

Academy for Teaching and Learning

2018-2019 Report

**Overview:**

The Academy of Teaching and Learning at FSCJ supports full-time and part-time faculty in their growth as professional educators and life-long learners. By promoting the values of the College - excellence in teaching and learning, integrity, creativity, respect for diversity and a culture of honesty and trust - we work to enhance the expertise of the faculty to create an organizational environment that promotes learning at all levels and provides high-quality education for FSCJ students.

During Fall and Spring semester, Academy members in collaboration with FSCJ’s Training and Organizational Development team, planned, developed and managed professional development workshops and activities for faculty. The Academy members also supported the Fall Science Symposium and Spring Math Mini-Conference. This report includes summaries of the major events sponsored by the Academy during the 2018-2019 year.

**Faculty Colloquium**

The 3rd Annual, FSCJ Faculty Colloquium was held April 12th, 2019 on the Downtown Campus and involved approximately 143 faculty and staff. Our keynote speaker, Olympic Gold Medalist Shannon Miller, gave a motivational talk to start the day, and the faculty feedback was incredibly positive. The SLS team provided breakfast and coffee, and the Academy ran registration and handed out free swag including bags, mugs, and key chains. We then had two rounds of breakout sessions (4 sessions in the first; 5 in the second) which were well attended.

Faculty then moved to the ATC for lunch (sponsored by Canvas) and a second keynote speaker. The lunch count was close, and we did need to ask some people to wait since they had not reserved food. Even though some people opted not to take the lunch because they realized they did not register, there were only 3 lunches left. The lunch keynote, sponsored by the SLS team, was Dr. Sarah Kiefer who is an associate professor at University of South Florida.

We then had two more rounds of sessions (4 sessions in the first; 4 in the second). Most of these sessions had low attendance, and the general feedback was the day is long so many people leave after lunch. The session pulling the majority of people provided an overview of the new SLS course and is required to gain certification to teach the new class.

That author reception, hosted by the LLC, was well attended but mainly by the authors who were being recognized. Many of the people who attended came solely for the reception and were not part of the rest of the day.

**Travel:**

The Academy for Teaching and Learning received 43 applications for travel during the 2018-2019 academic year. The applications came from ten different departments and represented every campus. In total, faculty requested $50, 495.06 for travel. All of the requests related to conferences. While some requests were for presenters, most were for attendees.

**Adjunct Academy Report**

**Rationale**

According to Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X., & Barmer, A. (2016), in fall of 2013, 49 percent of the 1.5 million faculty at degree-granting institutions were part time or adjunct and between 1993 and 2013 part time faculty had increased by 104 percent.

According to data obtained from the National Center for Education Statistics (2015), FSCJ has 769 part-time faculty and 354 full-time faculty. While adjuncts make up a majority of faculty at the college, professional development opportunities are directed at full-time faculty.

As such a large number of faculty are adjunct, it is important to find ways to provide for the professional development of these instructors. With the College’s value in “Excellence in Teaching and Learning” and the College’s large adjunct faculty population, having support in place to meet the needs of adjunct faculty is fitting.

The department of Training and Organizational Development and the Academy for Teaching and Learning are committed to helping the College’s faculty by offering competency-based professional development that aligns with the College’s mission, vision, and values. While faculty can benefit from professional development in any of the 11 competencies, Learner-Centered Teaching Strategy and FSCJ Advocacy are the two this program focuses on primarily.

Classes need to be on a transcript to show engagement.

Statistics

Applicants: 29

Participants: 19

Completers: 17

PD Hours Completed: 381 (22.4 hours on average)

Hospitality Expenses: Cornerstone - $50, Capstone - $30

The Adjunct Academy Cornerstone and Capstone courses provided an opportunity for adjunct faculty to build community, which many explicitly stated was a valuable asset to them. These courses provided opportunities for collaboration, open and constructive communication, and time for adjunct faculty to demonstrate improvement in technology skills as well as an emphasis on learner-centered teaching strategies. These activities were graciously supported through the Provost’s office in the form of hospitality funds.

# **Summary**

This year’s adjunct academy was a success. The program gave the participants an opportunity to feel connected to the FSCJ community and each other. They identified areas in the program that needed improvement and areas that worked well for them. As a result, we have begun modifying the program for the 2019-2020 academic year. This program has identified ways we as a College are meeting the needs of our adjunct faculty as well as ways in which we have excluded them and caused them to feel they are not equal contributors to the FSCJ community.

