Summary of 2019 Needs Assessment (FDC):

The FDC launched a Needs Assessment using the online survey platform Qualtrics in February of 2019. There were 135 complete recorded responses to the survey as of February 19th.

Who completed the survey?

Role at the University: Of the 135 respondents, 84 (62.2%) reported their role as Tenured or Tenure-Track Faculty: 19 (22.6%) were at the rank of assistant professor; 42 (50.0%) were at the rank of Associate professor; and 23 (27.4%) were at the rank of full professor. Thirty-two (23.7%) reported as limited-term, part-time or contract instructors, and 11 (8.1%) lab instructors. The remaining respondents included staff, administrators, nurse educators, dietetic educators, and individuals who fit in more than one category (note: due to the small numbers of participants in these categories, response rates are not provided for these groups).

What Faculty Do Respondents Work In?: Fifty-four (40.0%) respondents reported working within the Faculty of Arts; 31 (23.0%) in the Faculty of Science; 8 (5.9%) in the Faculty of Business; 17 (12.6%) in the Faculty of Education, and 4 (3%) reported working outside of these Faculties. Twenty-one (15.6%) respondents did not provide a response to this question.

Years of Teaching Experience: Twenty-two (16.3%) respondents reported having less than 5 years of teaching experience; twenty-eight (20.7%) reported having 5-10 years of teaching experience; eighty-five (63%) reported having 10 or more years of teaching experience.

A. Classroom Technology Needs

This section stated: We are interested in what technology you would like to see in the teaching and learning spaces on campus.

Each item that was selected by more than 50% of respondents is asterisked for easy identification.

Classroom Technology:	No	Yes	Using Now	No Response
*Dual Projectors (e.g., one projector could show one thing while the other showed something else - such as, computer screen content and document camera, or two computers)	43 (31.9%)	82 (60.7%)	9 (6.7%)	1 (0.7%)
Microphones (e.g., wireless, lapel mic)	69 (51.1%)	50 (37.0%)	12 (8.9%)	4 (3.0%)
*Videoconferencing capabilities (e.g., would allow presentations from a guest speaker in a different physical location)	37 (27.4%)	92 (68.1%)	2 (1.5%)	4 (3.0%)
*Lecture capture capabilities (e.g., recording and storing of lecture for future use or for remote access)	60 (44.4%)	68 (50.4%)	3 (2.2%)	4 (3.0%)
Response polling options (e.g., ability to ask students a variety of questions in class, such as multiple choice, short answer, and have them respond using their computers, phone or response clicker)	50 (37.0%)	65 (48.1%)	18 (13.3%)	2 (1.5%)
*Capability of real-time sharing of materials (e.g., students could post pictures or documents that others could see and access during class).	58 (43.0%)	68 (50.4%)	7 (5.2%)	2 (1.5%)
*Ability to switch back and forth between different technologies or platforms seamlessly (e.g., document camera, powerpoint, videos)	15 (11.1%)	83 (61.5%)	34 (25.2%)	3 (2.2%)
Online testing or exams (e.g., Moodle quizzes)	66 (48.9%)	42 (31.1%)	24 (17.8%)	3 (2.2%)
Ability to see and monitor students' computer screens in the computer lab.	90 (66.7%)	37 (27.4%)	2 (1.5%)	6 (4.4%)

*Software to check for plagiarism in students' projects	40 (29.6%)	92 (68.1%)		3 (2.2%)
Access to computer labs for teaching purposes	64 (47.4%)	52 (38.5%)	13 (9.6%)	6 (4.4%)
*Flexibility to choose software, including free applications, for use on lab computers	43 (31.9%)	85 (63.0%)	2 (1.5%)	5 (3.7%)

Respondents were given the opportunity to describe any technology needs that were not captured in the list above. Thirty-eight (28.1%) respondents described additional needs. These are summarized below.

ADDITIONAL CLASSROOM TECHNOLOGY NEEDS (FROM OPEN-ENDED RESPONSE OPTION)	Frequency mentioned
Clock in classrooms	1
Improved document cameras	2
Confidence monitor capability	1
Ability to extend desktop to projector	1
Knowledge of what each classroom has available on mesamis/banner when selecting classrooms, potentially with pictures to see the set up.	1
3D printing	1
Round table for 15+ people	1
Whiteboards	3
Ability to produce videos with music, photo stories	2
Learning new software programs	1
Ability to write on the computer screen to be viewed on the projector	2

Accessibility for persons with disabilities	1
Teaching labs should all have projectors and screens and new computers	4
Apple TV's and ipads available	3
Blackboards and chalk	3
Blinds to cover windows so students can view the screens	2
Exams run by clickers or computers to ensure easy grading – or mobile app	1
DVD players/CD players	3
Improve existing classroom systems	2
Microphone capabilities	2
Adapters to present from satellite locations	1
Improve polling on moodle	2
Student access to Antidote	1
Adaptable systems	1
Classroom response kits that allow for numerical data collection	1
Microsoft access subscription	1
Pa mixer	1
Screenlypro or cloudsinage – something to work on the TV's	1
Smart board	1
Midi implemental technology and functional keyboards	1

B. Writing Surfaces

This section stated: We are interested in the types of writing surfaces you would like to see in the teaching and learning spaces on campus.

