

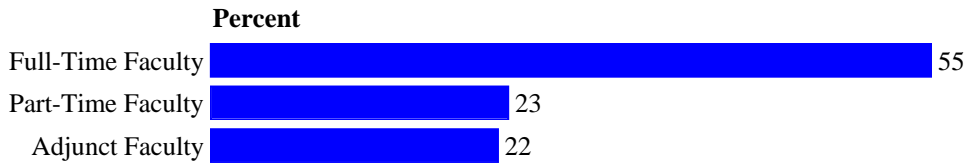


MCC Professional Development

Survey Results

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

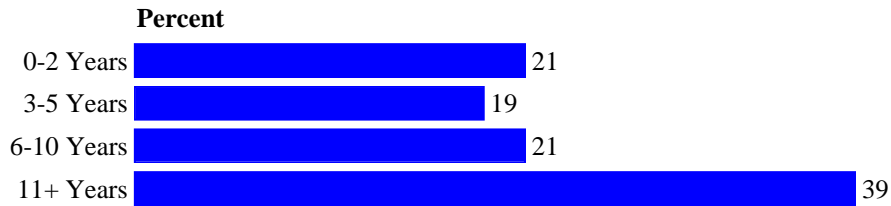
1. Please indicate which best describes your position:



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% |

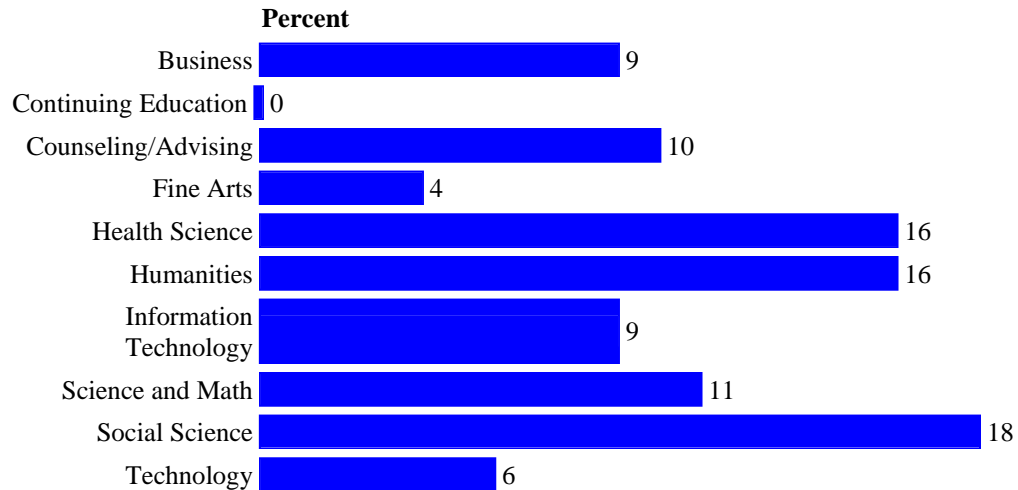
2. Total years teaching at MCC:



2. Total years teaching at MCC:

| 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?

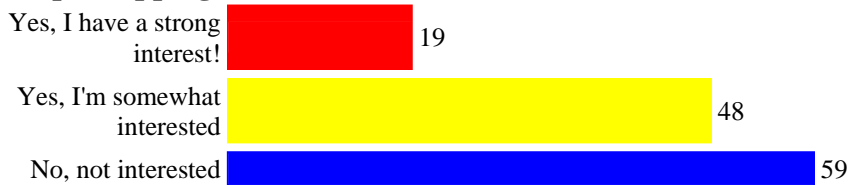
| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|------------------------|-------|--------------------------------|----------------------------|----------------------------|
| Business | 13 | 9.2% | 9.2% | 9.2% |
| Continuing Education | 0 | 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?

