Faculty Professional Development Days Survey

Results Overview

Date: 2/5/2010 6:14 AM PST
Responses: Completes
Filter: No filter applied

1. Two Professional Development Days are planned. Would you rather have:

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two consecutive days</td>
<td>134</td>
<td>44%</td>
</tr>
<tr>
<td>Two separate days</td>
<td>172</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>306</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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2. The committee making the recommendation has identified some possible times within the contract year. Please identify your top three choices.

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In November, the Monday and Tuesday prior to Thanksgiving, current calendar</td>
<td>147</td>
<td>48%</td>
</tr>
<tr>
<td>Two days prior to the Spring Semester start</td>
<td>99</td>
<td>32%</td>
</tr>
<tr>
<td>The Friday and Saturday before MLK day with MLK day as an observed holiday, classes beginning on Tuesday</td>
<td>60</td>
<td>20%</td>
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<tr>
<td>Some time in the fall after the semester start but prior to mid-term</td>
<td>101</td>
<td>33%</td>
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<tr>
<td>Some time in the fall after mid-term but before the end of term</td>
<td>66</td>
<td>22%</td>
</tr>
<tr>
<td>Some time in the spring after the semester start but prior to Spring Break</td>
<td>79</td>
<td>26%</td>
</tr>
<tr>
<td>Some time in the spring after Spring break but before the end of term</td>
<td>57</td>
<td>19%</td>
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3. In order to accommodate both full-time and adjunct faculty involvement, would you be willing to adopt an alternative work schedule from 1:00 p.m. to 9:00 p.m. for these two days?

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<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Yes</td>
<td>161</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>149</td>
<td>48%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>310</strong></td>
<td><strong>100%</strong></td>
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</table>
4. To make the two days valuable for your teaching, please suggest topics or themes that would be the most beneficial.

# Response

1. Student engagement—how to get students to attend class, do assignments, and become learners. Student retention—how to keep students in their seats

2. I need assistance on course design, especially in terms of assessing student performance. I need ways of better involving students in owning their learning.

3. Strategies for more student involvement in large group (40 - 50) lectures. Teaching to diverse student populations

4. Discipline specific seminars focused on subject areas that I teach or work in.

5. 1) Teaching students to self-assess material they study. 2) Active learning strategies. 3) Valid assessments of student critical thinking skills. 4) Technology in the classroom (screen capture, podcasting, etc.)

6. I think this is dependent upon Kirkwood needs at this time and what will be currently needing addressed.

7. A workshop for non-teaching top-level administrators who have not taught about the classroom and workload experience and demands of teaching, taught by actual teachers.

8. Getting to know our students better—what are they watching, listening to, etc. Finding out more about what content is taught in classes outside my discipline. A "sampler" of the classes the average KCC student might take. Topics within my own disciplines of Literature and English.

9. I don't see how these days are valuable at all.

10. Hybrid courses Ways to increase student attendance

11. Instructional strategies that develop student centered learning. Survey of all the different technologies that are available for teaching (so I have some idea of what's out there and choose what I might what to focus on)

12. Best classroom practices Classroom Assessment Techniques

13. I don't have enough information to make suggestions.

14. Ways to involve students in lecture material; good computer sites for science activities

15. My teaching would best be enhanced by leaving choice of professional development activities to me. I commit to several off-campus professional development activities per year that I will possibly forego because of these mandated days.

16. Creating a strong pre-collegiate program replete with required courses for students with Compass (etc.) scores below certain levels, with provision they cannot take college-level courses until they had passed the preparatory courses. Disciplinary activities with content presentation/materials. No educationese sessions, please.

17. Students with disabilities/ accommodation. Info on Career Edge Academies. Discussion about "dumbing down" of some classes at off-campus sites and definitely in Career Academy classes.

18. I think they should be department-specific. I can't think of many topics or themes that would be of common benefit across the college.

19. Assessment Intervention & identifying at-risk students Peer learning & collaborative work Combining preparation & flexibility

20. pretty open to anything.
Dealing with the under prepared student. Communicating the teaching/learning experience and expectation to students who expect learning to be passive. Helping students realize that learning requires effort by both parties.

I still struggle with creating an interactive classroom. I would like to learn more methods in this area. I feel like I don't do formative assessment well and could see more discussion about this too. This certainly could be linked to the above.

Philosophy of Education Existentialism and Education

Technology in the classroom teaching methodologies make the training area specific: have 1 day general, 1 day department specific to address needs in each department

Technology, online course development and online teaching

POGIL, Process Learning, Teaching effective note-taking, Teaching effective study techniques, Teaching Motivation, Effective contact with under-performing students

textbook comprehension critical thinking how to give feedback gen. ed. objectives (everyone should address at least one in each class

student engagement process education

Technology in the classroom, critical thinking exercises, lack of student engagement

Shared faculty resources Collaborative Academic sharing--upcoming professional conferences, new academic sites and resources, new films or books on specialty topics, and so forth. Allowing faculty to choose breakout sessions most helpful to their academic specialties would make the days more meaningful. *We need less activities that focus on assessment or "success" initiatives that are really about retention as opposed to preparing students to continue to meet academic challenges at Kirkwood and elsewhere.