Writing surfaces that were selected by at least 50% of respondents are asterisked for easy identification.

Writing Surfaces	No	Yes	Using Now	No Response
Whiteboard	17 (12.6%)	57 (42.2%)	57 (42.2%)	4 (3.0%)
Student set of whiteboards (portable)	71 (52.6%)	46 (34.1%)	5 (3.7%)	13 (9.6%)
Tables with whiteboard tops (so groups can sit around a table and be writing notes, models)	62 (45.9%)	63 (46.7%)	1 (.7%)	9 (6.7%)
Blackboard	69 (51.1%)	42 (31.1%)	14 (10.4%)	10 (7.4%)
*Smartboard	48 (35.6%)	77 (57.0%)	1 (.7%)	9 (6.7%)
Document (e.g., paper, pdf)	36 (26.7%)	45 (33.3%)	39 (28.9%)	15 (11.1%)

Respondents were given the opportunity to describe any writing surface needs that were not captured in the list above. There were 13 text responses to this question; 11 of these were relevant to writing surfaces and are summarized in the table below.

ADDITIONAL WRITING SURFACE NEEDS (AS SUMMARIZED FROM OPEN-ENDED RESPONSE OPTION)	Frequency mentioned
Whiteboards – with working markers (There is a paint that can be applied to the walls to make them a whiteboard)	4
Vertical non-permanent surfaces (personal whiteboards)	2

Chalk boards with chalk always available	2
Apple tv (to allow the sharing of ipads)	2
Mimio boards or smart boards	1
Rooms designed for small group work	1
Ability to switch between writing surfaces and using the projectors	1

C. Seating

This section stated: We are interested in the types of seating options you would like to see in the teaching and learning spaces on campus.

Seating Options that were selected by at least 50% of respondents are asterisked for easy identification.

Seating Options	No	Yes	No Response
*Moveable	18 (13.3%)	105 (77.8%)	12 (8.9%)
*Flexible seating (floor space to sit, adjustable seats, traditional seating, standing desks)	21 (15.6%)	106 (78.5%)	8 (5.9%)
*Flexible classroom seating arrangement: pods/groups, rows, etc	19 (14.1%)	111 (82.2%)	5 (3.7%)
Other (please specify):		13 (9.6%)	

Responses from those who selected the 'other' response option are summarized below:

SEATING 'OTHER' (AS SUMMARIZED FROM 'OTHER' TEXT RESPONSES)	Frequency mentioned
Accessibility for all needs (mobility, chairs that accommodate a variety of body sizes)	2
Comfortable chairs with back support	1
Ability to sit in circles	5
Remove the stadium seating	2
Normal classrooms	1
Moveable seating	2
Non-permanent writing surfaces	1
Standing desks/meeting tables	1
Theater style seating	2

Respondents were also given the option to describe any other seating needs not identified in the list above. Twenty-four text responses were provided; these are summarized in the Table below.

ADDITIONAL SEATING NEEDS (AS SUMMARIZED FROM THE OPEN-ENDED RESPONSES)	Frequency mentioned
Armless chairs without wheels	1
Music stands	1
Moveable seating	5
Access to large enough spaces to teach and have community circles	1
Banked classrooms	3
Better seating to reduce neck and back strain- higher desks	1
Horseshoe tables with moveable seating	1
Fixed classroom arrangements and seating	3
Circle or semi-circle set up for group discussions	2
Larger classrooms	1
Accessibility for all needs (mobility, chairs that accommodate a variety of body sizes, left handed desks	4
Dedicated seminar rooms	1
Tabletops instead of folding desks	3
Standing desks in classrooms	2

D. Teaching Methods

This section stated: We are interested in what teaching methods people are using.

