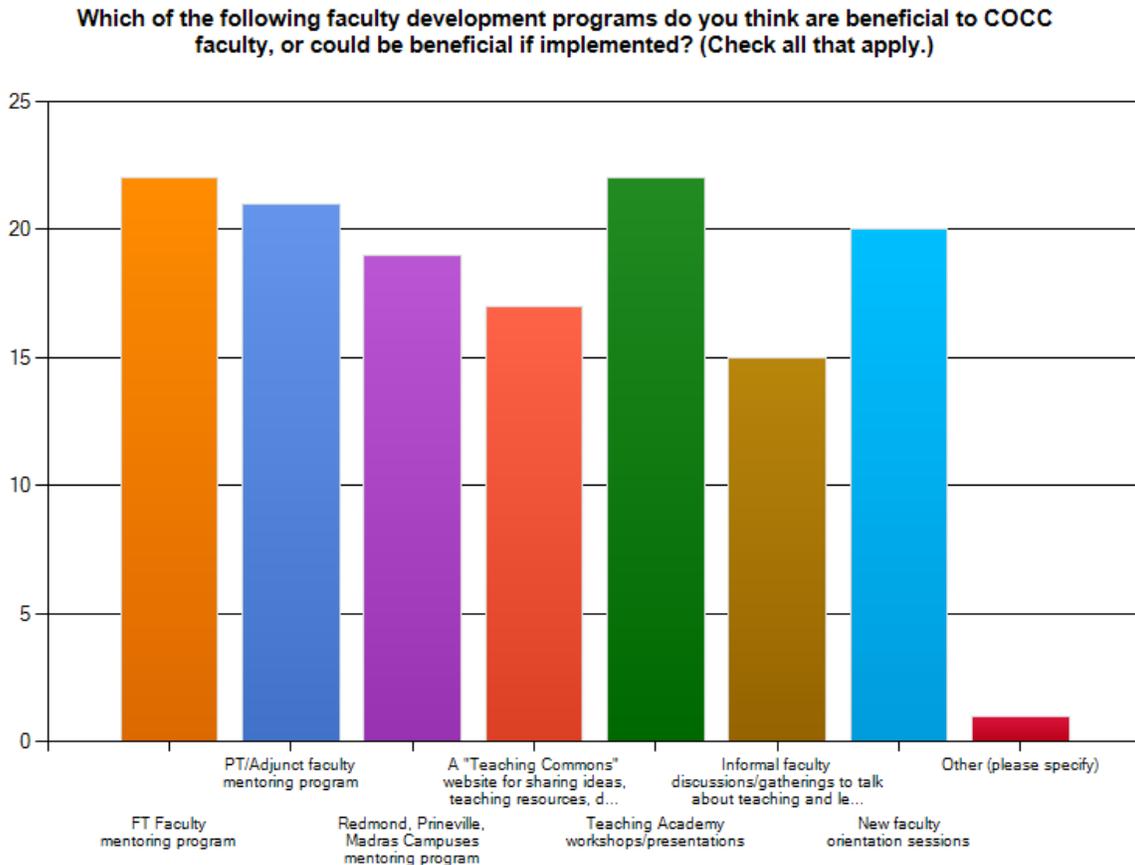


Results of the Late Summer/Early Fall 2013 Survey on the Teaching Academy/Commons

1. Which of the following faculty development programs do you think are beneficial to COCC faculty, or could be beneficial if implemented? (Check all that apply.)