Understanding and adapting to current student population demographics/values/needs

Helping students who are struggling Using ANGEL

It's impossible to come up with something relevant to every department, but I'd suggest something extremely loose and open to interpretation, like "publishing in the workplace" or "technology and academia."

I'd rather have collaboration time so we can get together with colleagues to work on projects we already have underway like assessment, curriculum development, etc. It's hard to find a time when we are all free and that is more than one hour at a time to work.

As I've been teaching college for nearly 25 years, I can't imagine what topics or themes that would be beneficial. How about elimination of such days so we can focus on our students and their education?

Student advising- procedures, policies, software training Classroom management of student behavior

Just show us more movies that have nothing to do with teaching--or tell us again what color we are.

Topics related to teaching--course development, classroom exercises, learning theory, etc. I can pick up computer stuff (Angel, etc.) from regular classes or on my own, so that seems less necessary. And please, no "fluff" sessions(personal health, personal growth, etc.).

Bimodal distribution of student performance

I tend to get the most out of those days when I can work together with other faculty in my own discipline on projects that we need to get done.

Highlight new courses, projects or trends in academics. Show how they are already incorporated in Kirkwood. A time to let other departments know what we are doing, how we got there and our expectations. Enhanced communication would allow us to share the wealth of knowledge currently housed in this college.

Instruction for the non-traditional learners Teaching with a combination of traditional and non-traditional learners

"Teaching and Learning in the New Millennium" focus on technology and evidence-based collaborative learning techniques.

Teaching effectiveness Student Preparation Use of Technology From Non-Experts New demands on teaching

Keeping up with one's discipline The changing role of the instructor The evolution of the student as a learner The pros and cons of the proliferation of online teaching

more technical offerings

web learning in class and as homework

I believe time talking to other instructors in my discipline would be very valuable -- about course content,
pedagogy, etc.

ANGEL Classes...how to use audio & video with ANGEL. How to create multimedia faculty webpages

curriculum develop., aligning with accreditation standards, classroom manag'mnt.
curriculum development admissions to programs program assessment

Attendance concerns

facilitating classroom discussion small group assignments traditional textbooks vs. DVD or online resources

How to get students on board with new teaching styles (i.e. how to get them to stop asking for power points).

Teaching students with Disabilities within a diverse student classroom. Using Clicker system in classroom

applications in subject areas. Have sessions on program areas as to get up to date on what other parts of the
college is doing like Industrial Tech, Ag Programs and etc. I think many people know their own area but are
unaware what the rest of the college is even teaching!

applications of technology that are actually being used for inclass instruction speakers who have well
developed theories of learning and experience implementing those theories

creative classroom techniques

Alignment of expectations of pre-requisite skills. Strategies for engaging the unengaged student. Strategies
to integrate learning skills into curriculum.

grading motivation students ownership in their studies class participation teaching with humor positive
feedback

Latest teaching trends at both community colleges and 4-year colleges. Any topics relating to keeping
students enrolled and engaged in subject matter.

Case/problem based learning in the sciences

Creating effective student groups for cooperative learning; Ways to increase class participation

Student engagement.

Engaging students, using multiple types of media, increasing student participation

Sound teaching methodologies that encourage student involvement

The community of Kirkwood, how we matter to each other.

Best Practices as related to teaching community college students given the diverse age groups, varied work
backgrounds, student's family obligations vs. attendance and required work outside of class, need for
developmental classes.

Advising plan--all students MUST see an advisor; related--ways to work with under-prepared students

Topics relating to the art of effective teaching.

I would like to learn about ways to maximize class time, how to check the validity of a test, how to solve
student-student problems and student-teacher problems. Also, I would like to learn more about student
issues (what they see as areas for improvement) and what is happening across the country in terms of what
we can expect students to know before coming to college.

In-class activities for adult students, smarter test design, and how to best encourage students to believe in
themselves.

1. ways to encourage student success 2. ways to engage students in taking responsibility for their own
learning 3. "mini" sessions of training on new technologies so I can stay current.

Case studies on how students learn. Adult learners versus students right out of high school. Best practices
on keeping students engage in the class room.

Promoting fairness. Faculty need to harness their own beliefs and opinions and not let those ideas get in the
way when grading student work which expresses ideas/beliefs contrary to the faculty person

Student engagement, motivation, study skills, involvement.

-managing workload, especially grading papers. -the importance of high expectations, across disciplines. -
effective classroom routines.

resources for helping students to write well in the biology classroom
Department work - allow us to focus on departmental development and achievement of those goals.

Tests that test learning Create course outcomes Create objectives that feed course outcomes Creating courses that teach essential concepts Balancing classroom time and prep time Keeping current on trends in your teaching field How to teach spatial thinking How to teach problem solving

Forget it. It is a bad idea!

If it is so important to have 2 days set aside for professional development, I would hope that there is an established need for it, rather than now trying to come up with a way to fill the time. MLK Day has traditionally been one of those days and it seems to have fallen apart this year with no breakout groups. So why add another day if we can't organize the first any longer?

assessment (both formative and summative) on-line teaching strategies

Teaching Adults with Learning Disabilities, Incorporating the best technology in your classroom, The best teaching methods to reach ALL students

Student Retention Grade Analysis/Data Analysis Action Research--Researching in your classroom Teaching Best Practices

Formative Assessment Technology to Aid Instruction Writing Reliable and Valid Test Items

Technology in teaching; Diversity in Learning

Effective Teaching Strategies using Angel Assisting non-traditional students succeed Improving communications Improving technology skills of instructors

We need to have choices of sessions. Anything that could make me a more effective teacher.

