

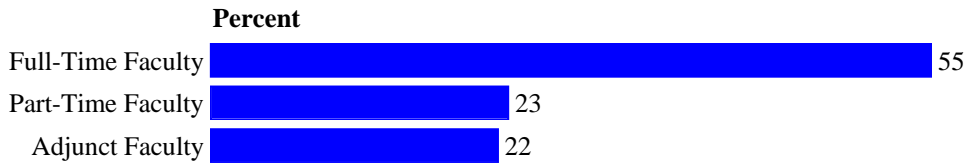


# MCC Professional Development

## Survey Results

Analyzing 141 responses.  
Presentation generated on November 6, 2006.

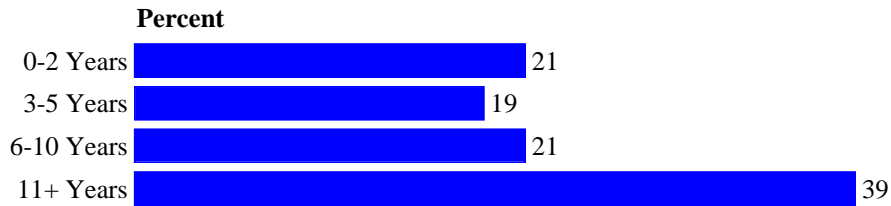
### 1. Please indicate which best describes your position:



### 1. Please indicate which best describes your position:

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Full-Time Faculty	78	55.3%	55.3%	55.3%
Part-Time Faculty	32	22.7%	22.7%	22.7%
Adjunct Faculty	31	22.0%	22.0%	22.0%

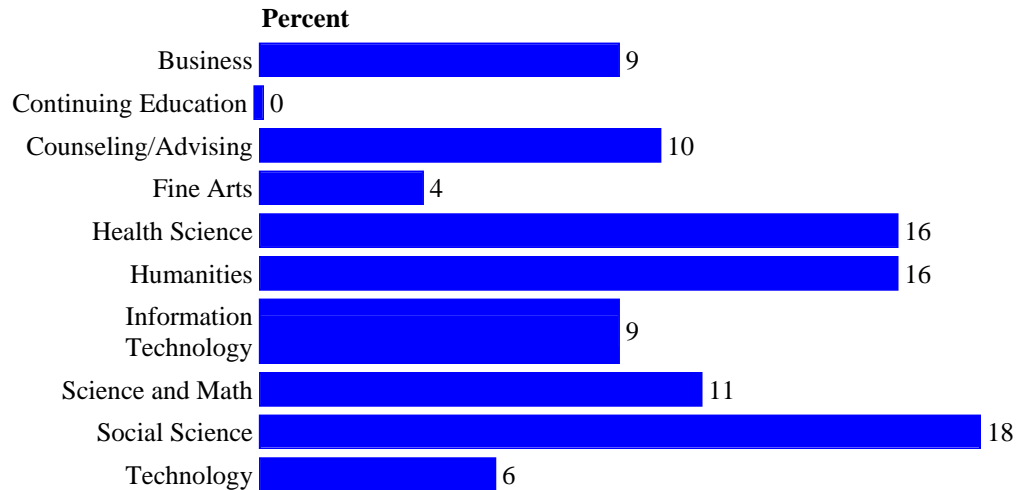
### 2. Total years teaching at MCC:



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
0-2 Years	30	21.3%	21.3%	21.3%
3-5 Years	27	19.1%	19.1%	19.1%
6-10 Years	29	20.6%	20.6%	20.6%
11+ Years	55	39.0%	39.0%	39.0%

### 3. What Division is the majority of your teaching load in?



### 3. What Division is the majority of your teaching load in?

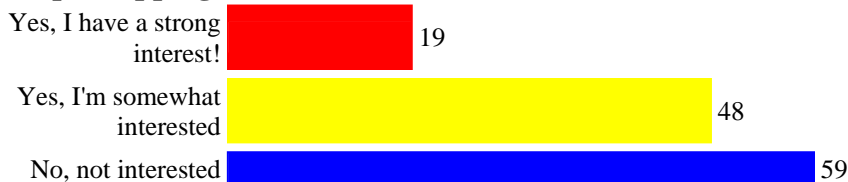
Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Business	13	9.2%	9.2%	9.2%
Continuing Education	0	0.0%	0.0%	0.0%
Counseling/Advising	14	9.9%	9.9%	9.9%
Fine Arts	6	4.3%	4.3%	4.3%
Health Science	23	16.3%	16.3%	16.3%
Humanities	22	15.6%	15.6%	15.6%
Information Technology	13	9.2%	9.2%	9.2%
Science and Math	16	11.3%	11.3%	11.3%
Social Science	26	18.4%	18.4%	18.4%
Technology	8	5.7%	5.7%	5.7%

**4. Would you participate in Professional Development activities focusing on Teaching/Learning/Instruction?**

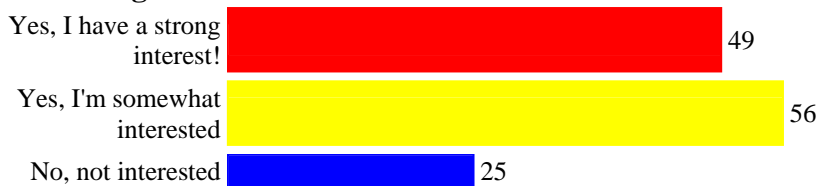
	Yes, I have a strong interest!	Yes, I'm somewhat interested	No, not interested
Concept Mapping	19.00	48.00	59.00
Course Design	49.00	56.00	25.00
Critical Thinking	72.00	48.00	13.00
Faculty Learning Communities	29.00	62.00	35.00
First Year Students	55.00	51.00	25.00
General Education Requirements	30.00	52.00	45.00
Integrating General Education	35.00	61.00	32.00
Experiential Learning Activities	65.00	45.00	22.00
Scholarship of Teaching and Learning	40.00	49.00	39.00
Testing/Grading	38.00	66.00	28.00
Writing	37.00	54.00	39.00
Service Learning	29.00	48.00	48.00
Strategies to Improve Class Discussion	71.00	41.00	21.00
Team Building	42.00	55.00	33.00
Syllabus Preparation	22.00	48.00	57.00
Assessing Learning	56.00	49.00	26.00
Peer Consultation	26.00	60.00	41.00