It is our recommendation that we continue this program to engage even more dedicated adjunct faculty and show them how they are valued contributors in all that we do here at FSCJ. It is also my goal to develop additional programming to demonstrate this College’s appreciation of their professional talents and time dedicated to our students and their own personal and professional enrichment.

See Appendix A for full report.

**New Faculty Institute**

The New Faculty Experience is a faculty led orientation and mentorship program that serves as a mechanism to help new faculty integrate into the college culture, build a sense of community, and participate in professional development.

**Rationale**

The college has long supported orientation and mentorship to new faculty. However, the experiences vary greatly depending upon the faculty member’s campus and school. A more coordinated approach is a better fit with the re-emphasis of the one college model. Moreover, new faculty orientation does not end at the close of the first year. For many, the years two through four are equally important. In year one, faculty might feel overwhelmed with new information and opportunities. By year two, faculty settle in and are more comfortable with the position. This is a time when they are willing to test out new pedagogy and participate in other activities. By years three and four, faculty begins to think about continuing contract and feel more comfortable expanding their activities further.

Competencies supported

Collaboration

Social Justice and Inclusion

Professionalism

Learner-Centered Teaching Strategy

Scholarship

Communication

Strategic initiatives supported

Strategic Goal 2: Enhance Rigorous and Relevant Learning Opportunities

Strategic Goal 3: Cultivate Institutional Efficiency and Effectiveness

Overview

The New Faculty Institute is not only for first-year faculty. It is for new faculty – any faculty members in their first five years at the college. The experience is slightly different for faculty who are in their first two years versus those in their third or fourth.

**Success**

During the pilot program on South and Deerwood campuses in 2017-2018, 4 faculty members completed the New Faculty Institute. At the suggestion of these participants, when the Academy expanded the program to all campuses, the majority of meetings were offered on North and South campuses as well as through Webex. As a result, the institute expanded to10 faculty this year. 8 faculty completed the program.

Programs offered during the year encouraged understanding of the college’s core values and missions and encouraged faculty to discuss best practices. Faculty reported that these discussions were helpful, especially those on the tenure process, student success and the eportfolios.

**Summary:**

Expanding this year’s New Faculty Institute to all campuses proved challenging. The Face-to-Face sessions, even with the Webex option, were often difficult for all participants to attend. For this reason, the Academy is building a robust Canvas shell within which much of the material from last year’s sessions will be presented. New Faculty will participate in online discussions about these topics asynchronously.

Because much of the material will be online, the new faculty meetings will be held only twice a semester but will be face-to-face.

The Academy has also gotten permission to offer small stipends to participants which we feel will help participation.

Finally, we will communicate the New Faculty program options to the deans and Vice Presidents more often and ask that the provost encourage new faculty participation.

See Appendix B for full report.

**Future:**

The Academy for Teaching and Learning sent out a survey to all faculty spring 2019. Ninety-one people submitted responses: 65 full-time and 26 adjuncts.

Overall, faculty indicated that they felt their professional development needs were being met though 17 responded that their needs were not being met.

If respondents answered “unsure” in response to the question about whether their professional development needs were being met, they were redirected to a question asking them to identify all competencies they believe they could benefit from. The 8 people who selected “unsure” primarily selected Technology and Learner Centered Teaching Strategy.

If participants answered “no” in response to the question about whether their professional development needs were being met, they were redirected to a question asking them to list some topics they feel have not been offered for professional development that they would like to take.

When asked where they prefer to take professional development, 48 responded online, 38 responded Downtown, 28 South, 25 Deerwood, 16 Kent, 14 North, 6 Nassau, and 4 Cecil.

When asked whether they preferred individual workshops or do prefer multi-session professional development events, 41 responded with No Preference, and 39 responded with Individual workshops.

Faculty were also asked how they typically hear about available workshops and how they prefer to receive communication about workshops. Eighty-five people responded that they learn about what workshops are available through the weekly emails from FSCJ HR Training and Development, but 72 people responded that their preferred method of communication is through those weekly emails. Of those surveyed, 20 responded that they learn about workshops through the ATL website, and 18 indicated that that learn about workshops through their dean/department chair/program manager.