How to promote success with ELA students Active Learning Consistency in Evaluation Providing feedback most effectively to students. Specifically for the PTA program would be nice to have hands on review of NDT/PNF techniques.

Technology - the next step Distance Learning - retention of students Online courses - who's in charge?

Responding to student need for extra help. student writing - what is expected across the curriculum. Ideas for how to enhance student learning in untraditional ways - getting away from lectures etc. what works?

assessment how to develop self learners learn new ideas on how to engage the students

Angel

Creating effective assessments to evaluate student learning Dealing with disruptive students during class Learning by Design and assessment of learning.

Teaching skills that work for making the students successful.

Methods of incorporating new technologies (clickers, Facebook- or twitter-like real-time posts/Q&A) into lectures and where to find the resources on campus.

Classroom Behavior Management-Dealing with disruptive student behavior

Find a presenter that can run a session that forces instructors to, as a group, try to define what learning is, and how they know when a student has learned. Then, with the same group, see if they can construct eight goals that will help them ensure that the student learning they defined as a group, can be realized. This activity can take 10-12 instructors two to three weeks in graduate school. My point, think hard about trivialing teacher inservice training.

I'd like to know what my students' experience at Kirkwood is like: what courses do they take and what do they learn in them?

Enhancing the classroom experience by using Angel.

Getting students to READ and PROCESS what is on the screen rather than gloss over information Mutual problems and concerns

I'd like to discuss students' preparation for taking distance learning courses with a full understanding of how Angel works and of what they need to have readied on their own computers. This is critical for their success.

dealing with different types of learners in the same classroom. developping a single Written Final test for all the language classes to ensure we all include the same.

angel attendance problems counseling skills working with remedial students working with inner city students
how to teach students basic school manners

Project based learning, Learning Communities, MATLAB Applications, Rubric Design, Student working in teams, Teaching and learning abroad, Students consultation feedback for improving teaching-learning process

Working with disengaged students Addressing varied student needs

Have options for the career tech instructors

Preparing Study guides - what to include without giving everything away

Discussion over The Horizon Report to keep KCC on the cutting edge with regards to technology in education.

Retention Remedial Coursework

planning class time for students of varying skills

student retention, identifying learning disabilities

Using modern technology to engage students -- keeping up with the changes in technology and instructional methods. What are some of the most effective teachers doing that engages students?

Adjusting class content to student needs.

Process Education Instructional Design Student Engagement strategies

leadership

Current issues in education on campus and in general, sessions of interest that do not turn into departmental break-out groups (this would be a great time for collaboration).

Best new practices / methods.

Knowing more about learning differences

Use of technology, adding online components, pedagogy.

Latest technology in teaching techniques, smart boards and iPads.

Finding time for thought.

Teaching reading and study skills in the content classroom. Teaching four year college transfer students and certificate students in the same classroom.

Career enhancement for an adjunct who primarily is out of touch with the academic world.

Use of computer learning systems in our courses, classroom strategies to engage students (activities) tools and resources to refer students to issues outside of the classroom, information on the latest computer tools (Facebook, Twitter etc.)

Mentoring program for adjunct teachers. I would like to see more support for adjunct teachers, especially for evening teachers.

I would like to expand my knowledge of practical things like Excel spreadsheet use, as I never have time to attend these sessions when they are offered.

I think that the dog days format is great.

How to incorporate more technology into the classroom by way of mobile hand held devices or media services (Youtube) etc. How to handle students (high school) not interested in a class that they really do not want to be in. Not having a lot of trouble with that but some.

Using Technology, for example, ANGEL to enhance the teaching of KTS courses. Techniques for KTS instructors to enhance instruction. A workshop of the pros and cons of different types of tests and designing strong tests.

How to make distance learning more effective.

New Technologies

Topics: Training mentors Classroom organization techniques (once obtained put them on the KELT website. Best Practices Sharing Learning styles Dealing with learning disabilities in the classroom/Lab/Shop Evaluate how you grade your students Themes: Program/Curriculum Evaluation Student Learning Styles and how a Teacher should teach to them Bringing what the community has to offer to your classroom How to enwork yourself into Kirkwood. (Kirkwood needs, committees, projects, programs)
137 connecting objectives with assessments providing hints for hybrid teaching (activities that go well with online learning)

138 Some info on the angel software

139 technology available in the classroom assisting the diverse learners -- addressing the differing learning styles

140 How to keep students motivated/eager to learn

141 Program Assessment Working with students with learning disabilities How to make use of the data we gather on surveys!

