CETL 21-22 Needs Assessment Report
Prepared by: Molly M. Jameson, Ph.D., CETL Coordinator of Faculty Development

The Needs Assessment (NA) was created by the Coordinator of Faculty Development and reviewed by a subcommittee of the CETL Advisory Board. The NA had two major goals:

1. Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative
2. Gather information on the use of, and satisfaction with, current CETL programming and services.

Working with the Office of Institutional Research, the NA was sent to 324 faculty members in October 2021. However, it was not sent to University Libraries, so CETL sent the survey to 19 library faculty. This resulted in a possible sample of 343 respondents; 47 individuals responded, a response rate of 13.7%. Respondents were representative of instructor level and included individuals from five of the six colleges on campus. Figure 1 shows the breakdown of respondents across college, and Figure 2 shows across level.
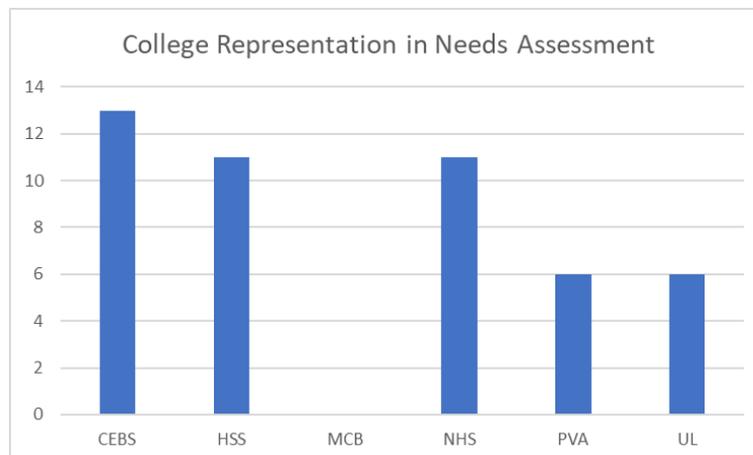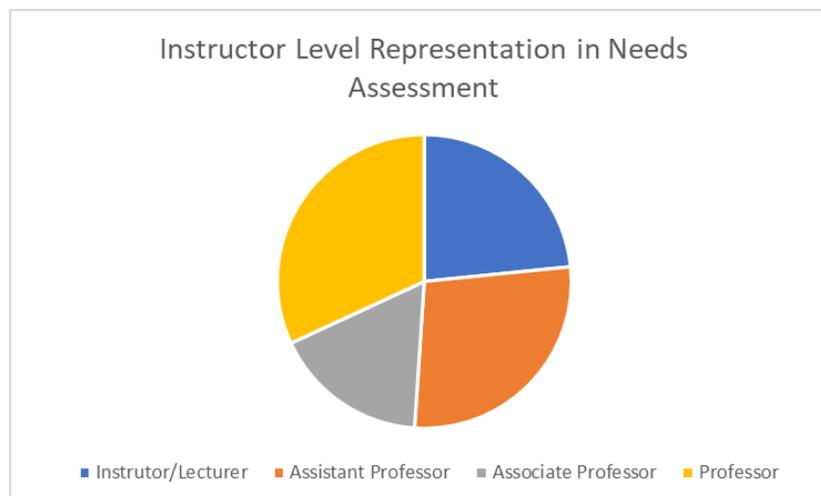
Figure 1.

Figure 2.

Goal 1: Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative

The subcommittee of the CETL Advisory Board, who represented various colleges and roles on campus, brainstormed and discussed teaching and learning topics in which faculty members at UNC would be interested in having access to professional development. After discussion, 20 pedagogical topics were selected. Faculty respondents were asked to read the topics, and click and drag them into a rank ordered list according to their interest in the topic. The cumulative rankings were then used to identify the topics ranked highest by faculty respondents. The topics are listed below in rank order, with the highest ranked topics in bold.

1. Offering meaningful feedback on written assignments
2. Grading essays quickly and effectively
3. Incorporating UDL in active classrooms
4. Decolonizing the curriculum/antiracist teaching
5. Addressing challenges in large classrooms
6. Teaching effectively in online asynchronous classes
7. Using Panopto
8. Assessing higher order learning outcomes
9. Using Pear Deck
10. Ensuring higher order understanding in an online environment
11. Gamification/escape rooms; inclusive syllabi; low-stakes assessment; using Padlet (TIE)
12. Curriculum-Based Undergraduate Research Experiences; addressing challenges in graduate education (TIE)
13. Using case studies effectively; managing double-labeled classes (TIE)
14. Incorporating YouTube

The CETL Advisory Board subcommittee developed a new program to be implemented in fall 2022 based on the top ranked pedagogical topics. This new program, CETL Liaisons, will identify and select campus experts in the top ranked topics. The Liaisons will serve as a source of pedagogical content knowledge on the topics that faculty and instructors find most needed or interesting. To help format the CETL Liaison program, this NA described the CETL Liaison program and asked respondents a series of questions about their likelihood of utilizing various aspects of the program.

Below are the questions asked and the percentage of respondents who provided strong affirmation of their engagement with the CETL Liaison. Most respondents stated that they would be extremely likely or likely to watch an overview video and to watch advanced videos by the CETL Liaison in their topics of interest. Nearly half also responded that they would be extremely likely or likely to engage in consultation or observation with the Liaison. The table below shows each item and the number (and percentage) of respondents confirming their likelihood of utilizing the Liaison service in various ways.