**4. Would you participate in Professional Development activities focusing on Teaching/Learning/Instruction?**

**Concept Mapping**



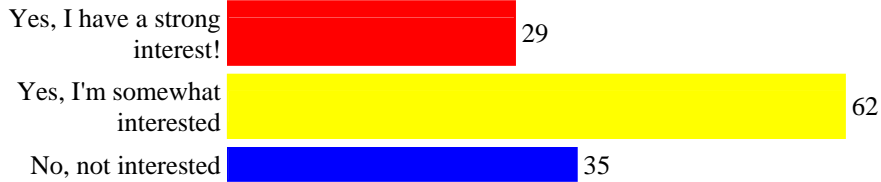
**Course Design**



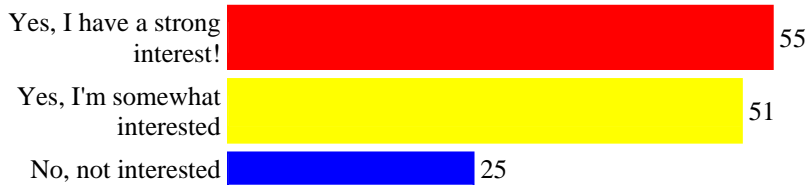
### Critical Thinking



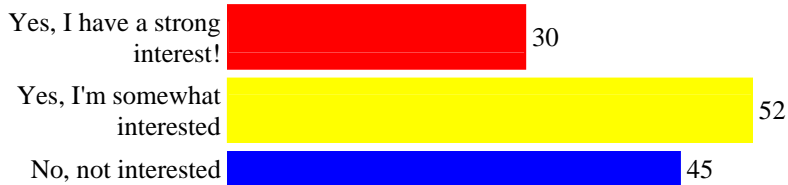
### Faculty Learning Communities



### First Year Students



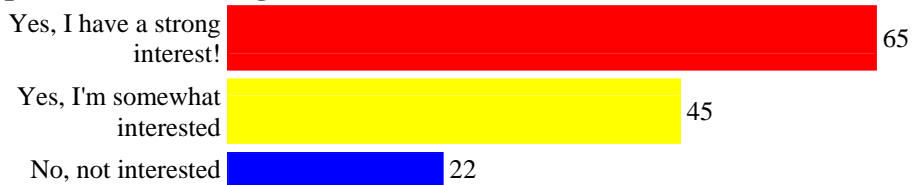
### General Education Requirements



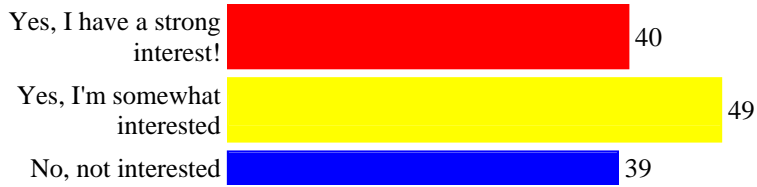
### Integrating General Education



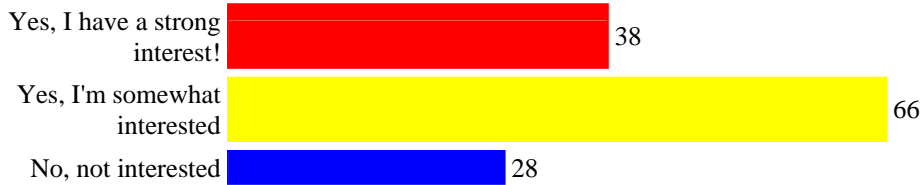
### Experiential Learning Activities



### Scholarship of Teaching and Learning



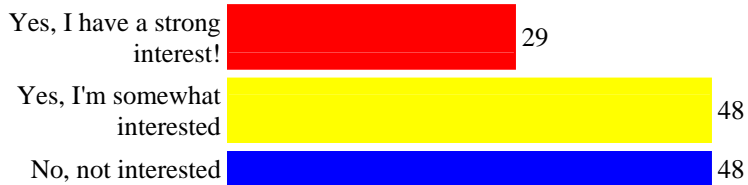
### Testing/Grading



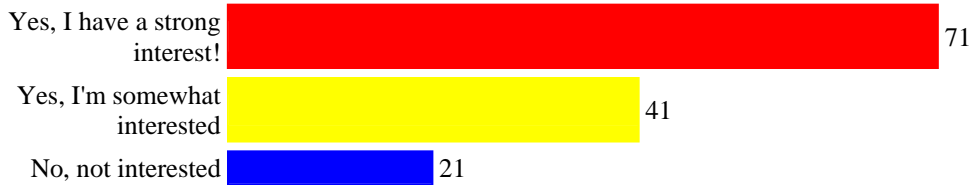
### Writing



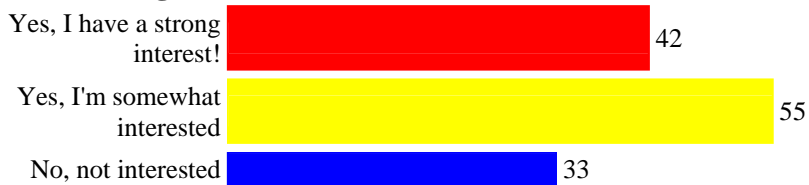
### Service Learning



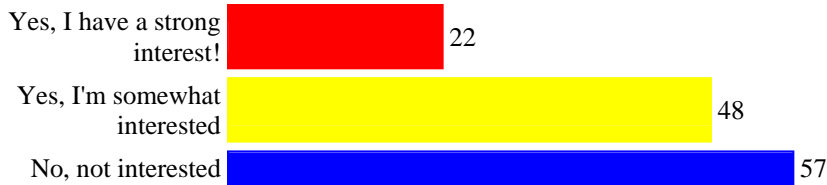
### Strategies to Improve Class Discussion