142 Managing clinical time Student evaluation Ways to ensure consistency among clinical instructors... facilitating communication among instructors, especially amongst adjunct

143 The topic that would be best for me will keep me up to date on my technical skills but I'm not sure that would be of interest to other programs (and I tend to do this continually throughout the semester). Something more generic could be a topic covering something to do with helping me with my students. My students are the reason I'm teaching and I want to be the best for them. Perhaps better types of lectures, discussions, testing, etc. perhaps different techniques to get a student's interest or to handle disruptive students (although this has been covered in the past). Just don't have an in-service day for the sake of having an in-service. By the way, I chose a two day consecutive option so we can get it over with - that will tell you a little bit my perception/expectation. It seems neither administration nor faculty are excited about these types of events. We go through the motions. Hopefully this time it will be different...

144 Teaching the new Millennial Students, Making Fantastic Power Points, Simple three-four step IT advances for graphics, audio and video enhancements for classroom presentations. Study results on the use of "clickers". Current demographics on the KCC student population and what it means for instructors; study results on employment of grads in special programs....markets are saturated (health science...other than nursing) Area specific teaching tips....

145 Engaging students in class

146 Kirkwood should consider adding prerequisites to courses. For example, right now there are some students signing up for economics courses who don't understand basic fractions. There are also problems with students entering humanities courses who write at a junior high school level. Obviously these students drop, but my point is they shouldn't be able to sign up in the first place.

147 Assessment of learning. Time within our own department areas to work on area needs.

148 Using technology in the classroom (new software or using internet to enhance research and learning for example) Motivating students

149 Classroom policies Best practices

150 how to use some of the new technology for the classroom ex. web pages, angel, things we don't have time for during a regular day

151 differentiation of subject matter to meet needs of lower ability students. various methods of grading. More about hybrid courses.

152 teaching--best practices

153 use of technology, best practices, ways to improve writing, discussions groups about books or articles, but whatever it is needs to be uplifting and positive - how can we make things better!

154 Best current practices in the classroom Tech and teaching Motivational topics to help teachers

155 Time in my department to share approaches to our particular curricular issues. Time for discussions across the college ascertaining skills all students require and how those are being addressed in each course/department.

156 Teaching the Millennial Mind. Making my classroom more interdisciplinary. Catch me up on current brain research, and how to use it to inform my teaching.

157 n/a

158 ) Reminders of resources for under-prepared students. ) Presentation and activity ideas geared toward varied learning styles, especially for writing and speaking. ) Information literacy, especially basics of researching and evaluating sources and assignments designed to accomplish these and teacher's goals.

159 Tips and Tricks for Clinics How To Organize the Paperwork Keeping Track of Grades - A System of Organization

160 Using technology in classes Improving classroom engagement
1.) Content objectives-setting; 2.) Cross-cultural teaching (best practices for effectively-reaching students for whom English is a second language).

Technology in the classroom

Interdisciplinary collaboration Integrating learning processes with content in content-heavy courses What do we mean by "college standard" writing skills?

discipline

Ways to encourage student engagement in class. Instruction in available classroom resources. How to construct a class web page.

Share experience in teaching Workshop on using materials beyond textbooks

dealing with difficult students

Motivation in the classroom. Freedom to succeed means freedom to fail. Non-financial incentives of excellent teaching.

How to accommodate different learning styles of students

How to find time for preparation and reflection when faced with bureaucratic distractions and other demands.

diversity making useful comments on student work

Communication with students, feedback practices, using rubrics, Online resources, What really gets students of this generation involved and willing to learn, participate in their own education, motivating students.

assessment, active learning strategies, classroom management, teaching exceptional learners, connecting classroom learning to the workplace

Fostering small group work in class Making classes more relevant to students' experiences and needs

Handling hard to reach students...students who don't care about their education.

Ways to improve the persistence of students who enroll without a local support system.

Maintaining high standards/combatting grade inflation. To what degree are we watering down our curriculum and student work load to meet the needs of students who work too many hours outside of school and/or spend inordinate amounts of time playing with media devices, internet, etc.

Best teaching practices. Participants present teaching practices that have worked for them, eg., increasing/improving student participation in class, presenting material to students sitting in a lecture room but not using the standard "talking head" method.

Dealing with diverse populations (skills and ethnic) in the classroom Alternatives to placement testing Working with regents in lining up curriculum Talking with regents concerning what they'd really like us to be teaching and how they'd like it taught (e.g., should we be weeding out students, should we have more hands on, etc.) Talking with area HS about transferring students to Kirkwood. etc. Talking to area companies, AEAs to see what we could offer them in terms of educational support

process of writing assignments and activities based on the learning objectives for your class

Something other than not accepting students opinions and making them present research for their points. I think we have killed that cow!

engaging with 'non-traditional' students, helping students make the most of Kirkwood's resources

The way we assess courses at Kirkwood needs to be a process that is usable for faculty in the classroom. Theory is one thing but being able to use something in the classroom is invaluable.

Understanding the correlation between income and learning. Moving students to becoming active learners.

I am not aware that the purpose of this event has been made known to us.

We need some training regarding the changing student population (many students from the Chicago area) and also on college policies concerning the increasing tensions between in the hallways, study areas, social areas. Also, a session on accommodating increasing class sizes, especially in the developmental area classes filled with increasingly needy students.
I do not think that designating two professional development days would make me a better teacher. It's too short a period of time to alter radically my teaching methodologies. We need to agree on what "good teaching" is, at first, and then determine the yardstick by which good teaching is to be measured. We do not have a clear scale at our disposal. Taking a class in new methodologies and new pedagogical approaches would be a much more rewarding experience, once it is agreed that "better teaching" is defined by the same standards.

