

The 2017 Part-Time Instructor Needs Assessment Report

Office of Faculty Development

Western Michigan University

February 2018

Prepared by:

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Executive Summary

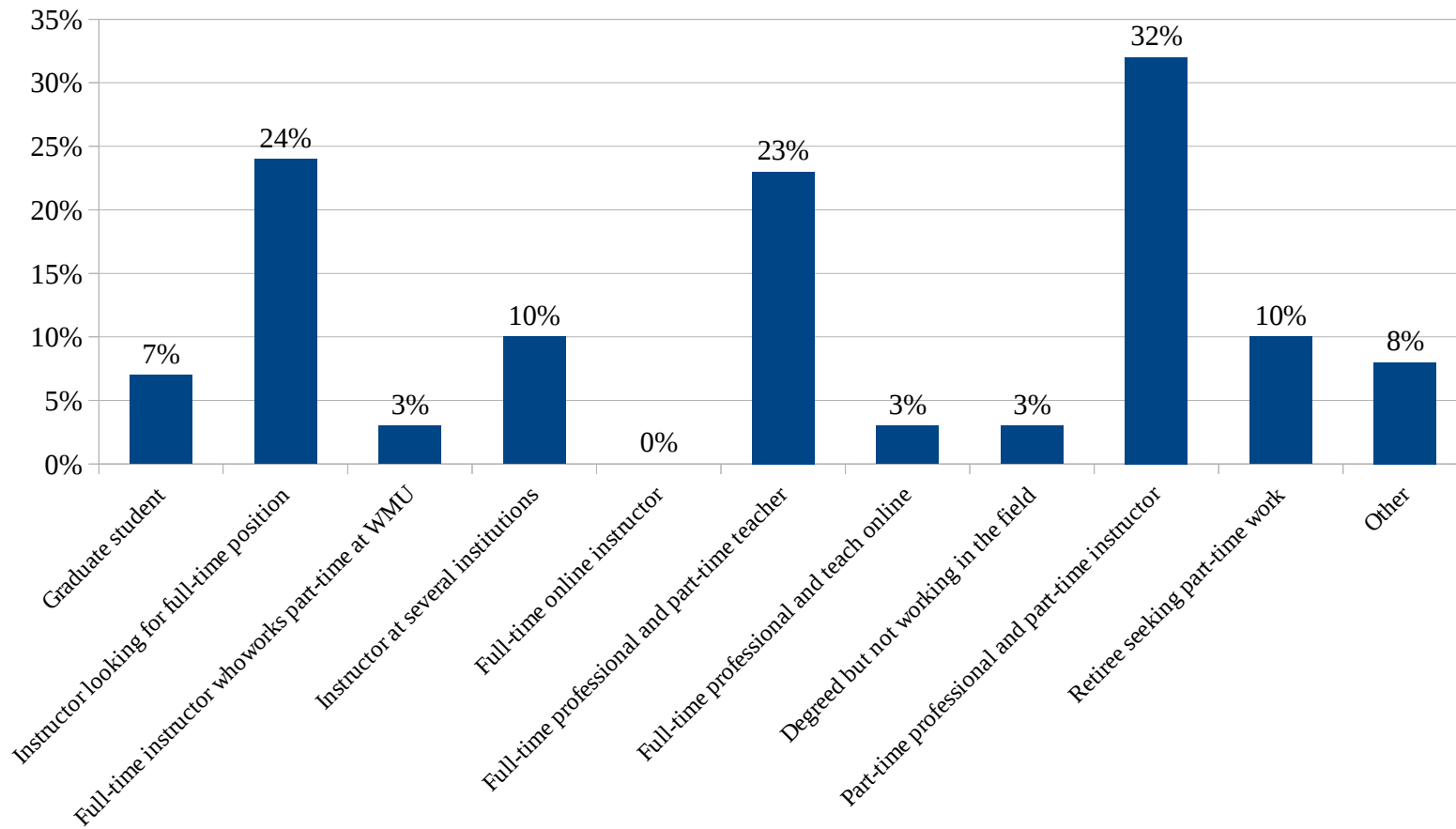
A total of 586 Part-Time Instructors (PTIs) were surveyed in Fall 2017 for current professional development needs. The number of Part-Time Instructors who viewed or responded to some of the questions on the survey was 111, and 91 completed it. The following report is based on the completed responses.

- The majority (88%) of classes taught by PTIs are small (1-25 students) or mid-size (25-50 students), which suggests a need for more programming on the relevant teaching styles (e.g., small group discussion options), activities, and tools.
- Professional development events offered by the WMU Office of Faculty Development were attended by 36 respondents (38%), with 43 respondents (45%) having attended any professional development events in the past year. This demonstrates a clear interest among WMU PTIs for accessible, convenient professional development opportunities.
- The most well-attended events/programming among PTIs were: PIO-WMU Instructor II workshop (13), Teaching with Technology Symposium (13), Cool Tools (11), and Seminar for Teaching Inclusivity (8).
 - Several respondents mentioned an interest in additional OFD programming where instructors could gather and receive support on best online teaching practices.
 - Other programming interests included: how to handle academic dishonesty, managing disruptive classroom behaviors, and how best to support writing development among international students.
- In terms of usefulness for PTIs, the Cool Tools and PIO-WMU Instructor II workshops were found to be the “most valuable” with 10/11 (91%) and 9/13 (69%) rating them so.
- Although 66% of respondents express interest in Cool Tools workshops, only 28% are aware of what workshops are offered and 26% know when they are offered. A similar pattern was found with the Summer Intensive workshops. More effective modes and/or frequency (early and often) of communication to PTIs appear necessary. Disseminating announcements about upcoming events through deans and chairs could increase the number of PTIs who open and read the email notifications.
- With respect to instructional competencies, respondents rated their skill/knowledge level on a 5-point scale from None (1) to Mastery (5). More than 50% of respondents rated themselves at or below Some (3) skill in the following areas:
 - Online/Hybrid Course Design and Implementation
 - Constructing a Teaching Portfolio
 - Diversity and Cultural Competencies in the Classroom
 - Managing Disruptive Classroom Behaviors
 - Handling Academic Dishonesty
- As in the previous annual Needs Assessment Survey, evening times (outside the 9-5 workday) during the Fall and Spring semesters, online resources, and webinars are the most commonly noted methods for increasing accessibility of OFD programming.

Results

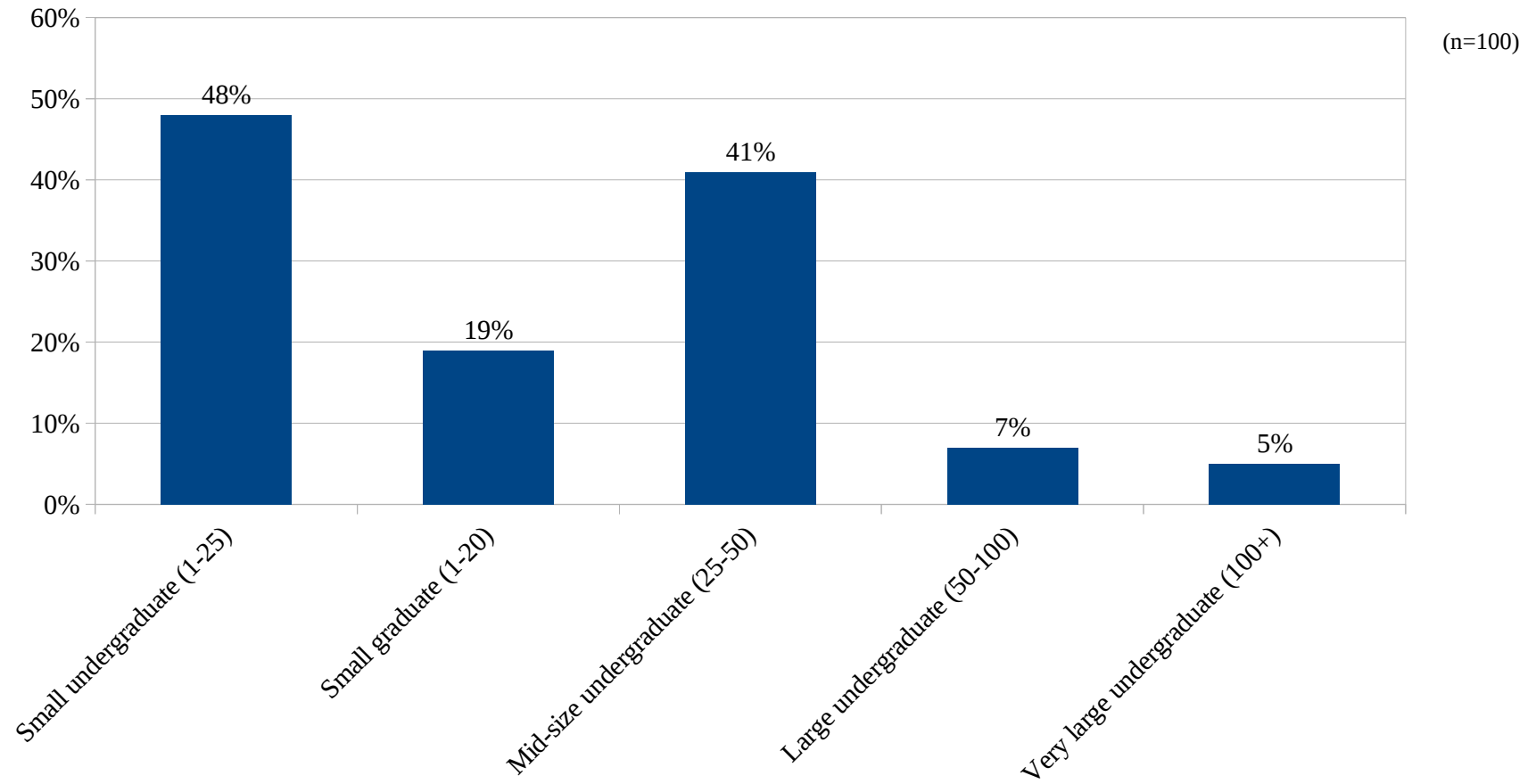
Question #1:

What describes your part-time faculty status? Check all that apply.

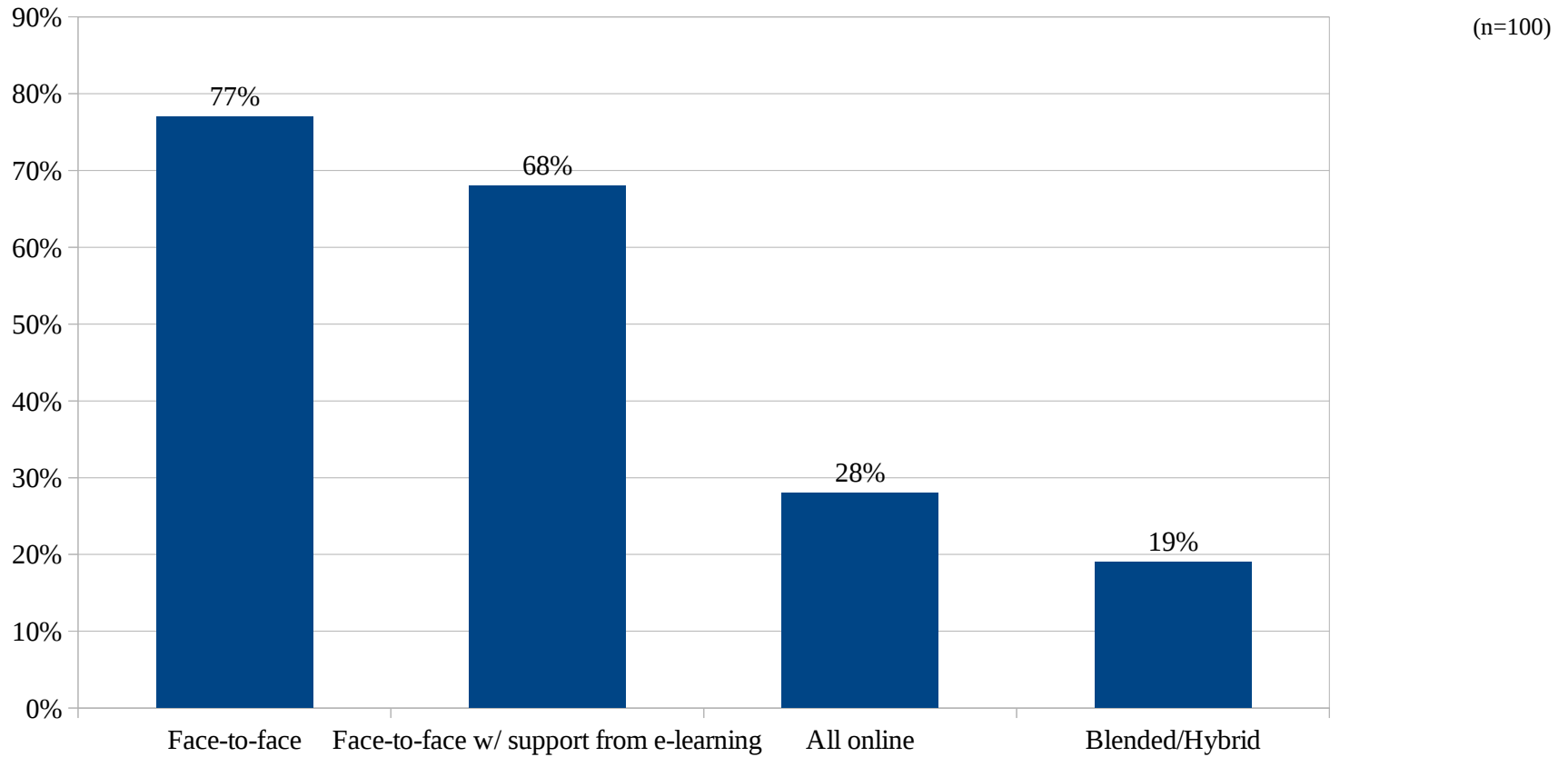


(n=100)

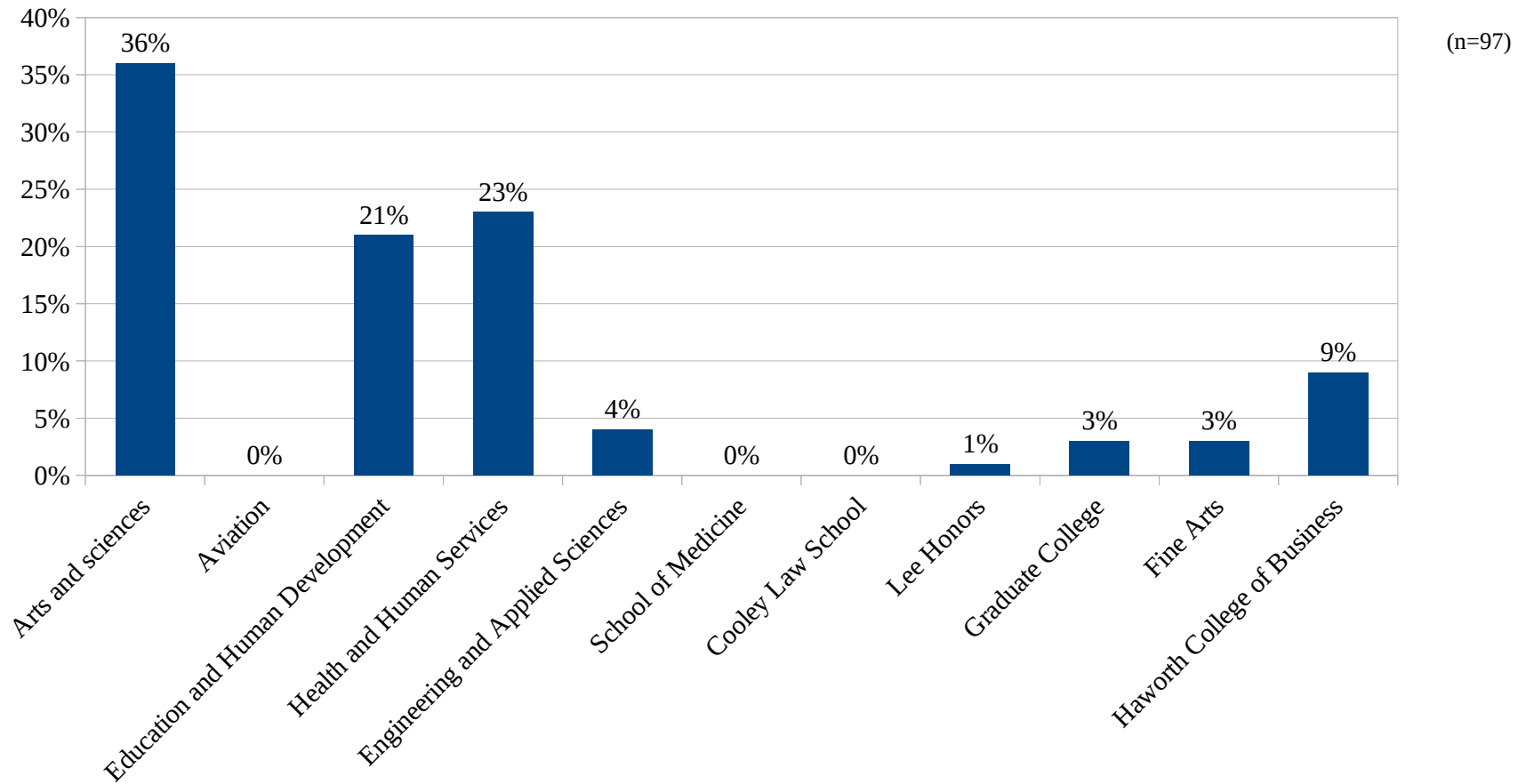
Question #2:
What's the size and type of class you teach? Please select all that apply.



