

CTL Needs Assessment (February, 2017)
Numerical Ratings for Program Interest Items

Interest in participating in faculty development programs in all surveyed areas, in order of overall mean:

Answer Options	not interested	moderately interested	very interested	Rating Average	Response Count
1. Participating in a teaching activity exchange (i.e., faculty sharing ideas about classroom exercises that have worked well for them)	10	26	45	2.43	81
2. Enhancing student motivation and engagement	12	29	40	2.35	81
3. Enhancing students' critical thinking skills (e.g., understanding bias, using evidence, Inquiry ARC)	8	38	34	2.33	80
4. How people learn: Implications of cognitive science research for teaching	12	37	31	2.24	80
5. Dealing with challenging students/managing difficult discussions with students	19	31	31	2.15	81
6. Improving your ability to teach writing-focused courses (e.g., writing instruction methods, providing helpful feedback, design of writing assignments)	20	30	31	2.14	81
7. Adopting inclusive pedagogy and universal design	18	35	26	2.10	79
8. Teaching diversity-intensive courses	23	33	21	1.97	77
9. Understanding and supporting students with disabilities	18	47	15	1.96	80
10. Conducting research in the scholarship of teaching and learning (SoTL)	29	30	21	1.90	80
11. Teaching first-year students transitioning to college-level work/teaching self-regulated learning	32	27	21	1.86	80
12. Incorporating contemplative practices into a course	31	33	17	1.83	81
13. Incorporating multimedia or video projects in classes	29	37	14	1.81	80
14. Enhancing students' scientific and quantitative reasoning	37	22	21	1.80	80
15. Using collaborative teaching tools (e.g., blogs, journaling, Wikis, Google)	26	45	9	1.79	80
16. Introducing data analysis tools in the classroom (e.g., data visualization, mapping, timelines, infographics, text analysis)	35	26	18	1.78	79
17. Developing a course website	40	24	17	1.72	81

18. Incorporating flipped classroom tools (e.g., audio and video podcasts, screen capture)	33	37	10	1.71	80
19. Using in-class polling tools (e.g., clickers, Poll Everywhere) to enhance student engagement	38	30	13	1.69	81
20. Redesigning Humanities courses	44	19	18	1.68	81
21. Advising at UNC Asheville; best practices in advising	37	32	11	1.68	80
22. Integrating service learning into a course	36	38	6	1.63	80
23. Teaching students how to create and develop project websites	44	22	13	1.61	79
24. Facilitating online discussions/chat sessions (asynchronous or synchronous)	42	33	5	1.54	80
25. Redesigning introductory STEM courses (incorporating new evidence-based best practices)	50	15	12	1.51	77
26. Writing the 5-year plan/mid-career reflection	46	28	6	1.50	80
27. Developing and teaching an online course	52	21	7	1.44	80