R·I·T

Faculty Needs Survey

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Prepared by

Faculty Career Development Services

The Wallace Center

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EXECUTIVE SUMMARY

In February 2014, a survey was administered to all RIT faculty focused on what types of RIT-supported professional development opportunities might interest faculty. Questions covered the preferred format and venue, suggested topics and speakers, and ways faculty might use a mini-grant, if available. The survey was intended to guide future programming for Faculty Career Development Services (FCDS), as well as the colleges and other support units. The FCDS team designed the survey in early 2014 with input from deans and other campus partners. The survey response rate was approximately 10% (120 faculty responded).

Significant findings from the survey include:
- The majority of respondents prefer a face-to-face delivery mode in a central location on campus.
- The most desired type of activity is workshops/seminars followed by guest speakers/presentations.
- Of those responding, the majority would welcome a mini-grant (if available) to support attendance at a conference, workshop, etc.

This report details faculty responses from the questionnaire. Overall response values are provided, along with responses by college and rank where relevant. The report is divided into four sections:

- Section 1 - General information about respondents (college, rank, tenure status)
- Section 2 - Responses on preferred format and location
- Section 3 - Responses suggesting topics, speakers
- Section 4 - Use of funding (mini-grants, if available)

The original survey instrument may be found in Appendix A of this report. The survey guaranteed anonymity; therefore, open-ended responses were summarized by a categorical listing of responses.

SECTION 1 - INFORMATION ABOUT RESPONDENTS

Table 1 lists the survey responses by college. Table 2 indicates overall responses by rank. Respondents were to select all that apply (e.g., department head and professor). Table 3 shows respondents by tenure status. The highest responses by college were from the College of Science (COS). The highest responses by faculty rank were from associate professors, and those tenured 5 or more years.

Table 1: Responses by College

College	# Responses
COS	26
CLA	20
NTID	15
GCCIS	12
KGCOE	12
CIAS	10
CAST	6
SCB	6
CHST	3
CMS	3
GIS	1
No response	6
Total responses	120

Table 2: Responses by Rank

Rank	# Responses
Associate Professor	33
Assistant Professor	26
Lecturer/Senior Lecturer	20
Adjunct	18
Professor	15
Department/Unit Head	9
Academic Leader (Dean, Associate Dean)	3
Other (Visiting Assistant/Tutor)	2
No response	2

Table 3: Responses by Tenure Status

Tenure Status	# Responses
Tenured 5 or more years	47
Not applicable [lecturer/adjunct population]	39
Pre-tenured (on tenure track)	19
Tenured 3 to 5 years	6
Tenured 1 to 3 years	4
No response	5

SECTION 2 - PREFERRED FORMAT AND LOCATION

In this section faculty were asked about the format and location for professional development activities. Respondents were encouraged to check "all that apply." The vast majority of faculty chose "face-to-face group sessions/workshops" (73% of responses) (Table 4). The next most selected format was "one-to-one/individualized sessions" (34% of responses). The location chosen was predominantly a central location on campus (73%), followed by "within your college" (41%) (Table 5).

Table 4: Preferred Format

Format	# Responses
Face-to-face group sessions/workshops	87
One-to-one/individualized sessions	41
Online self-paced	31
Online webinar	27
No preference	11
Other	2
No response	6

Table 5: Preferred Location

Location	# Responses
Central location on campus	88
Within your college	49
Off campus	17
Other	1
No response	8

SECTION 3 - TOPICS AND SPEAKERS

Section 3 includes responses to questions about the kinds of internal (RIT) professional development opportunities that might interest faculty. Faculty were asked to "select all that apply." Workshops/seminars (70%) and guest speakers/presentations (60%) were the most commonly selected (Table 6). Faculty were asked an open-ended question to indicate areas of interest or program topics they would recommend. Several common themes emerged as indicated in Table 7. The most frequent requests were for development offerings in the areas of **scholarship, publishing,** and **grant writing**, **teaching strategies**, and **technology-related** themes; however, the responses were broad and included requests for classroom management support, teaching deaf and hard-of-hearing students, and communication/organizational support. Faculty were also asked to recommend guest speakers that might be invited to campus. Suggested categories ranged from discipline-specific (literary theorist, graphic designers), to general professional development (career issues, effective communication strategies), to publishing, teaching and learning, and technology-related speakers. Appendix B includes the responses from this question by category. Where possible, a web link for more information on the recommended guest speakers has been included.