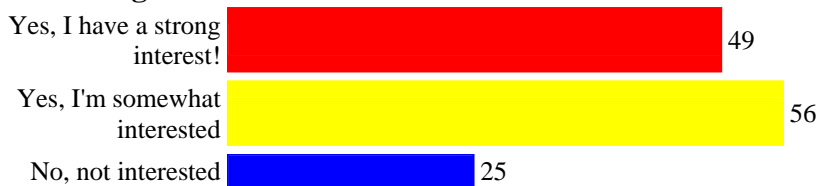
| | Yes, I have a strong interest! | Yes, I'm somewhat interested | No, not interested |
|--|---------------------------------------|-------------------------------------|---------------------------|
| Concept Mapping | 19.00 | 48.00 | 59.00 |
| Course Design | 49.00 | 56.00 | 25.00 |
| Critical Thinking | 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



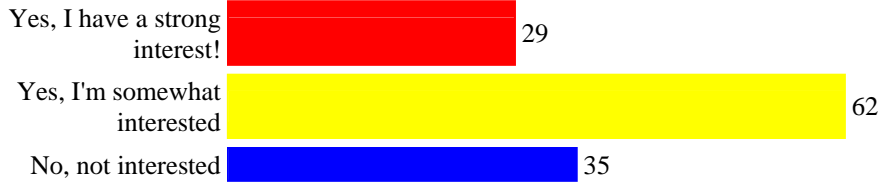
Course Design



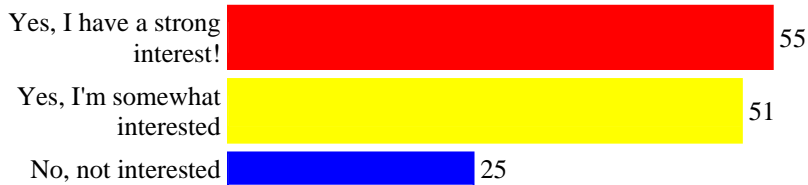
Critical Thinking



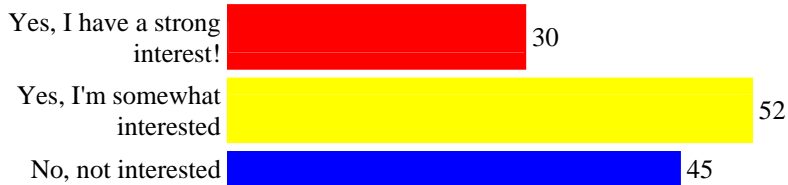
Faculty Learning Communities



First Year Students



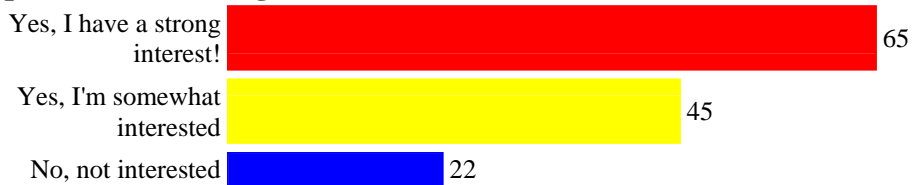
General Education Requirements



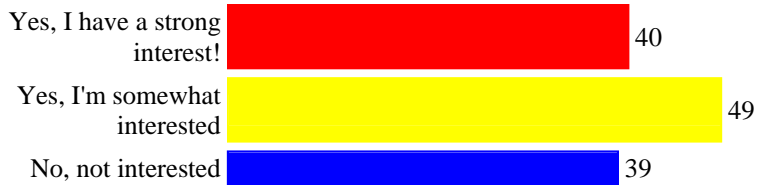
