

Faculty Survey Report

**SCC Faculty Institute for Teaching and Learning
Title III Grant**

The Title III grant has provided the funds for the development of the Faculty Institute for Teaching and Learning. This is an opportunity to create a program that will be advantageous to faculty, especially new faculty. Too many professional development activities are a waste of time, so we hope to create a program that is useful to faculty but also respectful of the talents and expertise that we bring to the classroom. This survey will identify the interests and needs of faculty and provide direction for the program.

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Faculty Survey on Professional Development Interests
SCC Faculty Institute for Teaching and Learning
Title III Grant

The Title III grant has provided the funds for the development of the Faculty Institute for Teaching and Learning. This is an opportunity to create a program that will be advantageous to faculty, especially new faculty. Too many professional development activities are a waste of time, so we hope to create a program that is useful to faculty but also respectful of the talents and expertise that we bring to the classroom. This survey will identify the interests and needs of faculty and provide direction for the program.

Please check your primary division:

Arts & Sciences Career Programs Business & IT Adult Ed Econ Dev
 Learning Resources Center Counseling and Educational Planning

Please check:

Full-time faculty Part-time faculty

Please check your years of service at SCC:

0-3 4-10 11-20 21-30 30+

Would you attend these professional development workshops if they were offered at a convenient time for you? Circle the number that corresponds to your response.

FACULTY LIFE

Never	Unlikely	Not Sure	Likely	Yes	
1	2	3	4	5	Faculty Liability and Legal Issues
1	2	3	4	5	Grant Writing
1	2	3	4	5	Publishing Strategies
1	2	3	4	5	Presentation Skills with Technology
1	2	3	4	5	Developing a Faculty Portfolio
1	2	3	4	5	Guidance for Chairs, Program Managers, Coordinators/Leadership Development
1	2	3	4	5	Graduate Programs and Scholarships
1	2	3	4	5	Campus-wide Resources and Services
1	2	3	4	5	Professional Communication on Campus
1	2	3	4	5	Other _____

TEACHING PRACTICES

Never	Unlikely	Not Sure	Likely	Yes	
1	2	3	4	5	Getting Students to Work Effectively in Groups
1	2	3	4	5	Effective Syllabus Development
1	2	3	4	5	Classroom Management Techniques
1	2	3	4	5	Discipline Specific Best Teaching Practices
1	2	3	4	5	Incorporating Critical Thinking Across Disciplines
1	2	3	4	5	Effective Lecturing
1	2	3	4	5	Teaching Critical Reading Strategies Across the Curriculum
1	2	3	4	5	Preventing and Detecting Plagiarism
1	2	3	4	5	Teaching Strategies for Distance Learning
1	2	3	4	5	Research Resources
1	2	3	4	5	Retention Strategies
1	2	3	4	5	Other _____

Would you attend these professional development workshops if they were offered at a convenient time for you? Circle the number that corresponds to your response.

ASSESSMENT

Never	Unlikely	Not Sure	Likely	Yes	
1	2	3	4	5	Assigning, Computing, and Posting Grades
1	2	3	4	5	Aligning Course Goals and Objectives with Assessment
1	2	3	4	5	Assessing Writing Assignments for Gordon Rule Courses
1	2	3	4	5	Reducing Your Grading Time
1	2	3	4	5	Classroom Assessment Techniques
1	2	3	4	5	Other _____

OTHER

Never	Unlikely	Not Sure	Likely	Yes	
1	2	3	4	5	Book Discussions
1	2	3	4	5	Current Issues
1	2	3	4	5	Discussions of art, poetry, music
1	2	3	4	5	Other _____

What campuses, times, and days are most convenient for you to attend workshops during Fall 2004? Check appropriate boxes.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					
Sanford/LM					
Oviedo					
Hunt Club					

What is your general reaction to faculty development workshops? Circle one.

Negative	Somewhat Negative	Neutral	Somewhat Positive	Positive
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Explain your answer:

What would attract you to workshops hosted by the SCC Faculty Institute for Teaching and Learning?

Are you interested in being a workshop presenter? If so, include your name and the topic.

NAME _____

TOPIC:

Return Survey to Laura Ross (E108) by Wednesday, September 8, 2004. Thanks!

