



***Faculty Professional Development Report***  
***(FPD Report)***

Conducted for Amridge University by:

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Presented to:

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Vice-President of Institutional Research and Legal Affairs  
Faculty & Staff  
*January 5, 2009*

Survey Title:

*Faculty Professional Development Survey*

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*"An Education That's Meaningful To Your Life"*

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## ***Executive Summary, Page 1 of 2***

During the Fall Semester 2008, a survey was conducted to assess Faculty Professional Development needs. The survey was provided to all Full-and-Part Time Faculty Members over a 21 day period. Of approximately 113 total faculty members who are employed at Amridge University, 66 individuals participated in the survey, a return rate of 58.4%. The purpose in the survey was to assess the professional development needs of faculty to correlate methods, materials, and manpower factors to address and improve practices at Amridge University.

Between full-time faculty (67.2%) and part-time faculty (32.8%) respondents, experiences in the teaching profession and distance education bode well for the University. Ninety-three percent (93.4%) of the respondents indicated that they have three or more years in the teaching profession, with seventy-seven percent (77.4%) of those same respondents having three or more years in distance education. Seventy-seven percent (76.9%) of the faculty work in-the-field for which they teach.

The split across graduate and undergraduate instruction indicated that thirty-nine (38.5%) percent teach graduate courses compared to fifty-seven percent (56.9%) in the undergraduate area. In terms of professional development activities to improve university practice across all levels of instruction, the data are highly suggestive of an engaged professorate. Seventy-nine percent (78.8%) of the faculty respondents indicated a research interest ranging from Biblical Studies to Bowen Family Systems Theory to various methods of leadership. Moreover, seventy-four percent (74.2%) of faculty members indicated a significant level of motivation to collaborate during faculty meetings and professional development activities.

Statistically, the technical expertise of the instructor pool indicated that current technologies are being utilized. Examples are: a) sixty-one percent (60.6%) use a desktop PC while a corresponding fifty-three percent (53.0%) use a laptop PC (this study did not delineate concurrent users of PC laptop to desktop, MAC percentages, wireless devices, or computing power); b) Windows XP users (69.2%) compared to the latest release of Windows OS (30.8%), VISTA; c) Internet Explorer (84.6%), d) Word2003 (33.3%) and Word2007(57.6%), and, e) high speed cable (53.0%) and DSL (Digital Subscriber Line) (42.4%). The data indicate that Amridge University faculty members are utilizing current technologies within the rollover life-cycle of technology applications (a positive indicator).

*Executive Summary, Page 2 of 2*

As indicated by the respondent data, the five highest teaching loads were categorized as follows: 1) Undergraduate, Business Administration (21.5%); 2) Graduate, Marriage & Family Therapy and Professional Counseling (20.0%); 3) Undergraduate, Biblical Studies (18.5%), 4) Graduate, Biblical Studies (13.8%), and, 5) Undergraduate, Criminal Justice, Public Safety, and Security (10.8%). The course load of faculty members divided across forty-two percent (41.5%) for 1-to-2 classes and forty-nine percent (49.2%) for 3-to-4 classes (analysis to correlate full-time to part-time was not processed).

Although the data indicated a significant collaborative culture at the University, sixty-eight percent of the respondents indicated “No” when asked the following question: “Would you be interested in developing a professional development activity for faculty and/or staff?” The two main reasons noted for not being able to develop and present a professional development activity were: 1) lack of expertise in technology, and 2) lack of time due to already full-schedules. Professional development activities for this report are included in the following questions within the survey and promulgated in this report in the following Tables and/or Appendices (*Note: Some Tables or Appendixes include general qualitative data output*):

- Table 1. Years of Applicable Teaching.
- Table 2. Would you be interested in participating in Professional Development activities focusing on teaching and course development?
- Table 3. Would you participate in Professional Development activities focusing on Technology?
- Table 4. Would you be interested in participating in Professional Development activities focusing on Classroom Environment/Management?
- Table 5. What delivery methods would you prefer for Professional Development activities? (Select Top Three).
- Appendix A. Please Provide an Overview of Your Teaching Experience(s).
- Appendix B. Areas of Research Interest.
- Appendix C. Would You Be Interested in Developing a Professional Development Activity for Faculty and/or Staff?
- Appendix D. Miscellaneous Comments.
- Appendix E. Copy of Survey Instrument.

Respectfully submitted,

Ms. Charlene Cannady & Dr. Ken Scott  
January 5, 2009

## General “Demographics”

The following characteristics define participants for the study.