Integrating General Education



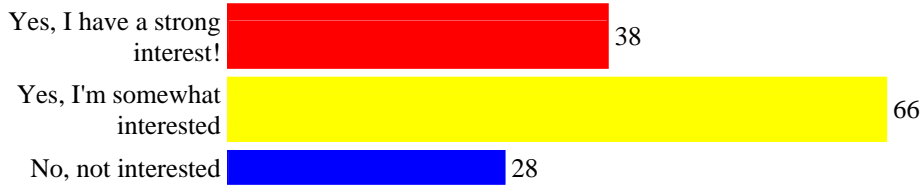
Experiential Learning Activities



Scholarship of Teaching and Learning



Testing/Grading



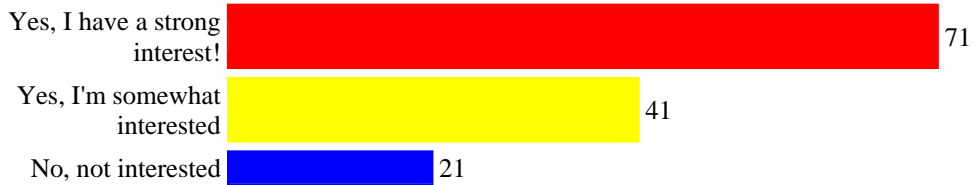
Writing



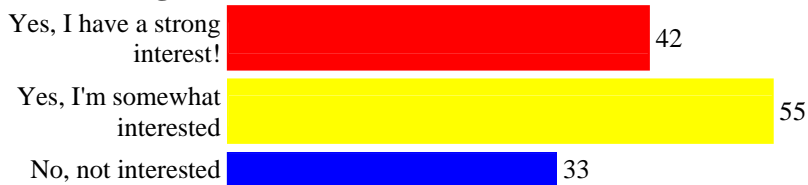
Service Learning



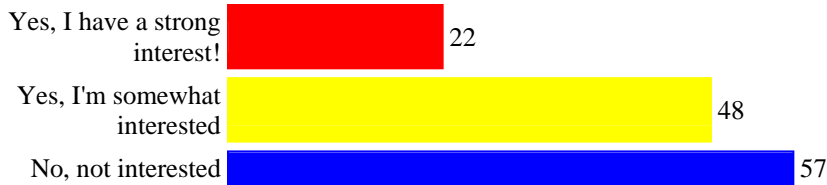
Strategies to Improve Class Discussion



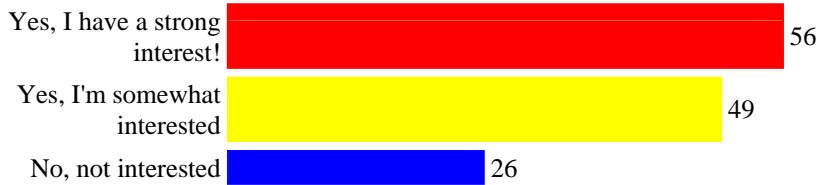
Team Building



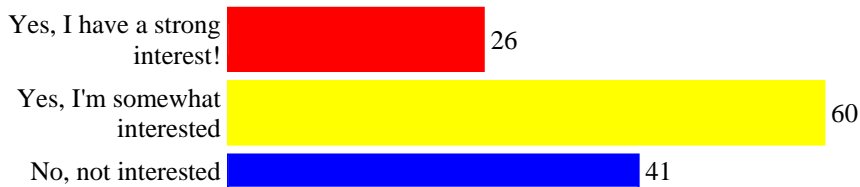
Syllabus Preparation



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



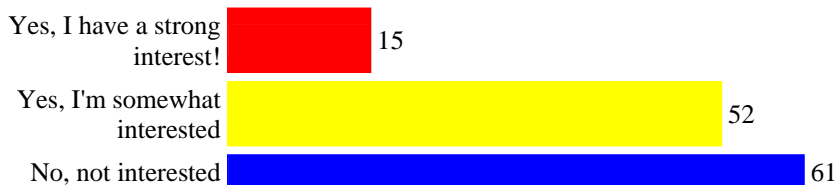
Team Development and Improvement



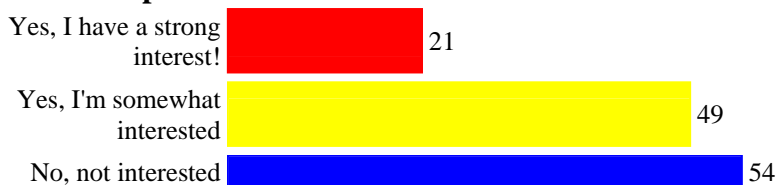
Writing Mission/Goals/Objectives Stat...