Faculty Institute for Teaching & Learning Survey At-A-Glance Summary

RESPONDENT STATUS:

FULL TIME:	101
PART TIME:	40
TOTAL:	141

DEPARTMENT RESPONDENTS:

Adult Education:	45
Arts & Sciences:	62
Business & IT:	14
Career Programs:	11
Counseling Ed:	6
Economic Dev:	1
Learning Res. Center	2
TOTAL:	141

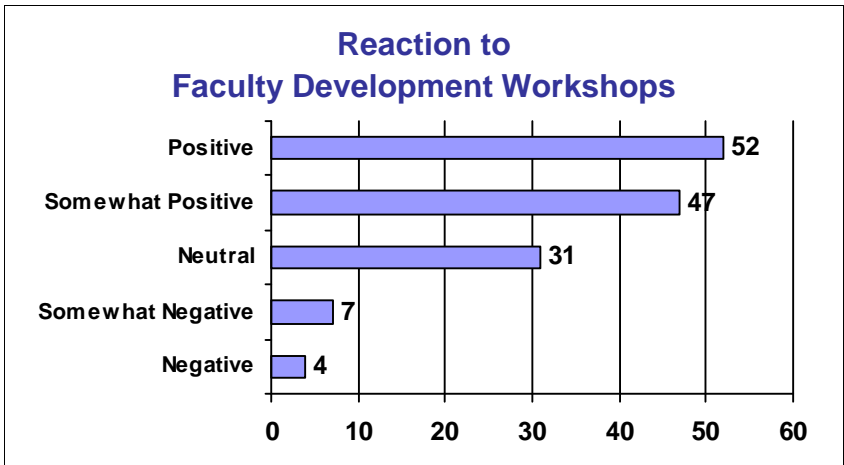
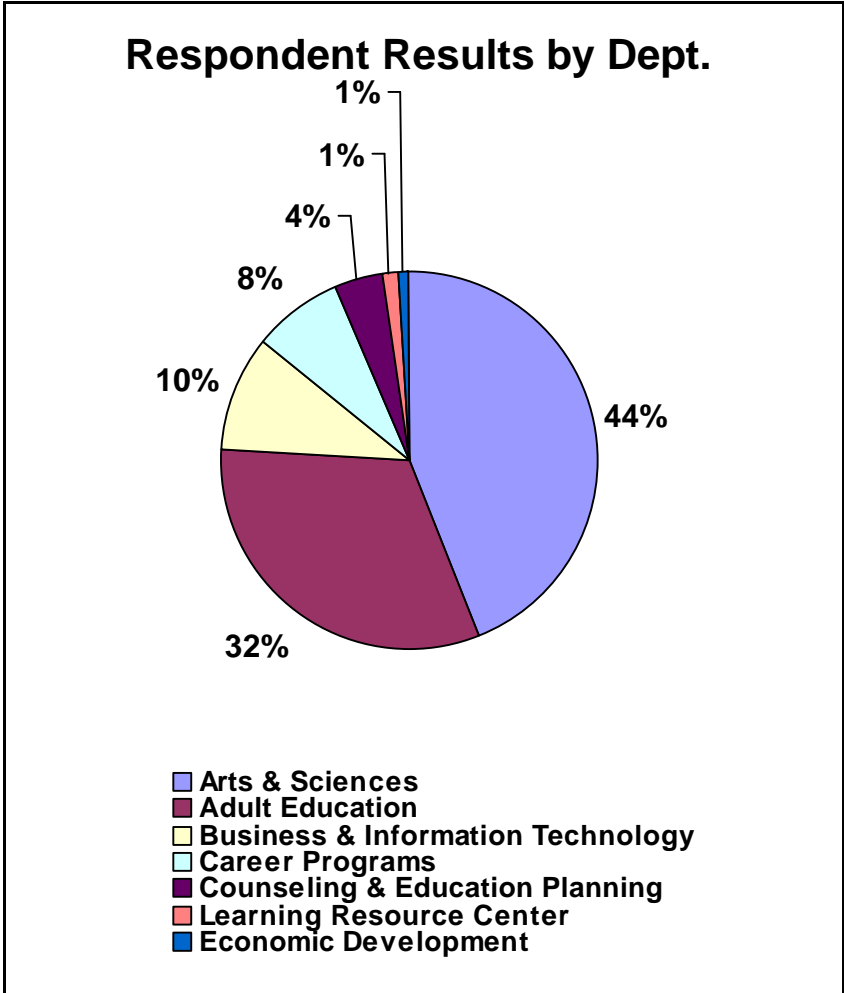
Top Requested Workshops:

WebCT
PeopleSoft
PowerPoint

"Attractive" Workshops include:

Topic
Relevance
Interest
Food

**Report Compiled and
Designed by:
John Delgado**



Faculty Life: Full-Time & Part-Time Faculty

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Faculty Liability and Legal Issues</i>	8	5	13	19	9	28	12	9	21	34	6	40	28	11	39
<i>Grant Writing</i>	13	6	19	27	8	35	15	10	25	17	9	26	29	7	36
<i>Publishing Strategies</i>	12	7	19	21	11	32	15	9	24	24	9	33	29	4	33
<i>Presentation Skills with Technology</i>	6	4	10	12	3	15	14	3	17	36	14	50	33	16	49
<i>Developing a Faculty Portfolio</i>	26	9	35	26	13	39	19	8	27	19	7	26	11	3	14
<i>Guidance for Chairs, Program Managers, Coordinators/Leadership Development</i>	22	16	38	30	14	44	18	4	22	19	5	24	12	1	13
<i>Graduate Programs and Scholarships</i>	18	11	29	32	10	42	11	4	15	22	7	29	18	8	26
<i>Campus-wide Resources and Services</i>	12	8	20	3	3	6	20	6	26	37	11	48	29	12	41
<i>Professional Communication on Campus</i>	19	9	28	19	1	20	19	13	32	24	7	31	20	10	30
<i>Other</i>	1	1	2	1	0	1	1	0	1	0	0	0	2	3	5

Web CT
 People Soft Computer program
 Powerpoint presentation training
 Extra Income

Faculty Life: Full-Time & Part-Time Faculty by Percentage

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Faculty Liability and Legal Issues</i>	62%	38%	(13)	68%	32%	(28)	57%	43%	(21)	85%	15%	(40)	72%	28%	(39)
<i>Grant Writing</i>	68%	32%	(19)	77%	23%	(35)	60%	40%	(25)	65%	35%	(26)	81%	19%	(36)
<i>Publishing Strategies</i>	63%	37%	(19)	66%	34%	(32)	63%	38%	(24)	73%	27%	(33)	88%	12%	(33)
<i>Presentation Skills with Technology</i>	60%	40%	(10)	80%	20%	(15)	82%	18%	(17)	72%	28%	(50)	67%	33%	(49)
<i>Developing a Faculty Portfolio</i>	74%	26%	(35)	67%	33%	(39)	70%	30%	(27)	73%	27%	(26)	79%	21%	(14)
<i>Guidance for Chairs, Program Managers, Coordinators/Leadership Development</i>	58%	42%	(38)	68%	32%	(44)	82%	18%	(22)	79%	21%	(24)	92%	8%	(13)
<i>Graduate Programs and Scholarships</i>	62%	38%	(29)	76%	24%	(42)	73%	27%	(15)	76%	24%	(29)	69%	31%	(26)
<i>Campus-wide Resources and Services</i>	60%	40%	(20)	50%	50%	(6)	77%	23%	(26)	77%	23%	(48)	71%	29%	(41)
<i>Professional Communication on Campus</i>	68%	32%	(28)	95%	5%	(20)	59%	41%	(32)	77%	23%	(31)	67%	33%	(30)
<i>Other</i>	50%	50%	(2)	100%	0%	(1)	100%	0%	(1)	0%	0%	(0)	40%	60%	(5)

Web CT
 People Soft Computer program
 Powerpoint presentation training
 Extra Income

