



Survey Key: ZS60814

This is an anonymous survey.

The number of people who took this survey by 3/30/2007 10:19:34 AM is: 149

Full-time Faculty Professional Development Survey



A new incentive program for full-time faculty to engage in professional development activities has been designed by the Faculty Council and approved by Dr. Shugart and the District Board of Trustees. The purpose of this survey is to identify your interests and needs in the area of faculty professional development. The Director of Faculty Development and the Professional Development Implementation and Oversight Team (PDT) of the Faculty Council are sponsoring this survey. We thank you in advance for your thoughtful attention to our survey.






[The faculty council website has full information on the details of this Professional Development plan which is part of the faculty compensation package, including definitions of key terms and restrictions that may apply to some activities.]						
Please rate your level of interest in the following professional development activities.				Rate your interest level below:		
				High	Medium	None
1.	Completion of college-level courses in my discipline (a restriction applies to this item, see plan for details).		<input type="radio"/> [42]	<input type="radio"/> [61]	<input type="radio"/> [42]	
2.	Attendance or presentation at conference or seminar in my discipline.		<input type="radio"/> [117]	<input type="radio"/> [26]	<input type="radio"/> [3]	
3.	Work toward the publication of articles, chapters, encyclopedia entries, or similar publications in my discipline.		<input type="radio"/> [45]	<input type="radio"/> [56]	<input type="radio"/> [45]	
4.	Work towards the preparation of courses in my discipline that are new to Valencia.		<input type="radio"/> [83]	<input type="radio"/> [49]	<input type="radio"/> [13]	
5.	Work toward licensure, certification, or other discipline related awards.		<input type="radio"/> [46]	<input type="radio"/> [35]	<input type="radio"/> [62]	
6.	Completion of college courses in the area of education (a restriction applies to this item, see plan for details).		<input type="radio"/> [27]	<input type="radio"/> [60]	<input type="radio"/> [57]	
7.	A classroom Action Research Project.		<input type="radio"/> [36]	<input type="radio"/> [73]	<input type="radio"/> [37]	
8.	Completion of courses, seminars, or workshops to improve my knowledge of language(s).		<input type="radio"/> [63]	<input type="radio"/> [45]	<input type="radio"/> [38]	
9.	Completion of courses, seminars, or workshops to improve my knowledge of cultural diversity.		<input type="radio"/> [47]	<input type="radio"/> [63]	<input type="radio"/> [36]	

Please continue to rate your level of interest in the following professional development activities.

Attendance or presentation at conferences, seminars or workshops on the topics below:			Rate your interest level below:		
			High	Medium	None
10.	Adapting TVCA rubrics to classroom use.		<input type="radio"/> [29]	<input type="radio"/> [72]	<input type="radio"/> [45]
11.	Creation and use of course specific rubrics for assignments.		<input type="radio"/> [48]	<input type="radio"/> [68]	<input type="radio"/> [29]
12.	Applying learning styles in your course.		<input type="radio"/> [60]	<input type="radio"/> [65]	<input type="radio"/> [20]
13.	Improving student retention.		<input type="radio"/> [79]	<input type="radio"/> [56]	<input type="radio"/> [11]
14.	Incorporating oral communication skills/student presentations into your course.		<input type="radio"/> [51]	<input type="radio"/> [64]	<input type="radio"/> [29]
15.	Active learning.		<input type="radio"/> [95]	<input type="radio"/> [36]	<input type="radio"/> [15]
16.	Cooperative learning.		<input type="radio"/> [74]	<input type="radio"/> [52]	<input type="radio"/> [20]
17.	Authentic assessment of learning.		<input type="radio"/> [74]	<input type="radio"/> [53]	<input type="radio"/> [19]
18.	Diversity and inclusion.		<input type="radio"/> [56]	<input type="radio"/> [64]	<input type="radio"/> [26]

19.	Problem-based learning.		<input type="radio"/> [68]	<input type="radio"/> [57]	<input type="radio"/> [20]
20.	Use of LifeMap activities.		<input type="radio"/> [22]	<input type="radio"/> [76]	<input type="radio"/> [47]
21.	Valencia's student core competencies (TVCA).		<input type="radio"/> [30]	<input type="radio"/> [73]	<input type="radio"/> [42]
22.	Effective lectures.		<input type="radio"/> [63]	<input type="radio"/> [49]	<input type="radio"/> [33]
23.	Improving student responsibility.		<input type="radio"/> [95]	<input type="radio"/> [42]	<input type="radio"/> [8]
24.	Linked course design.		<input type="radio"/> [34]	<input type="radio"/> [66]	<input type="radio"/> [45]
25.	At-risk students.		<input type="radio"/> [55]	<input type="radio"/> [61]	<input type="radio"/> [27]
26.	Design and delivery of hybrid (combination of in-class and online) courses.		<input type="radio"/> [68]	<input type="radio"/> [46]	<input type="radio"/> [31]