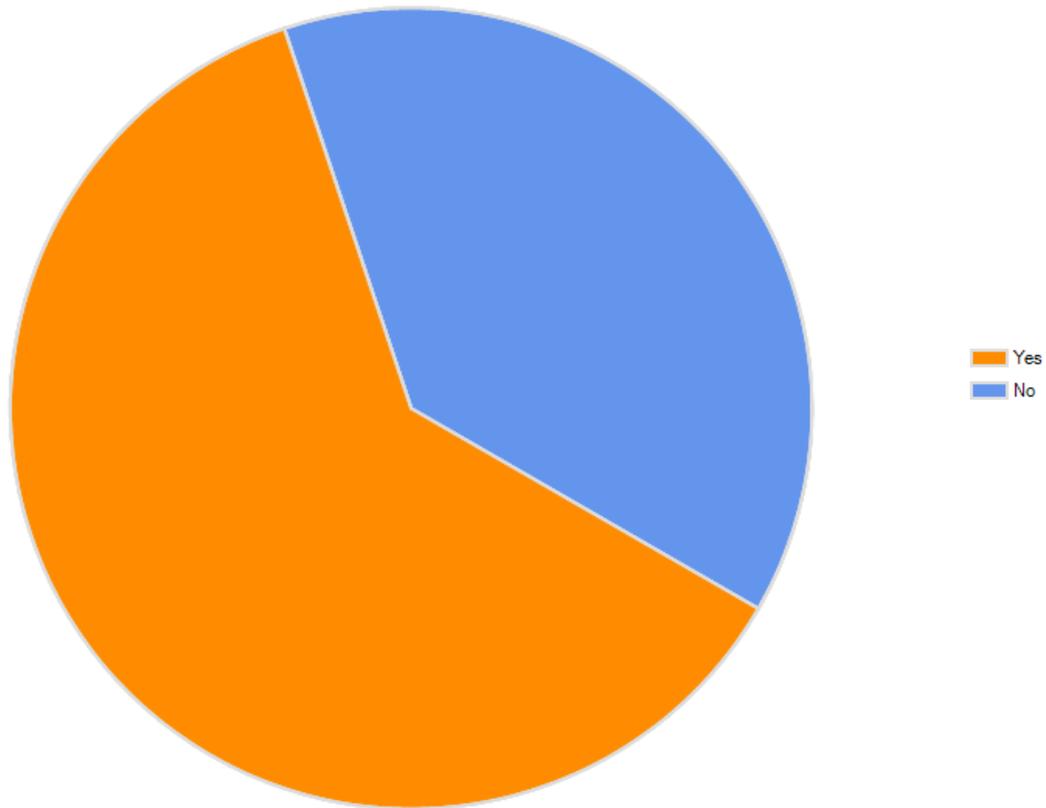


Other (please specify):

Ok, so I selected them all---but I think it is important we invest time in mentoring our new faculty both in the first year and possibly up until tenure. I also think we need resources for PT/Adjunct. We may not get as much participation --so maybe just an academy or resources for them to look at. We definitely need to offer mentoring at one of the other campuses--we have a lot of part-timers in those areas and we shouldn't just leave them without guidance.

2. I have attended a Teaching Academy session at COCC in the past.

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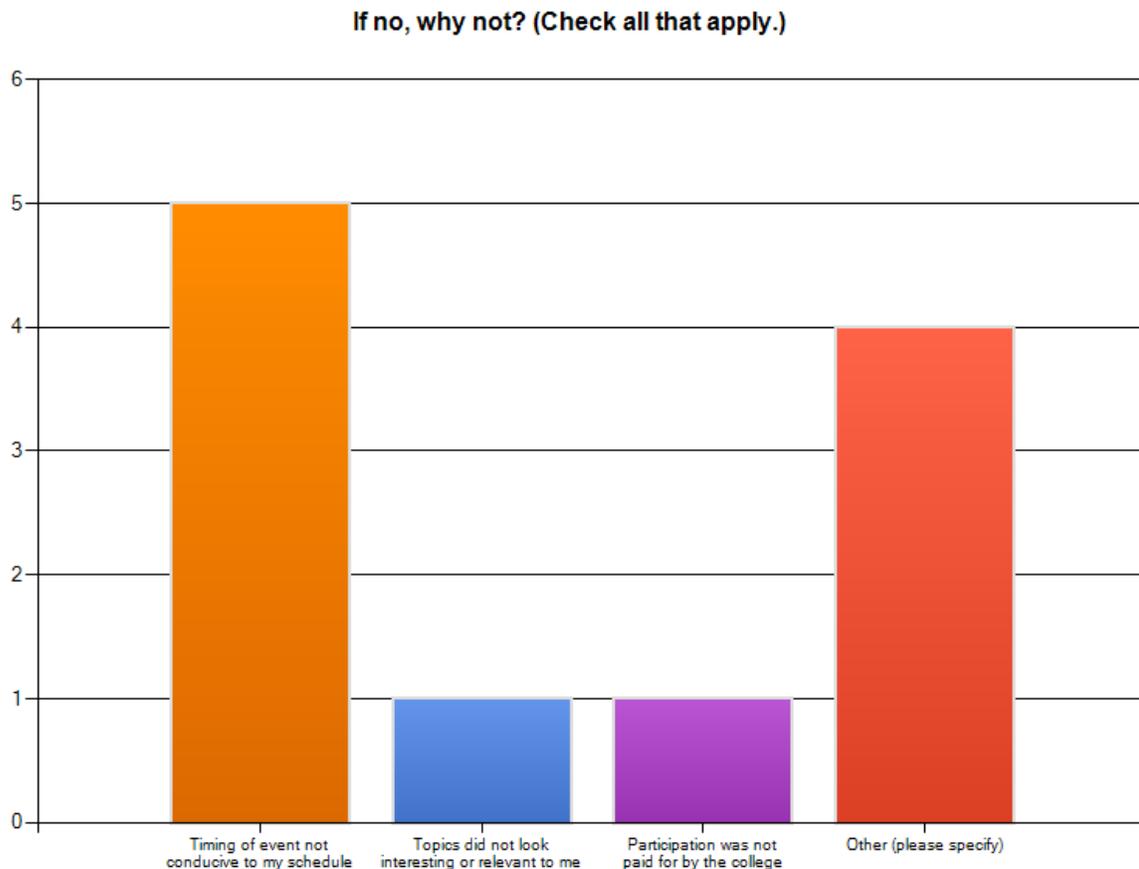


