Emerging from the shadow of COVID: Assessing institutional needs for instructor development

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University of Wisconsin Green Bay

Question

How can we better align our programming with instructor needs as we emerge from a pandemic?

Barbara Walvoord, “You are not trying to achieve the perfect research design; you are trying to gather enough data to provide a reasonable basis for action” *Assessment Clear and Simple*, page 5

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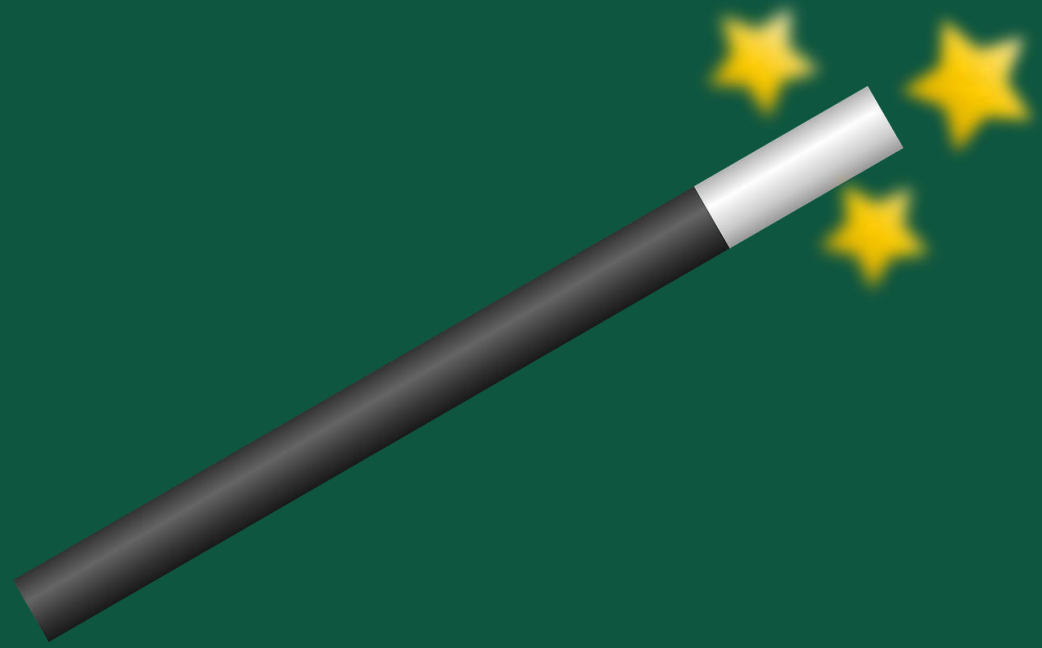
Enough about us. Let's talk about you.



- If you could waive a magic wand and have the answer (from instructors) to one question for your campus, what would that question be? (Use the chat.)

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Context

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Context

Prior to fall 2018 – Course formats

- Face-to-face
- Online

After fall 2018 – Course formats

- Face-to-face
- Online
- Hybrid
- Blended
- Interactive video
- In-person with streaming capability
- Virtual classroom