CPSC/MCC Committees



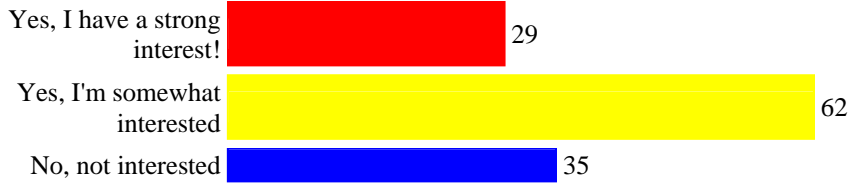
Branch Campuses



Career and Employment Services



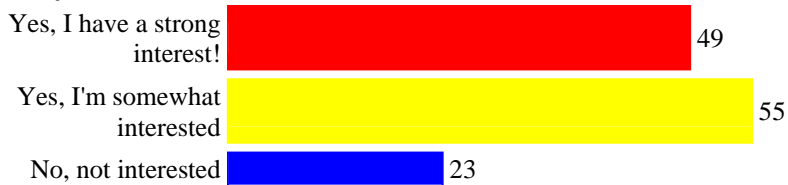
Computer Labs



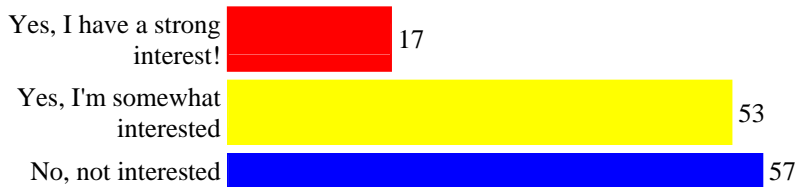
Counseling/Advising



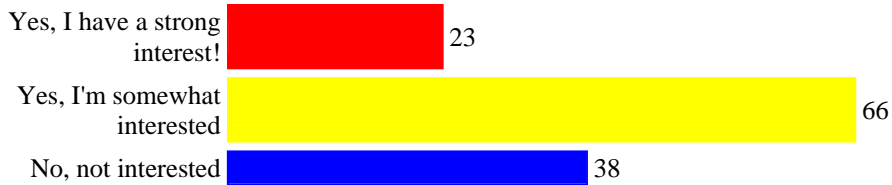
Faculty Resource Center



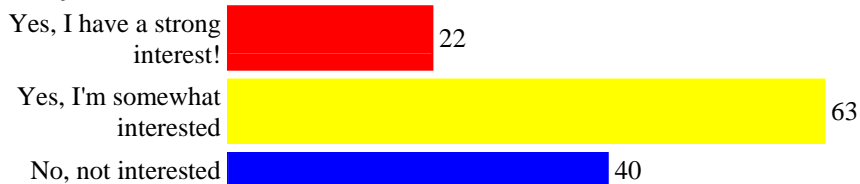
Financial Aid



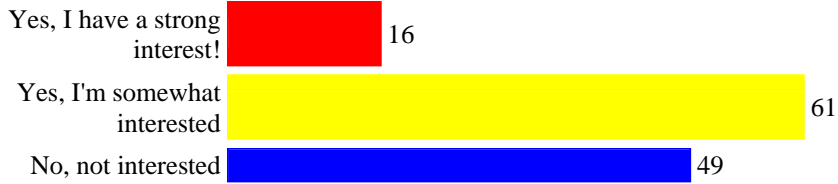
Learning Center



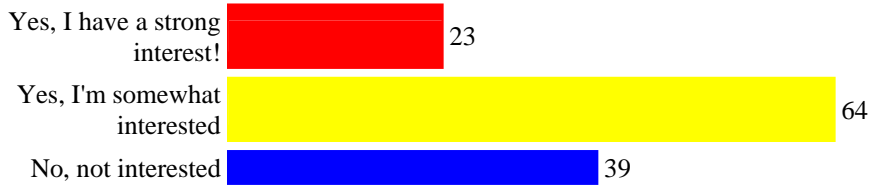
Library



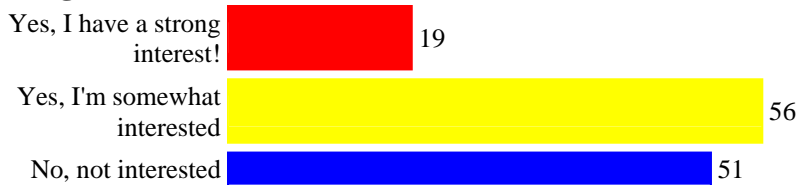
Student Life



Tutoring



Writing Center



University Center/Transfer Programs

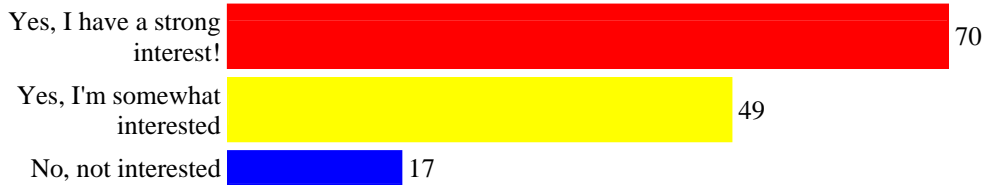


6. Would you participate in Professional Development activities focusing on Technology?

| | Yes, I have a strong interest! | Yes, I'm somewhat interested | No, not interested |
|-------------------------------------|---------------------------------------|-------------------------------------|---------------------------|
| 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