Table 6: Internal (RIT) Professional Development Opportunities

Format	# Responses
Workshops/Seminars	84
Guest Speakers/Presentations	72
Faculty Learning Communities	55
Mentoring Activities	42
Webinars	39
Other	7

Table 7: Areas of Interest/Program Topics Faculty Recommended

Category	Comments
Career Guidance	• How to become a better professor • Consulting
Classroom Management	• Copyright issues (e.g., fair use in academia) • Teaching to Millennials • Teaching effectively to autistic students, deaf/hard-of-hearing • Dealing with students' behavior (probation, suspension, cheating, etc.)
Communication/ Organizational Skills	• Working with upper administration • Faculty relations between tenure track and non-tenure track faculty • Time management and organization skills • Work-life balance
Deaf & Hard-of-Hearing Support	• ASL courses • ASL for Foreign Language Teachers • ASL webinars
Discipline-Specific	• Networking with URMC and area colleges • Involving area professionals in co-teaching courses
Grants/Grant Writing	• Finding grants and funds for projects • Grant (or paper) writing "bootcamps" • Grant management (help for after you get the funds and now have to manage budget and people)
Leadership	• Management and leadership training; Leadership vs. Management • Learning to delegate • Running effective meetings • How to write a yearly evaluation
Mentoring (Peer and Student)	• How to make mentoring effective • Mentoring senior faculty • Effective mentoring of student researchers
Promotion/Tenure	• Issues related to promotion from associate to full professor • Balancing research and teaching for tenure-track faculty • Navigating the peer review process • Using student rating data to enhance teaching effectiveness • How to create an integrated portfolio: Strategies for getting your teaching, scholarship, and service to compliment one another

Category	Comments
Publishing, Research & Scholarship	• How to publish, peer review, and support for publishing • Publishing workshops • How to gain a book contract • How to perform and grow in research • Research methods and analysis tools • Conducting collaborative research
Teaching Strategies	• Teaching across the curriculum • Student engagement • Promoting critical thinking • Research-based teaching practices and course design • Teaching strategies, learning outcomes, assessment • Project-based instruction
Technology	• Format and materials for flipped classrooms • How to make online courses more engaging and effective • Use of technological tools for student engagement • Free and open source software in higher ed • Design/editing/video production/support
Writing	• How to edit a collection or anthology • Writing groups

SECTION 4 - USE OF FUNDING

Faculty were asked if they would be interested in applying for "mini-grants" to support professional development (funding up to $5,000), if available. Of those responding, 90 replied "Yes" or "Maybe."   Tables 8 and 9 reflect those respondents by college and rank.

Table 8: By College

College	# Responses
COS	24
CLA	16
NTID	13
CIAS	8
GCCIS	8
KGCOE	8
SCB	4
CHST	3
CMS	2
CAST	1
Unknown	3

Table 9: By Rank

Rank	# Responses
Associate Professor	29
Assistant Professor	21
Lecturer/Sr. Lecturer	13
Professor (full)	11
Adjunct	10
Department Head/Chair	7
Leadership	3

The most common suggestions for use of mini-grants include **conference attendance** (fees and travel), **workshop/seminar participation**, **student support** (research assistance, funding for their projects), **professional development/training**, **research support**, and **funding for materials and fees** (publication, exhibit, etc.).

Select excerpts from responses include:
- The attendance at conferences is critical to networking, which advances one's career and to staying current in the discipline.
- Conferences, guest speakers and research related to an engaged classroom using technology to increase student interest and performance (especially for students with disabilities and ESL or international students).
- Guest speakers who could encourage interdisciplinary collaborations.
- Conference to bring in faculty from outside the Institute to challenge and push my thinking in new directions, to form collaborative relationships that could lead to publications down the road.
- Attend a course that helps me develop a certain skill - most likely management skills for putting together and managing my research team.

Faculty Career Development - Meeting YOUR Needs Survey

Faculty Career Development Services (FCDS) in The Wallace Center is dedicated to the ongoing support and advancement of faculty in their academic careers at RIT. Please take a few minutes to respond to the survey below regarding types of professional development opportunities. Results will be shared with colleges and academic support groups to inform programming and services.

This confidential survey should only take about 3 to 5 minutes of your time. Please respond by Wednesday, February 12, 2014.

Thank you!

1. What kinds of internal (RIT) professional development opportunities are you interested in? Check all that apply.

- ❑ Faculty Learning Communities
- ❑ Guest Speakers/Presentations
- ❑ Mentoring Activities
- ❑ Webinars
- ❑ Workshops/Seminars
- ❑ Other:

2. Are there any areas of interest or program topics that you would recommend we offer?

(text box)

3. Are there any outside speakers of interest you would recommend we invite to campus?

(text box)

4. If available, would you be interested in applying for "mini-grants" to support your professional development (funding up to $5,000)?