27.	Design and delivery of online courses.		<input type="radio"/> [66]	<input type="radio"/> [47]	<input type="radio"/> [32]
28.	Survey of instructional technology that suits your discipline.		<input type="radio"/> [67]	<input type="radio"/> [64]	<input type="radio"/> [14]

29.	Writing across the curriculum.		<input type="radio"/> [47]	<input type="radio"/> [66]	<input type="radio"/> [33]
30.	Reading across the curriculum.		<input type="radio"/> [47]	<input type="radio"/> [62]	<input type="radio"/> [36]
31.	Mathematics across the curriculum.		<input type="radio"/> [36]	<input type="radio"/> [50]	<input type="radio"/> [59]
32.	How to effectively present at a workshop or conference.		<input type="radio"/> [47]	<input type="radio"/> [56]	<input type="radio"/> [43]
33.	How to collect and present data about student learning to your peers.		<input type="radio"/> [51]	<input type="radio"/> [60]	<input type="radio"/> [35]

34. In the space below, please add any professional development activities in which you have a high level of interest but were not mentioned above:

[Work toward the preparation of courses new to me within my department.]

[Opportunities to work college wide within disciplines.]

[World Travel for the Humanities Faculty]

[International/Travel opportunities; opportunity in arts (music, creative writing)]

[Return to the workplace in a clinical capacity to augment knowledge for new technology, methodologies in specialized areas of nursing and health. This would better prepare me to discuss/present topics in specialized nursing classes. I also would like to work in the medical field with a bilingual Spanish-speaking health provider to augment my conversational Spanish.]

[I would be interested in advanced degree activities, but that at Valencia such an investment of time and money is remuneratively devalued every year after the attainment of that advanced degree--I am significantly less interested in such activities--especially as advanced degrees for administrators, including Shugart, continue to increase in remunerative value...how hypocritical is that!]

[Encouraging students to become active in community service]

[Taking college level courses related to my discipline (Not necessarily in my discipline).]

[I think Valencia should give more financial and moral support for completion of graduate level courses according to their discipline.]

[I'm interested in deBono's Six Hats method of parallel thinking for at-risk students, and would be willing to spearhead this endeavor.]

[I recently went on a sabbatical and believe that the knowledge and experience gained are relevant.]

[The above should also include an option re: studnet-based community service (voluntary).]

[If Valencia had a real sabbatical program (instead of friends giving each other [and administrators!] time off), personal renewal, time to write, time to think would all be good for professional development.]

[Service Learning in the developmental classroom]

[Developing programs that utilize the experiences of native and international (F-1) students to assist in the aculturation process of new international (F-1) students).]

[Some committees and task forces might be added here. What about the presenters of workshops rather than just participant-learners?]

[Specifics to my field]

[Student Success should be added as a pre-require for all class classes]

[I suppose this is a type of at-risk student- There has been a lot written of late of the narcissism and self centeredness of college students- how do we help students develop the 'value' component of TCVA, when we confront a narcissistic mindset?]

[Do I have an interest in effective lectures? As opposed to what -- ineffective lectures? I am already doing most of the stuff mentioned in this survey so I don't have an interest in reinventing the wheel.]

[Work related to Accreditation of a program of study.]

[course work on writing in my discipline for publication]

[Development of supplemental course materials that can be used college wide.]

[Intensive courses in EAP]

[Learning about new resources available.]

[Please be aware that although the activities listed above are worthwhile, the approach must be discipline specific; in other words, flexibility must be instated for varying requirements in different disciplines. There are valuable activities in the arts, sciences, etc that do not appear above. For our area, choreography takes a significant amount of time and research in many cases. This type of activity should be valued also!]

[I think it covers it.]

[How about a seminar with agents and publishers? Some of us have ambition, you know.]

[increased involvement in dynamic committees]

[If "authentic assessment of learning" means developing valid and reliable measures of student learning, then I guess my interest in creating assessments is covered. If "authentic assessment" means something else, then I would like to add creating valid and reliable measures of student learning.]