Increasing student interest/learning

Classroom techniques

Interaction activities with other departments

Have instructors that have 1. found some technology or 2. created a new or helpful way to teach or grade homeworks, give a little speech or demonstration.

Focus on collaborative teaching ideas and share current practices in our classrooms. I think so many of these inservice days seemed directed in ways that don't impact our teaching in the classroom, or impact our students. Allow faculty more input on what topics would be valuable to share.

I would like to see and hear about what other faculty members have done for their own academic work. Anywhere from formal 20-minute papers with 10 minutes for questions (as at professional conferences) to 50-minute informal sessions, where faculty could talk about their own academic interests, or special projects they are engaged in. Not having to do, necessarily, with teaching/learning/our students, but rather with ourselves as scholars.

Assessment, communication with colleagues, collaboration between departments

What's new in the psychology department

Student compliance instructor delivery

Subject area topics. Discussion of improvements at the college. Diversity.

Pediatric Longterm Inpatient Care and Effects on Development and/or Family Environment

*motivating students *creative use of technology *how to address limited literacy skills in the college classroom setting

Adult Learners; Mental Health and Substance Abusing Students; Technology - (Angel and other enhancements available to use in the classroom); Learning Communities

Distance Learning strategies; classroom engagement strategies;
5. For either a one or two day event, what characteristics would you most like to see included in the design of the sessions? &nbsp;

# Response

1. Some presentation to the faculty by someone with a strong research base and then break out sessions with KCC faculty leaders.
2. Course alike faculty working together in designing student learning;
3. 9:00 - 4:00 instead of 8:00 start.
4. Collaborative sharing of ideas from faculty

If these sessions are not the quality of a professional conference on the college level, administration is going to look very foolish. The best way for college level faculty to participate in professional development is by taking college level classes or attending professional conferences. The best way for K-12 is probably "learning days"---we are NOT K-12

5. 1) All sessions should be evidenced-based strategies supported by research and not just opinions of educational pedagogy. 2) Food!
6. I think the sessions like we did in the rec center were very good with a MC person
7. Designed by faculty.
8. I appreciate the idea of all-college activities, but the differences in our disciplines do not lend themselves to large, mixed sessions. Unless there is a very specific purpose for these events, they are not a good use of time.
9. Work within our departments - do not subject us to break-out sessions or work with other departments.
10. 1. 45 minutes session instead of 50 minutes. 2. I'd like to see speakers from other colleges or universities.
11. Small groups so that there can be interaction.
12. Relaxed, conversation with small groups
13. I don't have enough information to make suggestions.
14. Active involvement
15. One day would be plenty---who determined that two mandatory days would be beneficial? Where was the faculty input when that decision was made?
16. Honest conversations about important matters. And conversations that will make a difference.
17. Department-specific
18. Lots of opportunities for discussion and sharing
19. Opportunities to actually apply some of what is covered in session
20. Application to real life Techniques that can be utilized right away Dealing with burn out

21. I see maybe an hour spent on a key note speaker. Some time spent in our disciplines and some time spent in mixed disciplines. If we are serious about involving adjuncts, we may need to do something that is useful from their perspective - I just know that many of them are left out of the loop on many issues at the college.
22. Lots of hands-on, audience participation.
23. Yield to the experts
24. Interactive- lecture causes me to sleep
Information that I can directly use in my classes. Not busy work or sessions that have no direct use in my classes. Technology classes are most appreciated.

Choice. It's key that a faculty member be allowed to choose which topics to work on.

Time to actually work on a project

Bring in a nationally recognized expert in the field for day #1. Small group discussions for day #2

Actual time to apply material to own courses that time is used productively and not a lot of wasted or down time

Small discussion sessions led by other faculty members

Emphasis on academic content, not service-oriented activities. Faculty led sessions are important.

Short sessions focused on practical teaching issues

I like the format of the "Dog Days" in August, with breakout sessions either 50 minutes, or 1 hour, 50 minutes in length. Plenty of coffee is always nice!

A discussion panel in which faculty can discuss their publishing histories and connections to their fields.

Collaboration time!

Please eliminate repetitive sessions--let's focus on concrete, specific issues rather than generating data for administration.

Discussion and breakout sessions with faculty across campus as well as department break out sessions. Combination of speaker and discussion with additional suggested reading prior to work days.

Interactive sessions of some sort

At least some workshop sessions.

The entire process must be faculty driven, not by faculty/administrators, but faculty who have techniques to share, pitfalls to avoid and information about what is working with "today's" students. Each department needs to be represented, but it cannot turn into such an elaborate process that no one would be willing to give up that much time to participate.

A key-note speaker and break out sessions where selected staff members would lead discussion groups. (Discussion—not just information from the leaders.)

Interactive sessions on teaching/learning and assessment

I am a committee member (of the Coll. Learning), and as we discussed at our last meeting, I am very much in favor of a "conference" approach to the two days: keynote, followed by breakout sessions, possibly an optional "social" time the first evening - we seldom have an opportunity to socialize with colleagues across campus.