We also asked all faculty about travel. Please note, adjunct faculty are not funded through the Academy, so responses to travel-related questions by adjuncts have been excluded. In response to the question, “If you have been interested in travel but have not applied for funds, what is the reason (or reasons) that you have not applied for travel funds” 22 full-time faculty responded “Other.” The second largest selection was “No time to travel” with 20 full-time faculty responses.

**Action Plan:**

**FSCJ Faculty Development workshops:** The majority of faculty preferred individual workshops rather than multi-session events. However, the numbers for people attending these multi-session events is larger than the numbers of faculty making use of individual workshops. Faculty also continue to ask for discipline-specific workshops.

Based upon the results of the survey, the Academy members will continue to offer both the individual workshops as well as the multi-session events and survey participants from each. That feedback will be examined during the Academy strategic meeting in May, 2020.

**Travel:** The Academy was pleased to have 43 faculty members take advantage of the monies the school has made available to the Academy this year.

Some faculty indicate that they have no time to travel, but others state that the complex process is too time-consuming and limited. The member in charge of the travel applications will work to streamline the process and be available to help faculty.

See Appendix C for full report.

**Conclusions**

The Academy for Teaching and Learning has surveyed faculty on their satisfaction with professional development at the college each of the past three years. For the first time this year, the majority of faculty responded that they were satisfied with faculty professional development, and the Academy members were satisfied that there has been improvement overall in the faculty perceptions of professional development at FSCJ.

Criticisms and suggestions for change , especially in the types and number of professional development workshops offered and travel procedures, have been noted and the Academy members will consider these suggestions when planning activities during the 2019-2010 year.

**Appendix A**

2018-2019 Adjunct Academy Final Report

*The Adjunct Academy is a faculty-led professional development program that serves as a venue for*

*adjunct-specific programs and to foster collaboration and interaction between adjuncts and*

*full-time faculty members.*

Rationale

According to Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X., & Barmer, A. (2016), in fall of 2013, 49 percent of the 1.5 million faculty at degree-granting institutions were part time or adjunct and between 1993 and 2013 part time faculty had increased by 104 percent.

According to data obtained from the National Center for Education Statistics (2015), FSCJ has 769 part-time faculty and 354 full-time faculty. While adjuncts make up a majority of faculty at the college, professional development opportunities are directed at full-time faculty.

As such a large number of faculty are adjunct, it is important to find ways to provide for the professional development of these instructors. With the College’s value in “Excellence in Teaching and Learning” and the College’s large adjunct faculty population, having support in place to meet the needs of adjunct faculty is fitting.

The department of Training and Organizational Development and the Academy for Teaching and Learning are committed to helping the College’s faculty by offering competency-based professional development that aligns with the College’s mission, vision, and values. While faculty can benefit from professional development in any of the 11 competencies, Learner-Centered Teaching Strategy and FSCJ Advocacy are the two this program focuses on primarily.

Classes need to be on a transcript to show engagement.

Statistics

Applicants: 29

Participants: 19

Completers: 17

PD Hours Completed: 381 (22.4 hours on average)

Hospitality Expenses: Cornerstone - $50, Capstone - $30

[Adjunct Academy 2018 Program Details](https://fscj-my.sharepoint.com/%3Ab%3A/g/personal/jeniah_jones_fscj_edu/ERk-3IBlYfRChdR6Uo8xIBoBiqYAH972Sw2Gvxf7UFUhMA?e=O7VEzd)

Beginning in Fall 2018, the Academy for Teaching and Learning will host the second annual Adjunct Academy program. The purpose of the program is to assist Adjunct Faculty with development in competency areas that promote effective instruction and student success. In order to ensure an extraordinary experience, enrollment is limited to 20 participants per year. Upon completion, the Adjunct Faculty member will receive a one-time stipend of $500.

Upon successful completion of the Adjunct Academy program, Adjunct Faculty will:

* Have greater knowledge about resources available at the college.
* Be more deeply integrated into the college community.
* Have grown in their ability to apply college competencies to their professional life.
* Have presented a Capstone project that demonstrates the ability to effectively use classroom techniques to deliver high-quality instruction that addresses the core competencies of the college.

To complete the program successfully, the adjunct faculty member must complete the following requirements within the specified timeframe.