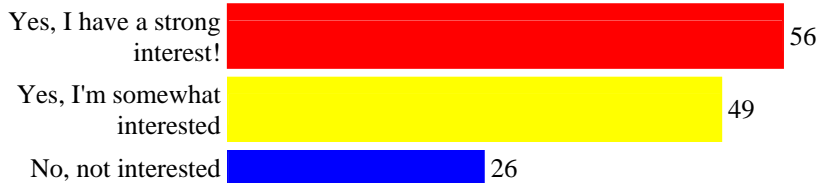
### Team Building



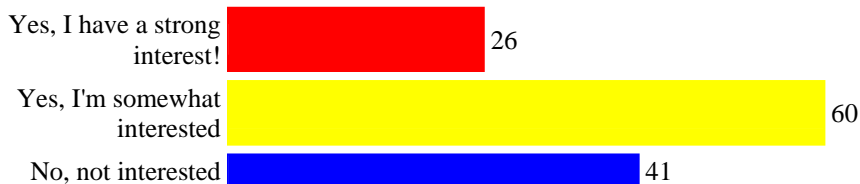
### Syllabus Preparation



### Assessing Learning



### Peer Consultation

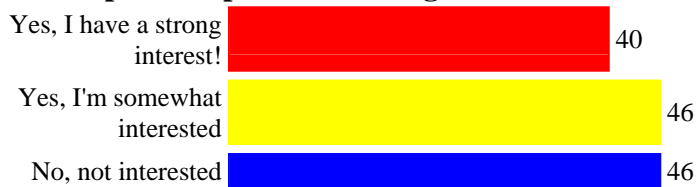


## 5. Would you participate in Professional Development activities focusing on MCC Processes and Resources?

	Yes, I have a strong interest!	Yes, I'm somewhat interested	No, not interested
Leadership Development Training	40.00	46.00	46.00
Team Development and Improvement	27.00	61.00	42.00
Writing Mission/Goals/Objectives Stat...	8.00	42.00	76.00
CPSC/MCC Committees	15.00	52.00	61.00
Branch Campuses	21.00	49.00	54.00
Career and Employment Services	31.00	47.00	50.00
Computer Labs	29.00	62.00	35.00
Counseling/Advising	50.00	51.00	29.00
Faculty Resource Center	49.00	55.00	23.00
Financial Aid	17.00	53.00	57.00
Learning Center	23.00	66.00	38.00
Library	22.00	63.00	40.00
Student Life	16.00	61.00	49.00
Tutoring	23.00	64.00	39.00
Writing Center	19.00	56.00	51.00
University Center/Transfer Programs	38.00	52.00	37.00

## 5. Would you participate in Professional Development activities focusing on MCC Processes and Resources?

### Leadership Development Training



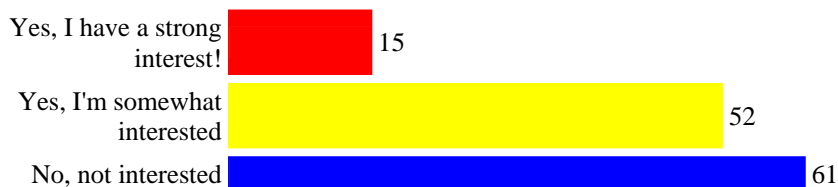
### Team Development and Improvement



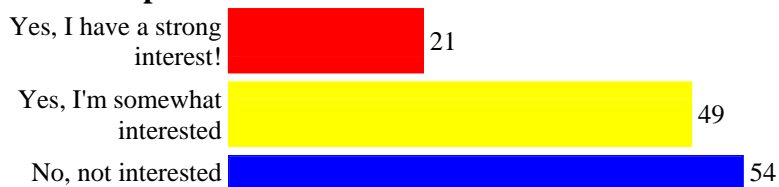
### Writing Mission/Goals/Objectives Stat...