Teaching Practices: Full-Time & Part-Time Faculty

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Getting Students to Work Effectively in Groups</i>	14	3	17	6	6	12	24	5	29	34	8	42	23	18	41
<i>Effective Syllabus Development</i>	15	10	25	22	8	30	24	4	28	24	10	34	16	8	24
<i>Classroom Management Techniques</i>	16	7	23	20	8	28	16	3	19	25	13	38	24	9	33
<i>Discipline Specific Best Teaching Practices</i>	12	3	15	10	6	16	17	4	21	33	13	46	29	14	43
<i>Incorporating Critical Thinking Across Disciplines</i>	11	4	15	8	4	12	12	3	15	37	11	48	33	18	51
<i>Effective Lecturing</i>	15	4	19	10	4	14	21	5	26	31	14	45	24	13	37
<i>Teaching Critical Reading Strategies Across the Curriculum</i>	13	8	21	21	5	26	19	5	24	21	6	27	27	16	43
<i>Preventing and Detecting Plagiarism</i>	17	9	26	19	9	28	17	5	22	36	8	44	12	9	21
<i>Teaching Strategies for Distance Learning</i>	11	10	21	18	12	30	20	4	24	28	4	32	24	10	34
<i>Research Resources</i>	13	8	21	23	9	32	23	1	24	23	11	34	19	11	30
<i>Retention Strategies</i>	13	7	20	14	8	22	19	3	22	29	13	42	26	9	35
<i>Other</i>	1	1	2	0	0	0	1	0	1	2	1	3	2	0	2

Teaching students with retention in mind
 science/math workshop
 Learning disabilities workshops
 Power Point

Teaching Practices: by Percentage

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Getting Students to Work Effectively in Groups</i>	82%	18%	(17)	50%	50%	(12)	83%	17%	(29)	81%	19%	(42)	56%	44%	(41)
<i>Effective Syllabus Development</i>	60%	40%	(25)	73%	27%	(30)	86%	14%	(28)	71%	29%	(34)	67%	33%	(24)
<i>Classroom Management Techniques</i>	70%	30%	(23)	71%	29%	(28)	84%	16%	(19)	66%	34%	(38)	73%	27%	(33)
<i>Discipline Specific Best Teaching Practices</i>	80%	20%	(15)	63%	38%	(16)	81%	19%	(21)	72%	28%	(46)	67%	33%	(43)
<i>Incorporating Critical Thinking Across Disciplines</i>	73%	27%	(15)	67%	33%	(12)	80%	20%	(15)	77%	23%	(48)	65%	35%	(51)
<i>Effective Lecturing</i>	79%	21%	(19)	71%	29%	(14)	81%	19%	(26)	69%	31%	(45)	65%	35%	(37)
<i>Teaching Critical Reading Strategies Across the Curriculum</i>	62%	38%	(21)	81%	19%	(26)	79%	21%	(24)	78%	22%	(27)	63%	37%	(43)
<i>Preventing and Detecting Plagiarism</i>	65%	35%	(26)	68%	32%	(28)	77%	23%	(22)	82%	18%	(44)	57%	43%	(21)
<i>Teaching Strategies for Distance Learning</i>	52%	48%	(21)	60%	40%	(30)	83%	17%	(24)	88%	13%	(32)	71%	29%	(34)
<i>Research Resources</i>	62%	38%	(21)	72%	28%	(32)	96%	4%	(24)	68%	32%	(34)	63%	37%	(30)
<i>Retention Strategies</i>	65%	35%	(20)	64%	36%	(22)	86%	14%	(22)	69%	31%	(42)	74%	26%	(35)
<i>Other</i>	50%	50%	(2)	0%	0%	(0)	100%	0%	(1)	67%	33%	(3)	100%	0%	(2)

Teaching students with retention in mind
 science/math workshop
 Learning disabilities workshops
 Power Point

Assessment: Full & Part Time Faculty

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Faculty Liability and Legal Issues</i>	15	12	27	33	7	40	20	7	27	16	8	24	17	6	23
<i>Grant Writing</i>	16	10	26	20	4	24	20	3	23	27	15	42	18	8	26
<i>Publishing Strategies</i>	31	14	45	26	4	30	18	7	25	12	8	20	14	7	21
<i>Presentation Skills with Technology</i>	15	10	25	14	5	19	19	2	21	27	11	38	26	12	38
<i>Developing a Faculty Portfolio</i>	13	8	21	11	2	13	21	2	23	35	14	49	21	14	35
<i>Other</i>	1	1	2	0	0	0	1	0	1	0	0	0	1	0	1