Opportunities to work with others to develop a usable project/technique that can be applied immediately

A series of group discussions on teaching. Non-top-down discussions: a facilitator, yes; a self-appointed expert, no. Real discussions among peers (please no ball-juggling for an hour as a metaphor for teaching)

Similar to current KCELT days

An example of the topic in action —be able to leave with a unit well started for my specific area

Again, I think it is important to have professional development with a large discipline-specific component.

Lab settings where we can work hands on to create something useful

Meaningful to my role as an instructor. One of the days could be departmental, or possibly time for programs to brainstorm.

Flexible do not force group activities

Group work

Not sure

Like to see interactive presentations and be an hour to two hrs in length.

Varies with the type of topic for applications of technology, seeing and hearing about the applications would be useful

Might be good to have 2 tracks - one for more senior faculty and one for new faculty offer on IC campus live
Discipline-specific time to devote to putting applying content/discussions in our courses.

Interactivity; it's just as hard for instructors to sit and listen all day as it is for students! Small group activities Experts on topics

Experts in the field presenting collaborative learning

Choice of classes. If possible, repeat them at different times in case there are two at the same time and you would like to attend both. Hands on/participative instead of lecture Leave with something that is easily implemented within the next week. Group activities where you meet people from other departments.

Technology workshops Best practices sessions

Some lecture is fine, but we need some time to try out the techniques discussed.

Teaching (with a teaching license) and assessment expert (with specialized graduate degree in that area) leading the meeting

Sessions are well planned, have variety.

Demonstration of techniques.

Fellow faculty do presentations Small group discussion formats

Open discussion.

Much more "talk" time between colleagues and less "sitting" time. I have a hard time sitting for so long; I am usually up and moving when I teach.

Let's share best-practices. I want to know what's going on in other classrooms.

guest speakers "motivational" speakers mini training sessions on technology

Have some presenters for a portion of the meeting and then some breakout sessions by department.

A practicum where faculty are given student-opinionated work to evaluate. After evaluating, poll the faculty to see how they scored the work. Is there consistency among the staff?

humor and application!!!

-mix of expert factual presentations on effective teaching and curriculum, faculty and staff discussions, Q&A with administrators,

Similar to MLK day this year was great.

concrete examples from other instructors Research Examples from other schools

Since it seems inevitable that this will happen, I would like to see each be a 1-day session. The first prior to the start of the fall semester. The second on MLK day for spring as always. Neither of these were choices in question 2.

workshops

practical work time with colleagues, instead of being talked to

All faculty should get the same instruction on the key topics, so departments can use that as a jumping off point for continuing to improve teaching.

General session with break out sessions so there is a variety of topics to choose from. You could run the same topics both days so if you chose one topic one day you could choose a different topic the second day.

Interdepartmental Sessions Lots of choices so sessions are relevant and worthwhile

Separate hour-long sessions, instead of lengthy department meetings.

Hand's on activities Best Practices examples

group work; specific application to teaching

Small group

choices for the sessions attended

Pait time and lunch/dinner provided would be great.

Hands on Small groups
91 group discussions in content areas to share ideas
92 Several "breakout" sessions of 1-2 hours on a variety of topics e.g. ICN, Angel, problem students, test writing, etc.
93 accurate and timely information about how everything will go prior to the event.
94 Material and ideas that are useful to instructors.
95 communication of dept and FT staff to adjuncts
96 Demonstrations and opportunities for hands-on experimentation.
97 Small-group discussions similar to KFI days
98 Reasonably paced, activity based. Recognizing the limitations of such an event.
99 Smaller break-out groups in which we converse with colleagues from across the disciplines and learn about what each other teach.
100 Engaging students and creative classroom interactions.
101 small groups // 2-3 hour sessions
102 I would like the option to be in the session from a distance, conferencing in, online.
103 small group round table discussions
104 challenging, not remedial, programming opportunity for feedback variety of choices
105 To have virtual and/or printed materials from the topic developed in each session.
I would break the day up into sessions or workshops that are 60-120 minutes long. Then have a break between sessions with food, and then another 60-120 minute session, break, etc. This would be similar to what happens at many conferences or workshops. A variety of topics to which people can have choices will lead to more engagement.
106 Not a waste of time, with outside professionals coming in
I like that these days afford college-wide collaboration. Also, we can probably assume that most departments emphasize collaboration. I think a weaker piece is campus-wide pedagogical collaboration between like-minded instructors. For example, I like to create podcasts. But, I have little idea who else on campus makes podcasts and how to collaborate with them on best practices. Similarly, there are probably other instructors who emphasize a particular pedagogical technique who would like to share those ideas across campus; examples would be problem-based learning, open-source learning or preparation for the iPad, emphasizing social collaboration, CAT development, etc.
107 Results Data and Paradigm Application
108 discussion with experienced faculty
109 Choices among breakout sessions, this way faculty and staff can pick the sessions most beneficial to them.
110 Discussion and exchange rather than long tedious powerpoint presentations.
111 Break-out sessions focused on a variety of topics. Research results that have sound methods that support findings
112 Interactive Workshops Group Work
113 Efficient, meaningful, relevant, not trying to schedule too much (going deeper into some discussions may be worth more than having many discussions)
114 Expert presentations.
115 small group discussions,
116 Practicability - something we can directly take and use.
117 Interaction with others in role-playing situations.
119 Time for questions and answers. Things we can take and use in the classroom.
120 Lots of sharing and get-acquainted types of things.
121 Exchange of ideas, resources available, activities/strategies to use with students
Different classes in multiple rooms so that instructors of various levels of experience can benefit.