### CPSC/MCC Committees



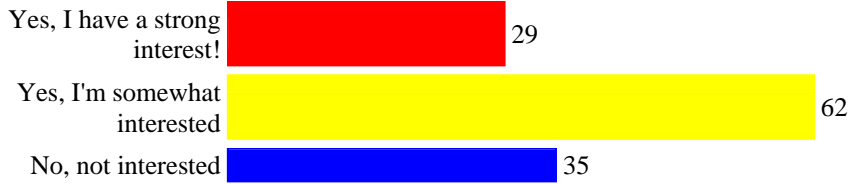
### Branch Campuses



### Career and Employment Services



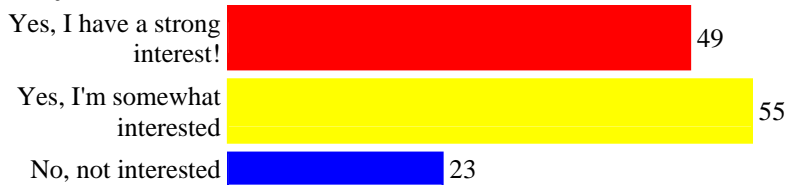
### Computer Labs



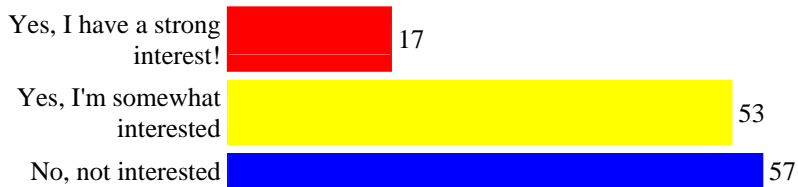
### Counseling/Advising



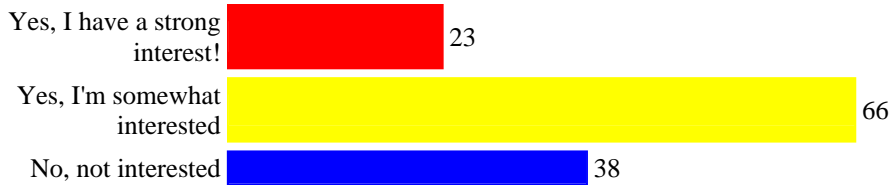
### Faculty Resource Center



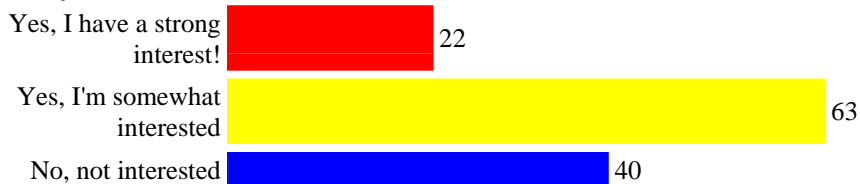
### Financial Aid



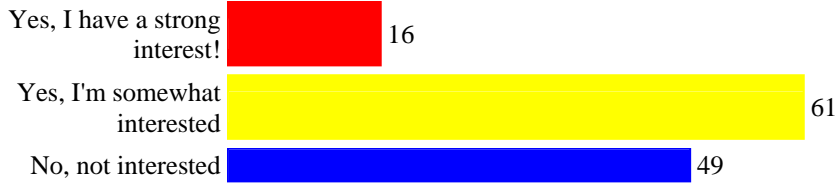
### Learning Center



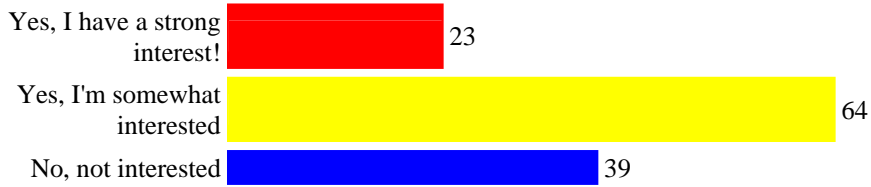
### Library



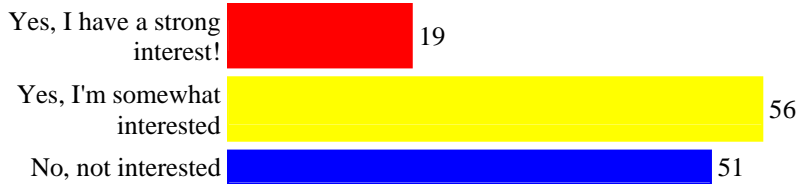
### **Student Life**



### **Tutoring**



### **Writing Center**



### **University Center/Transfer Programs**

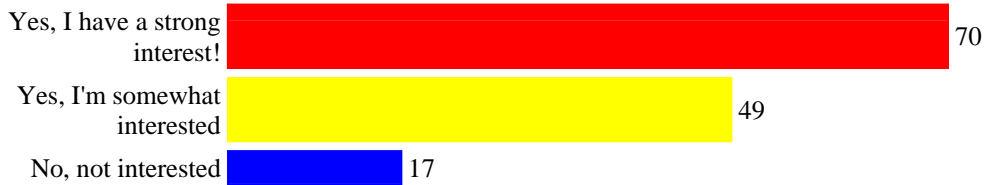


**6. Would you participate in Professional Development activities focusing on Technology?**

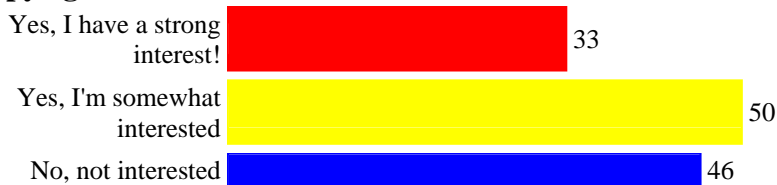
	<b>Yes, I have a strong interest!</b>	<b>Yes, I'm somewhat interested</b>	<b>No, not interested</b>
BlackBoard	70.00	49.00	17.00
Copyright law	33.00	50.00	46.00
Creating Instructional CD-ROMS	55.00	48.00	28.00
Interactive Classroom Use	61.00	52.00	19.00
MS Office-Access	29.00	44.00	54.00
MS Office-Excel	42.00	38.00	50.00
MS Office-PowerPoint	51.00	40.00	39.00
MS Office-Word	34.00	43.00	50.00
Network Drives/File Management	33.00	32.00	59.00
PhotoShop	44.00	45.00	38.00
Video Conferencing	26.00	42.00	58.00
Video for Distance Learning	36.00	33.00	58.00
Virtual Reality Programs/Simulation	39.00	36.00	52.00
Web Page Creation	48.00	46.00	35.00

**6. Would you participate in Professional Development activities focusing on Technology?**

**BlackBoard**



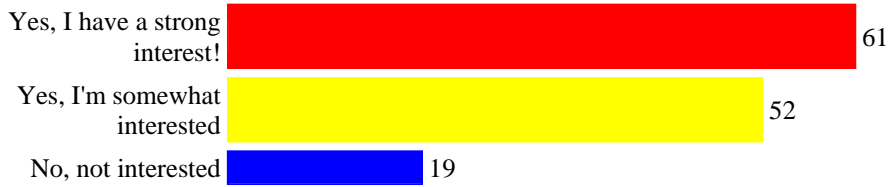
**Copyright law**



**Creating Instructional CD-ROMS**



### Interactive Classroom Use



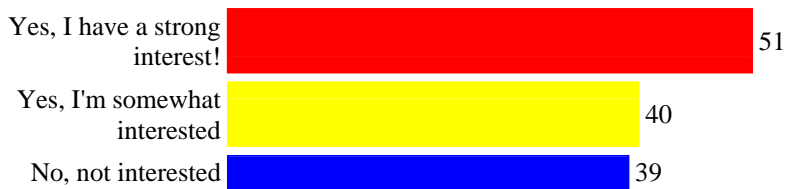
### MS Office-Access



### MS Office-Excel



### MS Office-PowerPoint



### MS Office-Word



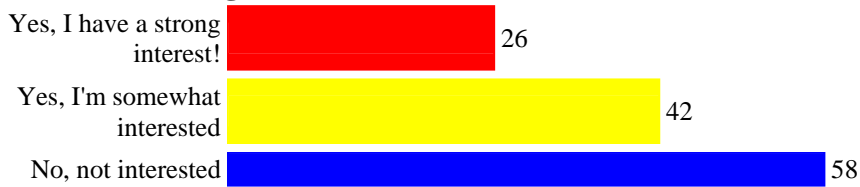
### Network Drives/File Management



### **PhotoShop**



### **Video Conferencing**



### **Video for Distance Learning**



### **Virtual Reality Programs/Simulation**



### **Web Page Creation**

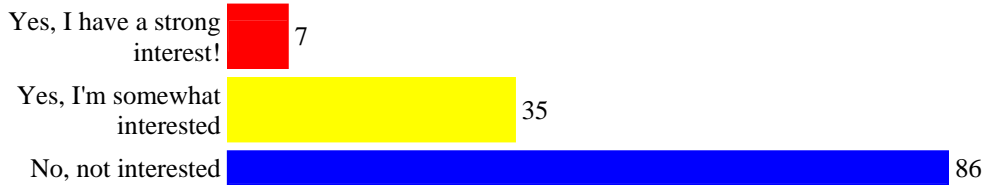


**7. Would you participate in Professional Development activities focusing on Instructional Design?**

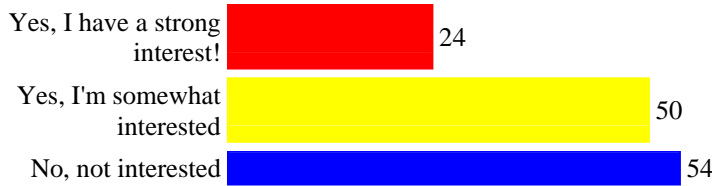
	<b>Yes, I have a strong interest!</b>	<b>Yes, I'm somewhat interested</b>	<b>No, not interested</b>
DACUM/Workkeys/Task Analysis	7.00	35.00	86.00
Design/Improve Distance Learning Course	24.00	50.00	54.00
OE2	9.00	34.00	81.00
WIDS	18.00	46.00	64.00
Learning Objectives	30.00	53.00	42.00
Syllabus Preparation	18.00	46.00	61.00