[Travel to learn foreign language and culture.]

[Volunteering/representing Valencia in the community]

[Workshops, conferences, or seminars devoted to technology and ideas for using new technologies in education.]

[Completion of online Continuing Education Seminars in discipline area]

[Attend workshops within the discipline that I presently teach.]

[Webcast seminars]

[I don't understand why we would limit ourselves to classes, etc. "in our discipline." For example, a colleague is teaching a "global warming" section of ENC 1101. If she took a course to prepare for this section, shouldn't she also get professional development credit, even if the course was offered by a biology department? If there is writing, reading, and mathematics across the curriculum, I believe there should also be biology, chemistry, government, and psychology across the curriculum. Anything a professor learns makes that person better--more rounded, more intelligent, better able to make connections--whether the subject matter is in discipline or not. Any academic class should count as professional development, regardless of whether it is in the person's discipline.]

[Continuing education that will maintain my state licensure as a counselor. 30 CEU's are needed every two years (on the odd numbered years) to maintain my credential. Next renewal for me is 03/31/2009.]

[In the first section, you might have included a column for "not needed" or already completed." As for question 1 and 5, I have already completed these activities. My answer "none" looks like I'm not interested. Also, question 7 might be better written as "classroom or online" for us online

teachers!]

35. What motivates you to attend a workshop or conference (other than money)?

[Quality of the speakers.]

[topics that help my students, certification vouchers, etc.]

[Interest in specific slant of the conference, key presenters, the location]

[Learning new things related to my discipline or pedagogy.]

[Learning something new or expanding an interest]

[Interest in topic]

[Money has never been a motivator.[1?1] Opportunity to network with peers at state and national events. Opportunity to learn new discipline content, approaches to teaching and learning.]

[topic relevance and cutting edge information and presentation]

[New knowledge, inspiration, deepening, growth, renewal]

[relevance to my teaching assignments and personal interest]

[Travel]

[Increase knowledge base. View large research/medical center presentations typically out of the scope of medicine/nursing in the greater Orlando area.]

[topics of interest, continuing education units of credit and networking opportunities]

[will it be of use and will it hold my attention? If it has a history of being less than very useful, I will not waste my time.]

[nothing]

[Past experience]

[Desire for professional growth.]

[Whether or not it fits into my schedule plays a big role and also which campus its being held. Presenters that I know to be excellent will sometimes be enough incentive for me to attend.]

[the learning and application of new material related to the current technological and theoretical trends/advances of the industry and industry education.]

[Learning anything new in my area of teaching.]

[Material I can take immediately and use with students]

[My motivation is to learn more in my area so I can help my students effectively.]

[Money is rarely the motivator. Learning new info that can be applied to MY classroom is really appealing.]

[Oh my God!! I learn so much when I attend conferences. Right now I'm at the NADE conference and it's exciting to exchange ideas with textbook authors and other faculty who are trying to solve critical-thinking glitches for reading/writing of prep students. Furthermore, I have identified 4 areas totally not addressed which would cause a furor when presented, and 2 other areas being stabbed at but not hitting the mark. So I learn a lot, and I also identify blind spots which energizes me because I know my ideas are needed, and my mind starts revving up to put together a workshop before anyone else scoops me.]

[Interest in subject matter and the ability to attend without it causing me to cancel classes]

[Mostly personal interest in the topic and the possibility to gather ideas and information to be applied in the classroom and to benefit student learning]

[Intriguing topics, practical useable techniques, interesting sites with extra activities available in the area]

[Past experience as a presenter]

[Location, renowned speakers, real learning experiences.]

[If I feel that I will learn something new that I can apply to my class or profession.]

[The body of knowledge I can acquire, professionally incorporate and integrate into the services offered to international (F-1) students.]

[learn about new concepts (studies) in my discipline]

[Interest in the subject. Curiosity. Previous attendance or presentation. Meeting with colleagues from other schools.]

[Location and financial support for travel]

[The topic intrigues me]

[Boost resume Learn what's new]

[A topic of interest]

[Yes]

[learn something that I can use in my class to improve student learning]

[Being allotted time to do so. It would be GREAT if we were given work time to go to on campus programs- they way we are when we request to go to off campus activities.]

[I attend a workshop to pick up something that can help my students learn.]

