EXECUTIVE SUMMARY

TEACHING SURVEY RESULTS 2013/14

Background
In the fall of 2013, the Center for the Advancement of Teaching (CAT) drafted a survey to assess faculty teaching needs at John Jay. The results of the survey will be used to understand faculty needs and concerns and to craft faculty development programming in response to those needs. The survey was modified and approved by the Office of Institutional Research and in December 2013 it was electronically distributed to faculty through the Office of Academic Affairs. The survey consisted of eight structured questions and one open response field. Eighty-one faculty members responded to the survey, which was closed in January 2014.

Analysis of results
Of the eighty-one respondents, 32.5% (n=26) were adjunct professors, 26% (n=21) were assistant professors, 18.7% (n=15) were associate professors, and 15% (n=12) were full professors. The remaining respondents were lecturers (n=6). Sixty percent of respondents (n=47) were un-tenured.

With regard to faculty development, a significant majority (72.84%) of respondents have participated in various in-house professional development activities focused on teaching. Respondents indicated that they have participated in Faculty Development Day (FDD), CAT workshops, Blackboard trainings, as well as departmental and CUNY-wide workshops and conferences, among other activities. Over half of the respondents (55.5%) indicated that they have not taken part in external professional development opportunities focused on teaching. The most commonly cited reasons for not participating in external professional development were lack of time, lack of funds, and a sense that such activities are not rewarded in the tenure and promotion process. Of the respondents (44.4%) who did participate in external development, conferences and seminars were the most frequent forms of development.

Regarding the impact of professional development on classroom teaching, 72.8% (n=43) found that professional development activities (whether internal or external) had a moderate or high impact upon their teaching.
When asked to evaluate the facilities, resources, and personnel supporting teaching at John Jay, 60% (n=47) of faculty were pleased with the classroom and lab space. Fifty-nine percent (n=47) deemed the educational technology good or excellent, while 39% thought it was fair or poor. With regard to funding for supporting teaching excellence, faculty was less than satisfied with 66% (n=51) describing funding as either fair (31%) or poor (35%). Similarly, respondents were displeased with the amount of release time for conducting teaching enhancement. Specifically, 38% (n=29) found the amount of release time poor, while only 15% (n=11) found release time good or excellent.

The survey unsurprisingly found that faculty vary in the use of teaching methods, although many respondents report using group work 44% new activities 48% and educational technology 43% at least some of the time.

Faculty expressed a desire to have more programs in CAT about classroom methods (70%, n=49) and instructional technology (64%, n=45).

Finally, in the open response section, faculty expressed a range of ideas to encourage their participation in professional development activities. Some common themes centered upon time management, treatment of adjuncts, increased funding, greater valuation of teaching. Other concrete suggestions included providing email notification of opportunities, sustained workshops, more online resources, and providing refreshments at faculty development activities.

Next Steps
In response to the findings, CAT will:

- Initiate sustained working groups on issues of teaching and learning to supplement one-time workshop offerings;
- Offer increased incentives for adjunct faculty participation in faculty development programs;
- Offer increased training on instructional technology and traditional teaching enhancements;
- Promote the scholarship of teaching and learning (SoTL);
- Work to elevate the profile of teaching at John Jay through supplemental funding grants and awards to exceptional teachers;
- Build CAT website into a valuable online resource for teachers; and
- Promote the development of faculty communities of learning and practice.