**7. Would you participate in Professional Development activities focusing on Instructional Design?**

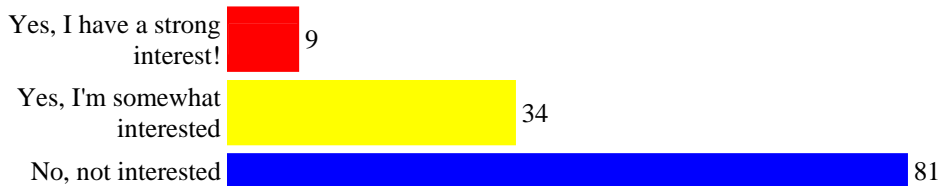
**DACUM/Workkeys/Task Analysis**



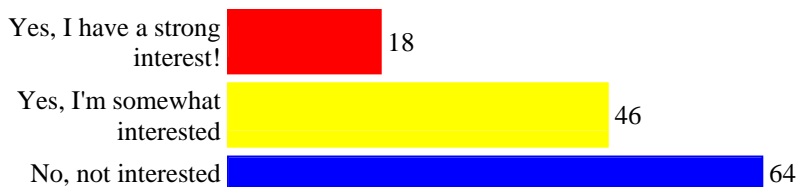
**Design/Improve Distance Learning Course**



**OE2**



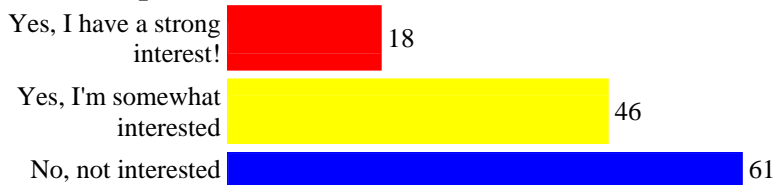
**WIDS**



### Learning Objectives



### Syllabus Preparation



### 8. Would you participate in Professional Development activities focusing on Classroom Environment/Management?

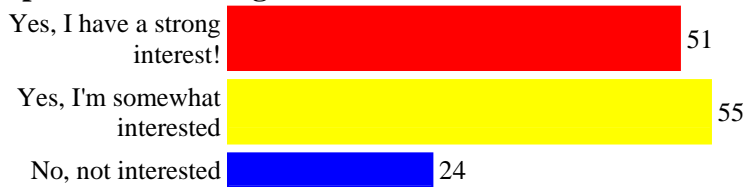
	Yes, I have a strong interest!	Yes, I'm somewhat interested	No, not interested
Classroom Climate	46.00	56.00	27.00
Cooperative Learning	51.00	55.00	24.00
Collaborative Learning	49.00	54.00	25.00
Crisis Prevention	42.00	50.00	34.00
Dealing with Disruptive Students	50.00	53.00	30.00
Discipline with Dignity	49.00	54.00	30.00
Improving Attendance	61.00	44.00	28.00
Managing Active Learning	65.00	41.00	23.00
Learning Styles	61.00	45.00	26.00
Diversity/Multi-Cultural	50.00	49.00	31.00
Strategies to Improve Classroom Discu...	62.00	44.00	26.00
How to Engage Students at Higher Cogn...	82.00	36.00	14.00
Plagiarism/Copyright Issues	36.00	58.00	38.00
Peer Consultation	31.00	58.00	40.00