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Context

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Context

Pedagogy

Equity

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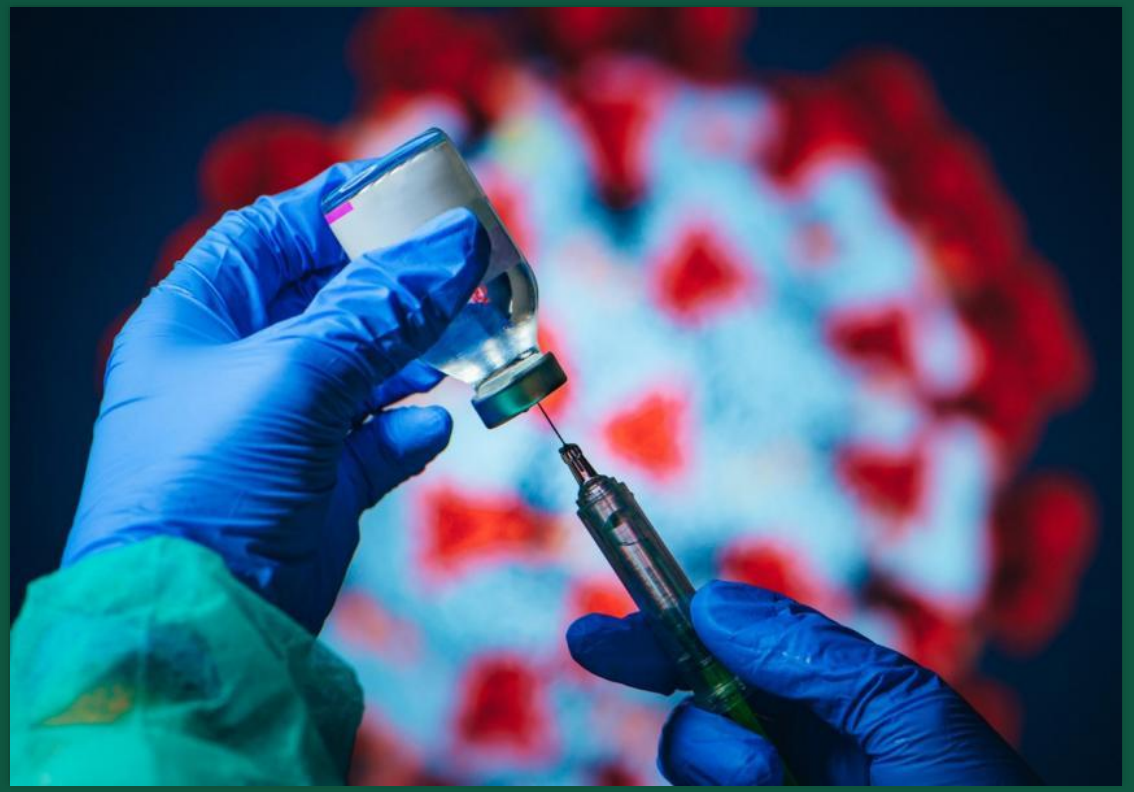
Context



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Objectives

1

Determine faculty development needs among the colleges, departments, and instructors CATL serves as they pertain to institutional priorities:

- Student retention
- Diversity and inclusion
- Digital transformation

2

Lay foundation to develop instructor learning outcomes across the career span which connect to institutional priorities.

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Developing a survey

Objective	Research Questions	Data elements	Data sources	Analysis Plan
Determine faculty development needs analysis as they pertain to institutional priorities.	What perceived needs do instructors, chairs, and deans have to implement High-impact practices? How will departments change their offerings in the foreseeable future to respond to institutional priorities? What are the good ideas, which may be latent among our clients, that CATL could catalyze that would benefit retention, inclusion, and transformation?	Perceptions regarding instructor development needs around HIPs. Departmental plans to address retention, inclusion, and digital transformation which CATL could support. Instructor perceptions of regarding challenges of becoming an open-access institution and its impact on student experience.	Survey, Discussion with HIPs coordinator Survey Interviews	Ask questions about instructors' perceptions of skill level in HIP characteristics and their perceptions of the urgency to develop skills. Ask questions about how course offerings will change – modality, types of assessment, addition of EDI techniques, etc. Ask instructors to rate their perceived skill level and urgency to know. Ask questions regarding instructor experience in teaching HIPs, teaching as part of open-access campus, and thoughts regarding EDI.

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Enough about us. Let's talk about you.

- To begin developing your master matrix, how would you turn your "magic wand" question from earlier into a research objective?
- What information sources would you use? (Can be survey but don't limit yourself)
- Type your objective an information source into the chat.