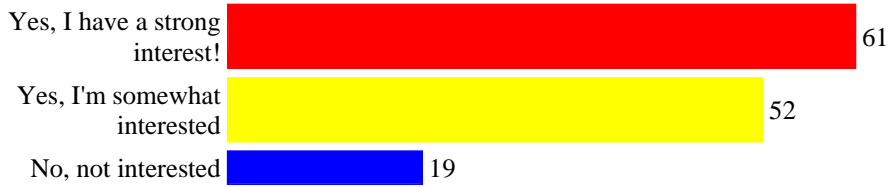
Copyright law



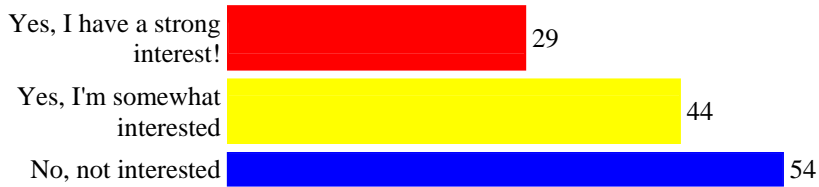
Creating Instructional CD-ROMS



Interactive Classroom Use



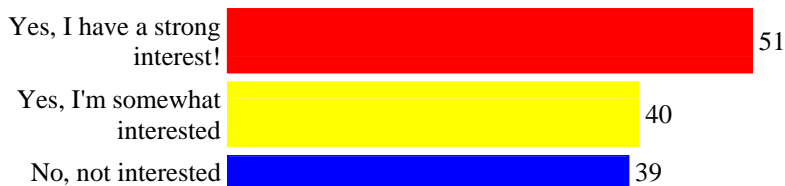
MS Office-Access



MS Office-Excel



MS Office-PowerPoint



MS Office-Word



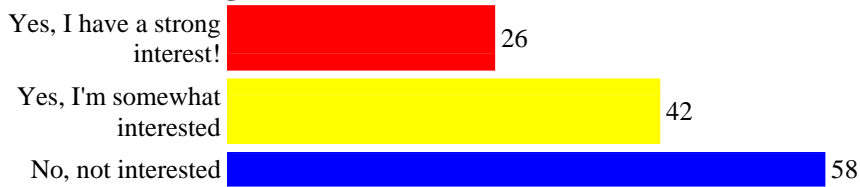
Network Drives/File Management



PhotoShop



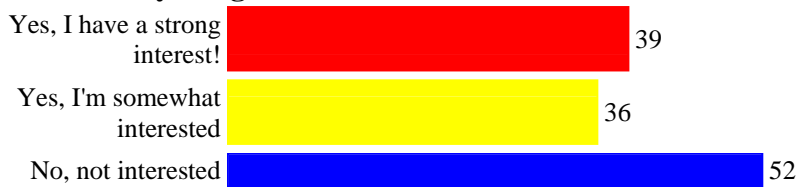
Video Conferencing



Video for Distance Learning



Virtual Reality Programs/Simulation



Web Page Creation

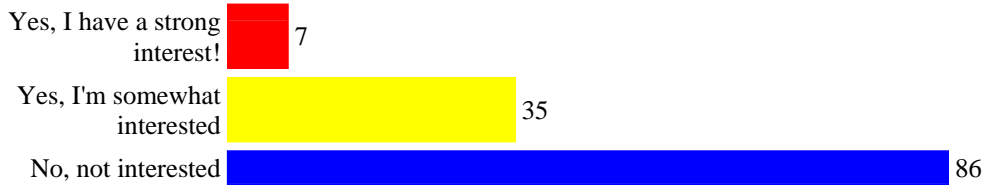


7. Would you participate in Professional Development activities focusing on Instructional Design?

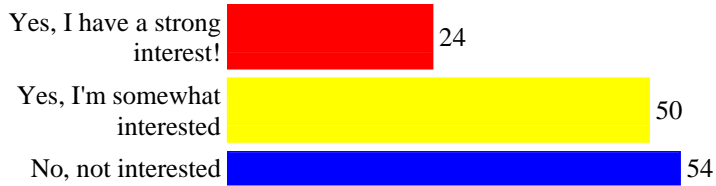
| | Yes, I have a strong interest! | Yes, I'm somewhat interested | No, not interested |
|---|---------------------------------------|-------------------------------------|---------------------------|