### 8. Would you participate in Professional Development activities focusing on Classroom Environment/Management?

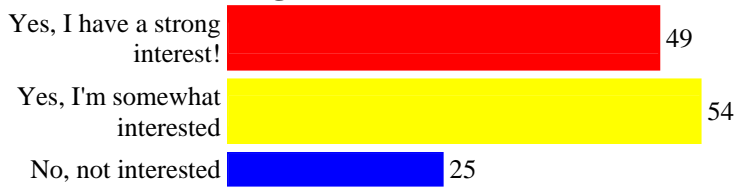
#### Classroom Climate



### Cooperative Learning



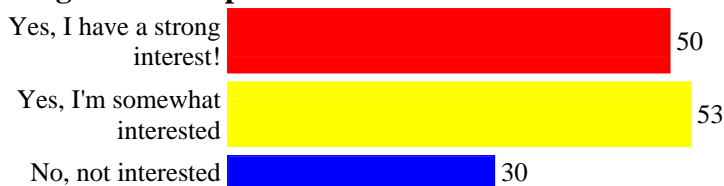
### Collaborative Learning



### Crisis Prevention



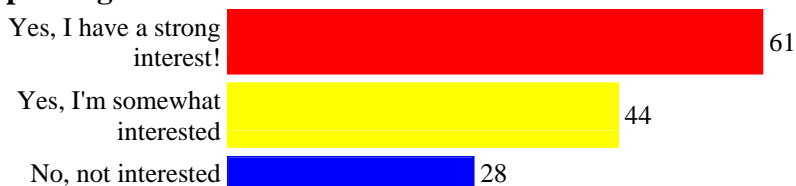
### Dealing with Disruptive Students



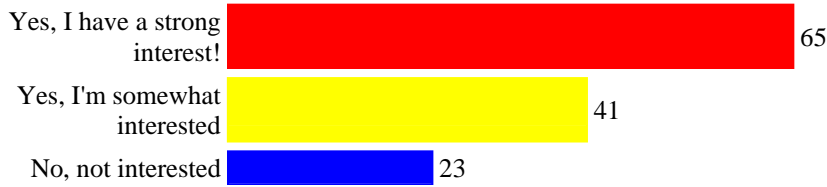
### Discipline with Dignity



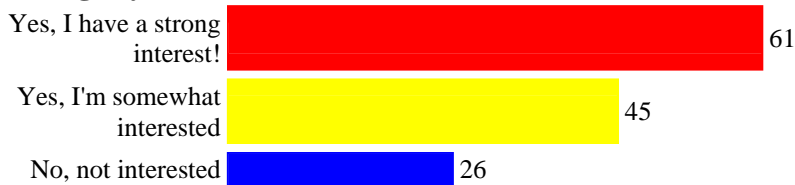
### Improving Attendance



### Managing Active Learning



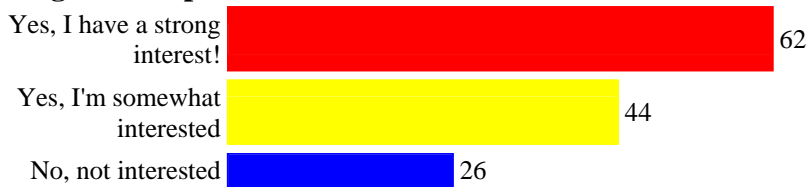
### Learning Styles



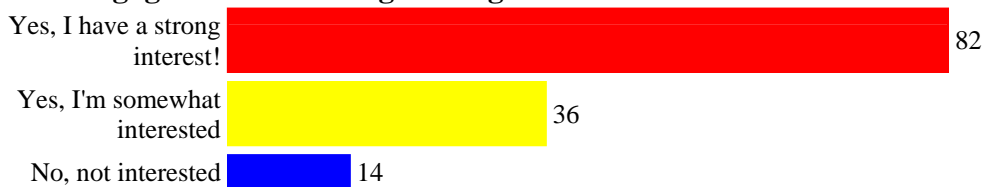
### Diversity/Multi-Cultural



### Strategies to Improve Classroom Discu...



### How to Engage Students at Higher Cogn...



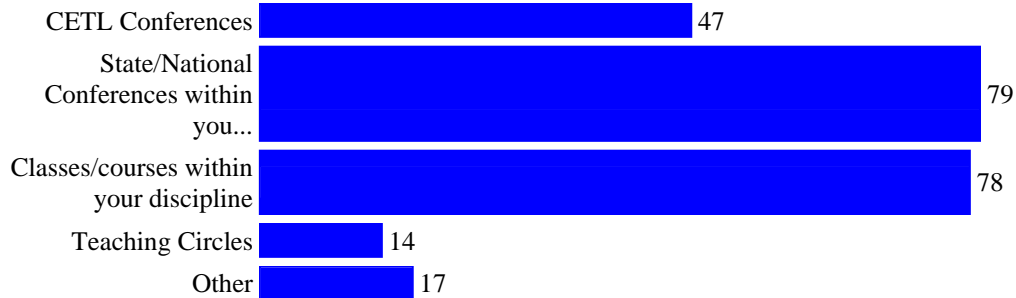
### Plagiarism/Copyright Issues



## Peer Consultation



## 9. What Professional Development activities do you participate in on a regular basis? (check all that apply)



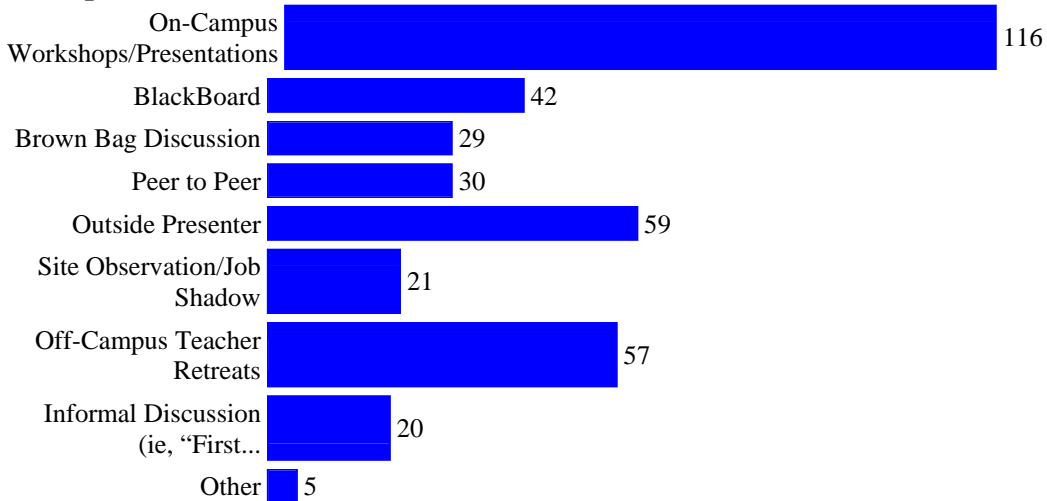
## 9. What Professional Development activities do you participate in on a regular basis? (check all that apply)

Choice	Count	Percent of Sample Asked	Percent of Total Sample
CETL Conferences	47	33.3%	33.3%
State/National Conferences within your discipline	79	56.0%	56.0%
Classes/courses within your discipline	78	55.3%	55.3%
Teaching Circles	14	9.9%	9.9%
Other	17	12.1%	12.1%

## 9. What other Professional Development activities do you participate in on a regular basis?

- Online Conferences, MCC PD activities, Lilly
- County K-16 discussions/conferences
- College sponsored workshops
- 5 years in CETL previously
- WAC project
- Workshops
- volunteer at camps associated with my discipline
- Welcome Back Workshops
- Software update training
- Read journals, publish articles, participate in web-based professional organizations
- Exhibitions and scholarly journal written submissions
- Professional publications, web sites
- ACS
- Tech and on-line
- welcome back workshops
- MCC courses outside my discipline to enhance my teaching or general knowledge

**10. What delivery methods would you prefer for Professional Development? (select the top three choices)**



**10. What delivery methods would you prefer for Professional Development? (select the top three choices)**

Choice	Count	Percent of Sample Asked	Percent of Total Sample
On-Campus Workshops/Presentations	116	82.3%	82.3%
BlackBoard	42	29.8%	29.8%
Brown Bag Discussion	29	20.6%	20.6%
Peer to Peer	30	21.3%	21.3%
Outside Presenter	59	41.8%	41.8%
Site Observation/Job Shadow	21	14.9%	14.9%
Off-Campus Teacher Retreats	57	40.4%	40.4%
Informal Discussion (ie, "First Tuesdays")	20	14.2%	14.2%
Other	5	3.5%	3.5%

**10. What other delivery methods would you prefer for Professional Development?**

- More money for books and conferences
- Weekend workshops
- Have money made available prior to the conference so that it is possible to attend national conferences in specialty
- Computer Tutorial

**11. Are you willing to present a workshop?**



**11. Are you willing to present a workshop?**

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Yes	17	13.0%	12.1%	12.1%
No	114	87.0%	80.9%	80.9%