[Topic Interest]

[LEARNING AND HOW TO USE WHAT I LEARN TO HELP STUDENTS/PEERS LEARN OR ENHANCE THEIR LEVEL OF KNOWLEDGE AS WELL AS MINE. HOW CAN I USE THIS TO SUPPORT THE COLLEGE GOALS]

[They stimulate my thinking (as to how to apply the concepts to my own classes) and refresh me professionally.]

[If the topic/subject is interesting & germane to my discipline]

[personal testimony of past attendees]

[Relevant topics/hands-on activities/networking]

[personal fulfillment and improved teaching]

[To learn something that I can apply and improves students' learning.]

[Location....evenly between the campuses]

[A variety of topics that relate to classroom teaching and are mostly discipline specific.]

[that it applies to what I have to teach]

[the opportunity to network,learn new teaching skills that enhance student learning and improve my ability to connect the subject material with students]

[Staying on top of the latest developments in the discipline.]

[I see a need in the classroom or hear from other colleagues about work they are doing or have seen at a conference that interest me.]

[The knowledge of presenters]

[Money? What money? We are afforded the opportunity to stay current in our fields, enhance our teaching skills, enlightenment and enrichment. This is vital to our work inside of the classroom and out.]

[See the newest technology, or the newest teaching technology. Meet others in the same discipline.]

[Agenda offered]

[belief that it will improve my teaching]

[I'm motivated by the topic and whether it fits into my professional development needs at the time. I also look for workshops that feature sessions that provide concrete applications of theory.]

[Learning new teaching methodologies.]

[learning new technologies, teaching methods, and ideas.]

[The speakers and the contacts.]

[IDS learning/working styles creative problem solving]

[the opportunity to meet professionals in my discipline and other disciplines and share ideas]

[Relevant and hands-on activities]

[Learning.]

[Seminars being offered]

[Improving my teaching skills and student learning.]

[Applicability to the classroom/department and reputation of the presenter(s)]

[interest]
 [Obvious applicability within my classroom]
 [Interest in the subject]
 [Interest in topic, applicable to my discipline, offered at a convenient time]
 [Person interest and the desire to improve my teaching.]
 [I would attend workshops that taught me interesting things about my discipline, literature.]
 [Location, timely topics, the people who are presenting]
 [Conferences that are practical and have something to offer that I will be able to apply in the classroom or some other area of my discipline.]
 [It must be relevant to my work with a payoff that offsets the effort. Destinations is an example of high payoff to effort ratio. Title III is an example of low payoff compared to work.]
 [recognition]
 [Required to take 20 hours of continuing education per year to maintain my professional license.]
 [Learning something that can benefit my students]
 [subject matter and how it fits into my schedule]
 [Learning about what is happening at other colleges across the country. Meet colleagues outside of Valencia.]
 [If it is directly tied into what I must deliver in the classroom.]
 [interest in topic]
 [Interest in content]
 [new technologies in discipline]
 [Knowledge]
 [Relevance of content]
 [Interacting with colleagues in my discipline; gaining and exchanging new information]
 [To continue to develop my skills in my discipline]
 [interest in the topic]
 [Professional development and continuing education.]
 [Accreditation requirements (programmatic), new technology]
 [topics offered, quality of presenters, length]
 [State-of-the-art technology and methodologies]
 [Whatever helps me to become a better instructor by improving my lessons, class structure, and student motivation to learn]
 [Topic is meaningful and related to current interests or pursuits]
 [Screw money. I want to learn. The professional development plan is a joke. People shouldn't need to be bribed to better themselves academically. But I guess that's why some are in the minors instead of the majors.]
 [learning, updating]
 [Relationship to content knowledge of areas of expertise.]
 [traveling out of Florida]
 [interest in self-improvement and skill enhancement]
 [knowledge gained]

36. When you look for information about workshops or conferences that interest you, where do you look?

[Online]
 [The Internet - World Wide Web]
 [At organizations in my field who hold annual conferences, and at search engines.]
 [Advertisement (normally in emails) from professional associations.]
 [GroupWise, inter-office mail]