3. If yes, do you think the Teaching Academy workshops/gatherings were valuable? Why or why not?

- Valuable for the specific information on the given topic, but also as a way to find out what's going on in other departments.
- Quite valuable considering we can all continue our learning and growing by listening to how other faculty teach, what technology they use, etc.
- Yes, because talking about teaching inspires all of us to do better and learn more.
- Yes, it was a good time to hear how other faculty teach, use resources, and manage students.
- In addition to exposure to new teaching techniques/approaches, I learned that the issues I experienced or areas in which I could improve were not unique to me. Faculty community (and administrative) support is reassuring!
- Not especially. Too vague.
- I presented, but a few of the part-timers and those who attended came and chatted with me about my topic afterwards. It opens up some great discussions. I think we can make them more effective and they would be excellent if we get these on campus teaching internships going and stabilized. Granted, as listed below--there are reasons people were unable to attend. I haven't gone to any myself because of the timing or the topics.
- Yes, the information was very relevant.

- Yes, very valuable - both in the content that was provided and the opportunity for connection and collaboration among instructors.
- Yes. It was helpful for me to learn that even long-time faculty members still deal with some of the same challenges (student attention, clarity of instructions, etc.).
- Shared concerns and ideas helps me filter out some tactics that might not be successful (tried and true experiences may help more).
- Sometimes, but not always.
- Yes - but sometimes too general and not centered on "best practices"
- Yes, learned more about resources for students.
- Collegial exchange is always valuable.
- It's very topic and presenter dependent. I enjoyed the one I attended.