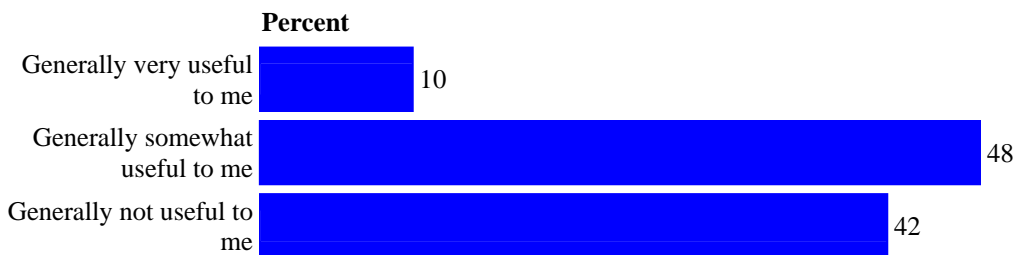
**12. If Yes, provide your Name and Topic/area of expertise:**

- Karen Hanson, ph.d, brain and learning
- Ali Hekmati/Microscopy & Techniques
- Martin Wagner Creating online learning objects
- Cheryl Bassett, IT resources for faculty
- Marc Payne-developing cohort groups, black board, retaining students and other varied topics.
- B. Bliesath, mgmt/ldrshp dev
- Heather Sisto: Research Preparation across disciplines (Glenn Harris & I are submitting a Faculty Innovation Project on this.)
- Stef Diana; use of the CD to replace lecturing in the classroom.

**13. Please identify any other topics and potential MCC presenters that we might contact regarding future professional development:**

- I have concern that students end up taking classes that are inappropriate for their level of 'placement', i.e. they cannot write well (structure, content, and grammar). Students should be required to complete certain amount of college-level prep courses before they can jump into regular college course work, otherwise we are setting them up for disappointments too early.
- Anything to do with developmental students, reading across the curriculum, learning communities, active learning
- Todd Zakrajsek and Greg Gagnon from CMU are both excellent presenters.
- How to enhance student learning activities
- Problem-solving in Teams Denise E. Dedman, Assistant Professor of Social Work U of M, Flint ddedman@umflint.edu
- Learning disabilities (faculty generally have no training to deal with this issue)adult learners (faculty generally have no training to deal with this issue.)
- About Learning, 4MAT (Bernice McCarthy) Barrington, IL (OUTSTANDING)
- Edtech resources and how they work
- Community Arts projects - Judith Baca
- Problem Solving Skills, Creative Thinking, Reading Skills, Improvements for students(and faculty?)
- Christine Morgan, PhD ---Learning Styles Specialist --
- Academic advisement

**14. I believe monthly faculty meetings are:**



**14. I believe monthly faculty meetings are:**

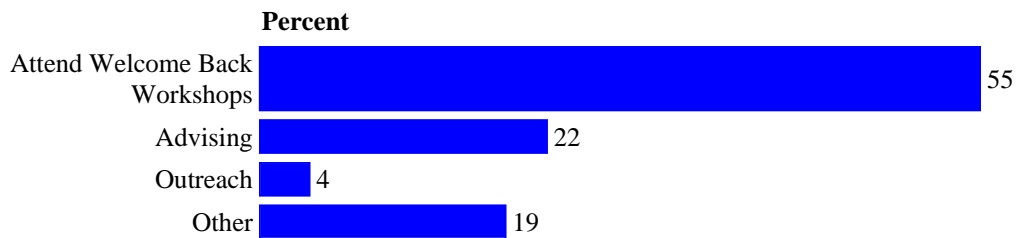
Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Generally very useful to me	13	9.9%	9.2%	9.2%
Generally somewhat useful to me	63	48.1%	44.7%	44.7%
Generally not useful to me	55	42.0%	39.0%	39.0%

**15. Please suggest ways to make monthly faculty meetings more useful (format, topics etc.)**

- Each Division should be in charge of one faculty meeting and talk about what is going on in their division. I have no idea what is happening in any of the Divisions except our own.
- I am not sure the purpose of the meetings. Are they supposed to be educational or to update faculty on what is going on at college? So I do not know who to respond to this question.
- Problems and how others solve/approach them.
- I am part time and usually cannot attend due to teaching obligations.
- Faculty panel presentations
- I can't attend the monthly faculty meetings because I work full time.
- I love it when we break into groups and start putting theory into practice--so much more helpful and fun than sitting through a lecture.
- As a part timer working at 3 different sites it is usually impossible for me to attend
- Add an hour for professional development, from 4-5 pm
- Only have them when there is something timely to say. Otherwise, some exist just because they are scheduled.
- Composition Meeting when we discussed some aspect of composition such as revision was useful.
- More speakers vs. teaching techniques
- Make them true Professional Development meetings - w/ interaction, follow up, OR make them true business meetings. The problem now is that too many of them present information that does NOT need to be presented in such a meeting. Get more faculty involved, present what people are really doing, have debates on the issues.
- I have only attended one, can't say yet
- Survey for suggested topics; I'd enjoy hearing from peers on engaging activities, team learning, as well as what's new in each division.
- Get rid of certain deans
- Put the information on the web. There is nothing discussed in any faculty meeting that could not be just read online without having to take another hour of the afternoon for another meeting.
- Have discussion...not canned presentations
- Open discussion, actual planning for future programs and changes. The meetings are too formal, little discussion or any meaningful outcome.
- Start them on time, and make them more interactive. If for there is a time where there is no subject planned, cancel the meeting rather than "fill" the time with something of little value because we are contracted to have a faculty meeting
- Invite part time and adjunct faculty
- Topics
- When I first came to Mott in the '90s, we had prominent thinkers in education, social issues, people who wrote significant influential works--all came to Mott--to our faculty meetings. Wilma Mankiller for one came; Cisneros from Texas and many more. We desperately need a new way of thinking. It's happening in many colleges but Mott is not part of that new thought in education.
- I am not required to attend. I have no basis to offer feedback.
- I do not think it is possible with such a big group. Faculty are always talking during the presentations, very distracting and rude.