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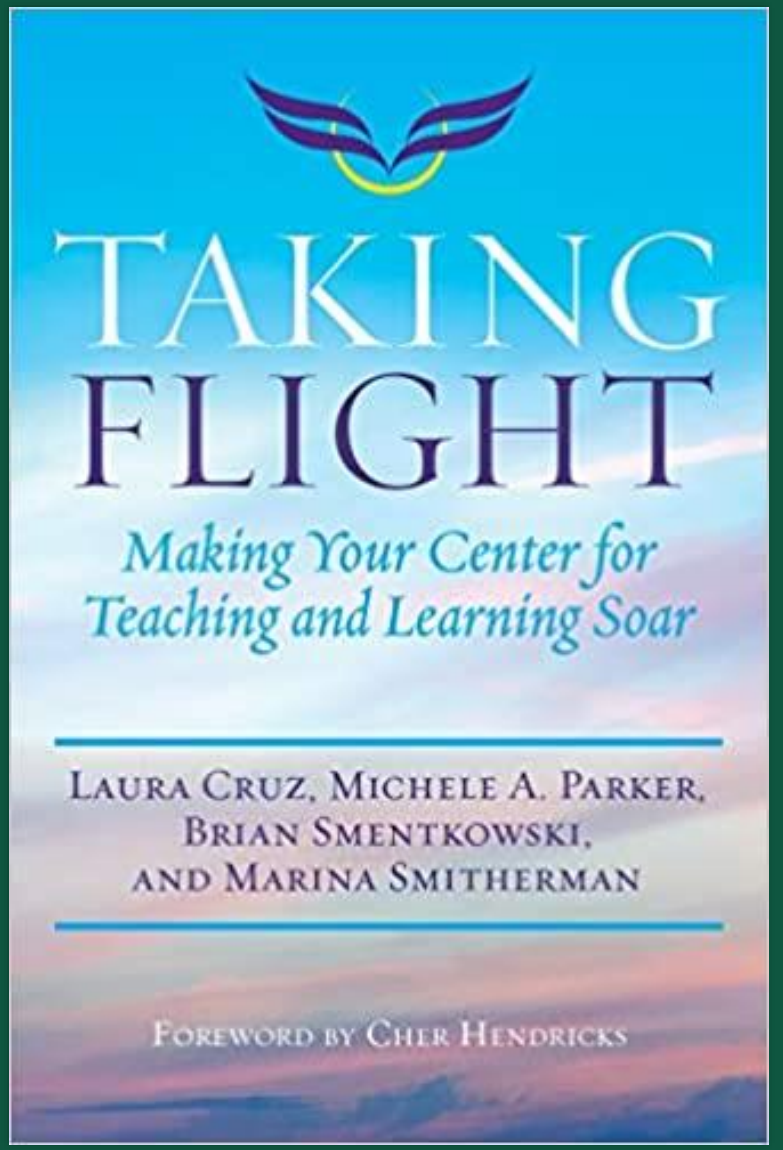
Developing a survey



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Example one

Course design	Internet resource	Workshop for my department	Workshop open to all	1-1 consultation
Designing a course				
Writing outcomes				
Teaching specific skills (critical thinking, e.g.)				
Using blended or flipped strategies				
Identifying course materials				

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Example two

	Check the topics below which you would attend if it were a workshop or seminar
☐	Active learning
☐	Effective lecturing
☐	Facilitating discussions
☐	Flipped teaching
☐	Teaching large classes

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Example three

	Rate perceived knowledge from 1-5					Rate perceived priority from 1-5				
Writing outcomes	1	2	3	4	5	1	2	3	4	5
Developing assessments	1	2	3	4	5	1	2	3	4	5
Using Canvas	1	2	3	4	5	1	2	3	4	5
Incorporating student accessibility requests	1	2	3	4	5	1	2	3	4	5

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Enough about us. Let's talk about you.

- Which type of survey would be most useful to you and why?
- Type your answer in the chat.
- Three types
  - One: activity rated by medium of engagement
  - Two: which type of workshop would attend
  - Three: rate perceived knowledge and perceived priority

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Developing survey

Equity-based categories	Pedagogy-based categories
Equity-based and inclusive teaching 8 statements	Course development 6 statements
Mentoring and leadership 6 statements	Classroom instruction 7 statements
High-impact practices 7 statements	Teaching with technology 8 statements

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Developing a survey

Mentoring and leadership

The following items relate to mentoring and leadership.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then, assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived knowledge or skill					Perceived priority				
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	High priority	Very high priority
Ability to serve in a leadership role in department or committee	○	○	○	○	○	○	○	○	○	○
Ability to incorporate student peer mentors in class	○	○	○	○	○	○	○	○	○	○
Ability to mentor a colleague who is similar to you in terms of background, identities, and	○	○	○	○	○	○	○	○	○	○

