

# Professional Development Survey

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# Professional Development Survey Fall 2011

## Introduction

The Center for Professional Learning and Leadership held a number of professional development sessions during May to October 2011. To plan for future sessions, and specifically to plan for Opening Week activities for the Fall 2012 semester, its administrators wished to poll individuals who had attended at least one of the programs during this period to determine their likelihood to attend future offerings and glean their ideas about topics of interest and the best delivery methods.

### *Profile of Population*

A list of attendees was compiled from the sign-in sheets provided at each of the sessions held between May and October 2011. There were a total of 154 non-duplicated individuals so identified, consisting of faculty members, administrators, and staff members.

## Sample

### *Profile of Respondents*

There were 48 respondents to the survey, representing 31.2% of the population. These consisted of 41 self-reported faculty members (89.1%), three administrators (6.5%), and two professional/technical staff members (4.3%).

Approximately half of the respondents were full time (48.9%), with part time respondents making up the rest (51.1%).

About one-third of respondents had been at Owens for ten years or more (37.5%). An additional 14.6% had been here for seven to nine years. The remainder (47.9%) has been at Owens six years or less, with 31.3% reporting a three- to six-year tenure and 16.7% reporting being here less than three years.

Most of the respondents are from the Toledo campus (72.9%). Fewer are from the Findlay campus (27.1%). There were no respondents from either Arrowhead Park or The Source.

The respondents are most likely to be associated with the School of Arts and Sciences (46.8%), the School of Health Sciences (21.3%), and The School of Business (17.0%). Few respondents were from other areas and departments: 4.3% were from the School of Nursing, the School of Technology, and Student Services, and 2.1% were from Workforce and Community Services.

All individuals who had attended at least one professional development session between May and October 2011 and signed the attendance sheet were polled for this study. The total number of unduplicated participants was 154. Table 1 shows the response rates and margin of error<sup>1</sup> for this population.

**Table 1- Returns within Group and Margins of Error**

	# Sent	# Returned	% Returned	Margin of Error
<b>All Recipients</b>	<b>154</b>	<b>48</b>	<b>31.2%</b>	<b>11.8%</b>

## Instrument

The instrument is a six-page, 21-question survey that includes questions about respondents' likelihood to attend professional development sessions on a variety of topics and their willingness to present on these topics. It asks for

<sup>1</sup> The margin of error is a statistic that reflects the amount of sampling error in a survey's results and is based on the size of the sample (for example, n=48) compared to the size of the population (N=154). It can be used to estimate the percentage of individuals who would respond to a survey question in a particular way if the full population had actually been surveyed. For example, if 50% of respondents said they preferred sessions to take place on Fridays and the survey had an 11.8% margin of error, then the estimated percentage of individuals in the full population who have done such activities is between 38.2% and 61.8%. The lower the margin of error, the more confidence one can have that the data are representative of the full population. Ideally, the margin of error should be 5% or less.

ideas about additional sessions that might be held. Another section asks about respondents' preference for such sessions and explores their reasons for being unwilling or unable to attend them. It closes with a demographic section to help to classify the respondents. Appendix A provides a copy of the survey instrument.

### Procedure

An email invitation including a link to the survey was sent out on October 31, 2011. A reminder was sent out on November 7 to the complete population. The survey was closed on November 15 for analysis.

### Summary of Results

#### *Areas of Interest and Expertise*

Respondents were asked about their likelihood of attending sessions on a variety of topics, some of which were held in the past and some proposed for the future. They were also asked to indicate if they were willing to present on any topics about which they had some expertise.

#### *Planning for Teaching and Learning*

There were eight topics listed under this heading. Table 2 breaks each of these down by respondents' likelihood to attend each of them.

**Table 2: Likelihood to Attend Sessions Related to Planning for Teaching and Learning  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Creative teaching strategies	2	1	4	19	20	39	46
	4.3%	2.2%	8.7%	41.3%	43.5%	84.8%	100.0%
Course and curriculum development	4	5	6	16	14	30	45
	8.9%	11.1%	13.3%	35.6%	31.1%	66.7%	100.0%
Incorporating games into lesson plans	8	5	6	16	10	26	45
	17.8%	11.1%	13.3%	35.6%	22.2%	57.8%	100.0%
Teaching across the curriculum	5	5	13	12	11	23	46
	10.9%	10.9%	28.3%	26.1%	23.9%	50.0%	100.0%
Test construction	4	12	8	14	7	21	45
	8.9%	26.7%	17.8%	31.1%	15.6%	46.7%	100.0%
Creating course outlines	4	15	7	13	6	19	45
	8.9%	33.3%	15.6%	28.9%	13.3%	42.2%	100.0%
Classroom attendance policies	5	12	10	13	6	19	46
	10.9%	26.1%	21.7%	28.3%	13.0%	41.3%	100.0%
Designing a syllabus	4	17	8	9	7	16	45
	8.9%	37.8%	17.8%	20.0%	15.6%	35.6%	100.0%