Assessment: Full & Part Time Faculty by Percentage

	Never			Unlikely			Not Sure			Likely			Yes		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Faculty Liability and Legal Issues</i>	56%	44%	(27)	83%	18%	(40)	74%	26%	(27)	67%	33%	(24)	74%	26%	(23)
<i>Grant Writing</i>	62%	38%	(26)	83%	17%	(24)	87%	13%	(23)	64%	36%	(42)	69%	31%	(26)
<i>Publishing Strategies</i>	69%	31%	(45)	87%	13%	(30)	72%	28%	(25)	60%	40%	(20)	67%	33%	(21)
<i>Presentation Skills with Technology</i>	60%	40%	(25)	74%	26%	(19)	90%	10%	(21)	71%	29%	(38)	68%	32%	(38)
<i>Developing a Faculty Portfolio</i>	62%	38%	(21)	85%	15%	(13)	91%	9%	(23)	71%	29%	(49)	60%	40%	(35)
<i>Other</i>	50%	50%	(2)	0%	0%	(0)	100%	0%	(1)	0%	0%	(0)	100%	0%	(1)

Other: Full & Part Time Faculty

	<i>Never</i>			<i>Unlikely</i>			<i>Not Sure</i>			<i>Likely</i>			<i>Yes</i>		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Book Discussions</i>	16	10	26	23	11	34	22	6	28	25	4	29	15	9	24
<i>Current Issues</i>	13	6	19	17	9	26	24	5	29	28	12	40	19	8	27
<i>Discussions of art, poetry, music</i>	21	10	31	27	14	41	17	5	22	26	6	32	10	5	15
<i>Other</i>	3	1	4	0	0	0	2	0	2	2	0	2	2	0	2

religions and history of
Technology WebCT Strategies

Other: Full & Part Time Faculty by Percentage

	<i>Never</i>			<i>Unlikely</i>			<i>Not Sure</i>			<i>Likely</i>			<i>Yes</i>		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Book Discussions</i>	62%	38%	(26)	68%	32%	(34)	79%	21%	(28)	86%	14%	(29)	63%	38%	(24)
<i>Current Issues</i>	68%	32%	(19)	65%	35%	(26)	83%	17%	(29)	70%	30%	(40)	70%	30%	(27)
<i>Discussions of art, poetry, music</i>	68%	32%	(31)	66%	34%	(41)	77%	23%	(22)	81%	19%	(32)	67%	33%	(15)
<i>Other</i>	75%	25%	(4)	0%	0%	(0)	100%	0%	(2)	100%	0%	(2)	100%	0%	(2)

religions and history of
Technology WebCT Strategies

Campuses, Times, and Days for Faculty Development Workshops

2004-2005	<i>Monday</i>			<i>Tuesday</i>			<i>Wednesday</i>			<i>Thursday</i>			<i>Friday</i>		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Morning</i>	15	5	20	18	9	27	16	6	22	16	7	23	39	11	50
<i>Afternoon</i>	48	9	57	45	12	57	44	5	49	45	12	57	29	16	45
<i>Evening</i>	10	7	17	12	10	22	13	10	23	11	9	20	10	8	18
<i>Sanford/Lake Mary</i>	46	15	61	49	19	68	49	16	65	50	20	70	48	16	64
<i>Oviedo</i>	10	6	16	11	9	20	13	8	21	11	11	22	11	11	22
<i>Hunt Club</i>	2	3	5	4	5	9	2	4	6	4	6	10	3	5	8

Breakdown by Percentage

2004-2005	<i>Monday</i>			<i>Tuesday</i>			<i>Wednesday</i>			<i>Thursday</i>			<i>Friday</i>		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
<i>Morning</i>	75%	25%	(20)	67%	33%	(27)	73%	27%	(22)	70%	30%	(23)	78%	22%	(50)
<i>Afternoon</i>	84%	16%	(57)	79%	21%	(57)	90%	10%	(49)	79%	21%	(57)	64%	36%	(45)
<i>Evening</i>	59%	41%	(17)	55%	45%	(22)	57%	43%	(23)	55%	45%	(20)	56%	44%	(18)
<i>Sanford/Lake Mary</i>	75%	25%	(61)	72%	28%	(68)	75%	25%	(65)	71%	29%	(70)	75%	25%	(64)
<i>Oviedo</i>	63%	38%	(16)	55%	45%	(20)	62%	38%	(21)	50%	50%	(22)	50%	50%	(22)
<i>Hunt Club</i>	40%	60%	(5)	44%	56%	(9)	33%	67%	(6)	40%	60%	(10)	38%	62%	(8)