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Reliability

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Validity

Developing a class

The items below relate to developing a class.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived knowledge or skill					Perceived Priority				
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	High priority	Very high priority
Writing learning outcomes	○	○	○	○	○	○	○	○	○	○
Aligning outcomes with learning activities	○	○	○	○	○	○	○	○	○	○

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Validity

Type of validity	Definition	How established
Content	The extent to which the items are fully representative of the categories we are trying to measure.	Background reading on each topic, conversations with relevant parties, experience
Criterion	Criterion validity evaluates how well a test can predict a concrete outcome, or how well the results of your test approximate the results of another test.	Not entirely relevant since a needs analysis is a snapshot in time.
Construct	Construct validity evaluates whether a measurement tool really represents the thing we are interested in measuring.	To an extent our categories were products of our own design.

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Enough about us. Let's talk about you.

- Who would you test your survey on? (put your answer in the chat)

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Survey results

- 56 responses out of 340 total instructors (16% response rate)
- Roughly proportionate across Colleges
- People reluctant to choose “very little skill”
- Time and resources listed as biggest barrier to engaging with Center programs
- Equity-based items ranked as having higher overall priority to pedagogy-based items
  - (Average 3.8 for priority in equity compared to 3.3 for pedagogy)

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Averages

Category *N=56*	Average perceived knowledge	Average perceived priority
Equity-based and inclusive teaching	3.48	4.04
Mentoring	3.44	3.60
HIPs	3.79	3.95
Developing class	3.89	3.61
Classroom instruction	3.20	3.12
Teaching with technology	2.23	3.25

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Deviation and Variance

Category *N=56*	Average Standard Deviation - Knowledge	Average Standard Deviation - Priority	Average Variance – Knowledge	Average Variance Deviation - Priority
Equity-based and inclusive teaching	0.85	0.94	0.73	0.89
Mentoring	0.92	0.96	0.89	0.94
HIPs	0.79	0.95	0.63	0.91
Developing class	0.83	1.14	0.7	1.12
Classroom instruction	1.00	1.20	1.06	1.46
Teaching with technology	0.83	1.02	0.73	1.06

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Survey Demographics

Position	College	Gender	Race/Ethnicity
4 Associate lecturer	1 College of Business	38 Women	3 Asian
8 Lecturer	25 College of Arts, Hum, and Soc. Sci.	10 Men	2 Hispanic/Latino
4 Senior Lecturer	7 College of Health, Education, Social Welfare	0 Non-binary	43 White
18 Associate Prof	13 College of Science, Engineering	0 Prefer to self-describe	2 Prefer to self describe
3 Assistant Prof		3 Prefer not to answer	2 Prefer not to answer
10 Full Prof			
2 Prefer not to answer	5 Prefer not to answer		

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Enough about us. Let's talk about you.

- You have a choice.
- What questions would you want to ask instructors based on our data?
- Or, what questions would you want to ask instructors based on your research objectives?
- Put questions in chat.

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Interview question areas

- Development as an instructor
- Departmental changes (instructional mode, reaching across locations)
- Personal course development process
- Experience with CATL programming

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Preliminary themes

Instructors develop courses in community with others

Sometimes intentional and sometimes ad hoc

Speaks to our question about negative relationship between course design knowledge and priority

Departments and colleges not changing expectations for instructors.

Speaks to relationship questions about connection of Center efforts to institutional priorities.

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Interview demographics

Position	College	Gender	Race/Ethnicity
1 Associate lecturer 1 Lecturer 1 Assistant Prof. 2 Associate Prof. 1 Full Prof.	1 School of Business 3 College of Humanities and Social Sciences 2 College of Health, Education, and Social Welfare 1 College of Science and Engineering	3 Women 4 Men 1 Prefer not to answer	2 Asian 5 White 1 Prefer not to answer

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How will we use this information?

- Inform strategic planning
- Craft instructor learning outcomes

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Enough about us. Let's talk about you.

- Thinking back to your "magic wand" question from the beginning, how would you use the information you would get from that question?