The session mostly likely to be attended was creative teaching strategies (84.8%). Designing a syllabus was the least likely to be attended (35.6%).

#### *Addressing Student Learning in the Classroom*

The next section included 11 topics that dealt with interacting with students in a classroom setting. Table 3 shows a breakdown of this question, indicating the sessions respondents stated they were most likely to attend.

**Table 3: Likelihood to Attend Sessions Related to Addressing Student Learning in the Classroom  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Active learning strategies	1	2	6	21	13	34	43
	2.3%	4.7%	14.0%	48.8%	30.2%	79.1%	100.0%
Dealing with difficult students	3	7	8	15	12	27	45
	6.7%	15.6%	17.8%	33.3%	26.7%	60.0%	100.0%
Encouraging students to read their textbooks	3	9	8	14	12	26	46
	6.5%	19.6%	17.4%	30.4%	26.1%	56.5%	100.0%
Communication techniques	3	7	10	16	10	26	46
	6.5%	15.2%	21.7%	34.8%	21.7%	56.5%	100.0%
Learning styles	3	6	14	11	12	23	46
	6.5%	13.0%	30.4%	23.9%	26.1%	50.0%	100.0%
Increasing attendance	3	10	11	14	8	22	46
	6.5%	21.7%	23.9%	30.4%	17.4%	47.8%	100.0%
Disruptive behavior in the classroom	3	11	12	9	10	19	45
	6.7%	24.4%	26.7%	20.0%	22.2%	42.2%	100.0%
Classroom management	4	6	17	10	8	18	45
	8.9%	13.3%	37.8%	22.2%	17.8%	40.0%	100.0%
Test taking strategies	4	11	14	10	7	17	46
	8.7%	23.9%	30.4%	21.7%	15.2%	37.0%	100.0%
Time management	4	11	14	11	5	16	45
	8.9%	24.4%	31.1%	24.4%	11.1%	35.6%	100.0%
Note-taking	3	10	16	11	4	15	44
	6.8%	22.7%	36.4%	25.0%	9.1%	34.1%	100.0%

The topic most likely to be attended within this group was active learning strategies (79.1%). The least likely to be attended were note taking (34.1%), time management (35.6%), and test-taking strategies (37.0%).

*Supporting Student Learning*

Five topics on the subject of supporting student learning were presented next. These are broken down in Table 4 below.

**Table 4: Likelihood to Attend Sessions Related to Supporting Student Learning  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Increasing student motivation	2	3	8	20	14	34	47
	4.3%	6.4%	17.0%	42.6%	29.8%	72.3%	100.0%
Cooperative learning	3	7	10	16	8	24	44
	6.8%	15.9%	22.7%	36.4%	18.2%	54.5%	100.0%
Copyright issues and online classes	6	8	10	16	5	21	45
	13.3%	17.8%	22.2%	35.6%	11.1%	46.7%	100.0%
Mentorship	4	10	13	12	6	18	45
	8.9%	22.2%	28.9%	26.7%	13.3%	40.0%	100.0%
Incorporating and encouraging prewriting and editing for written assignments	4	15	11	10	5	15	45
	8.9%	33.3%	24.4%	22.2%	11.1%	33.3%	100.0%

The topic most likely to be attended was increasing student motivation (72.3%). Incorporating and encouraging prewriting and editing for written assignments was least likely to be attended (33.3%)

*Impact of Support Services in the Classroom*

The role of departments and services offered by Owens outside of the classroom was the theme of the next section. Respondents were asked how likely they were to attend nine sessions that introduced these support services.