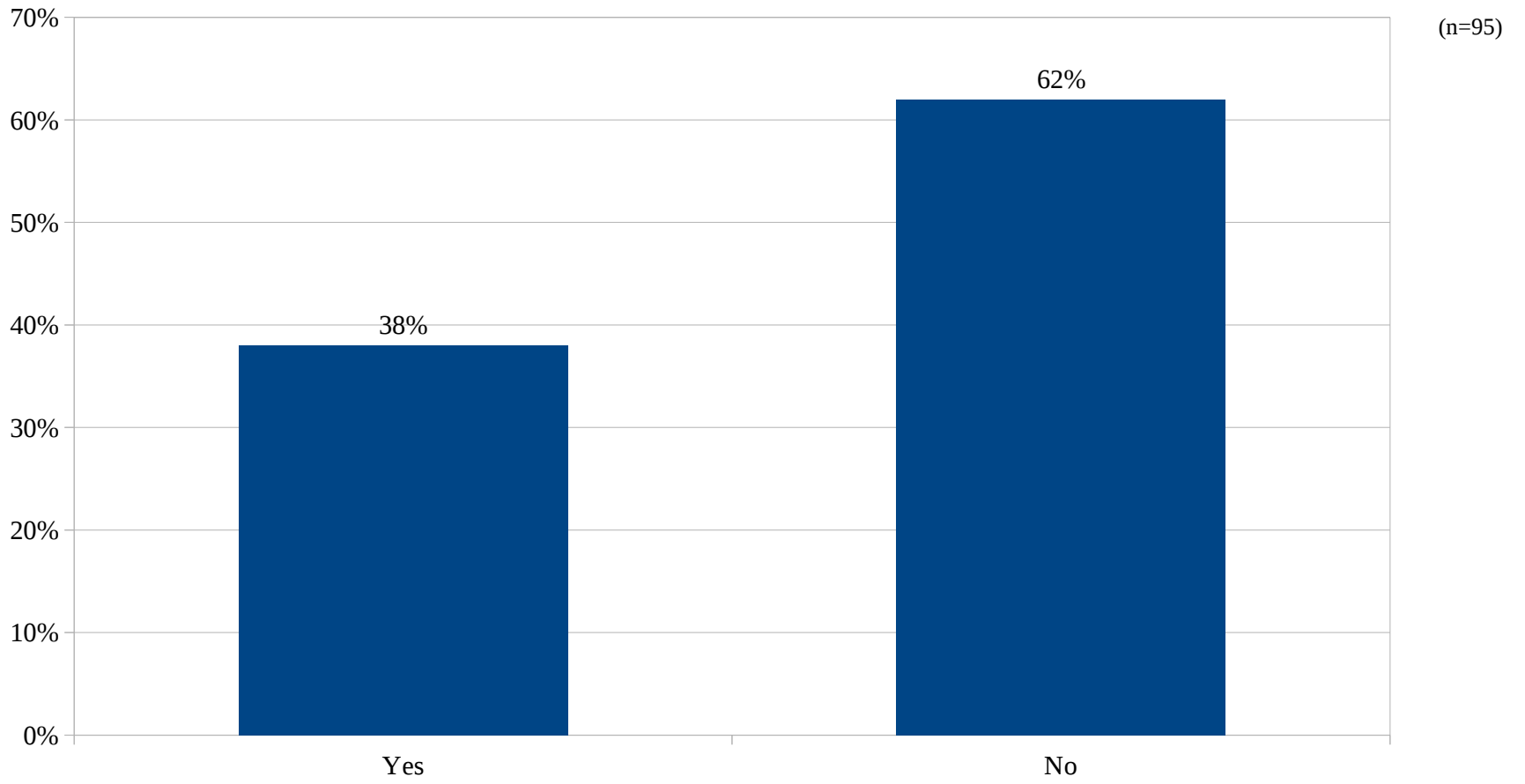
*Question #3:
Which of the following formats do you use to teach your classes?*



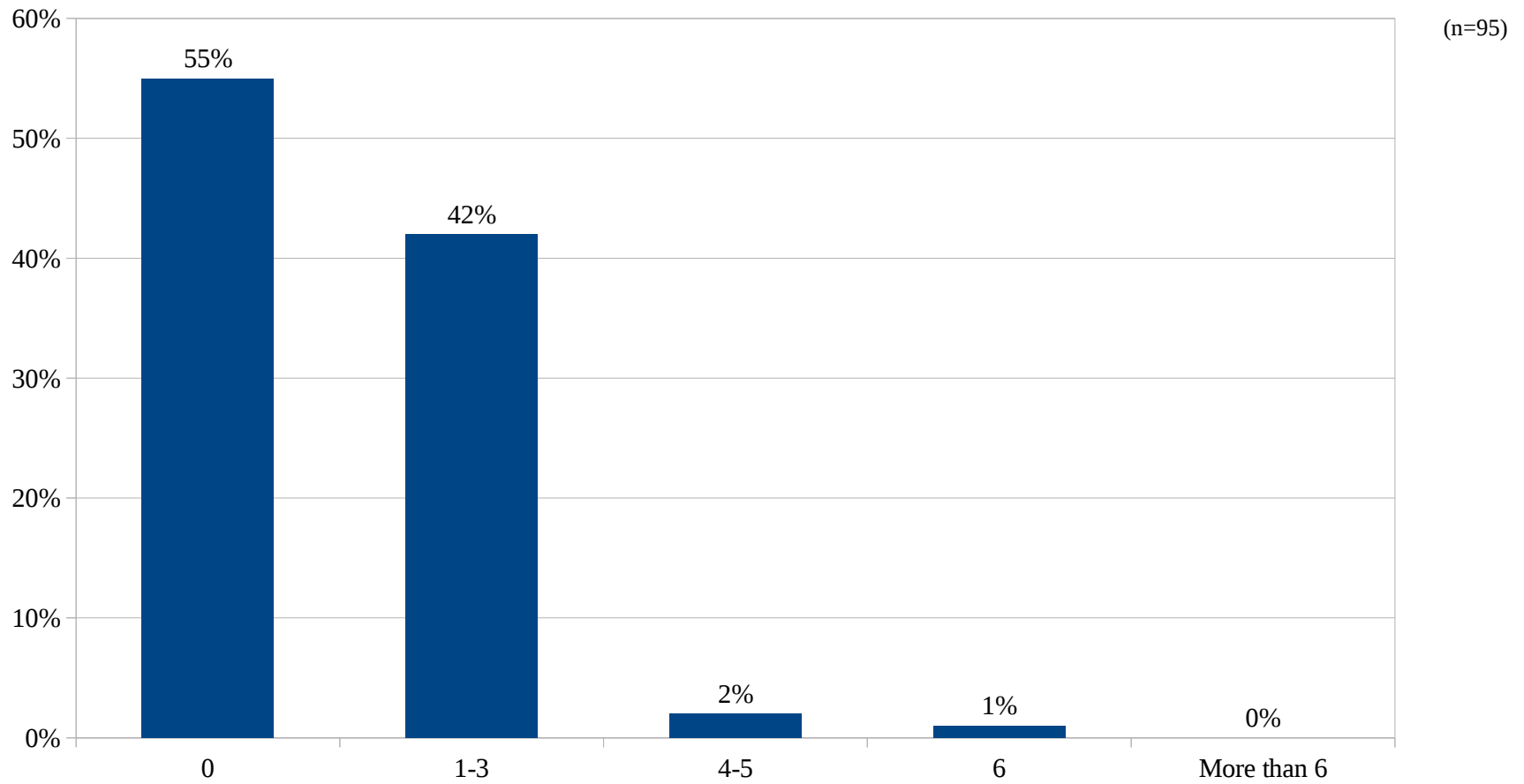
Question #4:
In which College do you primarily teach?