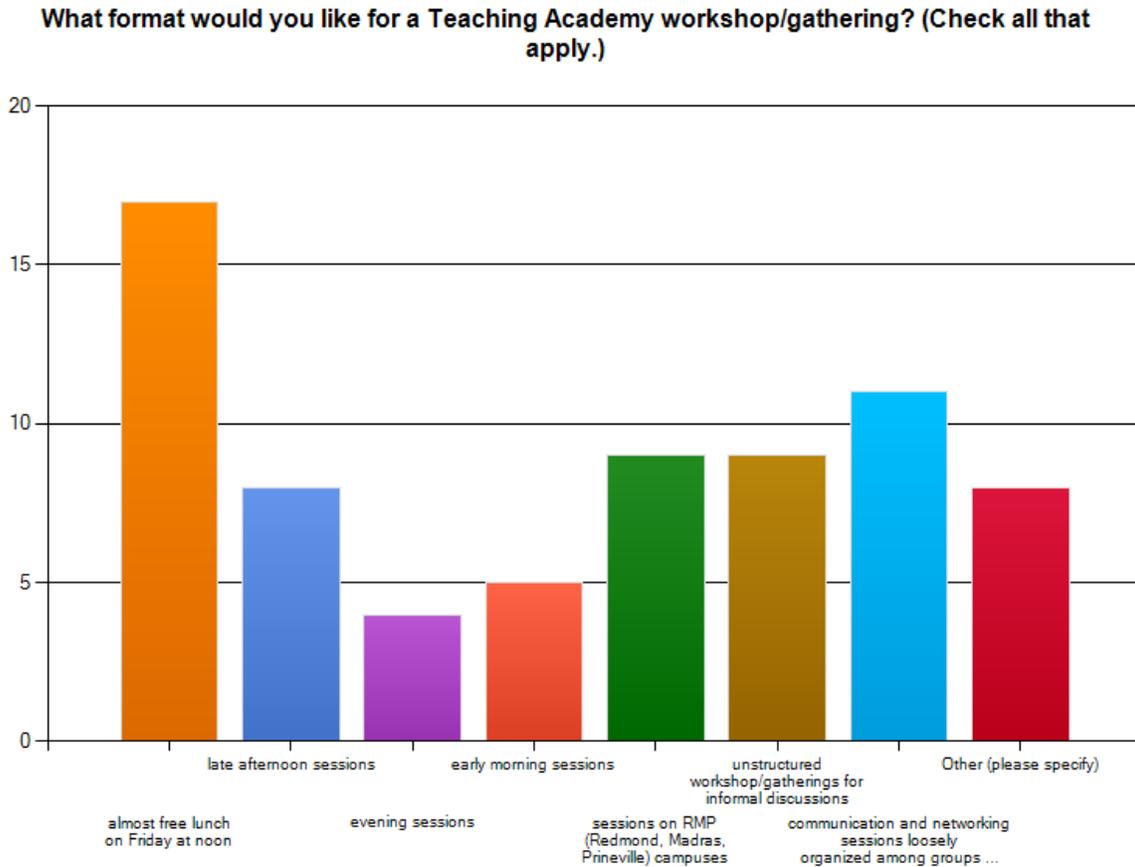
4. If no, why not? (Check all that apply.)



Other (please specify):

- New hire to Tenure
- Sometimes the sessions just became gripe sessions
- New to COCC
- Poor communication about when and how to attend

5. What format would you like for a Teaching Academy workshop/gathering? (Check all that apply.)



Other (please specify):

- Bb course similar to a HOT class format maybe? We can be enrolled and work on different lessons each week or on our own?
- Regardless of time or location, I find that some structured learning followed by informal or group discussions is the most helpful format.
- Personally, I would rather have them around lunch or early Friday afternoons. Evenings are brutal additions on full teaching days and I am not fond of hanging around late on Fridays. I am not sure if the format should be more like a teaching conference where you sign up for a full Friday of teaching related activities and you can choose topics to partake in. I did the great teaching conference through the college and it was wonderful. Maybe a smaller version of that-- I would be on board with this format. On the other hand, should it be organized more like a lecture series with three presentations/speakers each term. The presentations each term would work better for part-timers. The academy offered maybe in spring could be better for new pre-tenure faculty or current faculty and can offer topics like creatively managing your workload and grading, dealing with sensitive topics in the classroom, dealing with people who create

uncomfortable classroom dynamics with bigoted or weird comments, handling students with disabilities or vets, finding your voice in the classroom, new innovative teaching technology or creative projects. Psychology is experimenting with both formats through our psychology club: lecture series with interesting topics and a Psy Night that is basically a mini conference. They both have benefits and draw different crowds.

- While the kids are at school sessions (9-2) Saturday sessions
- Blackboard or live-sessions via internet.
- taped for all to view done at department meetings
- Friday mornings are best for me; formal or informal sessions should have topics.
- Specific program gathering that address specific teaching needs common to COCC instruction and standards.

6. In what areas/topics do you have expertise and knowledge that you'd like to share with your colleagues in the Teaching Academy/Commons?