**Table 5: Likelihood to Attend Sessions Related to Impact of Support Services in Classroom  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Services available to students	5	11	10	12	8	20	46
	10.9%	23.9%	21.7%	26.1%	17.4%	43.5%	100.0%
Student Advising	5	9	12	13	6	19	45
	11.1%	20.0%	26.7%	28.9%	13.3%	42.2%	100.0%
Learning Centers	6	9	12	13	6	19	46
	13.0%	19.6%	26.1%	28.3%	13.0%	41.3%	100.0%
Student Activities	8	11	9	13	4	17	45
	17.8%	24.4%	20.0%	28.9%	8.9%	37.8%	100.0%
Career Services	6	9	13	10	7	17	45
	13.3%	20.0%	28.9%	22.2%	15.6%	37.8%	100.0%
Library	5	11	13	13	3	16	45
	11.1%	24.4%	28.9%	28.9%	6.7%	35.6%	100.0%
Financial Aid	5	11	14	10	5	15	45
	11.1%	24.4%	31.1%	22.2%	11.1%	33.3%	100.0%
Disability Services	4	11	15	10	5	15	45
	8.9%	24.4%	33.3%	22.2%	11.1%	33.3%	100.0%
Testing Centers	7	11	15	10	2	12	45
	15.6%	24.4%	33.3%	22.2%	4.4%	26.7%	100.0%

There were no particularly marked preferences shown in this section, but respondents were most likely to attend sessions dealing with services available to students (43.5%) and least likely to attend sessions about testing centers (26.7%). Generally, the respondents exhibited approximately the same likelihood to attend all sessions.

*Technology for Training*

One of the things that the Center for Professional Learning and Leadership does is to provide a hands-on environment for Owens faculty and staff to learn new technologies such as Smart Boards and Microsoft Office products. The next section of the survey zeroed in on technologies to gauge respondent interest in these topics. There were 11 technologies included on the list. Table 6 shows a breakdown of these responses.

**Table 6: Likelihood to Attend Sessions Related to Technology for Training  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/ Likely	Total answering question
Advanced Blackboard	1	2	4	19	20	39	46
	2.2%	4.3%	8.7%	41.3%	43.5%	84.8%	100.0%
PowerPoint animation	3	4	6	13	19	32	45
	6.7%	8.9%	13.3%	28.9%	42.2%	71.1%	100.0%
Advanced Smart Board training	2	3	8	15	16	31	44
	4.5%	6.8%	18.2%	34.1%	36.4%	70.5%	100.0%
Teaching on-line courses	2	10	8	11	14	25	45
	4.4%	22.2%	17.8%	24.4%	31.1%	55.6%	100.0%
Lecture Capture	3	9	8	11	13	24	44
	6.8%	20.5%	18.2%	25.0%	29.5%	54.5%	100.0%
Using Excel	6	8	9	13	9	22	45
	13.3%	17.8%	20.0%	28.9%	20.0%	48.9%	100.0%
Document cameras	3	13	10	10	8	18	44
	6.8%	29.5%	22.7%	22.7%	18.2%	40.9%	100.0%
Using Facebook with classes	5	11	11	9	8	17	44
	11.4%	25.0%	25.0%	20.5%	18.2%	38.6%	100.0%
Building tests using Respondus	8	8	13	11	4	15	44
	18.2%	18.2%	29.5%	25.0%	9.1%	34.1%	100.0%
PageMaker	8	6	19	6	5	11	44
	18.2%	13.6%	43.2%	13.6%	11.4%	25.0%	100.0%
Using graphing calculators	16	10	14	3	1	4	44
	36.4%	22.7%	31.8%	6.8%	2.3%	9.1%	100.0%

Respondents were most likely to attend sessions related to advanced Blackboard (84.8%), PowerPoint animation (71.1%), and advanced Smart Board training (70.5%). Sessions related to using graphing calculators were least likely to be attended (9.1%). Generally, this group of sessions appears to generate the greatest level of interest among respondents.

*Assessment*

The next section dealt with matters of assessment both within the classroom and of one's own abilities. Four assessment topics were listed under this section, broken down in Table 7 below:

**Table 7: Likelihood to Attend Sessions Related to Assessment  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/ Likely	Total answering question
Self-assessment of teaching skills	5	4	9	16	12	28	46
	10.9%	8.7%	19.6%	34.8%	26.1%	60.9%	100.0%
Best practices	5	4	11	12	13	25	45
	11.1%	8.9%	24.4%	26.7%	28.9%	55.6%	100.0%
Classroom assessment	4	4	16	11	10	21	45
	8.9%	8.9%	35.6%	24.4%	22.2%	46.7%	100.0%
Student portfolios	7	8	9	8	12	20	44
	15.9%	18.2%	20.5%	18.2%	27.3%	45.5%	100.0%

The sessions under this section most likely to be attended were self assessment of teaching skills (60.9%) and best practices (55.6%). The others were roughly equally likely to be attended by these respondents.