* Complete the **3-hour** **Cornerstone** course on Saturday, October 13, 2018
* Select and complete **6 hours** of courses in **Learner**-**Centered Teaching Strategy**
* Select and complete **6 hours** of courses from at least two of the following competencies: **Professionalism**, **Resource Management**, **Scholarship** or **Social Justice** **and Inclusion**
* Complete the **3-hour Capstone** course on Saturday, April 13, 2019

*Note: All coursework must be completed before the Capstone Course*

 Application process:

* Secure supervisor support.
* Submit application by Friday, September 28, 2018, by completing this form: [**https://tinyurl.com/y9tzwk4r**](https://tinyurl.com/y9tzwk4r)
* Ask your immediate supervisor to complete a recommendation application by Friday, September 28, 2018, by completing this form: [**https://tinyurl.com/y8rnlqld**](https://tinyurl.com/y8rnlqld)
* You will hear back about the status of your application by Thursday, October 11, 2018.

Please see the attached document for additional information.

Academy for Teaching and Learning

501 W. State Street Ste 201G

Jacksonville, FL 32202

<https://training.fscj.edu/services/atl>

academy@fscj.edu





Adjunct Academy Cornerstone Workshop

October 13, 2018

9:00 AM – 12:00 PM

**Agenda**

8:30 – 8:59 Refreshments provided by Provost Dr. John Wall

9:00 – 9:32 Welcome and Participant Introductions

9:33 – 9:45 Introduction to the Academy for Teaching and Learning

9:46 – 10:09 Professional Development Competencies

10:10 – 10:24 Adjunct Academy Overview

10:25 – 10:59 Adjunct Academy Deliverables/Complete Stipend Forms

11:00 – 11:39 Preliminary IDP Planning Forms

11:40 – 12:00 Questions/Open Forum

Notes

[Capstone completion document](https://fscj-my.sharepoint.com/%3Aw%3A/g/personal/jeniah_jones_fscj_edu/ETuPJiLfZNRNtLvp5cSOj_EBPHqhIfO368YUIaQM5LK5Nw?e=DN6xk7) (This document completed by table leaders during the Capstone Course)

Adjunct Academy Capstone Agenda

April 13, 2019

9:00 AM – 12:00 PM

Agenda

Breakfast (provided by Provost’s office)

Discussion on 2018-2019 Adjunct Academy (reflection and evaluation)

Course Reviews (you will need your unofficial FSCJ transcripts for this)

Presentations (reflection and evaluation)

Closing statements

Notes

Adjunct Academy Course Review

Participant's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the following table to determine completion of the Adjunct Academy. Attach your transcript.

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|  | Workshop Number and Name | Competency (if known) | Hours |
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Note: Please put a checkmark in the box to the left of the workshops you included in your presentation.

2018-2019 Adjunct Academy Completers

Paige Ricci

Leslie Ann Mallory

Lena Shaqareq

Debra Glanton

Kasyapa Chitta

Tyler Winkler

Syeda Hyder

Sheletta Baker

Harold (Todd) Kaplan\*

Gwendolyn Turner

Stacia Asimos

Rashandia McIntyre

Linda Martin

Bonnie Smedley

Bethany Mueller

Amaya Davis

Valerie Vann

\*pending completion of courses in which he is currently enrolled

Feedback and Reflection

The participants of the 2018-2019 Adjunct Academy overwhelmingly provided positive feedback. Participants expressed a desire to take a group photo during the Capstone course and asked to remain a cohort throughout their professional journey at FSCJ. There was such a feeling of camaraderie that three participants worked collaborative on their capstone project, creating an engaging scavenger hunt and presentation that truly reflected all that they learned and how much they had grown as a team during their participation in the program. One overseas faculty member had the following to say:

**From:** Davis, Amaya M.
Sent: Saturday, April 13, 2019 10:22:35 AM
To: Jones, Jeniah D.
Subject: Thank you for the online portion

Jeniah,

I wanted to express my immense gratitude for having the opportunity to participate in this Adjunct Academy. As an online instructor, located overseas (in Spain), I sometimes feel as I cannot participate in many learning experiences or events as part of the college.

The fact that you have allowed us online faculty to partake in this professional training, during the last 6 months, with WebEx meetings, your continuous follow up by email, and giving us hints on what AFPD courses were available online for us to take, has made a difference to me, personally.

I have felt part of the team, getting to meet other colleagues. Not just online, but actually having the conferences where I could see and participate live (although 6 hours ahead!). And for your constant support. I have truly enjoyed this academy and have learned a great deal that I am incorporating in future courses.