Teaching Methods	Do you use this method?
Traditional lecture	108 (80.0%)
Online	57 (42.2%)
Interactive	100 (74.1%)
Flipped Classroom	35 (25.9%)
Student-led Seminars	77 (57.0%)* Adjusted based on open-ended comment that respondent could not deselect this option
Active Learning (e.g., students investigate topics together, conference together and bring ideas back to main group, leave classroom to conduct surveys on campus, physical body breaks, use of models in class, open problem solving activities, case studies, scenarios that require students to work in groups)	91 (67.4%)
Experiential Learning (including field work, field trips, simulation activities, role plays)	71 (52.6%)
Cooperative learning - in small groups in cafe style- different from doing 'group work'	51 (37.8%)
Teaching strategies that give students 'choice' and appeal to students' interests - i.e., inquiry learning, research projects	78 (57.8%)
Service Learning	37 (27.4%)
Research	88 (65.2%)
Blended Learning (online plus classroom)	37 (27.4%)
Outdoor Instruction	15 (11.1%)
Mixed classroom and computer teaching	42 (31.1%)

Respondents were given an opportunity to indicate how their teaching might change if they had the right technology/resources (i.e., what would they do differently that they are not doing now). Responses are summarized in the Table below.

How teaching might change	Frequency mentioned
Make jobs easier/ assist teaching	2
Allow for off campus guests to deliver quality lectures without interruptions	3

Dual screens means allowing students to follow along as screens change	1
Transportation budget – field trips	1
Rooms set up for small group work	2
HDMI cords available	1
Circle seating	3
Transitions between platforms needs to be smoother	1
Lecture method	1
Computer lab in Immaculata	1
Windows that open	1
Recording lectures or guest lectures to post on youtube or moodle	4
Software to run experiments and collect data in real-time	3
Help to enhance current methods	3
Help create positive learning environments	1
Allow students to enhance their learning with technology through interactive learning	2
More focus on integrating research activities	1
More hands-on work with computers	1
More marking online	1
No change	1
Spend less time interpreting and commenting videos	1
Ability to change classroom time and have students doing something other than listening to a lecture	1

Respondents were given an opportunity to describe other teaching methods that they are using that are not captured by the list above.

OTHER TEACHING METHODS USED (AS SUMMARIZED FROM OPEN-ENDED DATA)	Frequency mentioned
Recording devices	1
Community building activities, telling stories of lived experiences which relate to class content	1
Asking student input on teaching strategies (start – stop – continue midway through the semester)	1
Peer feedback	1
Journaling	1
Guest lectures	1
Online stimulations	2
Labs	2
Meeting students informally	1
One-on-one learning or a mixture of small groups	1
Service learning	1
Think-pair-share	1

E. Classroom Factors that are important to you

This section gave respondents the option to select all relevant options

**This is the only section where, in addition to the data shown from ALL respondents, the data from only Tenure & Tenure-track Faculty are also shown.

Classroom Factors	Selected (All)	Selected (includes only Tenure & Tenure-Track Faculty)**
Being able to select the classroom that I teach in	104 (77%)	72 (85.7%)
Knowing in advance what technology each classroom has	116 (85.9%)	76 (90.5%)
Knowing the seating style of each classroom	111 (82.2%)	76 (90.5%)
Knowing what furniture is in each classroom	87 (64.4%)	60 (71.4%)
Knowing the classroom layout	110 (81.5%)	74 (88.1%)
Knowing whether the classroom is wheelchair accessible	67 (49.6%)	46 (54.8%)
Adjustable lighting, blinds	94 (69.6%)	63 (75.0%)
Knowing the placement of the whiteboard in relation to the projection screen	71 (52.6%)	49 (58.3%)
Knowing the size of the whiteboard space available	51 (37.8%)	39 (46.4%)
Knowing whether the whiteboards are wall mounted or portable	47 (34.8%)	35 (41.7%)
Other (please specify)	21 (15.6%)	18 (21.4%)

Other: Text responses from the 'other' category are summarized in the Table below.

'Other' Classroom Factors	Frequency
Not having to bring personal computer	1
Wall clock	1
Accessibility to bathrooms and accessible classrooms for moving around	2

Adequate time for setup	1
Having chalkboards	2
Campus location of the classroom (distance from office, or loud classroom spaces) and set up of the class (teaching space in location to the doors)	3
Classroom with windows	3
Temperature of the room (if it's adjustable)	2
Ability to attach visual supports to the walls	1
Knowing how much mold or dust is in the area	1
Knowing if the technology in the classroom actually works ahead of time	1
Knowing if the whiteboard and projector can be used simultaneously	1
Knowing if there is a DVD player available in the room	1
Knowing WIFI passwords	1
Large central projection screens	1
Larger classrooms	1
Projector contrasts – quality of the projector bulb	1
Large table space	1
Music stands and appropriate chairs	1

F. Interest in professional development sessions

This section gave respondents the option to select all of the professional development sessions they would be interested in attending.

