

# Faculty Needs Assessment



Conducted by the Dartmouth  
Center for the Advancement of  
Learning

## **Introduction.**

You are invited to answer a series of questions about your needs, interests, and preferences for faculty development resources and programming. Information from this survey will guide the work of DCAL, Educational Technology, and the Library in offering faculty development opportunities that meet your needs and improve the undergraduate learning experience.

## **Confidentiality.**

We will make every effort to keep responses confidential, though due to human interaction with the survey results, absolute confidentiality cannot be guaranteed. Your name and other identifying information will not be shared in association with these survey results. Results will be shared in aggregate or in a de-identified fashion.

## **Instructions.**

The survey below lists a variety of topics related to teaching and four possible learning methods. Please indicate the topics you are interested in learning about by marking your preferred learning method for each one. For any topics in which you are not interested, please leave blank.

## Questions?

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# Teaching Topics Survey

COURSE DESIGN	Internet resource, article, handout, or book	Attend workshop or conversation with my dept.	Attend workshop or conversation open to all	Consult with an individual specialist 1-on-1
Designing a course from scratch				
Writing learning outcomes				
Identifying & acquiring course materials				
Teaching specific skills in your course (e.g. writing, critical thinking, research, multimedia)				
Using blended (combination of online and face- to-face) or flipped (content delivery outside of class) elements in your course				
ASSESSMENT STRATEGIES	Internet resource, article, handout, or book	Attend workshop or conversation with my dept.	Attend workshop or conversation open to all	Consult with an individual specialist 1-on-1
Creating an assessment plan for a course				
Creating assignments that promote and evaluate learning				
Designing and evaluating meaningful reflection exercises				
Developing effective grading strategies				
TEACHING STRATEGIES	Internet resource, article, handout, or book	Attend workshop or conversation with my dept.	Attend workshop or conversation open to all	Consult with an individual specialist 1-on-1
Designing learning experiences & activities				
Effective lecturing				
Incorporating technology into your teaching				
Facilitating Discussion				
Active learning strategies				
Community-based learning				

Facilitating student collaboration & teams				
Disrupting bias in the classroom				
Designing for accessibility				
Accommodating student disability				
Experiential or service learning				
MISCELLANEOUS	Internet resource, article, handout, or book	Attend workshop or conversation with my dept.	Attend workshop or conversation open to all	Consult with an individual specialist 1-on-1
Observing others or being observed while teaching				
Effectively using Canvas to support your courses				
Mentoring postdocs, TA's, or graduate students				
Blending research and teaching				
Unique aspects of teaching at Dartmouth (e.g. quarter system, X hours, FSP)				

### Question 1

Please indicate any additional topics you are interested in learning about.

### Question 2

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

### Question 3

What would lower those barriers for you?