

**ANALYSIS OF
KCUMB FACULTY DEVELOPMENT SURVEY 2012**

Classroom methods: N=5

Active learning strategies	64%
Case-based instruction	50%
Effective lecturing	56%
Promoting and supporting interdisciplinary teaching and learning	53%
Team teaching	50%

Writing across the Curriculum N=2

Informal writing –to-learn activities for the classroom	55%
Integrating the writing process into teaching	69%

Lecture and Curriculum Design N=-3

Designing learning experiences: aligning goals, methods and assessments	54%
Developing electives	51%
Developing team-taught lectures	49%

Assessment N=3

Formative assessment	50%
Program evaluation	65%
Writing effective board-type questions	76%

Instructional Technology N=3

Facilitating on-line discussions (asynchronous or synchronous)	53%
Developing and teaching a blended course	53%
On-line assessments	57%

Learners and Learning N=3

Effective faculty advising	62%
Motivating students	59%
Teaching 1 st and 2 nd year students	56%

Classroom management Techniques N=3

Dealing with difficult students	79%
Encouraging academic integrity	66%
Managing difficult discussions	62%

Research N=1

SPSS	50%
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Professional Issues N=2

Evaluating teaching	53%
Preparing for promotion reviews	50%

Preferred Formats

Combination of presentation, group, interactive work and discussion	62%
Formal presentation followed by discussion	49%

Preferred Length

Up to 60 minutes	58%
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Preferred Day of the Week

Not sure how to read these results, but it looks like “No preference”

Preferred Time of Day

8:00 AM	73%
9:00 AM	83%

Preferred Method of Notification

KCUMB Intranet	71%
E-mail	84%

Open Ended Responses

Integrating research interest into relevant teaching subject
Web 3.0 (going mobile) and beyond-impact on faculty and teaching
Faculty and support staff relationships – Academic Hierarchy
How to develop long term goals for individual faculty members
Basic teaching methods “new techniques”
Recommended John Morris, PhD, Rockhurst
These were all helpful. Maybe ask for our top 3-5 next time?
Post the faculty development schedule that is correct on line. Send email notices and reminders.

DISCUSSION

Thirty eight of 51 faculty (75%) responded to the 2012 KCUMB Faculty Development Needs Assessment Survey. Twenty five topics were of interest to \geq 50% of the respondents. Eight of the topics garnered 60% or greater responses. As we develop our schedule, we might wish to survey the curriculum directors, Associate Dean for Curricular Affairs and OCCE and Department Chairs to ascertain if there are other topics from among the list that they see as a great need among our faculty. From that we could develop a schedule of 12-15 sessions spaced throughout the year. We also must include at least one session on OMM/OPP.

Several topics lend themselves to multiple sessions, perhaps weeks apart where faculty could begin to develop an individual project and then come back for more assistance. Faculty appear to desire opportunity to not only hear presentations but to interact and discuss the topics. A formal presentation could be followed up at a later date with discussion groups or discussions on-line.

It appears faculty prefer to limit sessions to one hour for a faculty development activity that is of interest to them. No clear choice of days was expressed, but beginning at 8:00 or 9:00 AM were the preferred times. Promotion of the workshops is best received through e-mails and KCUMB intranet. They also requested reminder notices.

Five topics were suggested which might be of great interest:

- Integrating research interest into relevant teaching subject.
- Web 3.0 (going mobile) and beyond – impact on faculty and teaching.
- Faculty and support staff relationships – Academic Hierarchy.
- How to develop long term goals for individual faculty members
- Basic teaching methods “new techniques”