Full-time faculty: 32.8% (21); Full-time faculty: 67.2% (40); Staff: 1.6% (1); Administration: 1.6% (1)  
Teaching experiences are listed below in Table 1.

<b>Table 1. Years of Applicable Teaching.</b>							
	<b>0-2</b>	<b>3-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21-35</b>	<b># Rtrns</b>
Teaching at Amridge University	26.2% (15)	<b>38.5% (24)</b>	24.6% (16)	4.6% (3)	3.1% (2)	3.1% (2)	65
Teaching Overall	6.8% (4)	11.5% (6)	19.7% (12)	16.4% (10)	14.8% (9)	<b>31.1% (17)</b>	61
Teaching College Courses	11.5% (7)	18.0% (8)	14.8% (9)	<b>23.0% (14)</b>	13.1% (8)	19.7% (12)	61
Teaching Distance Education	22.6% (13)	<b>37.1% (21)</b>	27.4% (17)	9.7% (6)	3.2% (2)	0.0% (0)	62

Do you currently work in field for which you teach? Yes: 76.9% No: 23.1%

Do you also teach at another institution?  
Yes, Online: 9.2%  
Yes, Classroom: 27.7%  
Yes, Blended: 21.5%  
No: 43.1%

Do you teach Graduate or Undergraduate courses at Amridge?  
G = Graduate; U = Undergraduate  
Graduate: 38.5%  
Undergraduate: 56.9%  
More G than U: 4.6%  
More U than G: 1.5%

How many classes do you generally teach at Amridge? 1 – 2: 41.5%; 3 – 4: 49.2%; 5 – 7: 9.2%

In what area is the majority of your teaching load at Amridge?

- Graduate, Bible Studies: 13.8%
- Graduate, Marriage & Family Therapy and Professional Counseling: 20.0%
- Graduate, Leadership and Management: 7.7%
- Undergraduate, Languages: 1.5%
- Undergraduate, Biblical Studies: 18.5%
- Undergraduate, Business Administration: 21.5%
- Undergraduate, Criminal Justice, Public Safety, and Security: 10.8%
- Undergraduate, Human & Social Development Studies: 7.7%
- Undergraduate, Liberal Studies: 4.6%
- Undergraduate, Management Communication Studies: 3.1%
- Undergraduate, Personal development: 1.5%
- English, Speech, or Communications: 4.6%
- Math or Natural Science: 3.1%
- Humanities & Social Science: 4.6%

**Table 2, Discussion: Would you be interested in participating in Professional Development activities focusing on teaching and course development? (see Table 2 Details)**

The intent of the items measured in Table 2 was to assess the level of interest in participating in professional development within the specific areas noted. Within the scale delimiters used ('Strong Interest', 'Moderate Interest', 'Little Interest', and 'Already Competent'), variances existed across all categories measured. However, the data presented in Table 2 also validates the need for professional development in all areas, albeit some areas are of more concern than others. Therefore, the findings in Table 2 can be prioritized according to the needs of respondents. The following list is prioritized derivative from the data presented in Table 2, which suggests the possible order of professional development activities (prioritized based on a composite of strong+moderate interest).

<u>Professional Development Category</u>	<u>Respondents/Percentages (x/y=%) (see Notes)</u>	
	<u>Total Participants</u>	<u>Respondents/Item</u>
Teaching/Learning Technologies	42/66 @ 63.6%	42/54 @ 77.8%
Strategies to Improve Class Discussions	39/66 @ 59.1%	39/54 @ 72.2%
Strategies for Enhancing Student Research	39/66 @ 59.1%	39/54 @ 73.6%
Course Design	37/66 @ 56.1%	37/56 @ 66.1%
Critical Thinking	35/66 @ 53.0%	35/54 @ 64.8%
Writing Skills for Students	35/66 @ 53.0%	36/53 @ 67.9%
Strategies for Teaching Live	35/66 @ 53.0%	35/54 @ 64.8%
Adult Learning Theory	33/66 @ 50.0%	33/55 @ 60.0%
Assessing Student Writing Skills	32/66 @ 48.5%	33/53 @ 62.3%
Integrating Projects	29/66 @ 43.9%	29/55 @ 52.7%
Online Team Building	27/66 @ 40.9%	27/54 @ 50.0%
Time Management	24/66 @ 36.7%	24/54 @ 44.4%
Syllabus Preparation	21/66 @ 31.8%	21/55 @ 38.2%

The four categories which indicated the highest percentages in the 'Little Interest' scores of all choices ('Strong Interest', 'Moderate Interest', 'Little Interest', and 'Already Competent') were:

<u>Professional Development Category</u>	<u>Respondents: 'Little Interest'</u>	
Online Team Building	25/66 @ 37.9%	25/54 @ 46.3%
Integrating Projects	22/66 @ 33.3%	22/55 @ 40.0%
Time Management	21/66 @ 31.8%	21/54 @ 38.9%
Syllabus Preparation	20/66 @ 30.3%	20/55 @ 36.4%

**NOTES:**

1. Total respondents = 66. Column 1 percentages were calculated using the total respondent base;
2. Individual respondent per item = variable. Column 2 percentages were calculated using the individual respondent base per item.

