The purpose of this survey is to gather data on faculty development needs in the areas of curriculum mapping, assessment rubric development, writing across the curriculum, and instructional technology.

This needs assessment will take no more than 5 minutes. The survey is anonymous. The survey and findings from the assessment are available on the Center for Excellence in Teaching & Learning (CETL) website at <http://www.coppin.edu/cetl> and will be used to effectively enhance and meet your needs and interests.

Thank you for your time.

Center for Excellence in Teaching & Learning (CETL)

J. Williams, Chairperson

R. Collins, Co-Chairperson

M. Owens-Southall

D. Watties-Daniels

A. El- Haggan

**FACULTY NEEDS ASSESSMENT**

**Please check the box next to your interest**

|  |
| --- |
| **Classroom Methods** |
|  | Active learning |
|  | Cooperative/Collaborative learning |
|  | Creating and facilitating long-term groups/teams |
|  | Competency-based teaching/learning |
|  | Problem-Based Learning (PBL) |
|  | Case-based instruction |
|  | Experiential learning |
|  | Discovery-based learning |
|  | Facilitating controversial issues in the classroom |
|  | Challenging students’ misconceptions |
|  | Constructivist approaches to teaching |
|  | Use of humor in the classroom |
|  | Clarifying effective lecturing |
|  | Facilitating discussions |
|  | Using games and simulations |
|  | Teaching in laboratory settings |
|  | Teaching in studio settings |
|  | Teaching seminars |
|  | Teaching large classes |
|  | Enhancing academic rigor |
|  | Promoting and supporting integrative learning |
|  | Promoting and supporting interdisciplinary teaching and learning |
|  | Team teaching |
|  | Integrating community service learning into your course |
|  | Incorporating field experiences into your course |
|  | Designing and teaching a study abroad course |
|  | Supervising undergraduate research |
|  | Lessons learned from facuilty teaching award winners sharing best practices |
|  | Other (please specify) |
| **Writing Across the Curriculum** |
|  | Informal writing-to-learn activities for the classroom |
|  | Integrating the writing process into your teaching |
|  | Integrating writing into large classes |
|  | Designing effective writing assignments |
|  | Instructing students about plagiarism |
|  | Using pear feedback with students’ drafts |
|  | Providing feedback and grading writing assignments |
|  | Other (please specify) |
| **Syllabus and Curriculum Design** |
|  | Curriculum mapping to SLO’sCurriculum development process |
|  | Aligning SLO’s, methods, and assessments  |
|  | Designing activities, assignments, and projects |
|  | New approaches to syllabus design |
|  | Developing Interdisciplinary courses |
|  | Other (please specify) |
| **Assessment** |
|  | Developing rubrics for assessing assignments and projects |
|  | Writing effective essay tests |
|  | Writing effective multiple choice tests |
|  | Designing and implementing poster sessions |
|  | Classroom assessment techniques informal, formative assessments |
|  | Performance assessments (service learning, projects, presentations) |
|  | Use and evaluation of e-portfolios |
|  | Grading group work |
|  | Program evaluation |
|  | Other (please specify) |
| **Instructional Technology** |
|  | Developing and teaching a blended hybird course |
|  | Integrating instructional technology into your courses (e.g., Adobe Presenter collaborative meeting software or I-Clickers audience response systems, etc.) |
|  | Using technology to enhance teaching effectiveness – Blackboard, Tegrity, Turn-it In, etc. |
|  | Developing the course website |
|  | Online assessment |
|  | Facilitating online discussion boards/chat sessions (asynchronous or synchronous) |
|  | Other (please specify) |