[online]
 [Via my professional associations. [websites]]
 [google my topic]
 [All over, e-mails, word of mouth, internet, colleagues]
 [Miami area (large medical schools/research). International research conferences.]
 [information re: topics to be presented, locale and length of meeting (closer is better!), presentors expertise, accomodations]
 [all over.]
 [online for conference topics that are of interest to me. Of course--for the MONEY]
 ["The Humanist", a publication of the Community College Humanities Association (CCHA) and other similar publications.]
 [Websites and professional journals.]
 [Leadership Valencia, TLA workshops, Professional Organizations that I belong to are various avenues I explore.]
 [industry-related professional organizations]
 [Emails, journals, newsletters.]
 [Peer reviewed data with active learning techniques]
 [I look in the website of prestigious universities and institutions.]
 [Google search, popular discipline based websites, etc.]
 [Well, I look at Leadership Valencia, of course, and anything being offered by that whole teaching & learning department. I like a medley of offerings because one never knows where the connections are going to be made...I wish you guys would offer something off the beaten track some time... Then, I check out NISOD... which has been like a sponge without suds for the last couple of years... but it's about time to check them out again. Then the Chair Academy... which has helped me to be a lot more patient, plus more effective at meetings... although I still fantasize about the invasion of Triffids during some meetings--giant, leafy plants drawn by the sound of human voices to wrap their giant vine-like tentacles around a person who can only then gurgle...and the meeting is adjourned. And NADE... And AWP... I receive emails with calls for proposals, and I read peiodically the academic paper that advertises different programs around the globe... But this is the missing link: PRODUCT. It gets rather old to be always amassing ideas and never producing. If you want to offer money and work space/time, why don't you offer an incentive for producing after attending workshops and so forth... that would be really exciting.]
 [on line and through emails]
 [Peers and colleagues, Valencia's website, mailings sent to me]
 [Often get fliers]
 ["The Humanist", a Community College Humanities Association (CCHA) publication and other publications of a similar nature.]
 [Professional journals, internet.]
 [My biggest restriction is time. I teach 6 classes and sit several committees. There's never enough time.]
 [Orgnaizations committed to international student and scholar services.]
 [professional organizations]
 [PMLA. Websites. Other journals. E-mail lists. Colleagues.]
 [Mail and email. Online professional sites]
 [mailings/journals/newsletters from professional organizations in my discipline]
 [I receive emails about conferences. On the Internet Recommendations from colleagues at Valencia and friends outside the college]
 [Leadership Valencia info on e-mail]
 [e-mail Prof. Development list that comes in the mailbox each semester]
 [Newsletter]
 [Not sure.]

[In the email sent to faculty]
 [Somewhere that is easy access, (I have some disability issues), that is learning centered for my discipline and that will engage me, keep me focused and learning something new.]
 [E-mail, Professional organization web site.]
 [mailings & online]
 [Professional organizations]
 [Discipline specific publications/ the Internet]
 [Internet]
 [national mathematics organization newsletters and websites]
 [email]
 [professional journals, flyers , interoffice mail]
 [Professional journals.]
 [TLA website and Leadership Valencia. Also discipline specific organizations or publishers that conduct or host one day workshops.]
 [Online and periodicals]
 [Technical journals.]
 [online]
 [professional journals; Valencia publications]
 [I look online.]
 [Online]
 [TLA, or Leadership Valencia.]
 [Creative-writing sites]
 [chair academy]
 [professional journals]
 [e-mail]
 [Professional organizations associated with my discipline]
 [email announcements.]
 [Word of mouth]
 [Internet]
 [Online (VCC website, association websites)]
 [Internet]
 [My national association publications/websites/etc.]
 [Brochures, college calendars, professional organization websites.]
 [Trade Magazines and Websites Leadership Valencia Website Conversations with Colleagues]
 [email]
 [Mailed brochures.]
 [Online/email notices, posted/mailed flyers]
 [professional organization websites]
 ["close to home" conferences are my first choice. But of course if a conference is in Seattle and I am very interested in attending I will try to make it happen.]
 [Valencia's continued education or workshop offers via e-mail.]
 [email]
 [Professional periodicals and online]
 [microsoft.com]
 [Mail system from school]
 [Valencia website Internet]
 [Leadership VCC and listing of conferences]
 [national publications, websites, association journals]
 [Usually information is mailed to our department from outside sources. I am also on several mailing lists that correspond to my discipline.]
 [www.asrt.org www.rsna.org]

[Professional Journals Internet]
[National Communication Association, Florida Communication Association]
[Online]
[Scholarly Journals in discipline, online, NEH.]
[professional associations; notifications on CE; Valencia notifications]
[publications, on-line and advertisement I receive]

37. Do you intend to participate in the professional development compensation program?

- [78] Yes
 [7] No
 [53] Not sure.

End of Survey