*Working with Diverse Student Groups*

One of Owens' key directives of late has been to improve the diversity and inclusiveness of the College. The next section listed eight sessions to promote diversity and to garner an understanding of certain student subgroups. Table 8 shows the responses for this section.

**Table 8: Likelihood to Attend Sessions Related to Working with Diverse Student Groups  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Online learners	6	11	6	11	9	20	43
	14.0%	25.6%	14.0%	25.6%	20.9%	46.5%	100.0%
Non-traditional students	4	11	9	11	9	20	44
	9.1%	25.0%	20.5%	25.0%	20.5%	45.5%	100.0%
Students of varying developmental levels	4	10	10	11	9	20	44
	9.1%	22.7%	22.7%	25.0%	20.5%	45.5%	100.0%
Adult learners	4	10	11	9	11	20	45
	8.9%	22.2%	24.4%	20.0%	24.4%	44.4%	100.0%
International students	4	11	10	9	10	19	44
	9.1%	25.0%	22.7%	20.5%	22.7%	43.2%	100.0%
ESL students	4	10	11	9	9	18	43
	9.3%	23.3%	25.6%	20.9%	20.9%	41.9%	100.0%
Students with disabilities	4	12	10	11	7	18	44
	9.1%	27.3%	22.7%	25.0%	15.9%	40.9%	100.0%
Students of color	4	11	12	10	7	17	44
	9.1%	25.0%	27.3%	22.7%	15.9%	38.6%	100.0%

There were no marked preferences in the responses to this group of sessions; the respondents were approximately equally likely to attend all of them.

*General Interest Topics*

The last section presented topics of general interest that did not specifically relate to the classroom, but to department or business-related topics. There were four such ideas; they are presented in Table 9.

**Table 9: Likelihood to Attend Sessions Related to General Interest Topics  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Leadership sessions	5	8	12	10	10	20	45
	11.1%	17.8%	26.7%	22.2%	22.2%	44.4%	100.0%
Grant writing/Researching grants	6	12	8	10	8	18	44
	13.6%	27.3%	18.2%	22.7%	18.2%	40.9%	100.0%
Conflict management	4	12	11	10	7	17	44
	9.1%	27.3%	25.0%	22.7%	15.9%	38.6%	100.0%
How to run a meeting	6	11	12	8	7	15	44
	13.6%	25.0%	27.3%	18.2%	15.9%	34.1%	100.0%

Respondents were generally equally likely to attend all of the sessions within this group, with no strong preferences suggested for any of the topics listed.

*Summary of All Topic Areas*

Among all of the areas presented, the topics most likely to be attended are highlighted in Table 10 below.

**Table 10: Likelihood to Attend Sessions on Any Topic  
(Sorted by Likely/Highly Likely)**

Session Topic	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/Likely	Total answering question
Advanced Blackboard	1	2	4	19	20	39	46
	2.2%	4.3%	8.7%	41.3%	43.5%	84.8%	100.0%
Creative teaching strategies	2	1	4	19	20	39	46
	4.3%	2.2%	8.7%	41.3%	43.5%	84.8%	100.0%
Active learning strategies	1	2	6	21	13	34	43
	2.3%	4.7%	14.0%	48.8%	30.2%	79.1%	100.0%
Increasing student motivation	2	3	8	20	14	34	47
	4.3%	6.4%	17.0%	42.6%	29.8%	72.3%	100.0%
PowerPoint animation	3	4	6	13	19	32	45
	6.7%	8.9%	13.3%	28.9%	42.2%	71.1%	100.0%
Advanced Smart Board training	2	3	8	15	16	31	44
	4.5%	6.8%	18.2%	34.1%	36.4%	70.5%	100.0%
Course and curriculum development	4	5	6	16	14	30	45
	8.9%	11.1%	13.3%	35.6%	31.1%	66.7%	100.0%

Advanced Blackboard training and creative teaching strategies were most likely to be attended (84.8%). Other sessions likely to be attended were related to new technologies, learning strategies, increasing student motivation, and course and curriculum development.

Through the questions dealing with likelihood of attending the listed sections, respondents were asked if they would be willing to present on any of the topics. There were four respondents who stated that they would be willing to present on at least one topic (8.3% of the total). A list of their names and contact information as well as the content upon which they stated they were willing to present is listed in Appendix B of this report.