- More about tools faculty can use now vs. information about things that already happened.
- Bi-monthly; we do not have enough useful topics to need meetings each month
- They are what they are... sometimes useful, sometimes not as much...
- Due to a busy schedule (and being adjunct) I am not able to participate often in the monthly faculty meetings.
- When they are held I am usually teaching
- Format change-- more roundtables
- I'm at a branch campus and often teach during that time.
- This should be key topics of collaboration between staff, VP of Academic Affairs, Deans, President, and the faculty. Not just lets see if we can find a topic to present. ALSO, 80 percent of the time, the presenters have no clue how to present to a large group, can't see the powerpoint slides, don't have enough handouts, etc. For teachers, we look like crap in front of our peers.
- Less negativity
- Classroom teaching/interaction, etc.
- Not sure, but it does seem a waste of time. I think smaller group activities, maybe like welcome back, but on a smaller scale where faculty could joint a group discussion/presentation on a topic of interest presented/proctored by our own staff. I did enjoy meeting the new VP of academics.
- more opportunities to interact with other faculty
- Use monthly meeting for updates on MCC and short presentations from different groups (ie Educational Systems, smart classrooms, Human resources) to generate ideas. Save the learning type activities for an hour or two seminar on Fridays or other time slot for those faculty interested in the topic in greater detail.
- The topics that I "strongly" picked. I like to here the "success and failure" stories of a variety of aspects in the classroom
- Better use of AV equip. Often small print, poor lighting, etc. Round tables seem to be more responsive than Lecture format.
- Educational Tidbits...article review...or teaching strategy...something we can apply to our work
- More detailed descriptions of how faculty in other disciplines manage the need for both flexibility and discipline as they teach their content classes.
- Change time to Friday afternoons, its the only time that I have available
- Have positive results at end of meeting.
- Please! I really have had my fill of assessment and general education issues.

**16. How do you prefer to use your time during late registration/Welcome Back time periods (full-time faculty only)?**



**16 - How do you prefer to use your time during late registration/Welcome Back time periods (full-time faculty only)?**

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Attend Welcome Back Workshops	56	55.4%	39.7%	39.7%
Advising	22	21.8%	15.6%	15.6%
Outreach	4	4.0%	2.8%	2.8%
Other	19	18.8%	13.5%	13.5%

## **16. How else do you prefer to use your time during late registration/Welcome Back time periods (full-time faculty only)?**

- Preparing for classes!
- Department meetings/workshops
- I'd enjoy attending workshops; however in CASD it is extremely busy and many opportunities are missed due to the demands with regard to student registration activities
- Same as other times: increasing my competence within my discipline.
- Preparing for the semester, area meetings
- Combo of workshops and office work
- Preparing for the start of class
- Revising course syllabi/grade book etc.
- Prepare for semester by launching division committee work/projects and establishing goals/objectives
- Both advising and outreach, plus preparation for classes
- Full day workshops to meet with other faculty members in area of specialty
- Course preparation
- Why was this only for full-time faculty?
- Preparing students for semester
- Advising & Workshops
- Career counseling & personal counseling
- Division Meeting and Faculty Interaction
- Preparing for the new year

## **17. Other comments/suggestions to improve faculty professional development:**

- Provide more focused workshops/conferences to visit that will help new and current faculty focus on teaching methods, ideas for games, and other student involvement during class to initiate a discussion vs. lecturing.
- This survey could be worded better. I was forced to check the "not interested" option in many of the selections, not because I am really not interested, but because I am already highly competent in the area due to strong interest and personal work.
- Seek, more actively, part-time faculty involvement (offer extra pay?) Most faculty in our division are not full-time, so professional development efforts that do not pull in part-timers do not have an impact in most of our classrooms. Within subject areas, especially, it would be very helpful and effective, I believe, to be able to compensate part-timers who participate in professional development activities.
- More full time positions
- Whatever aids instruction. Division meetings, I feel, can be the best overall, even though some Deans do not take advantage of that. I know of one Dean who has never attended a monthly professional development meeting by the largest discipline by far in the Division.
- I am new to MCC and have not been able to participate in many areas mentioned above. I would like to be more involved and possibly be available for presentations in the future once I am more acclimated to MCC
- As a part-timer who is temporary full-time this semester, it's been very helpful to meet and discuss classes with full-timers. I wish there was more opportunity for integrating with full time staff.
- Provide funds for faculty to participate in Professional Development programs.
- I'd like to see what's being attempted with the WAC project extended to more gen ed areas, to see that kind of work fully funded and become mandatory over time. I'm not sure other areas are doing what we do now in English with our monthly meetings -- we have a theme for each semester, do required readings, and discuss. It seems like a logical thing for any area to be doing.
- Offer Welcome Back Workshops again in October for Fall and February for Winter to allow faculty an option to participate without heavy registration activity responsibilities. I enjoy the connection with local university prof. dev. activities, keep up the good work!
- "Professional development" in my discipline (philosophy) requires money for books and conferences. These are the things that make me a better teacher. We already have some support for conferences. I would like a book allowance. :)

- I need help creating seamless 2+2 programs with 4 year schools. Technology students have little opportunities for transfer, or lose a great deal of credits when they do. This affects our ability to recruit students and the students ability to maintain of find employment.
- Develop a system where you can allow teachers to gain professional development while being released from their teaching duties. Possibly establish several Fridays per year where the faculty could attend professional development and be paid at the non-instructional rate to improve attendance. There is too much going on at the start of the semester, many dedicated faculty are busy advising and registering students, which is a higher priority than PD during that time period.
- The welcome back workshops should be more in-depth. Depending upon the topic, some of the seminars could be on-going throughout the semester.
- For part-time faculty, weekend or evening workshops are the only way we can attend trainings due to our other work obligations.
- It's rather difficult to take on so much on top of teaching and other duties. Maybe it's all pretty good. Just can't expect everyone to jump in on every opportunity since many folks (like myself) also find our PD opps off campus, on our own, too.
- I would appreciate being able to attend national level conferences and know ahead of time that I am able to have my expenses paid. The last time I wanted to attend a conference I was told that I could plan on reimbursement only (the conference cost more than my department was able to pay to me) and that so many faculty had applied to go that I might not be reimbursed. There was apparently no consideration given to the fact that one faculty member was going to retire at the end of the semester and would not be here to share what she had learned and that other faculty members had gone to the conference for the last two years. It would be nice to have a committee to review applications prior to the time the conference is held to determine which faculty could have the conference paid for.
- Keep up the good work! Don't give up! It is possible to teach an old "instructor" new tricks.
- Hold public forums for students to discuss what they would like to see different in the classrooms, what helps them learn. Balance this with a faculty group who filters the requests, then hold workshops on these concepts.
- I don't mind attending welcome back workshops, just need to keep adding more/different options, which has improved over the last year.
- add more structured interactions between participants during workshops and other development activities.
- get rid of our sick and mentally ill dean
- The Administration of MCC should understand that the talent they have is directly related to the compensation they grant.
- More opportunities for faculty across the disciplines to interact. We stay in our own cubicles too much. "Silo thinking."
- Address the intellectual interests and needs of faculty other than white people who live outside of Flint and don't care about the city anymore.
- Faculty will learn from each other if you just give them a place and an opportunity to gather regularly. A place for lunch will help. Great Teachers retreat is a good format.