Thank you again to you and all involved in making this happen, and hope there are more opportunities in the future!

Amaya Davis, PhD
Adjunct Professor
Business and Strategies for Success
Florida State College at Jacksonville

Please note that under Florida’s very broad public records law, electronic mail and recorded voicemail messages to and from

College employees may be subject to public disclosure.

Additional feedback from participants during the capstone course included the following:

* Online courses were much more difficult than face-to-face courses (“I worked too hard for those two hours!”
* The workshop on effective presentations fell short of expectations
* Participants felt compelled to use the $500 stipend in their classrooms because they do not feel comfortable asking their administrative team for supplies and classroom resources/won’t be asked back if they do
* The online research workshop should be mandatory for all teaching faculty
* Face-to-face workshops need to be offered after 4 pm
* Too many workshops cancelled, especially at South Campus – This is unprofessional and unacceptable
* Where was my mentor when I started? My supervisor is too busy to answer my questions

This year’s adjunct academy was a success. The program gave the participants an opportunity to feel connected to the FSCJ community and each other. They identified areas in the program that needed improvement and areas that worked well for them. As a result, we have begun modifying the program for the 2019-2020 academic year. This program has identified ways we as a College are meeting the needs of our adjunct faculty as well as ways in which we have excluded them and caused them to feel they are not equal contributors to the FSCJ community.

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**New Faculty Institute**

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**Program Timeline**

9/17, 2:00-3:30: North Campus FRC, South Campus FRC (also WebEx)

 Expectations of FSCJ Faculty Roundtable: FSCJ’s Mission, Goals, and Value Statement

 The role of the Faculty Development Specialists

 Service-Learning Overview

10/15, 2:00-3:30 North Campus FRC, South Campus FRC (also WebEx)

 Creating an eportfolio in Taskstream

 Participants will create an eportfolio in Taskstream.

10/29th, 2:00-3:30 North Campus FRC

 Discussion of Tenure process with a dean and union member

12/14, Wrap up: 2:00-3:30 Downtown Campus FRC (also WebEx)

Share success stories.

1/17, 2:00-3:30 North Campus FRC, South Campus FRC (also WebEx)

Student Services

In this session, participants learned the different amenities offered by Student Services, how to get students the help needed, and received a list of contacts for each campus. In addition, there will be a question and answer time for specific concerns.

2/21 2:00-3:30 North Campus FRC, South Campus FRC (also WebEx)

 FSCJ values and how we utilize them in practice.

3/21 2:00-3:30 North Campus FRC, South Campus FRC (also WebEx)

Assessment as a Tool for Learning Assessment

Participants learned how to use formative and summative assessment methods, ensure alignment between learning activities and assessments, promote students’ self-assessment, and use regular, systematic feedback in the learning cycle.

4/18 2:00-3:30

Sharing of IDP’s and conclusions.

5/2: Lunch with the Provost

Sharing of Experiences

**Success**

During the pilot program on South and Deerwood campuses in 2017-2018, four faculty members completed the New Faculty Institute. At the suggestion of these participants, when the Academy expanded the program to all campuses, the majority of meetings were offered on North and South campuses as well as through Webex. As a result, the institute expanded to ten faculty this year.

Programs offered during the year encouraged understanding of the college’s core values and missions and encouraged faculty to discuss best practices. Faculty reported that these discussions were helpful, especially those on the tenure process, student success and the eportfolios.

**Challenges**

* Although all new faculty were invited to participate in the Institute, first year faculty in particular did not join
* Participants were not always able to attend meetings due to other scheduled meetings or teaching schedules even though we polled participants for good meeting times.
* The required Independent Development Plans were not completed by most participants.
* The Webex meetings did not always work well – primarily with the sound function.

Recommendations

* Offer a stipend to new faculty to attend the meetings.
* Work more closely with the deans and vice presidents to encourage new faculty to participate.
* aHaHave fewer meetings and make these mandatory face-to-face meetings.

**Summary:**

Expanding this year’s New Faculty Institute to all campuses proved challenging. The Face-to-Face sessions, even with the Webex option, were often difficult for all participants to attend. For this reason, the Academy is building a robust Canvas shell within which much of the material from last year’s sessions will be presented. New Faculty will participate in online discussions about these topics asynchronously.