- ❑ Yes. If Yes, please go to question #5 below.
- ❑ No
- ❑ Maybe

5. What professional development activity would you use a mini-grant for (e.g., guest speakers, conferences, etc.)?

(text box)

6. What format do you prefer for professional development activities? Check all that apply.

- ❏ Face-to-face group sessions/workshops
- ❏ One-to-one/individualized sessions
- ❏ Online webinar
- ❏ Online self-paced
- ❏ No preference
- ❏ Other:

7. What location do you prefer for workshops/events?

- ❏ Within your college
- ❏ Central location on campus
- ❏ Off campus
- ❏ Other:

8. What is your rank? Check all that apply (e.g., Department Chair and Professor)

- ❏ Academic Leader (Dean, Associate Dean)
- ❏ Department/Unit Head
- ❏ Professor
- ❏ Associate Professor
- ❏ Assistant Professor
- ❏ Lecturer/Senior lecturer
- ❏ Adjunct
- ❏ Other:

9. What is your tenure status?

- ❏ Pre-tenured (on tenure track)
- ❏ Tenured 1-3 years
- ❏ Tenured 3-5 years
- ❏ Tenured 5 or more years
- ❏ Not applicable

10. What is your college?

- ❏ CAST
- ❏ CIAS
- ❏ CHST
- ❏ CLA
- ❏ CMS
- ❏ COS
- ❏ GIS
- ❏ KGCOE
- ❏ GCCIS
- ❏ NTID
- ❏ SCB

APPENDIX B: Faculty Recommendations for Guest Speakers by Category

Discipline-Specific
• Architects/designers
• More sustainable communities
• Speakers who address fast moving areas of biological and medical areas
• Literary theorist or poet or writer in a foreign language we teach here at RIT
• Scott Franklin (Physics), http://people.rit.edu/svfsps/
• Noam Chomsky http://www.chomsky.info/
• Tony DeRose, senior scientist/lead, Research Group at Pixar Animation Studios http://graphics.pixar.com/people/derose/
• Adrian Frutiger, designer, http://www.linotype.com/720/adrianfrutiger.html
• Milton Glaser, designer, http://www.miltonglaser.com/
• Neville Brody, designer, http://www.fontshop.com/fonts/designer/neville_brody/
• David Carson, designer, http://www.davidcarsondesign.com/
• Katherine McCoy, designer, http://www.aiga.org/medalist-katherinemccoy/
• David Eagleman, neuroscientist, http://www.eagleman.com/

General-Broad
• Social scientists doing cutting-edge research
• Someone from the Khan Academy/Gates/TEDs
• A Futurist
o Michio Kaku (physicist), http://mkaku.org/
o Sean Carroll (Cal Tech physicist), http://preposterousuniverse.com/self.html
• Edwin Black, investigative reporter, http://edwinblack.com/
• Ramesh Raskar, http://www.media.mit.edu/people/raskar
• James Cameron (Director and movie technology pioneer)

Grant-Writing/Funding
• Someone from major funding agencies
• Speaker from the NEH or ACLS to talk about how they do grants

Professional Development
• Those that have been through these problems/solutions [writing yearly evaluations, grants/proposals, organizational management skills]
• Edward Tufte, effective communication strategies, http://www.edwardtufte.com/tufte/
• David Permlutter, dean, Texas Tech (has written extensively on career issues), http://www.depts.ttu.edu/comc/utilities/get_biog.php?record=208
• Brene' Brown, http://brenebrown.com/
• Peter Diamandis (author of bestseller book *Abundance*) (breakthrough thinking and innovation that offers clear, measurable and objective results), http://www.diamandis.com/abundance/

Publishing
• Editors of top journals to present their own research, discuss journal editing
• Editors of senior or eminent journals
• Someone from one of the big academic publishers (e.g., Elsevier) to provide a balanced view of academic publishing. The big publishers are often demonized for their high subscription prices and copyright policies, but I believe there are always two sides to every story.
• William Germano, http://cooper.edu/humanities/people/william-germano

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Teaching and Learning
• Richard Felder, http://www4.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html
• Rebecca Brent, http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Rebecca.html
• James Zull, http://www.case.edu/biology/people/zull.html
• Robert Sternberg, former president of University of Wyoming, now at Cornell, http://www.nvcc.edu/loudoun/cte/id66.htm
Technology-Related
• Individuals involved with novel teaching practices or technologies from other universities
• RIT faculty from Saunders College of Business who received funding from outside sources for the modification of its curriculum and development of materials for online courses; hear from the faculty involved with that project about its successes and failures.
• Business leaders, either local or global and their views on how technology leadership will or won't be a key success factor moving forward
• Rey Junco, first study on Twitter to increase student engagement, http://blog.reyjunco.com/about
• Chris Tyler, Seneca University, Ontario, CA, https://scs.senecac.on.ca/staff/tyler-chris