Group breakout sessions with different departments for the first day. The second day have breakout sessions with the department you are in.

For the ANGEL training and KTS training, I would like to see a lot of hands-on time to practice what is learned. For the test design section, providing samples of different to illustrate tests which are strong and tests which are weak would be helpful.

A variety of different break out sessions.

Identify the problem How to fix the problem How to put it into your curriculum Hands on time to put it into your curriculum (have teachers bring with them their problem) Practice it Get feed back Repair what was given in the feed back

Having an interactive component and/or an application component to most sessions

Some solid demonstrations on relevant use of technology for teaching that gets us closer to students, not insulates us from them.

small group interaction--action plans developed brainstorming and then possible wroksheets to fulfill

Active learning--- not just lecture

The characteristics of last development day were good....

A mix of shorter and longer sessions would be best. A keynote speaker with a variety of break-out sessions seems to work OK. Something similar to MLK Day in the past - just NOT at the beginning of the semester. I'm not into many small group touchy-feely discussions. Also I'm not sure we need to have an 8 hour day (as is suggested by the 1 to 9 time)! If we must have the 8 hour day, then the topics should be intriguing, dynamic and valuable - otherwise we are wasting time. In the past I attended because I was told to attend - not because I thought I was learning something useful. I did try to make the best of it by taking notes and choosing break-out sessions that were interesting. In the end, though, I thought I could have spent the day better, differently.

Two hour max sessions with question/answer after presentation Real time connection with experts and resources at KCC AND a post session survey on results, success and suggestions Lots of available food and drink...get the culinary arts folks busy

n/a

Not campus-wide. Sometimes it is not helpful to do assessment activities for disciplines that are so diverse in nature.

Practical applications as opposed to theoretical discussions; particularly in the technology topics

Something tangible that I can put to use immediately in the classroom.

relevance

some whole group and some splinter

workshop type--fairly short, one to two-hour sessions, attend a certain number of sessions each day

flexibility to learn what we want to learn

Discussion groups

No big show and tell. No outsiders and/or people who have not been recently teaching telling us how.

Respect the fact that we are professionals with a great deal of expertise whose greatest need is time to talk with our colleagues.

Actually creating stuff I could bring into my classroom. Collaboration and conversations with folks who teach in other disciplines. I'd like to be plopped into a learning experience outside my comfort zone--for instance, give me a 50-minute chem lecture, and then make me apply it. That's what our students have to do, and I think it's easy for instructors to lose track of what that FEELS like.

n/a

) Panel discussions ) Small group discussions

Small group discussions are helpful Visual aides Hand-outs

No opinion

1.) Presentations, with sufficient time built-in for questions and answers; 2.) Small-group discussion sessions on topics presented
Hands on activities
workshops with opportunity to practice

Some time to individually process the day. Too often the professional development fills the day and there is no synthesis time, or time to plan how to implement or utilize this information. Once classes meet, we're back to a full teaching schedule and it is hard to create the time to apply what has been learned. Don't assume that if you end a daytime session at 1 pm, all faculty will leave by 1:15!

discussion and Q & A

Not sure...

Versatility--will the information be applicable in a variety of academic settings.

Information gathering with each faculty member contributing.

A good amount of discussion and group activities.

break out sessions to choose from

Frank discussion that includes Deans and VP's.

Panels

Snacks, breaks, and being able to discuss the assigned topics with people in my own department rather than being split up as we have been.

I would like to see classes offered in Iowa City to avoid travel. I prefer to spend as little time as possible attending the events.

I still think KCCEL like sessions beat the large inclusive sessions. Can the humor. Can the fake videos. Have small group sessions with teachers teaching each other, smaller group discussions.

hands-on practice (i.e. developing and executing a short lesson plan using active learning strategies), roundtable discussions (peer learning)

Small group work

A clearly stated purpose, a way to tell if that purpose has been met before we leave, and prompt and frequent updates as time goes by.

I would like to be in small group sessions with fellow Arts and Science faculty, not with staff scattered across the campus.

Variety of both panel discussions and small group breakouts. Outside as well as inside speakers

in-depth classes that last longer instead of the 50-minutes format usually used during dog days.

Discussion oriented sessions - we don't need to spend a great amount of money to improve teaching. In other words - we don't need the "study" of the day...

Hands on activities

Presenters need to be dynamic and be good presenters; if I am going to take my own time to attend, I do not want to be bored or talked down to in the sessions. They need to be filled with worthwhile information. The session summaries should be accurate, and the sessions should deliver. They should also leave some room for questions and discussion.

Small group curriculum work

Interdisciplinary involvement and mixing up faculty/staff/administration.

I honestly believe that it is a waste of time. I would like to see a consensus among administration and faculty as to what "good teaching" actually means and how to measure it. This strikes me more like a formality imposed from above, and if it is imposed from above, why ask for our input?

lots of interaction among instructor on sound teaching techniques....not necessarily a cram packed curriculum all day

I would like to work with people from other disciplines as well.