Professional Development Sessions	Selected
Improving student engagement	90 (66.7%)
Creating a safe and positive learning environment	54 (40.0%)
Quick ways to get to know your students and create learner profiles	60 (44.4%)
Improving student attendance	65 (48.1%)
Formative assessment techniques that help shape our teaching; aligning learning objectives with assessment	56 (41.5%)
Summative assessment that are alternatives to final exams	50 (37.0%)
Improving quality of lectures	60 (44.4%)
Ways to help students build relationships within class (increase comfort level with participating, group work)	69 (51.1%)
PPT presentations - do's, don'ts, how to enliven them	47 (34.8%)
Learning about alternatives to lecturing	55 (40.7%)

Collaborative learning and cooperative learning vs. group work	55 (40.7%)
Active learning techniques	70 (51.9%)
Generating and facilitating democratic discussion in the classroom	45 (33.3%)
Techniques for teaching large classes	49 (36.3%)
Creating and maintaining inclusive classrooms	50 (37.0%)
Ways to increase movement and body breaks in classes	45 (33.3%)
Literacy strategies for unpacking course readings	42 (31.1%)
Energizers, motivators to engage students in classes	58 (43.0%)
Planning new courses	49 (36.3%)
Universal Design for Learning (flexible learning methods, materials, environment, that aids learning for all students - could include readable pdfs, flexible assignment choices)	42 (31.1%)
Balancing teaching, research and service	47 (34.8%)
Conducting research on your teaching	47 (34.8%)

Grading and assessment (including creating effective exam questions, or alternatives to traditional exams, collaborative exams)	49 (36.3%)
Creating and administering online quizzes and exams	33 (24.4%)
Stress management	32 (23.7%)
Mental health and well-being of students	54 (40.0%)
Seminar teaching	28 (20.7%)
Developing a teaching portfolio	33 (24.4%)
Book club or reading club around teaching	24 (17.8%)* Adjusted based on open-ended comment that respondent could not deselect this option
Creating affordable textbook options for students, or alternatives to textbooks.	46 (34.1%)
The role of ground rules in creating equitable learning spaces	30 (22.2%)
Faculty Mentoring	37 (27.4%)
Data (both research and teaching materials) online security	20 (14.8%)
Providing effective feedback to students	50 (37.0%)

Personal response systems or polling systems (e.g., clickers, online response programs)	43 (31.9%)

Respondents were given the option to list other professional development sessions that they would be interested in that were not already listed. These are summarized in the Table below:

'Other' Professional Development Sessions of Interest	Frequency of interest
International trumpet guild and jazz education	1
PD offered after hours or online	1
Balancing grading time with student benefit in their assessments	1
Developing a teaching philosophy	1
How to include indigenous content into courses	1
How to incorporate field trips into lecture	1
Learning how to teach	1
Learning how to incorporate publishable research data into teaching	2
Mental health for professors	1
How to deal with mental health with students	1
Topics on how to adapt to the specific university	1
Topics that connect to research	1
How to respond to rape culture and sexual violence on campus – students discourses or sexual harassment from colleagues.	1
Rubrics and outcomes	1
Voice projection workshop	1

G. Opportunity to make additional comments

This section read: If there is anything that you would like to comment further on, please do so here (e.g., this could include things you want to do in your teaching that you can't do now; what you need to be able to teach the way you want; the aspects of teaching that are working for you right now; the aspects of teaching that are not working; the technology you need to improve your teaching):

Comments are summarized in the Table below:

Summary of Additional Comments	Frequency mentioned
Music and fine arts require proper facilities to teach and publicly display their work.	1
Ability to support remote interactive guest lectures	2
Ability to bring in subject matter experts	1
Back to the basics – not whiteboards, comfortable seating to meet with students and colleagues, acoustics, lighting etc.	3
Tablets to allow for roaming during lecture	1
Formal training on how to develop courses	1
Desire to get rid of the anonymous student evaluations and make them more helpful to professionals	1
Ensuring classroom tech is dependable	2
Licenses to Adobe	1
Have opportunities to view professors in action to watch their teaching practices	1
Software to detect plagiarism	1
Standard classrooms with circle seating	1
How students who miss more than three classes are supported	1
Pool of funds to subscribe to some digital content – research journals online presentation tools etc.	1
More whiteboards	1
Software to support the tech	1
Parker Palmer's writings around teaching Courage to teach	1

Layout of the classroom is more important	1
Blackboards – with the projector above	1
Professional development and travel funds for part-time instructors	1
Using lapel mics	1
Ways to automatically take attendance – swipe cards?	1
Small spaces for groups to meet	1
Hire strongest colleagues possible	1

Concluding Remarks:

Thank you to everyone who took the time to respond to this survey. The results will be shared with various decision makers on campus and used to make decisions that impact our teaching and learning environment. Our Maple League partners are also planning to conduct the survey on their campuses. By pooling our data, we will be able to share resources (e.g., offer professional development sessions of common interest) where relevant.