General Reaction to Faculty Development Workshops

	<i>Negative</i>	<i>Somewhat Negative</i>	<i>Neutral</i>	<i>Somewhat Positive</i>	<i>Positive</i>
<i>General reaction to Faculty Dev. Workshops:</i>	4(3%)	7 (5%)	31(22%)	47(33%)	52(37%)

- 1 The workshop on diversity and gender issues was old fashion and trite. In listening to others discuss the workshop, everyone seemed to hold this same opinion. Maybe a series of them going from simple to very complex would be good. I feel strongly about these issues and would like to see ones that grabbed our attention and kept our interest.
- 2 I've been subjected to an array of speakers who were either not competent, talked about puff and fluff, or were the 'latest' in the shiny 'new' ideas in education. They also took twice as much time in their sessions, generally saying very little.
- 3 "basic and required" workshops were redundant, relevant topic workshops were good, but time with my workload didn't make it possible to attend.
- 4 The workshop I went to was effective because the instructor was patient and thorough and because the length, about 2 hours, allowed more than enough time to hear/see explanations and practice what we were learning.
- 5 The workshop I went to was effective because the instructor was patient and thorough and because the length, about 2 hours, allowed more than enough time to hear/see explanations and practice what we were learning.
- 6 The presenter should be more prepared and familiar with their presentation. Papers should be numbered an organized.
- 7 The speaker was the most important, when the speaker used humor and visual situations.
- 8 The speaker was the most important, when the speaker used humor and visual situations.
- 9 Many have been offered at times when I was teaching.
- 10 At my previous college we could be paid \$20 an hour for us to 16 hours of faculty development.
- 11 I gave 2 workshops for my dissertation at VCC and had only 3 people attend. I also presented at California's TESOL Conference
- 12 The topics about teaching in the classroom interest me
- 13 We are on so many committees and teaching so many classes there is very little time to attend
- 14 The development seminars I've attended in the past have not provided sufficient new ideas or content to warrant the time invested.
- 15 The gender/Race workshop was formula and Mickey Mouse.
- 16 Convenient time of day and appealing content.
- 17 Too many are boring.
- 18 Enjoyed the interaction with other faculty, realizing we have similar challenges despite our different disciplines.
- 19 The professional development workshops I have attended have been very interesting and helpful - most have dealt with specific techniques and approaches and activities applicable to classes, and I've been able to implement ideas right away. I've also enjoyed all of the Technology workshops (webct, power point, etc.)that I've attended so far.
- 20 No matter what the subject, if the presentation is dry, the workshop becomes pointless.
- 21 Generally the ones attended were pretty dull and unimaginative. I know its easy to be critical. Making workshops such as these engaging is daunting to say the least. The interactive workshop on faculty advising offered by counseling a couple of years ago was the exception to the rule. It was terrific, although poorly prompted and attended.
- 22 Appreciated resources and handouts shared. Those that offered innovative practical applications for use in class. Time to practice use during workshop.
- 23 Web CT workshops were very helpful.
- 24 The ones I have been to have been good.
- 25 I have found most in-house faculty development workshops basically are useless-generally not applicable to my classroom, or a mile wide and an inch deep.