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Thank you

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Outline

- Overview of GB's context
  - What CATL does and institutional priorities
  - Four campuses
  - Open access
- Overview of Needs analysis process
  - Master matrix (outcomes, data sources, method of analysis)
  - Decided mainly to do a survey and interviews
- Development of our survey – different models
  - Discussion of survey and how aligns with master matrix
  - Results of survey – maybe just show the chart which averages the various subsections, perhaps ask participants how they might interpret these results in the chat, we could also ask participants to write qualitative questions they would want to ask
  - Discuss demographics and how they represent our "frequent flyers"
- Qualitative interviews
  - Deciding on interviews instead of focus groups
  - Crafting questions partly in response to survey (get behind some of the numbers about course development, technology, mentorship, campus initiatives in HIPs
  - Preliminary themes of interviews: instructors develop courses in departments or with colleagues, even in the absence of formal mentoring process, no systematic engagement with campus initiatives, open access, or four campus inclusion, instructors view CATL as a bridge between campuses.

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Introduction

CATL Needs Analysis

Thank you for taking part in this needs analysis survey. The purpose of this survey is to help the Center for the Advancement of Teaching and Learning align its efforts with the needs of the instructors we serve.

What you will do

This survey starts with two main sections: 1) Equity, Diversity, and Inclusion and 2) Pedagogy.

Each section has three questions that will ask you to rate items in two ways. The first is according to your perceived knowledge or skill of the item, and the second is according to the priority you perceive for professional development in the item.

Then, the survey will ask for the format you prefer for engaging with the items you rate as having high priority.

Finally, there will also be some questions which allow for open-ended responses about your needs for professional development.

The whole survey should take about ten minutes to complete.

Anonymity

Your answers to this survey will remain anonymous.

Thank you

Many thanks for your time and for all you do to make UW-Green Bay a great place for students and colleagues.

Equity and Inclusion

Equity, Diversity, and Inclusion

The first section of the survey will ask questions about equity, diversity, and inclusion as it relates to teaching; mentoring and leadership; and high-impact practices.

Equity-based and Inclusive Teaching

Listed below are some skill and knowledge areas associated with equity and inclusive teaching.

Perceived Knowledge and Skill

First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) mastery/could teach others.

Perceived Priority

Then, please assess the level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within the next two years.

	Perceived Knowledge or Skill					Percei		
	None	Very little	Some	A lot	Could teach others	Very low priotiry	Low priority	Mc p
Using inclusive or equity-minded teaching practices	○	○	○	○	○	○	○	
Supporting English language learners	○	○	○	○	○	○	○	
Supporting students with disabilities	○	○	○	○	○	○	○	
Teaching for social justice	○	○	○	○	○	○	○	
	None	Very little	Some	A lot	Could teach others	Very low priotiry	Low priority	Mc p
Incorporating multicultural content into your courses	○	○	○	○	○	○	○	
Supporting students of all gender identities and sexual orientations in the classroom	○	○	○	○	○	○	○	
Meeting student requests for accommodations	○	○	○	○	○	○	○	
Providing supports for students who need help meeting course expectations	○	○	○	○	○	○	○	

Mentoring and leadership

Mentoring and leadership

The following items relate to mentoring and leadership.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then, assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived knowledge or skill					Perceived		
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moder priori
Ability to serve in a leadership role in department or committee	○	○	○	○	○	○	○	○
Ability to incorporate student peer mentors in class	○	○	○	○	○	○	○	○
Ability to mentor a colleague who is similar to you in terms of background, identities, and experiences	○	○	○	○	○	○	○	○

	Perceived knowledge or skill					Perceived		
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moder priori
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moder priori
Ability to mentor a colleague who is different from you in terms of backgrounds, identities, and experiences	○	○	○	○	○	○	○	○
Ability to mentor students who are similar to you in terms of background, identities, and experiences	○	○	○	○	○	○	○	○
Ability to mentor students who are different from you in terms of backgrounds, identities, and experiences	○	○	○	○	○	○	○	○

High-impact practices

High-impact practices

All instructors leave a lasting impression on our students at UW-Green Bay. The Association of American Colleges and Universities, however, has designated eleven experiences as "High-Impact Practices" (HIPs). This is because research has shown the efficacy of these practices at reducing equity gaps among underserved students. The items below are characteristics of high-impact practices. (Links open in separate tabs.)