Speed through the material. No dilly dallying.

Diversity Training Critical Thinking and Reading Technology outside the classroom that impacts our disciplines Collaborative interdisciplinary activities Strategies for handling the paper load Authentic group assessment activities
Slightly longer period of time per session -- sometimes 50 minutes just isn't enough, how about 80 minutes (hour and a half) for some topics?

Discussion time with colleagues, peers

Enthusiasm, strong public speaking, interactive topics

experiential learning format

Hands on teaching of talking to students about papers

Collaborative efforts. Interaction between administration, faculty, and staff.

Hands on - being able to use our actual documents/items with the technology that is available - not a "dummy" case or file. Some actual work time to increase/develop what it is that we want to use in the classroom.
Faculty Professional Development Days Survey

Results Overview

Date: 2/5/2010 6:17 AM PST
Responses: Completes
Filter: No filter applied

6. Other comments and suggestions.

# Response

We need to get our Deans more involved with supporting ways of building and supporting faculty teams on topics which will improve student performance in our classes. It seems we are spending too much time on other projects.

I can NOT come on Saturdays--I have never had to work Saturdays--I have a standing commitment every Saturday.

Because the spring semester is longer than fall semester, and starts a week earlier than four year institutions, it would be ideal to have this scheduled during the first week of classes, so that while technically the semester would begin a week early, actual classroom instruction would begin on the same day as the state four-year institutions.

I would benefit more from attending a professional conference in my field. Any in-house attempt at professional development is much less professional and usually a waste of time. Sorry to be blunt, but it's the truth!

This idea is ridiculous! Stop treating us (faculty) as though we're K-12 teachers!!!

I'm not sure whether we're talking about teachers collaborating or the familiar concept of collaborative learning in the classroom where students collaborate as championed by Roger and David Johnson.

This seems to be a K-12 model for professional development, and I resent it. How will eliminating teaching time (as many of your choices above do) enhance student learning? We do not see students every day--taking away any day of the week could be devastating to a course's schedule. I question how successful these days will be with the lack of faculty buy-in that I sense among my colleagues. I could not express my preference in answer to question number one above--my real choice would be "none of the above".

Have Al Rowe leave his jargon and preconceived notions at the door.

I haven't heard of the need for taking these teaching days away from the students.

Many teachers struggle with the fact we are not "thanked" for sharing knowledge, but seen as the "enemy" that is requiring learners to work. I think we need to be encouraged that our jobs are often an "uphill" battle. So, some kind information that can encourage the teacher.

Provide a flexible timing? Could offer 2 or 3 options of when to take the 2 days of training, to accommodate different individual needs. Offer options: if someone is involved in a 2-day Process Ed Institute, allow that to count as the person's training.

I do not have childcare on evenings or weekends, so the Saturday and evening options would not work for me. I would prefer not to push the end of the spring semester any later than it already is as we only have one week to prepare for the first summer session and any less than that would not be enough. I like the idea of having MLK day off as an observed holiday, but would prefer to use a day during the week before classes start in the spring(such as Thurs and Fri) instead of a weekend day (Fri and Sat).

Really, really, really: This should not take away time in the classroom!

Q1 Spelling of separate.

It is important for people to be put in groups with faculty from other departments. Cross-disciplinary conversation is greatly lacking at KCC and we do less of it every year.

A choice in what to attend with a variety of subjects offered

Give faculty options for break out sessions Build in time for an interesting activity--a film, discussion of a new book in one's chosen field, and so forth. Faculty need time to recharge and re-energize. Some of these meetings simply becoming draining and less meaningful to faculty than just having time to read and prepare for our classes or continue to be active in our professional fields.
I'm not clear on how this differs from KCELT programs. I think if these days must be implemented, then we must observe MLK Day and use this time instead of MLK Day for those same activities -- recognition and learning about diversity. There is no reason not to honor MLK if these days are implemented.

I frequently hear faculty say that we need a fall break. This would be a great way to have at least a day or two without classes in the fall. Thanks!

Our area instructors attend state, regional, and national conferences for our discipline area. This attendance allows us to stay on the cutting edge. Many of the topics you will probably select will have already been covered perhaps even several years ago at one of the conventions we attended. Our area would prefer collaboration time to work on projects we would like to implement.

I'm still not certain why we're required to have this "training" and "development." I'm involved in continual development. If I'd never taught college before, perhaps this would be helpful. Usually, it's not.

Pleased to see an emphasis on including adjuncts.

How would changes in professional development affect the start and end of semesters?

It would be good to know the motivation for adding these common days. This survey asks which days we would prefer and then asks what we should do on those days. Both questions would be easier to answer, I think, if we knew what led the committee to think that we need two common days of professional development each year.

Each year I work collaboratively with colleagues on faculty development. What the college might do is simply require a certain amount of such activity for faculty each year. Our evaluations should include a rubric with the following three broad categories: technological, pedagogical and content area. One might even add institutional, to include sessions that are college-oriented (department activities, etc.) The point is not that two days are needed, but that faculty continue to improve and develop as scholars and teachers. Most of the faculty I know do so abundantly, although some do not. What's needed is training of supervisors to coax more from some, and more resources for those of us who routinely use opportunities to further develop our talents.