Workshops that would "Attract" Faculty

- 1 I would like to hear from fellow faculty members that have been successful in areas that I myself have struggled with.
- 2 student/ classroom oriented, offered out of classroom hours
- 3 A proven well known speaker. Up to date information on the topic presented.
- 4 Topic, presenter
- 5 Is it useful in my class.
- 6 Not much. I'm more inclined to have discipline specific workshops, If we must have them at all.
- 7 Pertinence of content to my field; and a good speaker
- 8 Yes it the topic was purposeful.
- 9 Workshops which offer detailed information about the topic (not just an overview) as well as time to reflect on or practice personal applications.
- 10 Workshops which offer detailed information about the topic (not just an overview) as well as time to reflect on or practice personal applications.
- 11 Effective speakers.
- 12 Worthwhile topics. More workshops schedules at times I am not teaching, maybe Fridays?
- 13 Offered at a time that doesn't conflict with teaching.
- 14 The content.
- 15 If the teacher is a speaker I admire and if the content meets a concern I have for my teaching.
- 16 Direct, helpful instruction. I took an amazing course on online course development that was very helpful.
- 17 Mostly the content if it is an interesting topic with interesting information I would be most likely to attend
- 18 Length of workshop 1-2 hours and the subject of the workshop
- 19 If they were on Friday and a topic that applies to my situation
- 20 good speakers and topics
- 21 topic, time, location. in that order
- 22 Cocktails! Yes,it's a joke, but some of the the most interesting, enlightening times I spent in Grad School were often in informal groups over a beer in a pub, or wine and cheese at a prof's house after watching a great film.
- 23 Relevance to courses I teach.
- 24 Relevance.
- 25 Tell me something I can sink my teeth into, an expert.
- 26 Workshops on New Methods for Math and science instruction.
- 27 Things I can apply now.
- 28 Opportunity to learn applicable computer skills.
- 29 1. Decorating workshop
2. Workshop related to investing in your 403B
- 30 Info on grants, technology, Web CT!

Workshops that would "Attract" Faculty

- 31 Intensive workshops/any curriculum workshops
- 32 Relevance in my subject area.
- 33 Varied instruction approaches to teaching lecture courses.
- 34 Travis Spaulding
- 35 The subject
- 36 Convenient hours, relevant subject matter
early or after 3pm
- 37 Topic
Instructor
Scheduled time
- 38 The workshop mentioned above was not a lecture. It involved the participants in a meaningful and interesting way from the beginning to the end.
- 39 Time offered with positive follow-up sessions to discuss success with strategies put into practice.
- 40 Important discussions.
- 41 Length of workshop and relevance to program.
- 42 Learn something new especially geared towards our work environment.
- 43 Do not offer workshops during registration and orientation.
- 44 Having workshops on topics that are useful.
- 45 Lunch and Learn (lunch provided) Formal.
- 46 Content of interest.
- 47 Relevance.
- 48 The topic.
- 49 Practical learning for teaching improvement.
- 50 Content.
- 51 Relevant topics and speakers who were well informed and effective presenters.
- 52 food/content

Presenters and Presentation Topics

<i>Presenter:</i>	<i>Presentation Topic</i>
Barbara Lott (S-104) Ext. 2373	<ol style="list-style-type: none"> 1. Exploring Teaching Styles 2. Using learning Preferences to Enhance Instruction 3. Best Practices(Mathematics)
Cindy Godby	Critical Thinking with Susan Weinman
Dan Gilmartin	Presentation, prior to the election, on the Electoral College. How it works, why it was set up, what practical results it yields, and why it is most unlikely to be abolished.
Dr. A.E. Salmon	<ol style="list-style-type: none"> 1. Teaching Logical Fallacies 2. Using Standard Critical Methods 3. Mythology in Literature 4. Psychology and Literature
Dr. Robert J Rapalje	Pedagogy. What does it take for students to succeed in math, and what can a mathematics instructor do to provide an environment that facilitates learning? After four decades of studying good and not-so-good teaching strategies (some vicariously, some by personal experience!), I have a few stories to tell, and advice for younger teachers of mathematics.
Janet Selitto	ESSAY development
Jeff Dockswell	Using classroom resources, which student already use outside of school (movies, music, computers)
Jeri Rogers	Classroom Assessment Techniques and possibly developing a faculty portfolio
Karen Feldman	Unsure at this time.
Kay Deeh	Workshop related to investing in your 403B.
Lisa Valentino	Discipline specific best teaching strategies, critical thinking, some technology
Mary Keim	SCC Birds-Campus Walk (Friday AM is best)
Omar R. Aguila	Power Point Presenting: Beginning to Advanced
Pat Ferguson	Self-Concept of the instructor and how it affects the student's learning.
Rachel Slavkin	Understanding Learning Disabilities
Susan Weinman and Cindy Godby	Critical Thinking
Tanya Bizon	webct for eap (I can show what I am doing with it)
Tom Walker	Overview of e-Business
Wendi M. Malensek	Group Projects/Online Learning and Teaching...if you need.
yes	I'd love to ---- schedule won't permit it.