Perceived skill or knowledge

First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then, please assess the level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived Knowledge or Skill					Perceived Prior			
	None	Very little	Some	A lot	Could teach others	Very low	low priority	Moderate priority	H pr
Setting expectations appropriately high	○	○	○	○	○	○	○	○	
Giving frequent, timely, and constructive feedback	○	○	○	○	○	○	○	○	
Fostering student experiences with diversity	○	○	○	○	○	○	○	○	
Fostering interactions with students on substantive matters	○	○	○	○	○	○	○	○	
	None	Very little	Some	A lot	Could teach others	Very low	low priority	Moderate priority	H pr
Providing opportunities for students to reflect upon their learning	○	○	○	○	○	○	○	○	
Providing opportunities for students to engage with real-world applications of knowledge from course	○	○	○	○	○	○	○	○	
Overall ability to lead a high-impact practice	○	○	○	○	○	○	○	○	

Designing a course

Pedagogy

The second section of the survey contains three questions about pedagogy: developing a class, classroom instruction, and teaching with technology. As with the last section, we will ask you to rate your perceived knowledge level and your perceived priority for each item.

Developing a class

The items below relate to developing a class.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high

priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived knowledge or skill					Perceived Priority			
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	Hig prio
Writing learning outcomes	○	○	○	○	○	○	○	○	○
Aligning outcomes with learning activities	○	○	○	○	○	○	○	○	○
Developing assessments	○	○	○	○	○	○	○	○	○
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	Hig prio
Communicating performance expectations to students	○	○	○	○	○	○	○	○	○
Writing rubrics	○	○	○	○	○	○	○	○	○
Crafting a syllabus	○	○	○	○	○	○	○	○	○

Classroom instruction

Classroom instruction

The items below relate to common classroom teaching practices.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) A lot and 5) could teach others.

Perceived priority

Then assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived knowledge or skill					Perceived priority			
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	Hi pric
Lecturing	○	○	○	○	○	○	○	○	○
Facilitating group work	○	○	○	○	○	○	○	○	○
Facilitating discussions	○	○	○	○	○	○	○	○	○
Teaching large face-to-face classes (over 45 students)	○	○	○	○	○	○	○	○	○
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	Moderate priority	Hi pric
Teaching large distance education classes (over 45 students)	○	○	○	○	○	○	○	○	○
Teaching in laboratory, clinical, or studio settings	○	○	○	○	○	○	○	○	○
Using game-based learning or simulations	○	○	○	○	○	○	○	○	○

Teaching with Technology

Teaching with technology

The items in this section refer to using technology to support instruction.

Perceived knowledge or skill

Listed below are some skill and knowledge areas. First, assess your current skill/knowledge level for each area using the following scale: 1) none 2) very little 3) some 4) a lot and 5) could teach others.

Perceived priority

Then, assess the corresponding level of priority you assign to each area using the following scale: 1) very low priority 2) low priority 3) moderate priority 4) high priority 5) very high priority.

For the sake of this survey, priority refers to the perceived need to develop your knowledge and skills within a particular area within the next two years.

	Perceived Knowledge or Skill					Perce		
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	M p
Using Canvas to support instruction	○	○	○	○	○	○	○	
Creating instructional videos	○	○	○	○	○	○	○	
Using on-ground interactive video classrooms	○	○	○	○	○	○	○	
Using web-conferencing tools (e.g. Teams) to teach online	○	○	○	○	○	○	○	
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	M p
Facilitating discussions using interactive video	○	○	○	○	○	○	○	
Using technology to support active learning	○	○	○	○	○	○	○	

	Perceived Knowledge or Skill					Perce		
	None	Very little	Some	A lot	Could teach others	Very low priority	Low priority	M
Using e-portfolios	○	○	○	○	○	○	○	
Incorporating digital proctoring equitably	○	○	○	○	○	○	○	

Format

Format for engagement

How would you like to engage with the items you rated as "high priority" or "very high priority?" (select all that apply)