| DACUM/Workkeys/Task Analysis | 7.00 | 35.00 | 86.00 |
| Design/Improve Distance Learning Course | 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?

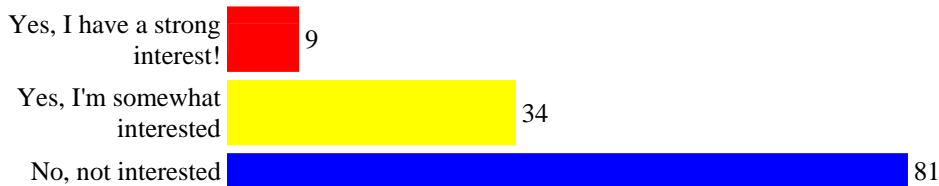
DACUM/Workkeys/Task Analysis



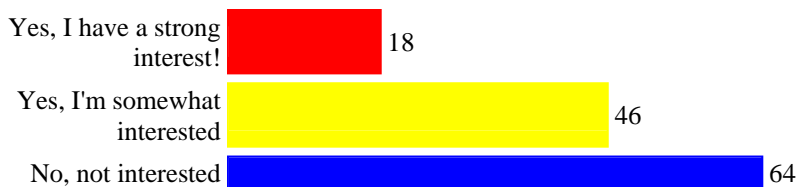
Design/Improve Distance Learning Course



OE2



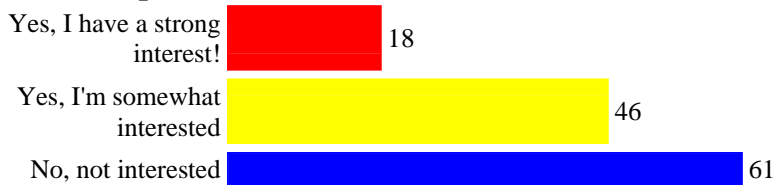
WIDS



Learning Objectives



Syllabus Preparation



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

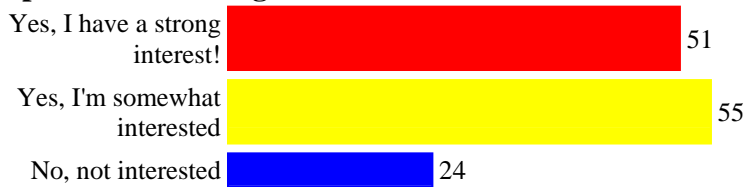
| | Yes, I have a strong interest! | Yes, I'm somewhat interested | No, not interested |
|--|--------------------------------|------------------------------|--------------------|
| Classroom Climate | 46.00 | 56.00 | 27.00 |
| Cooperative Learning | 51.00 | 55.00 | 24.00 |
| Collaborative Learning | 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?