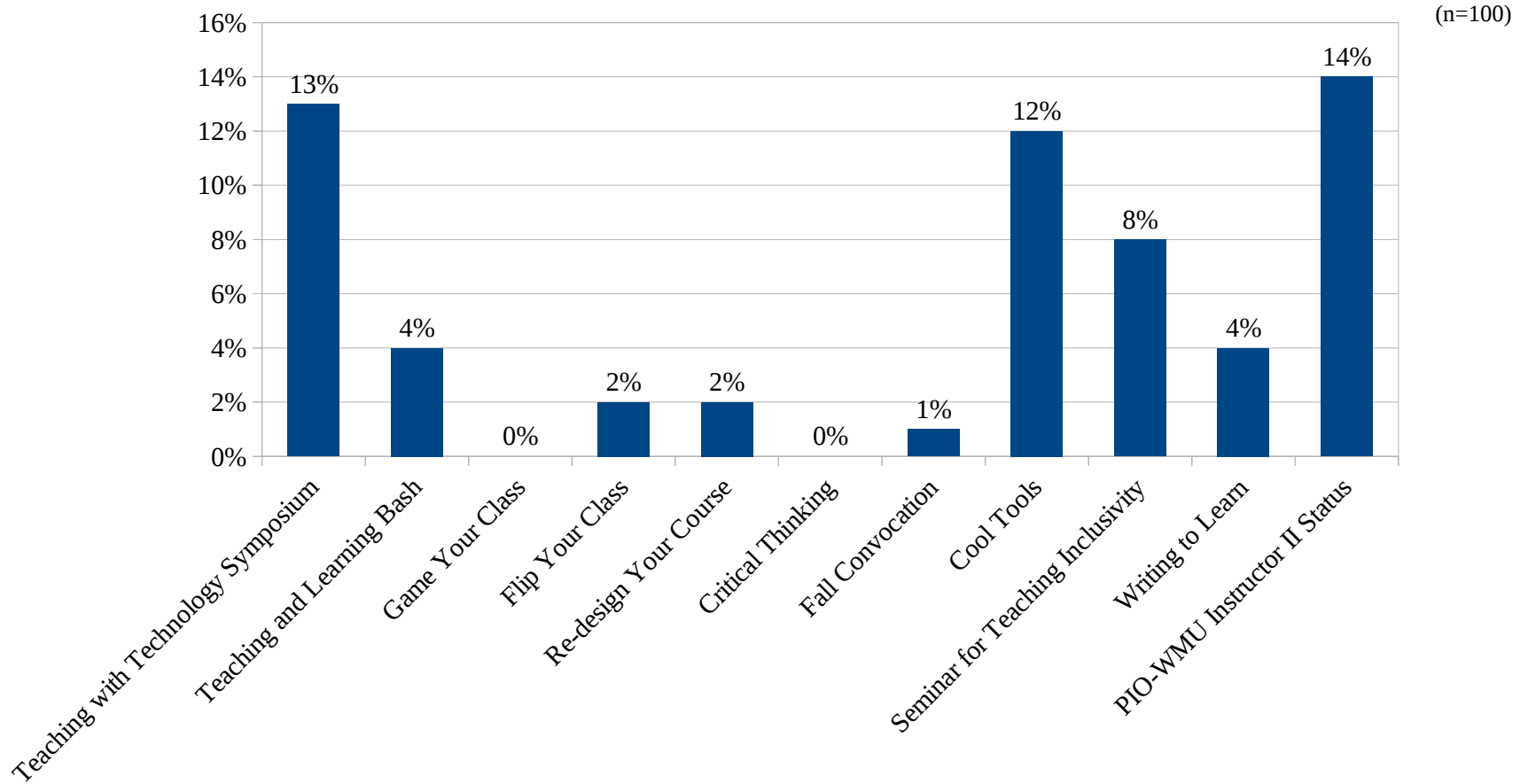
Question #7:
Have you attended professional development events organized by the WMU Office of Faculty Development?



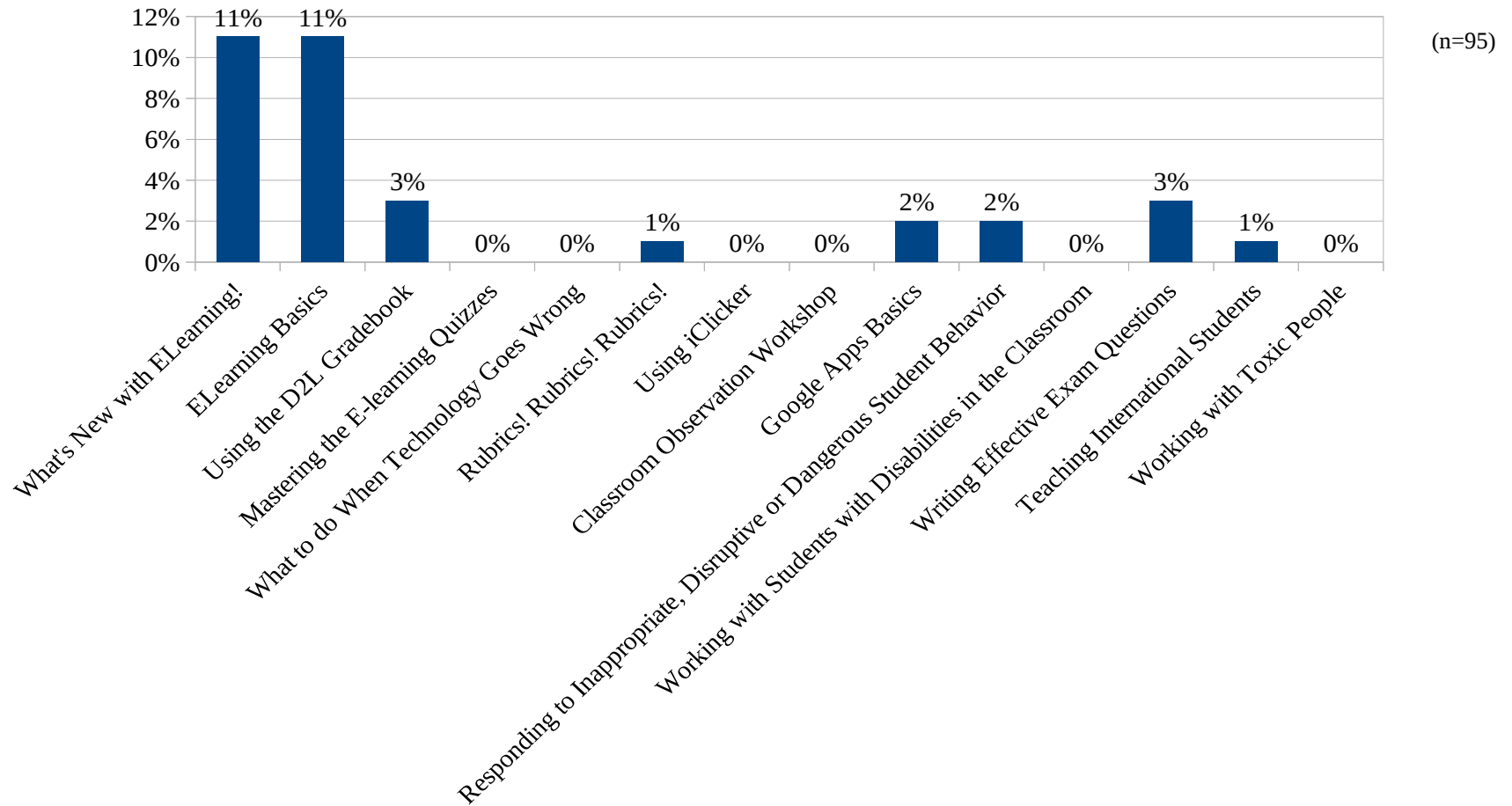
*Question #8:
How many professional development events have you attended within the last academic year?*