Finally, this section ended with an open-end question in which respondents were invited to suggest topics other than those that were pre-listed. There were 12 responses to this question (25.0%). The comments included mentions of SLAC work and the use of some technologies including The Cloud, YouTube, SlideShare, and Smart Boards. Sessions on selecting textbooks, service learning and the process used by Owens' HR department in creating new positions and hiring were mentioned. A complete list of these responses is available in Appendix B of this report.

**Professional Development/Activity Preferences**

In order to most effectively plan for future offerings from the Center for Professional Learning and Leadership, the next section of the survey asked respondents about their preferences for such training in terms of time and methods of delivery.

*Training Format*

Respondents were first given a list of formats for professional development sessions and asked to indicate how likely they would be to attend each of them. Table 11 presents a breakdown of this question.



**Table 11: Likelihood of Participating Using Each Format  
Sorted by Likely/Highly Likely**

Method of Delivery	Highly unlikely	Unlikely	Neither likely nor unlikely	Likely	Highly likely	Highly Likely/ Likely	Total answering question
Hands on, face-to-face workshops	2	1	8	20	17	37	48
	4.2%	2.1%	16.7%	41.7%	35.4%	77.1%	100.0%
Lectures	2	6	7	23	9	32	47
	4.3%	12.8%	14.9%	48.9%	19.1%	68.1%	100.0%
Group meetings	2	2	11	25	7	32	47
	4.3%	4.3%	23.4%	53.2%	14.9%	68.1%	100.0%
Online learning (Blackboard, self-paced online workshops)	1	8	8	20	10	30	47
	2.1%	17.0%	17.0%	42.6%	21.3%	63.8%	100.0%
Meeting one on one with a mentor/expert	5	7	8	19	8	27	47
	10.6%	14.9%	17.0%	40.4%	17.0%	57.4%	100.0%
Web-based interactions (such as chat rooms)	6	6	13	15	6	21	46
	13.0%	13.0%	28.3%	32.6%	13.0%	45.7%	100.0%
Retreats (1-2 day sessions)	8	10	13	8	7	15	46
	17.4%	21.7%	28.3%	17.4%	15.2%	32.6%	100.0%

The format respondents claimed they were most likely to attend was hands on, face-to-face workshops (77.1%). They were least likely to attend retreats lasting 1-2 days (32.6%).

*Days of the Week*

Respondents preferred weekdays over weekend days. Tuesdays (42.6%) and Wednesdays (38.3%) were most preferred. An additional 25.5% stated that they had no preference. Table 12 shows the responses for this question in detail. Note that respondents were allowed to give more than one answer, so totals add to over 100%.

**Table 12: Preferred Days of the Week for Professional Development Activities**

Day of Week	Count	Percent
Tuesday	20	42.6%
Wednesday	18	38.3%
Monday	15	31.9%
Thursday	15	31.9%
Friday	15	31.9%
Saturday	7	14.9%
Sunday	2	4.3%
No preference	12	25.5%
Total answering question	47	100.0%

*Time of Year*

More than half of the respondents stated that they preferred to have professional development training during the fall semester (60.9%) or spring semester (52.2%). Note that respondents were invited to give more than one response, so the answers total to over 100%. Table 13 details the responses to this question.

**Table 13: Preferred Times of the Year for Professional Development Activities**

Time of Year	Count	Percent
During fall semester	28	60.9%
During spring semester	24	52.2%
Break after summer semester	17	37.0%
During summer semester	14	30.4%
Break after fall semester	14	30.4%
Break after spring semester	11	23.9%
Spring break (Middle of spring semester)	9	19.6%
Total answering question	46	100.0%

*Time of Day*

About half of the respondents preferred that professional development sessions were offered in the mornings for a half day session or late morning for a 2-hour session (both 51.1%). A two-hour session early in the morning was also mentioned as desirable (44.7%). Sessions taking place after 5:00 pm were the least desired (14.9%). Table 14 highlights the responses to this question in detail. Note that the table adds to over 100%, as respondents were allowed more than one response.