- Lecturing to different learning styles
- I attended the FYE (first year experience) seminar in Orlando last year and gained much knowledge about how other institutions are creating teaching academies, coaching/advising programs run by both faculty and students.
- Online Course Development
- Recruiting, Retention, Relationship building
- I could talk about how to lose the fear of experimenting with creative projects and assessment tools, how to balance your grading workload, how to develop your own voice rather than try to fit with everyone else, how to maintain professionalism online when students are trying to provoke you, setting boundaries with students, and how to deal with students who drop big bigoted or controversial statements in class that have nothing to do with your topic.
- Teaching in diverse classrooms, Multiple intelligences
- Teaching English to Speakers of other Languages; Writing/Reading/Study Skills; Classroom communication strategies; Classroom management
- I've taught organization skills in the past and find I am able to pass some of those skills on to students who struggle to keep up with their work (based on Franklin-Covey techniques). This would also fall under project management or juggling assignments, grading, and having a life. :-)
- Online and hybrid instruction
- Blackboard course setup for traditional, hybrid, and online
- Course planning. Assignment scaffolding.
- Writing (across curriculum), Research, Documentation, avoiding plagiarism; Encouraging class participation, discussion, seminars, peer reviews; Outcomebased instruction and Assessment/evaluation criteria
- Professional Learning Communities
- Online teaching and learning, meta cognition

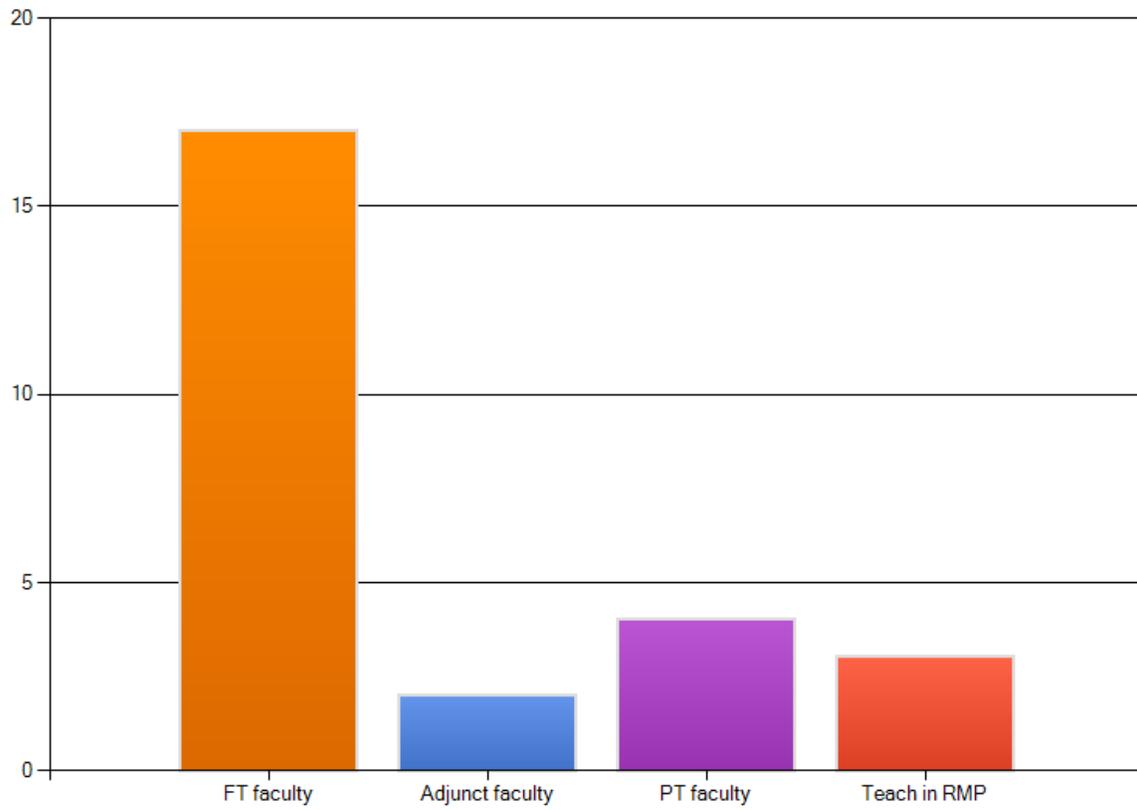
7. What topics are you interested in learning more about or are areas in which you are interested in improving and expanding your skills/knowledge?

