether we bring in outside specialists or whether CATT runs this with the help of department experts, it would be beneficial to offer more focused content. |
| Part of professional development should be aimed at fostering the right relationships with students. Some are very needy but reluctant to ask for help. Some are lost, but bluffing their way to disaster. A common complaint I hear from students is the seeming lack of interest by a professor. Making that connection in a professional manner, remembering we are role models, elevating students' expectations of themselves - all are needed and many faculty need reminding/coaching on this. |
| Professional Development is a necessity for educators. It is difficult to ask our students to develop a Socratic thinking process when we have stopped developing it for ourselves. Critical thinking, higher order thinking only come with discipline and continual practice and discipline once lost is difficult to regain. (Okay- off soap box lol :) |
| I love professional development and am committed to it. Overall I think SFC does a great job with it. |
| As long as PD is relevant, useful, and optional, I have no problems with it. Once you begin mandating it, then you alienate everyone, including those who would benefit from it. Collecting badges has no appeal to me. |
| :) |