**Table 14: Preferred Time of Day for Professional Development Activities**

Time of Day	Count	Percent
Half day (Mornings)	24	51.1%
Late morning (2 hour session)	24	51.1%
Early morning (2-hour session)	21	44.7%
Half day (Afternoons)	16	34.0%
Early afternoon (2 hour session)	15	31.9%
All day session	10	21.3%
Late afternoon (2 hour session)	10	21.3%
After 5:00 pm	7	14.9%
Total answering question	47	100.0%

*Notification Preferences*

The best way by far to notify someone of upcoming professional development opportunities was through email, mentioned by 93.8 % of respondents. About one-third also mentioned the daily O-News postings (33.3%). The least-preferred measures of notification were posted flyers (2.1%) and newsletters (4.2%). Table 15 breaks down this question in detail. Respondents were allowed to provide more than one answer to this question, so totals will add to more than 100%.

**Table 15: Notification Preferences for Professional Development Events**

Notification Type	Count	Percent
Email	45	93.8%
O-News (daily electronic newsletter)	16	33.3%
Campus mailbox	14	29.2%
College Intranet	12	25.0%
BlackBoard website	10	20.8%
Printed events schedule	8	16.7%
Events schedule on Owens' website	7	14.6%
Flyer in the mail	5	10.4%
Newsletter	2	4.2%
Flyer posted on campus	1	2.1%
Total answering question	48	100.0%

An open end question followed the prelisted codes to glean other methods of reaching respondents with professional development opportunities. There was only one such comment given, an observation that O-News was worthless as a form of notification. The comment is listed in Appendix B of this report.

### *Barriers to Attendance*

The greatest barriers to respondents attending the professional development sessions were the timing of the event (87.5%) and other demands on my time (60.4%). Table 16 shows a detailed breakdown of the responses given for this question.

**Table 16: Barriers to Attending Professional Development Activities**

Barriers	Count	Percent
Timing of workshop/event	42	87.5%
Other demands on my time	29	60.4%
Topics that do not interest me	20	41.7%
Location	12	25.0%
Unaware of workshop/event	12	25.0%
Getting release time to attend	9	18.8%
Total answering question	48	100.0%

An open ended question followed this list of barriers. Three respondents answered this section (6.3% of total respondents). Comments included barriers such as time commitments including a full time job and the time to travel from the Findlay campus, as sessions there are limited. One comment mentioned the lack of compensation for adjuncts' time, but suggested that such sessions would be good for adjuncts with little teaching experience. A complete list of these comments is included in Appendix B.

### **Summary and Data Limitations**

There appears to be a moderate amount of interest in the professional development training opportunities among the respondents. The sessions most likely to be attended were advanced Blackboard training and teaching and learning strategies.

Respondents preferred hands on, face-to-face sessions, lectures, group meetings, and online sessions to other types of instruction. Related to the timing of these sessions, respondents preferred weekdays over weekends, with Tuesday and Wednesday being the most preferred days of the week. Regarding time of day, respondents preferred two- or four-hour sessions in the morning.

Having the sessions scheduled during the fall or spring semesters appeared to be preferable to having them during breaks or intersession periods.

There was a marked preference for method of notification: nearly all of the respondents felt that email notification was the best way to get the word out.

Barriers to attendance emphasized the element of timing: the timing of the workshop or event itself was not convenient or other obligations on the respondents' time prevented their attending.

Data limitations include the following:

- The recipients of the survey were faculty and staff members who had previously attended a workshop or session at the Center for Professional Learning and Leadership. Due to their past experience and willingness to attend sessions, their opinions may not reflect those of the full employee population.
- The high margin of error (11.8%) makes the interpretation of these findings as indicative of the actions of the full employee population questionable and results should be viewed with caution.

# Professional Development Survey Fall 2011

As a prior participant in at least one training session offered by the Center for Professional Learning and Leadership, your input on areas for professional development that would enhance teaching and learning at Owens Community College is requested. Your recommendations are very important to us in your role as someone who directly impacts student learning. Please help us develop short-term and long-range plans for professional development by answering the questions below.

## Professional Development - Areas of Interest and Expertise

In the section below are listed some areas that you may have an interest in learning more about. Please indicate how likely you would be to attend a session if it was offered on each of the topics listed below. If you have some expertise on a topic and would be willing to present a session on it, please check the appropriate box.