- Integrating technologies into lectures and for communicating with students

- Improving the quality of online teaching as I feel it is vastly inferior as an instructional delivery mode and as a result I have no interest in teaching this way. Maybe I could be convinced that it is not as poor as I think?
- Creative teaching modes, how to incorporate more hands on experiences in lectures, and student management ideas.
- Accessibility in online classes, creating group dynamics
- Student engagement and active learning; grading rubrics (connected with learning outcomes)
- Student-directed learning and Group learning
- Teaching application to students in relevant arena's.
- I need to think more about this. I could always improve somewhere. I am still learning about how to maintain self-care throughout the term and maintaining calm/perspective when students are being difficult.
- strategies for engaging students teaching without lecturing
- Understanding COCC testing, registration, class selection, and degrees.
- Guiding students to making good choices for programs
- Use of technology to teach/learn (replacing textbook with ebook?) (using a paperless system?) Are these approaches working with professors who have tried them? How to get started? How to be fair to all students for accessibility?
- Curriculum development and creating learning assessment tools. I'd also like to learn more about current legal issues faced by instructors-students-admin and how to handle in the most professional manner.
- teaching tips...individual tips to help improve learning...from syllabus design to inclass activities
- I'd love to learn how to use digital resources like Zotero or Evernote to teach students how to save and share research
- I'm interested in almost everything; Online instruction; writing-reading-critical thinking-research across the curriculum; using instructional technology
- Classroom technology
- Scientific research related to how students learn and teaching strategies to foster this
- Each year there seems to be a new focus for teaching. LO, Assessments, Rubrics....it is hard to keep up with what the standards are or how to meet them. We always seem to be in a RUSH to meet the deadlines or new standards rather than following through with a theme. The HUGE changes in leadership have made it very hard to communicate changes up and down the line. We need a to stick with something and complete before moving on to the NEXT latest and greatest thing!!
- Student engagement, assessment strategies, flipped classroom, grading solutions, technology integration
- Technology, self assessment

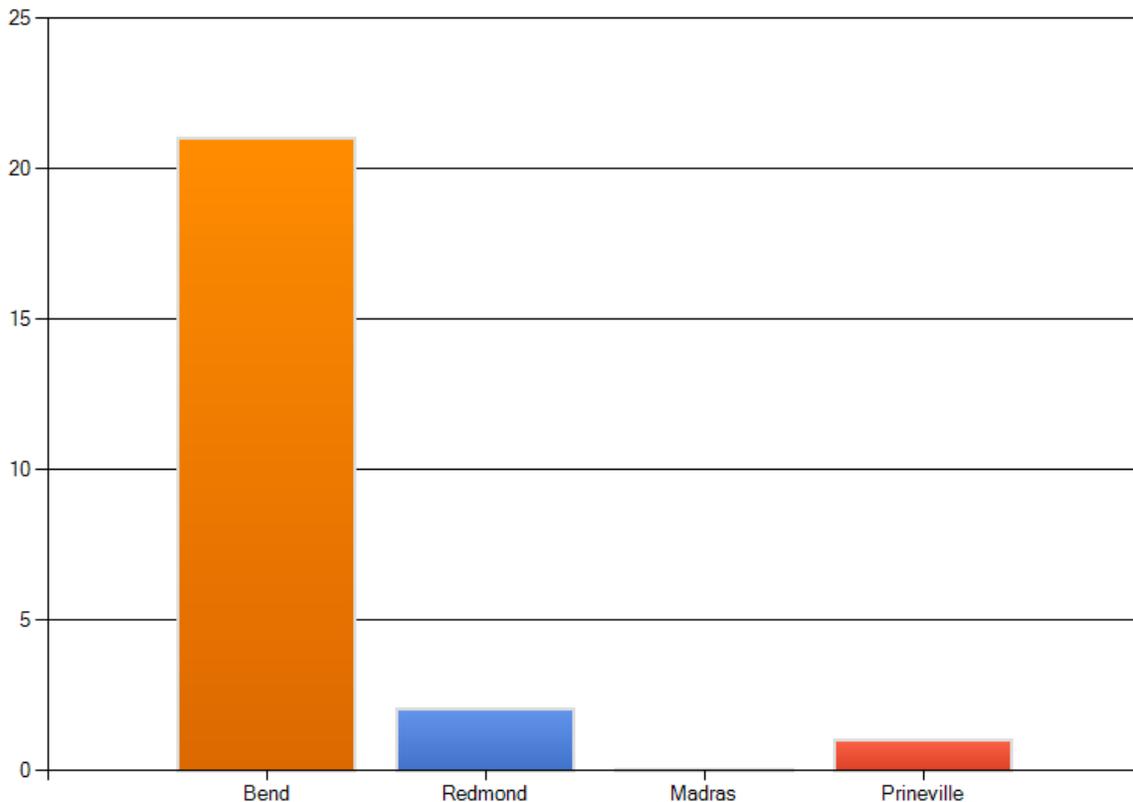
8. Check all that apply to you:

Check all that apply to you:



9. I consider my main campus location to be:

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10. What other ideas, questions, areas for faculty development do you have and are there other questions we haven't asked that are important to the area of faculty development?

- Possibility of moving to an advising environment that is non-mandatory for FT faculty. I value the opportunity to advise students and see how it supports their ongoing success. I often hear that students 'wish' their advisor was more involved in their career choices. I understand and want to support the faculty that does not want to increase their advising knowledge.
- Reading common books and/or articles about teaching than having a discussion about the ideas in the material and inspired by the material.
- I believe assigning a mentor for new faculty to be very helpful - if faculty have questions or concerns they know their mentor is happy to be of assistance.
- TEAM Building as a college. Tackling bigger issues as a Group, I have some ideas...
- I think some of the topics I mentioned would be good panel discussions or informal discussions with new faculty or pt. It helps to hear that others experience similar situations and know your resources or brainstorm solutions you can use the next term. Some of our pt faculty don't realize they can set boundaries or that students might be trying to manipulate them, but there are simple tricks you can use to avoid being caught in these dynamics.
- I'd like to actually see assigned mentors for new faculty so there is no question about "who should I ask" and there would be some accountability for the mentor. In my department it was assumed my "team" would be my mentors. This was informal and no structure provided. If I

didn't know the questions to ask, it was assumed I must know the answers (NOT!). Until a person understands the workings of the department the questions won't arise. There should be time spent allowing the new instructor to read the handbook, note questions, and have someone who will follow-through with answers. This would require a posthandbook reading meeting and discussion. Time consuming, yes, but may prevent a lot of things falling through cracks until the end of the term. Instructors must be given the tools to succeed, just as students also need those tools.

- I think it is important to have a buddy system for new faculty, and not necessarily someone from within one's department.
- Have a process where teaching materials could be reviewed by other faculty. Example: place PowerPoint slides or a syllabus on the newtork to get feedback from faculty with skills in a particular area.
- We often hire part time instructors who have very little teaching experience and little experience or knowledge of teaching practices in the specific field. I would love to be able to offer them a graduate level course (with credit) in Teaching Composition at the Community College. Not sure if I'd be the best teacher, but we have instructors who could teach this.
- Principles and practices of sound faculty summative evaluation
- Syllabus standards. Dept standards. Program standards. Accreditations process. All of this requires someone with knowledge and experience from the past. Is there a clearinghouse for this or are we just on our own to find a way through? I liked the social gathering each term when we got together for informal chit-chat the led to interesting discoveries about others
- I'd love to work out informal get togethers a few times during each term for instructors at each campus--especially RMP. Coordinating schedules has been a real challenge though.

11. Comments/feedback: please share any other comments or thoughts you have at this point:

- COCC is a very expressive, instructional institution, with vision into the future, with multi-cultural leadership and caring faculty in every way!
- Thank you for enhancing the teaching effectiveness for our campus!
- I hope that part time faculty will feel more support and concern from COCC in the future. I also hope that students will feel this difference and benefit from teachers who are happy, prepared and well supported!
- I'm glad this survey is in progress and I hope the awareness for some orientation support will improve the transition for future new staff on campus. :-)
- I like the Barbara Klett model...meet faculty at any time for one on one assistance
- Thank you for your efforts!
- My BIGGEST gripe is the lack of a solid line of communication about changes big or small that happen each day, week, and term. Changes happen, but are only communicated to a select group that may or may NOT send it down the line. New forms, new process, new committees, a meeting that may impact me or my staff. Communication has been awful with all of the leadership changes over the past 3 years.