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Using inclusive teaching practices	☐	☐	☐	☐	☐	☐
Supporting English language learners	☐	☐	☐	☐	☐	☐
Supporting students with disabilities	☐	☐	☐	☐	☐	☐
Teaching for social justice	☐	☐	☐	☐	☐	☐
Incorporating multi-cultural content into your courses	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Supporting students of all gender and sexual identities in the classroom	☐	☐	☐	☐	☐	☐
Meeting student requests for accommodations	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Providing supports for students who need help meeting course expectations	☐	☐	☐	☐	☐	☐
Setting expectations appropriately high	☐	☐	☐	☐	☐	☐
Giving frequent, timely, and constructive feedback	☐	☐	☐	☐	☐	☐
Fostering student experiences with diversity	☐	☐	☐	☐	☐	☐
Fostering interactions with students on substantive matters	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Providing opportunities for students to reflect upon their learning	☐	☐	☐	☐	☐	☐
Providing opportunities for students to engage with real-world applications of knowledge from course	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Overall ability to lead a high-impact practice	☐	☐	☐	☐	☐	☐
Writing learning outcomes	☐	☐	☐	☐	☐	☐
Aligning outcomes with learning activities	☐	☐	☐	☐	☐	☐
Developing assessments	☐	☐	☐	☐	☐	☐
Writing rubrics	☐	☐	☐	☐	☐	☐
Communicating performance expectations to students	☐	☐	☐	☐	☐	☐
Crafting a syllabus	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Lecturing	☐	☐	☐	☐	☐	☐
Facilitating group work	☐	☐	☐	☐	☐	☐
Facilitating discussions	☐	☐	☐	☐	☐	☐
Teaching large face-to-face classes (over 45 students)	☐	☐	☐	☐	☐	☐
Teaching large distance education classes (over 45 students)	☐	☐	☐	☐	☐	☐
Teaching in laboratory, clinical, or studio settings	☐	☐	☐	☐	☐	☐
Using game-based learning or simulations	☐	☐	☐	☐	☐	☐
	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Using Canvas to support instruction	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Creating instructional videos	☐	☐	☐	☐	☐	☐
Using on-ground interactive video classrooms	☐	☐	☐	☐	☐	☐
Using web-conferencing tools (e.g. Teams) to teach online	☐	☐	☐	☐	☐	☐
Facilitating discussions using interactive video	☐	☐	☐	☐	☐	☐
Using technology to support active learning	☐	☐	☐	☐	☐	☐
Using e-portfolios	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Ability to mentor a colleague who is similar to you in terms of background, identities, and experiences	☐	☐	☐	☐	☐	☐

	Internet resource	Workshop or facilitated discussion	Learning community	One-on-one consultation	Self-paced course in Canvas	Informal conversation with colleagues
Ability to mentor a colleague who is different from you in terms of backgrounds, identities, and experiences	☐	☐	☐	☐	☐	☐
Ability to mentor students who are similar to you in terms of background, identities, and experiences	☐	☐	☐	☐	☐	☐
Ability to mentor students who are different from you in terms of backgrounds, identities, and experiences	☐	☐	☐	☐	☐	☐
Ability to incorporate student peer mentors in class	☐	☐	☐	☐	☐	☐
Ability to serve in a leadership role in department	☐	☐	☐	☐	☐	☐
Incorporating digital proctoring equitably	☐	☐	☐	☐	☐	☐

Open-Ended and Demographic

Open-ended questions

Please respond to the open-ended questions below

What other instructional development priorities do you have that were not captured in this survey?

What are the largest barriers you face to focusing on your teaching or improving your teaching effectiveness?

What would lower those barriers for you?

Demographic Questions

The following questions will help us know more about the respondent pool of the survey as a whole. These questions will not allow us to identify respondents.

What race/ethnicity do you identify as (select all that apply)?

- [ ] African American
- [ ] American Indian or Alaska Native
- [ ] Asian
- [ ] Hispanic or Latinx
- [ ] International
- [ ] Pacific Islander
- [ ] Southeast Asian
- [ ] White
- [ ] Prefer not to answer
- [ ] Prefer to self-describe

- [ ] Multi Non-Hispanic

What is your gender identity?

- ◯ Woman
- ◯ Non-binary
- ◯ Man
- ◯ Prefer to self-describe
- ◯ Prefer not to answer

Please select the college for which you teach

- ◯ Austin E. Cofrin School of Business
- ◯ College of Arts, Humanities, and Social Sciences
- ◯ College of Health, Education, and Social Welfare
- ◯ College of Science, Technology, and Engineering
- ◯ Prefer not to answer

Position Title

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