**Q1 Planning for Teaching and Learning**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Course and curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing a syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating course outlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating games into lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom attendance policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q2 Addressing Student Learning in the Classroom**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging students to read their textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test taking strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptive behavior in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with difficult students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q3 Supporting Student Learning**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating and encouraging prewriting and editing for written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright issues and online classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q4 Impact of Support Services on the Classroom**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services available to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5 Technology for Training**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Teaching on-line courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PowerPoint animation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Smart Board training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Facebook with classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture Capture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document cameras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using graphing calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building tests using Respondus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PageMaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6 Assessment**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Student portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-assessment of teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q7 Working With Diverse Student Groups**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Students of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-traditional students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students of varying developmental levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q8 General Interest Topics**

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>	<i>Willing to present on this topic</i>
Leadership sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grant writing/Researching grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to run a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q9** If you are interested in providing such instruction, please indicate your name, department, and extension in the space below.

**Q10** Are there any other topics not covered by the list above that you would like to see as part of the professional training and development available at Owens?

**Professional Development/Activity Preferences**

In this section, please tell us your personal preferences for training and development sessions.

**Q11** Please rate your likelihood of participating in professional development activities using each of the listed formats.

	<i>Highly unlikely</i>	<i>Unlikely</i>	<i>Neither likely nor unlikely</i>	<i>Likely</i>	<i>Highly likely</i>
Hands on, face-to-face workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retreats (1-2 day sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web-based interactions (such as chat rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learning (Blackboard, self-paced online workshops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting one on one with a mentor/expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12** What are your preferred days of the week for professional development activities? (Check all that apply)

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Monday    | <input type="checkbox"/> Friday        |
| <input type="checkbox"/> Tuesday   | <input type="checkbox"/> Saturday      |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> Sunday        |
| <input type="checkbox"/> Thursday  | <input type="checkbox"/> No preference |

**Q13 What is your preferred time of year for professional development activities? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> During fall semester                     | <input type="checkbox"/> Break after fall semester   |
| <input type="checkbox"/> During spring semester                   | <input type="checkbox"/> Break after spring semester |
| <input type="checkbox"/> During summer semester                   | <input type="checkbox"/> Break after summer semester |
| <input type="checkbox"/> Spring break (Middle of spring semester) |  |

**Q14 What is your preferred time of day for professional development activities? (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> All day session                | <input type="checkbox"/> Late morning (2 hour session)    |
| <input type="checkbox"/> Half day (Mornings)            | <input type="checkbox"/> Early afternoon (2 hour session) |
| <input type="checkbox"/> Half day (Afternoons)          | <input type="checkbox"/> Late afternoon (2 hour session)  |
| <input type="checkbox"/> Early morning (2-hour session) | <input type="checkbox"/> After 5:00 pm                    |

**Q15 What are the best ways of notifying you about upcoming events? (Check all that apply)**

- |  |   |
|--|---|
| <input type="checkbox"/> Newsletter                        | <input type="checkbox"/> Printed events schedule              |
| <input type="checkbox"/> Flyer in the mail                 | <input type="checkbox"/> Email                                |
| <input type="checkbox"/> Flyer posted on campus            | <input type="checkbox"/> Campus mailbox                       |
| <input type="checkbox"/> College Intranet                  | <input type="checkbox"/> O-News (daily electronic newsletter) |
| <input type="checkbox"/> Events schedule on Owens' website | <input type="checkbox"/> BlackBoard website                   |
| Other (Specify)  |   |

**Q16 What are your greatest barriers to attending workshops? (Check all that apply)**

- |  |   |
|--|---|
| <input type="checkbox"/> Timing of workshop/event  | <input type="checkbox"/> Topics that do not interest me |
| <input type="checkbox"/> Location                  | <input type="checkbox"/> Getting release time to attend |
| <input type="checkbox"/> Unaware of workshop/event | <input type="checkbox"/> Other demands on my time       |
| Other (Specify)                                    |   |

## Demographic Information

To help us determine the population answering this survey, we would like to collect some additional information about you. This will be aggregated with information from all other respondents and will not be associated with you as an individual.