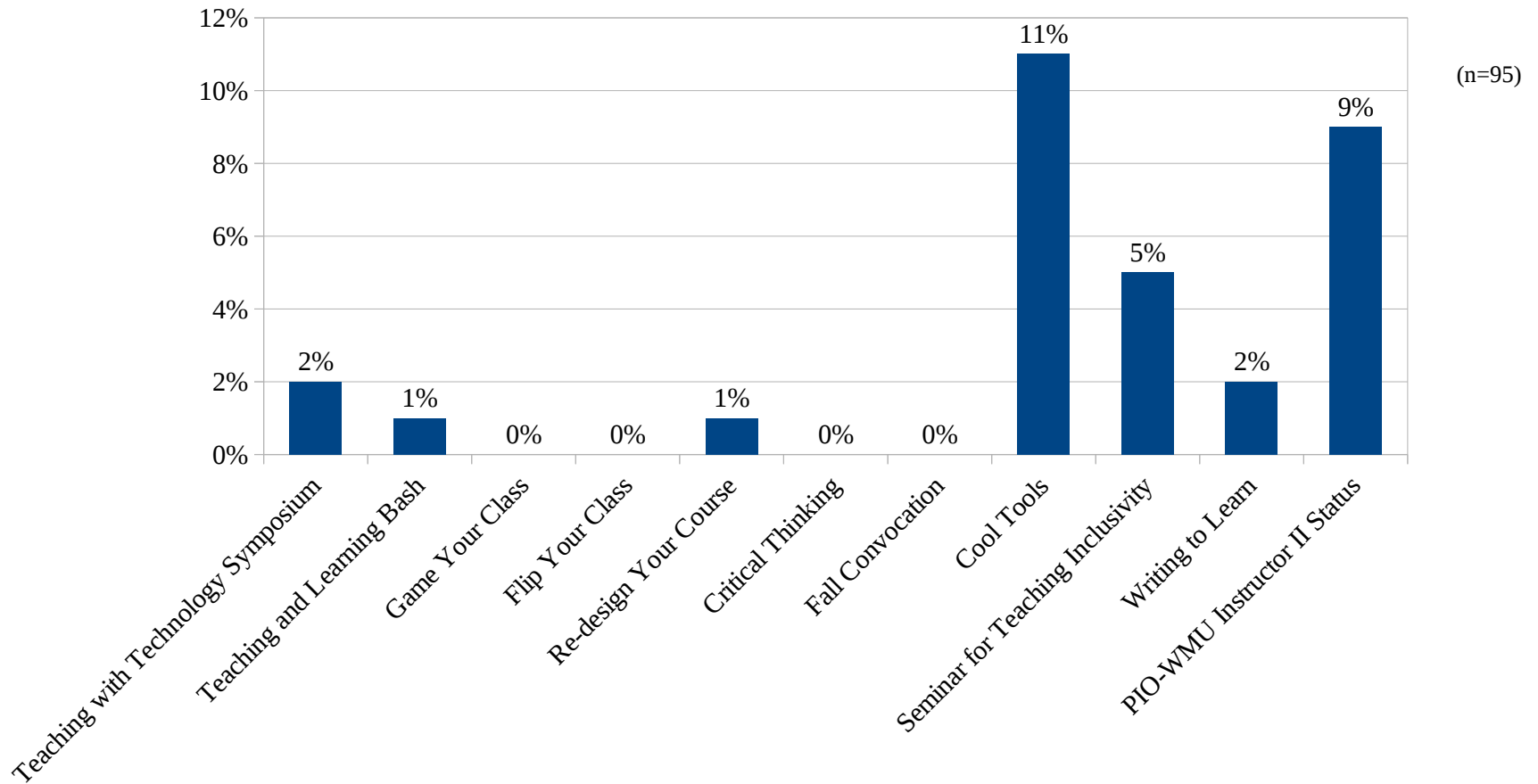
Question #9:
Which of the following professional development events offered by the WMU Office of Faculty Development have you attended? Check all that apply.



Question #10:
If you have attended a Cool Tools seminar, please check those that you have attended.



Question #11:
Of those you have attended, which were most valuable to you? Check all that apply.



Questions #14-18

Proficiency in Instructional Design:

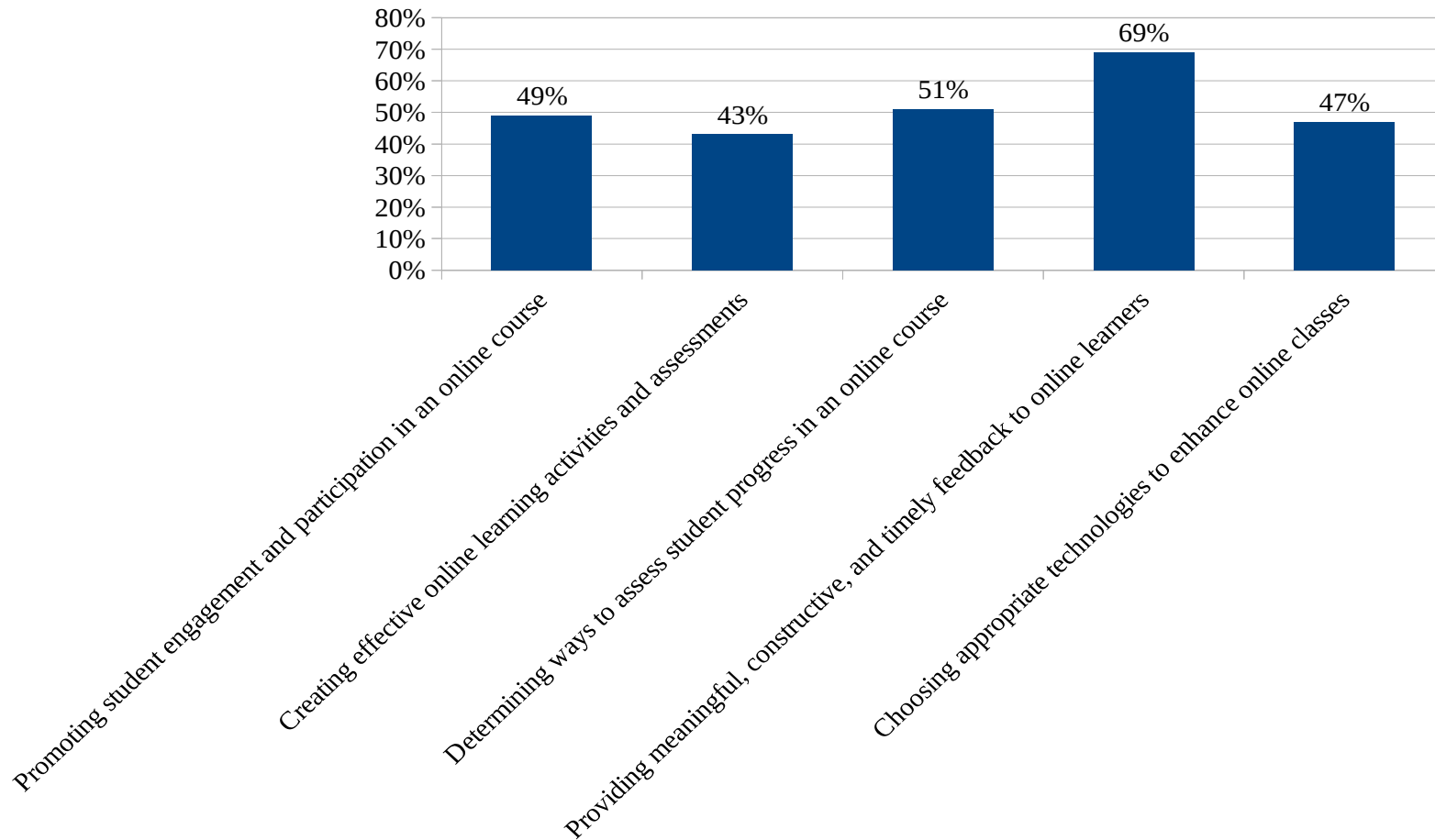
For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery

	None	Very Little	Some	Approaching Mastery	Mastery	
14) Promoting student engagement and participation in an online course	3%	6%	43%	37%	11%	(n=35)
15) Creating effective online learning activities and assessments	3%	8%	46%	32%	11%	(n=37)
16) Determining ways to assess student progress in an online course	3%	5%	41%	41%	11%	(n=37)
17) Providing meaningful, constructive, and timely feedback to online learners	3%	3%	25%	39%	31%	(n=36)
18) Choosing appropriate technologies to enhance online classes	3%	14%	36%	44%	3%	(n=36)

Questions #14-18:

Proficiency in Instructional Design:

For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery



(Percent who reported “Approaching Mastery” or “Mastery”)

Questions #20-31

Instructional Development Questions:

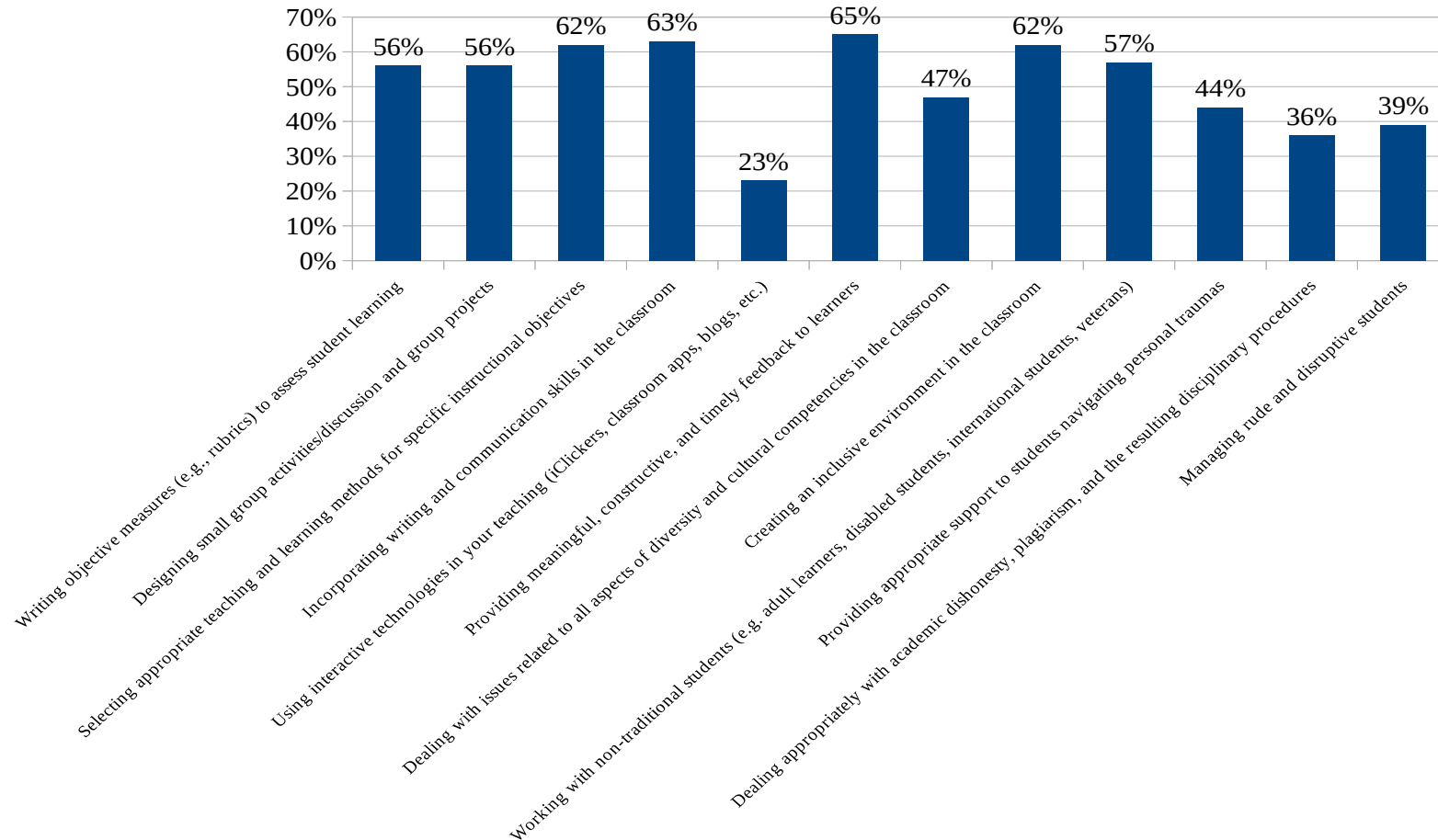
For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery

	None	Very Little	Some	Approaching Mastery	Mastery	
20) Writing objective measures (e.g., rubrics) to assess student learning	1%	5%	37%	37%	19%	(n=91)
21) Designing small group activities/discussion and group projects	0%	14%	30%	35%	21%	(n=91)
22) Selecting appropriate teaching and learning methods for specific instructional objectives	2%	6%	30%	42%	20%	(n=90)
23) Incorporating writing and communication skills in the classroom	0%	4%	33%	35%	27%	(n=91)
24) Using interactive technologies in your teaching (iClickers, classroom apps, blogs, etc.)	12%	29%	36%	18%	5%	(n=91)
25) Providing meaningful, constructive, and timely feedback to learners	0%	3%	32%	41%	24%	(n=91)
26) Dealing with issues related to all aspects of diversity and cultural competencies in the classroom	0%	3%	32%	41%	24%	(n=91)
27) Creating an inclusive environment in the classroom	1%	4%	33%	44%	18%	(n=91)
28) Working with non-traditional students (e.g. adult learners, disabled students, international students, veterans)	1%	9%	33%	41%	16%	(n=90)
29) Providing appropriate support to students navigating personal traumas	3%	15%	37%	25%	19%	(n=91)
30) Dealing appropriately with academic dishonesty, plagiarism, and the resulting disciplinary procedures	4%	26%	33%	23%	13%	(n=91)
31) Managing rude and disruptive students	3%	17%	41%	26%	13%	(n=90)

Questions #20-31:

Instructional Development Questions:

For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery



(Percent who reported “Approaching Mastery” or “Mastery”)

Questions #33-37

Professional Development:

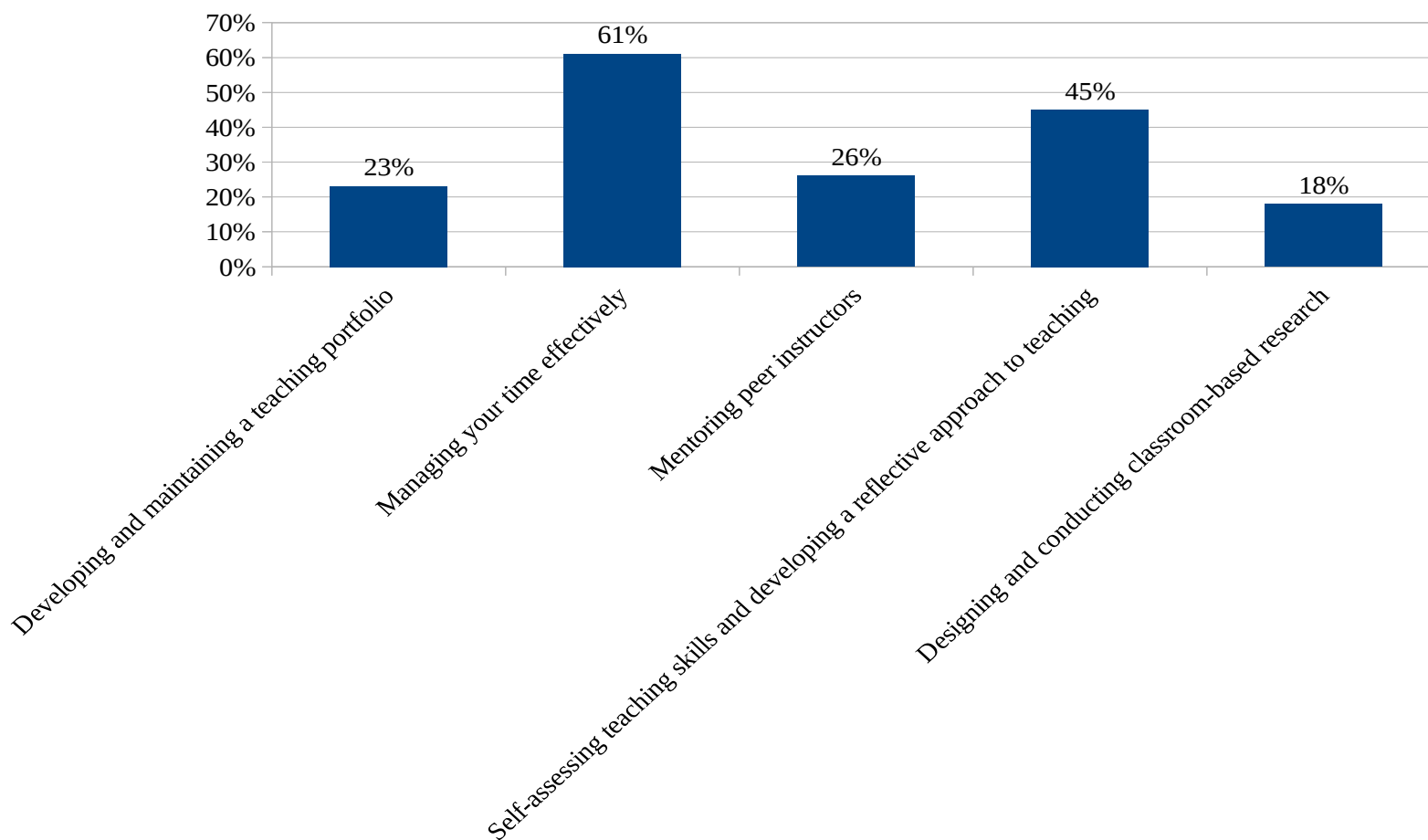
For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery

	None	Very Little	Some	Approaching Mastery	Mastery	
33) Developing and maintaining a teaching portfolio	9%	33%	34%	14%	9%	(n=91)
34) Managing your time effectively	1%	6%	32%	43%	18%	(n=90)
35) Mentoring peer instructors	27%	23%	24%	13%	12%	(n=90)
36) Self-assessing teaching skills and developing a reflective approach to teaching	4%	11%	40%	31%	13%	(n=89)
37) Designing and conducting classroom-based research	15%	38%	28%	13%	6%	(n=87)

Questions #33-37:

Professional Development:

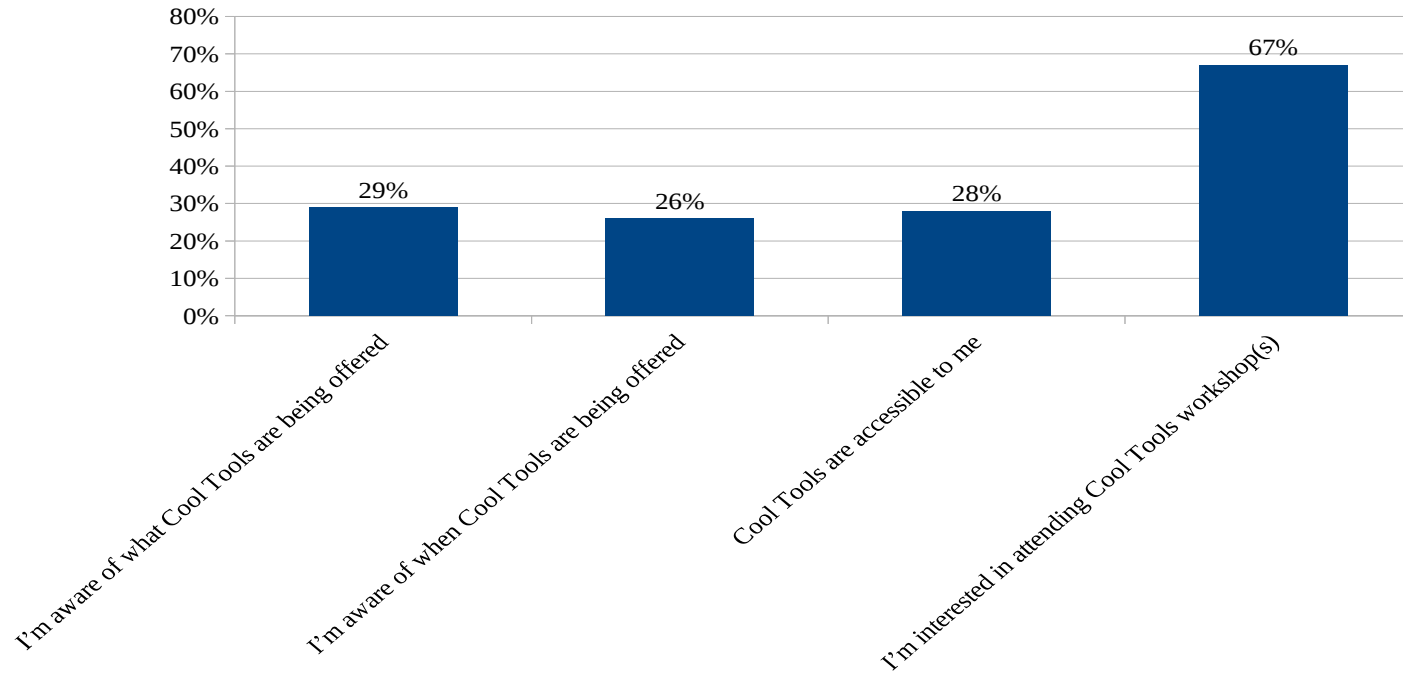
For each question below, consider your current skill or knowledge level using the following scale: (1) None, (2) Very little, (3) Some, (4) Approaching mastery, (5) Mastery



(Percent who reported “Approaching Mastery” or “Mastery”)

Question #39:

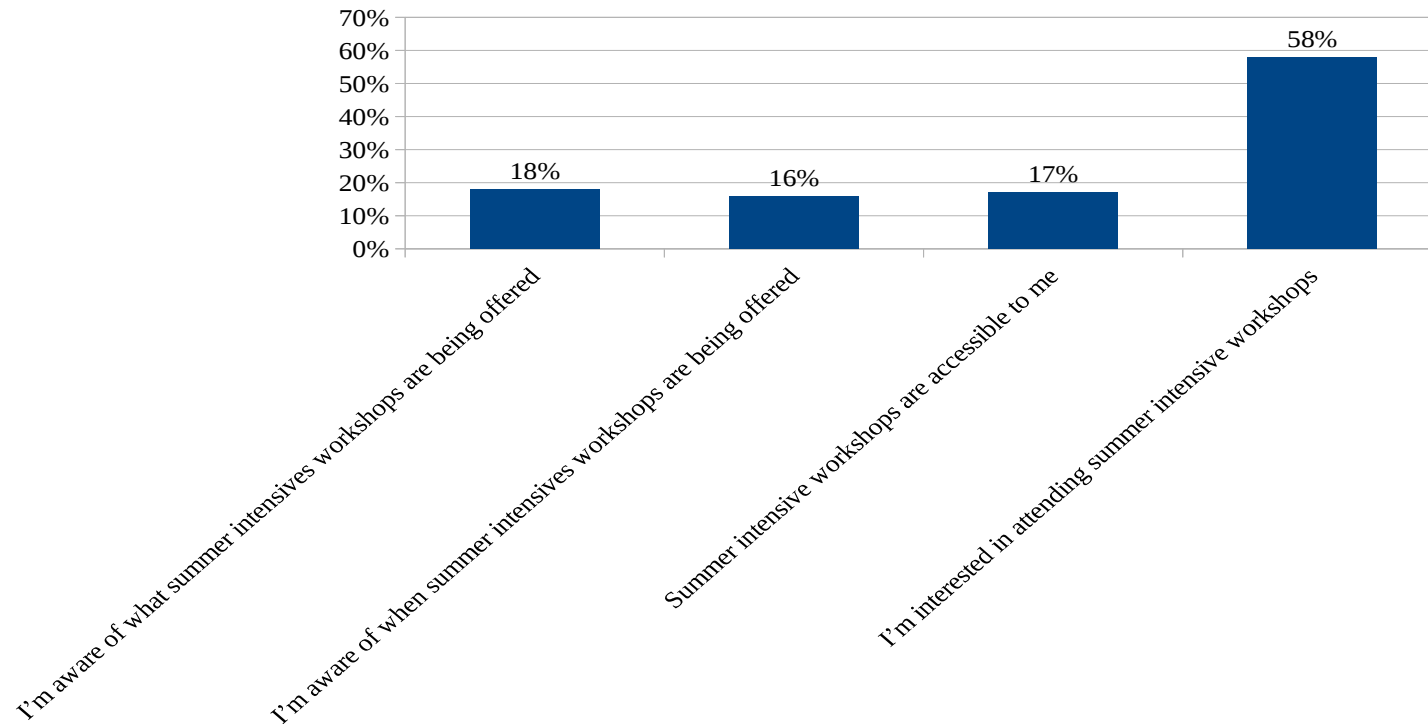
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I'm aware of what Cool Tools are being offered	8%	21%	23%	27%	21%	(n=91)
I'm aware of when Cool Tools are being offered	6%	20%	19%	38%	17%	(n=89)
Cool Tools are accessible to me	7%	20%	49%	13%	10%	(n=83)
I'm interested in attending Cool Tools workshop(s)	26%	41%	22%	7%	4%	(n=90)