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**Appendix C**

The Academy for Teaching and Learning sent out a survey to all faculty spring 2019. Ninety-one people submitted responses: 65 full-time and 26 adjuncts.

Overall, faculty indicated that they felt their professional development needs were being met though 17 responded that their needs were not being met.

If respondents answered “unsure” in response to the question about whether their professional development needs we being met, they were redirected to a question asking them to identify all competencies they believe they could benefit from. The 8 people who selected “unsure” primarily selected Technology and Learner Centered Teaching Strategy.

If participants answered “no” in response to the question about whether their professional development needs we being met, they were redirected to a question asking them to list some topics they feel have not been offered for professional development that they would like to take. The 20 people who selected “no” left the following comments in the space provided. Most indicate that they would like to see more discipline specific training opportunities.

courses are not offered at times that adjunct faculty can attend

\*Experience sharing with other faculty teaching the same courses.

Safe zone training, new teaching technologies

\*Specific classes to my discipline, not given by my peers - would like fresh perspective

travel funding

\*writing for the Digital Era / discipline specific topics / more webinars and online opportunities

\*Engagement/collaboration with colleagues, new techniques for engaging students in class activities, leveraging outside materials into class learning (timely current events), relating academics to business (we need to connect the two)

\*The subject matter that I need to remain current in my discipline are not available in the current method, and efforts to remedy this have been unsuccessful.

\*Blockchain, Data Analytics, Ruby on Rails, JavaScript, Software Defined Networking, NoSQL, hadoop, MongoDB -- mostly infield topics

Educational Resources

\*Spanish for ESOL, teaching foreign language speakers with dyslexia or other challenges

\*Discipline specific offerings is what professors need. All we get is crap about pedagogy, technology at the college (which will likely change by the time it is mastered), and waste-of-time stuff relevant to those who don't teach.

\*topics related to my discipline

Curriculum writing and development

Professional Development through the Academy is great, but I would like to be able to take courses outside the college or attend conferences.

\*Subject specific things, like guest speakers in Chemistry, Physics, and Engineering

\*In field workshops

I am at a point in my career where I am well beyond the intro level offerings that are the mainstay of the AFPD roster. I need support traveling to meet with people at the top of their field.

unsure

\*Mathematics Instruction topics, Improving student study skills. Most topics I find are offered at inconvenient times or only online, which occasionally conflicts with the nature of the topic, or the online instructor is merely a moderator rather than a legitimate specialist.

Next, we asked all faculty about travel. Please note, adjunct faculty are not funded through the Academy, so responses to travel-related questions by adjuncts have been excluded. In response to the question, “If you have been interested in travel but have not applied for funds, what is the reason (or reasons) that you have not applied for travel funds” 22 full-time faculty responded “Other.” The second largest selection was “No time to travel” with 20 full-time faculty responses.

Responses for “Other” were as follows:

I have applied just waiting to hear back.;

Have not taken time to review process.;

by the time the funds are made available it was too late for registration;

I have traveled. Thanks!;

Not interested;

I was not aware of the process to apply;

I have applied for and received funds.;

No time to complete the application process;

It is a waste of time;

Have used faculty travel funds. Great!

I have other sources of travel funds;

Don't see this as a priority.;

I need funds to cover minimal travel, but mostly to cover the registration fees.;

I don't hear about conference/educational opportunities before the deadline to apply for travel.;

N/A;

N/A - I have applied for and received travel funds. I do think there should be more $$ allocated

 by the College for faculty travel.;

Many of us are never fully refunded for out-of-pocket expenses.;

I occasionally have opportunities to speak at International Conferences which would require more funds;

Some of all the above. I haven't heard of an opportunity I'm dying to do, and my perception is

there isn't very much money available to each person.;

I have applied.;

I have received travel funds;

When asked where they prefer to take professional development, 48 responded online, 38 responded Downtown, 28 South, 25 Deerwood, 16 Kent, 14 North, 6 Nassau, and 4 Cecil.

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Conclusions and Action Plan:

The Academy members were pleased that 43 faculty submitted travel applications this year, and we were able to accommodate all who wished to travel with at least partial funding. Some faculty indicate that they have no time to travel, but others state that the complex process is too time-consuming and limited. The member in charge of the travel applications will work to streamline the process and be available to help faculty.