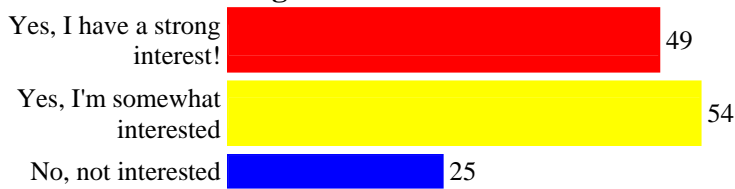
Classroom Climate



Cooperative Learning



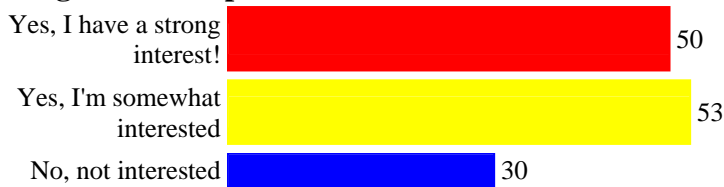
Collaborative Learning



Crisis Prevention



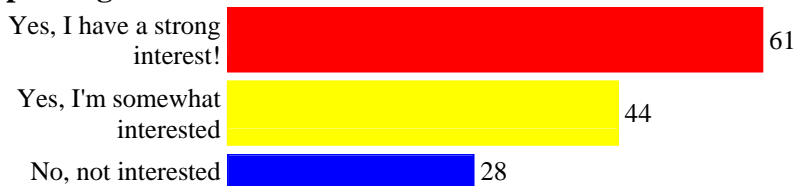
Dealing with Disruptive Students



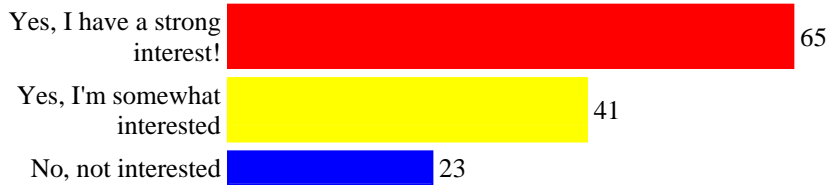
Discipline with Dignity



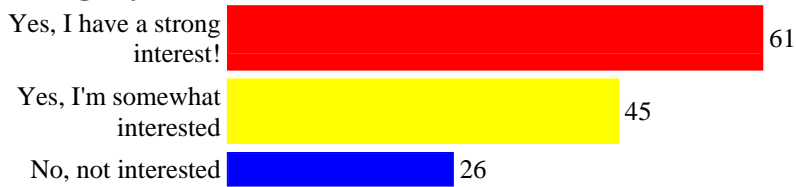
Improving Attendance



Managing Active Learning



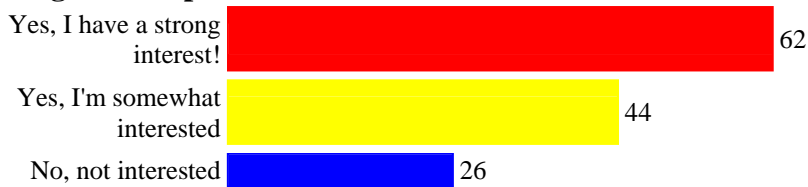
Learning Styles



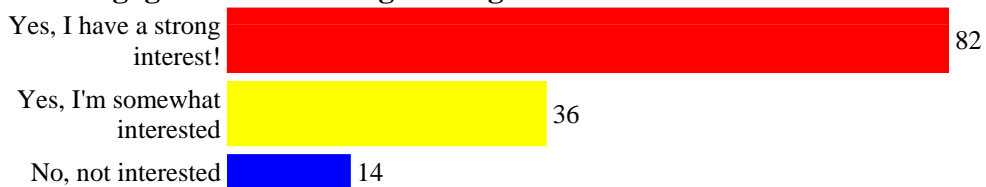
Diversity/Multi-Cultural



Strategies to Improve Classroom Discu...



How to Engage Students at Higher Cogn...