(Percent who reported "Agree" or "Strongly Agree")

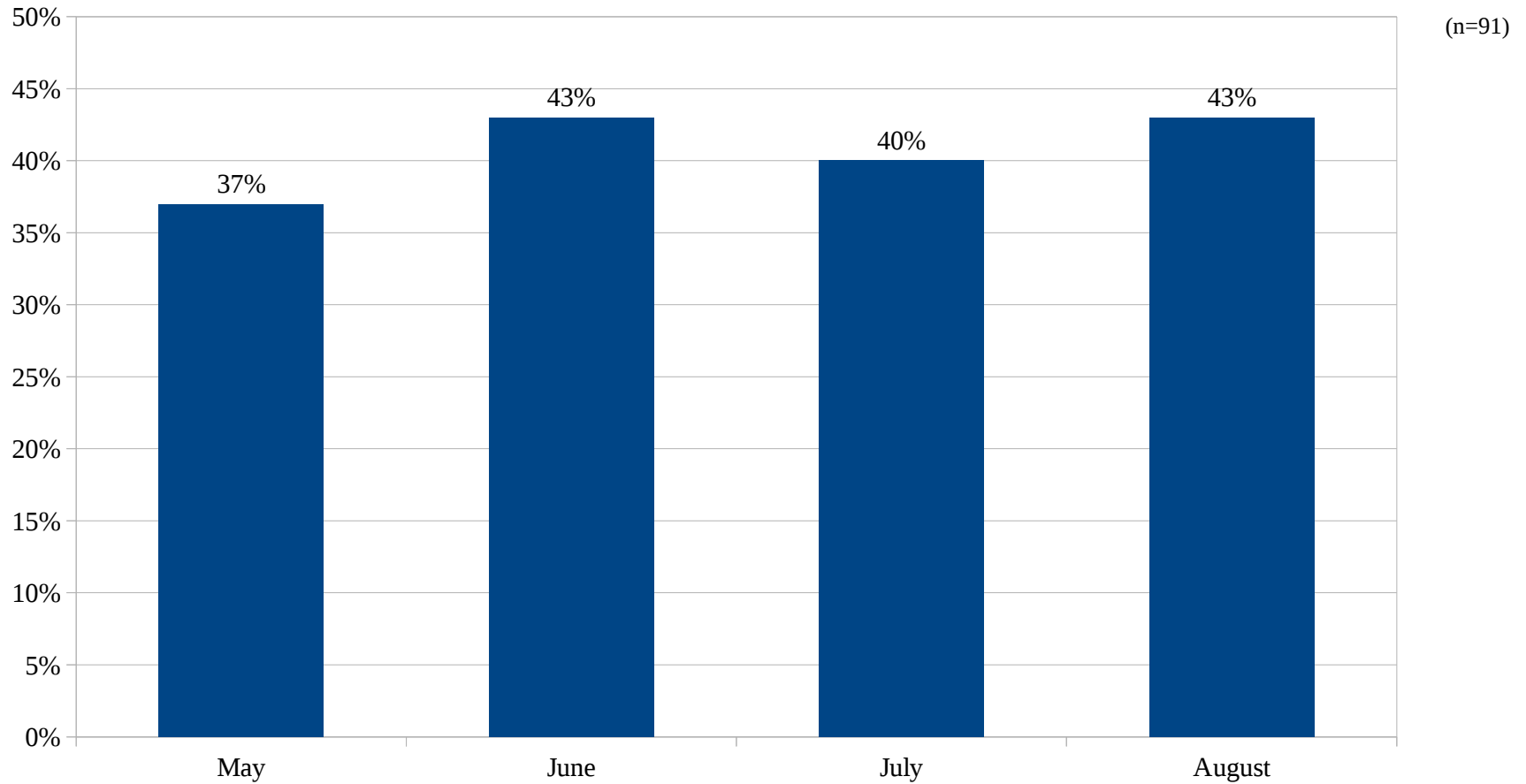
Question #41:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I'm aware of what summer intensive workshops are being offered	3%	15%	22%	40%	20%	(n=88)
I'm aware of when summer intensive workshops are being offered	2%	13%	24%	39%	22%	(n=83)
Summer intensive workshops are accessible to me	5%	13%	49%	21%	13%	(n=87)
I'm interested in attending summer intensive workshops	23%	35%	25%	7%	10%	(n=88)

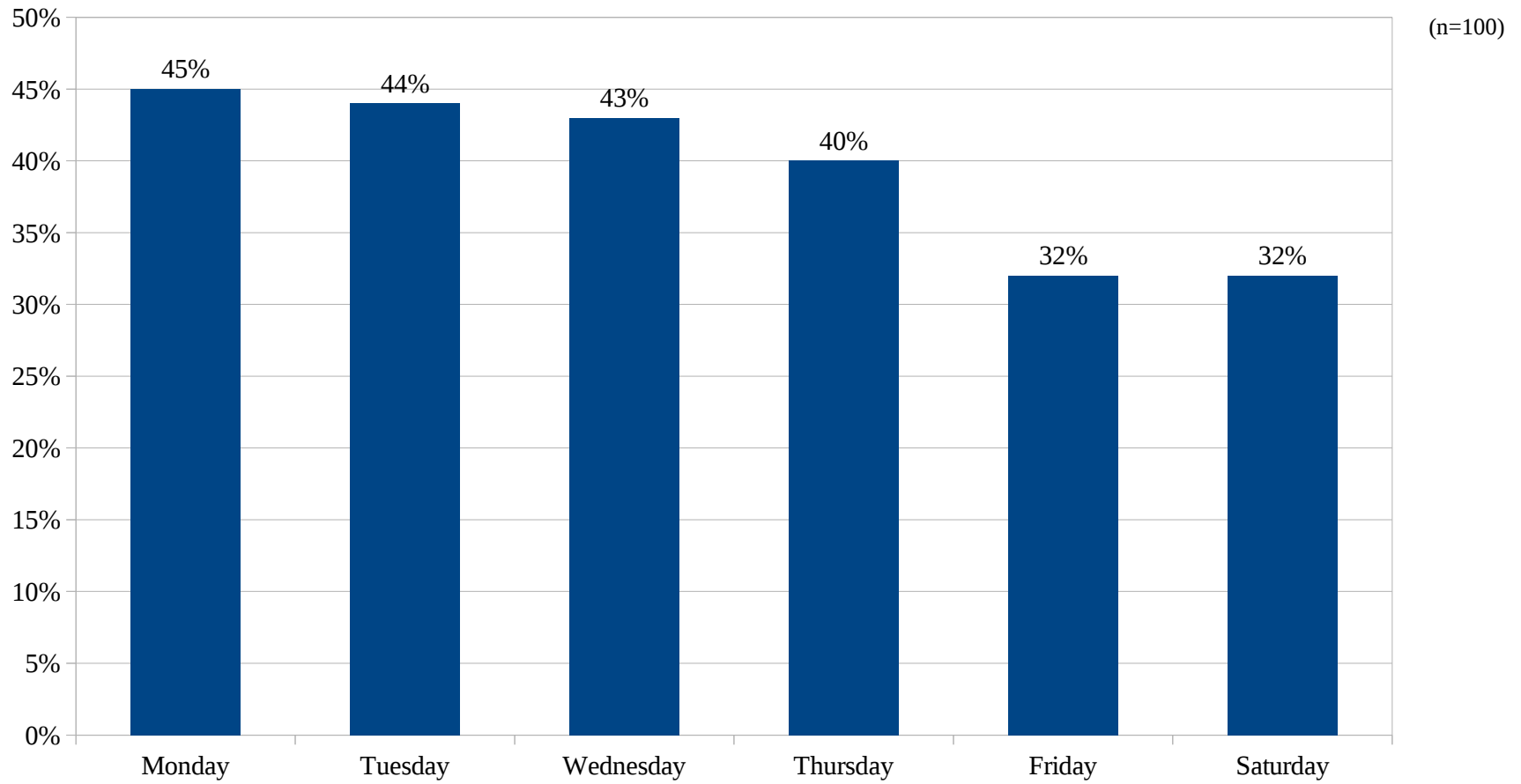


(Percent who reported "Agree" or "Strongly Agree")

*Question #43:
If you are interested in Summer Intensive Workshops, what is your Summer I
or/and Summer II 2018 availability? Check all that apply.*



*Question #44
What days of the week would you most likely be available? Check all that apply.*



Question #45:
What times of the day would you be most likely available? Check all that apply.