**Q17 Are you . . . ?**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Full time | <input type="checkbox"/> Part time |
|------------------------------------|------------------------------------|

**Q18 Years at Owens**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Less than 3 | <input type="checkbox"/> 7-9        |
| <input type="checkbox"/> 3-6         | <input type="checkbox"/> 10 or more |

**Q19 Please indicate the primary position you have at the College.**

- |   |   |
|---|---|
| <input type="checkbox"/> Faculty        | <input type="checkbox"/> Professional/Technical staff |
| <input type="checkbox"/> Administration |   |

**Q20**

**What is your primary department or division?**

- School of Arts and Sciences*
  - School of Business*
  - School of Health Sciences*
  - School of Nursing*
  - School of Public Safety and Emergency Preparedness*
  - School of Technology*
  - Workforce and Community Services*
  - Other academic services (President's Office, Provost's Office, Organizational Performance and Accountability, Public Relations)*
  - College Development (Fund Development, Alumni Relations, Special Events, Grants)*
  - Marketing and Communication*
  - Student Services (Student Accounts, Student Development, Student Life)*
  - Business Services (Finance, CFPA, ITS, Bookstore, Food Services, Operations, Buildings and Grounds, Public Safety)*
  - Human Resources/Labor and Employee Relations*
- Other (Specify)*

**Q21**

**What is the primary location where you work at Owens? (Please check only one)**

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Toledo campus</i>  | <input type="checkbox"/> <i>The Source</i>     |
| <input type="checkbox"/> <i>Findlay campus</i> | <input type="checkbox"/> <i>Arrowhead Park</i> |

**Thank you very much for participating in this survey!**



## Appendix B Responses to Open-End Questions

### Q9 Individuals Interested in Presenting on Topics and Topics of Interest

Name/Contact Information	Listed Sessions
Deb Richey English Dpt. I am only teaching online this semester and during the summer, so call me at 419-350-4754 or email me.	Teaching online courses
Joyce Winters Director, Adult Basic Education Assistant Director, Office of Student Success x7162	Leadership sessions; Non-traditional students; Students of varying developmental levels; Adult learners; Learning styles; Increasing attendance
Andrea Adams-Miller Adjunct Arts and Sciences; Adjunct Criminal Justice; Reading and Writing Study Skills Tutor; Bridge Advisor; CJS and Advisor Drama Club	Course and curriculum development; Designing a syllabus; Creating course outlines; Test construction; Teaching across the curriculum; Incorporating games into lesson plans; Creative teaching strategies; Classroom attendance policies; classroom management; Increasing attendance; Encouraging students to read their textbooks; Active learning strategies; Time management; Note taking; Test-taking strategies; Communication techniques; Learning styles; Disruptive behavior in the classroom; Dealing with difficult students; Conflict management; Leadership sessions; Students of color; International students; ESL students; Students with disabilities; Non-traditional students; Students of varying developmental levels; Online learners; Adult learners; Using Facebook with classes; Increasing student motivation; Cooperative learning; Incorporating and encouraging prewriting and editing for written assignments; Mentorship
Teri Pratt Office Administration x7213	Student portfolios

### Q10 Other Topics for Professional Training and Development

SLAC Objectives/Outcomes
Under the topic I said I was interested in (Online Teaching), I would like to present with a few faculty members about what we do in our online classes. This would be something simple from what buttons we have on our Blackboard shells to how we communicate with students to policies on our syllabi. It is something that is of interest to others as I get questions about it all the time. We would need a room with computers in the event some want to actually tweak their shells, etc. while we are presenting ideas. This would be more of a best practices meets hands-on =)
How to teach within the cloud. Using YouTube and Slide Share for the classroom. Creating a Google website.
There seem to be many students placed in Developmental Ed. classes because they have serious reading and writing problems. I think that the Dev. Ed. classes should be a pre-requisite for any other upper level course.
Policies for cell phone and lap top computer use in the classroom Hispanic or Latino student concerns
Selecting Textbooks, Updating course material, how to improve labs.
No need to come to programs about things I will never be allowed to do, which is most everything.
The HR process for creating new positions, hiring internal staff, hiring externally, and the People Admin steps involved.
Advanced Power Point and how to create animated graphics of lectures and images.
beginning Smart Board training
Incorporating Service Learning -- I will teach it and if I am not teaching it, I will still attend someone else's event. I would like more professional development in how to share our experiences and skills so that we fit the Ohio Board of Regents for teaching specializations and fit Owens expectations, so we are not limited to the title of our degree for teaching classes. Rather so we are utilized to teach our talents and skills.
Advanced Blackboard - interactive learning units.

**Q15 Other Methods of Notification**

O-News is useless.

**Q16 Other Barriers to Attending Sessions**

Not always able to travel to the Toledo Campus so it is easier for me to attend Findlay campus ones. However, they are always limited on time and days.

Work full-time at another position, hard to get away.

Adjunct- no compensation for extra time. I do think however, most adjuncts with no other teaching experience should be required to do these workshops.