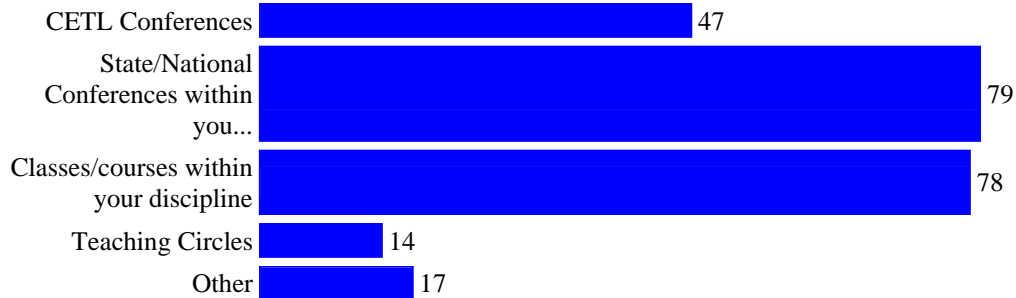
Plagiarism/Copyright Issues



Peer Consultation



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



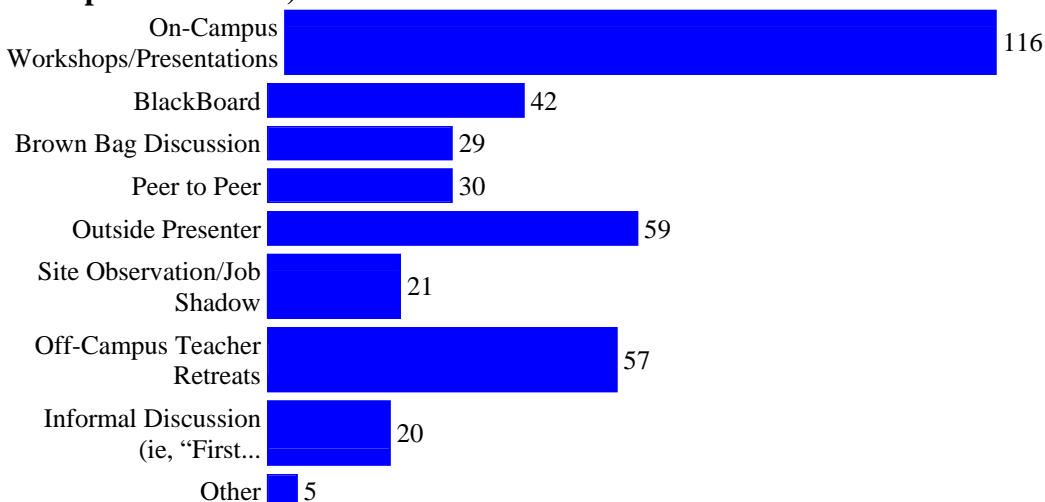
9. What Professional Development activities do you participate in on a regular basis? (check all that apply)

| 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% |

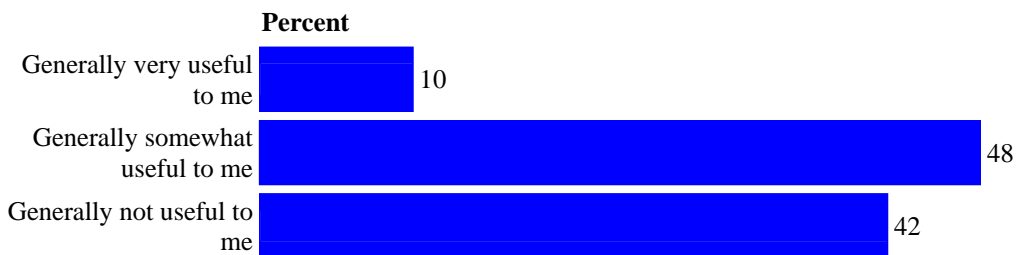
12. If Yes, provide your Name and Topic/area of expertise:

- 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:



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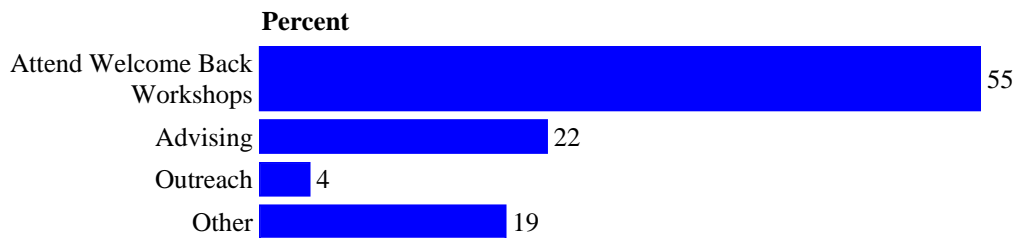
| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|---------------------------------|-------|--------------------------------|----------------------------|----------------------------|
| Generally very useful to me | 13 | 9.9% | 9.2% | 9.2% |
| 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.