Item	Extremely Likely	Likely
How likely are you to view a 2-minute video made by the CETL Liaison introducing you to the topic?	16 (46%)	11 (31%)

How likely are you to view a 2-minute video made by the CETL Liaison providing you with more advanced knowledge on the topic?	17 (49%)	15 (43%)
How likely are you to schedule a one-on-one consultation with the CETL Liaison to get your specific questions or problems addressed?	4 (11%)	11 (31%)
How likely are you to ask the CETL Liaison to observe your teaching and provide feedback?	4 (11%)	11 (31%)

Goal 2: Gather information on the use of, and satisfaction with, current CETL programming and services

Of the original sample of 47 participants, 41 individuals responded to questions related to goal 2. The NA asked questions related to respondents' engagement with CETL programs and services. Figure 3 shows the number of respondents who engaged with CETL in the past 12 months.

Figure 3.
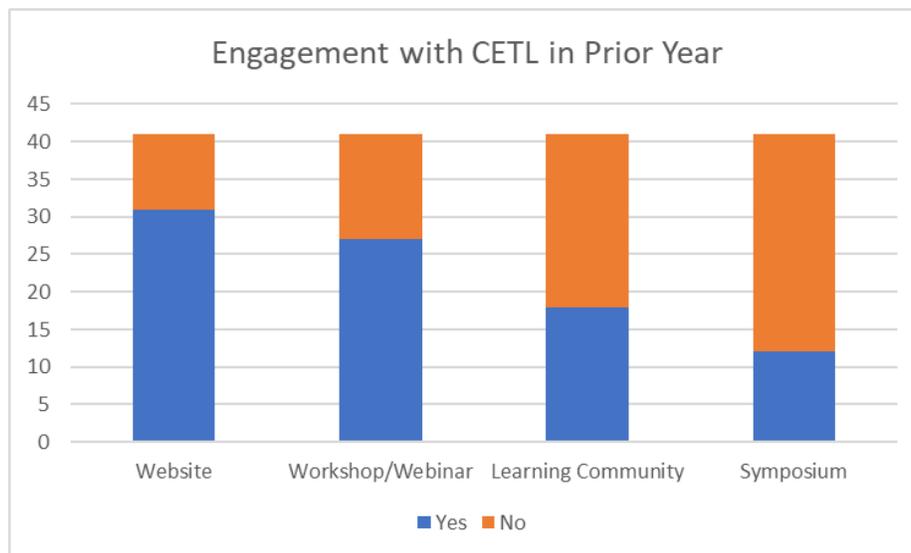
1. Website
   a. Of the 31 respondents who **had** visited the website in the past 12 months, 22 (71%) were satisfied with the information and resources on the website.
   b. Of the 10 respondents who **had not** visited the website in the past 12 months, 6 reported being new hires to UNC at the time of the NA, and 4 reported being unaware of the website.
2. Workshop/Webinar
   a. Of the 27 respondents who stated that they **did** attend a workshop and/or webinar in the past 12 months, 26 (96%) were extremely satisfied or satisfied.
   b. Of the 14 respondents who **did not** attend a workshop and/or webinar in the past 12 months, 6 reported not having the time for professional development, 5 responded that the topics were not relevant or interesting to them, 3 reported being new hires to UNC, and 2 stated they were unaware of the workshops and/or webinars offered by CETL.

3. Learning Community
   a. Of the 18 respondents who stated that they **did** participate in a learning community in the past 12 months, all 18 (100%) reported being extremely satisfied or satisfied with their experience.
   b. Of the 23 respondents who stated that they **did not** participate in a learning community in the past 12 months, 13 stated that they did not have time for this opportunity, 6 responded that the community topics were not relevant or interesting to them, 5 responded that they were unaware of the learning communities, and 1 stated that they do not attend because they work with Extended Campus and cannot attend in-person events.
   c. These respondents were asked if there were particular topics on which they would join a learning community. Of those, 11 said no, they are not interested in participating in a learning community. Several of the remaining respondents provided the following topics of interest for future learning communities:
      - Inclusive education (3 separate comments)
      - Enhancing online learning (2 separate comments)
      - Time for research with busy teaching schedule
      - Using Panopto and other learning software
      - Active learning
      - Assessment
4. Teaching & Assessment Symposium
   a. Of the 12 respondents who stated that they **did** attend the Teaching & Assessment Symposium in the past year, all 12 (100%) reported being extremely satisfied or satisfied with their experience.
   b. Of the 29 participants who **did not** attend the Teaching & Assessment Symposium, 15 stated that they did not have the time to attend, 10 responded that they were unaware of this event, 5 stated that the topics were not relevant or interesting, and 4 provided other responses for not attending including being a new hire, stress related to the pandemic, and not remembering if they attended.

Actions Based on Needs Assessment
1. The Advisory Board subcommittee used the information from Goal 1 in fall 2021 to develop the structure of the Liaison program and to create a task list based on the format and topics.
2. The Advisory Board subcommittee will use the information from Goal 1 in spring 2022 to finalize the development of the Liaison program to be implemented in fall 2022.
3. Faculty regularly reported lack of time as a common response from Goal 2 as to why they did not attend programs. CETL is collaborating with other University groups to explore ways that UNC can offer dedicated time for professional development. CETL staff will use the information from Goal 2 to consider the development of new learning communities, workshops/webinars, and/or marketing strategies for existing programs and services.
4. The CETL Advisory Board will discuss ways to increase feedback from faculty about CETL programs and services.