Overall, the data in Table 2 indicated that there is a need for professional development activities. Within this factor, actual planning to address this need is recommended as a prioritized set of resources to respond to the most important areas of interest in a top-down methodology, followed by resources applied to other areas as the needs dictate/change and resources become available.

**Table 2. Would you be interested in participating in Professional Development activities focusing on teaching and course development?**

Interest Level	Strong	Moderate	Little	Competent	Rate of Rtn
Adult Learning Theory	16.4% (9)	√ 43.6% (24)	29.1% (16)	10.9% (6)	55
Course Design	17.9% (10)	√ 48.2% (27)	21.4% (12)	12.5% (7)	56
Critical Thinking	22.2% (12)	√ 42.6% (23)	27.8% (15)	7.4% (4)	54
Integrating Projects	16.4% (9)	36.4% (20)	√ 40.0% (22)	7.3% (4)	55
Writing Skills for Students	24.5% (13)	√ 43.4% (23)	20.8% (11)	11.3% (6)	53
Assessing Student Writing Skills	18.9% (10)	√ 41.5% (22)	24.5% (13)	15.1% (8)	53
Strategies to Improve Class Discussions	33.3% (18)	√ 38.9% (21)	22.2% (12)	5.6% (3)	54
Online Team Building	20.4% (11)	29.6% (16)	√ 46.3% (25)	3.7% (2)	54
Syllabus Preparation	7.3% (4)	30.9% (17)	√ 36.4% (20)	25.5% (14)	55
Assessing Learning	15.1% (8)	√ 49.1% (26)	26.4% (14)	9.4% (5)	53
Strategies for Teaching Live	25.9% (14)	√ 38.9% (21)	20.4% (11)	14.8% (8)	54
Strategies for Enhancing Student Research	32.1% (17)	√ 41.5% (22)	22.6% (12)	3.8% (2)	53
Time Management	20.4% (11)	24.1% (13)	√ 38.9% (21)	16.7% (9)	54
Teaching/Learning Technologies	25.9% (14)	√ 51.9% (28)	18.5% (10)	3.7% (2)	54

**Table 3, Discussion: Would you participate in Professional Development activities focusing on Technology? (see Table 3 Details)**

Table 3, which reported the respondent scores in the area of technology, indicated that professional development in the area of technology had a strong variance across ‘Strong Interest’, ‘Moderate Interest’ and ‘Little Interest’, with a majority percentage reporting in the area of ‘Little Interest.’ The conclusion may be that general technology is viewed as outside the scope of distance education when online course delivery is of paramount importance.

Within the scale delimiters used (‘Strong Interest’, ‘Moderate Interest’, ‘Little Interest’, and ‘Already Competent’), a wide range of experiences were indicated, concurrent with areas of professional development need in the technological realm. For this section of the survey, two resources are hereby recommended: 1) Simonson, M., S. Smaldino, M. Albright, and S. Zvacek. *Teaching and Learning at a Distance: Foundations of Distance Education*, 4<sup>th</sup> ed., Boston: Allyn & Bacon, 2009; 2) Garrison, D., and N. D. Vaughn. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. San Francisco: Jossey-Bass, 2008. Each resource discusses technology in the distance education arena.

Specific to the survey data, when a review is undertaken, it appears that the responses are directed to those areas which are directly technologically applicable to distance education. For example, there was no category which a majority of respondents identified as a ‘Strong Interest’ for professional development focusing on Technology. In the scale for “Moderate Interest”, the following categories were identified: Blackboard, Intermediate and Advanced; Creating audio lectures, video clips, and chat technology; Microsoft Word 2007; and, Adobe Acrobat Applications. All other items were identified as being of ‘Little Interest.’ Further study is warranted in this area as faculty members may be responding to individual needs across programs of study and at various level of study, e.g., Graduate compared to Undergraduate. NOTE: Although there is not a



majority of any category in the ‘Strong Interest’ level, there are areas of interest nonetheless as indicated by the response rates (see Table 2). The following analysis is presented to categorize the level of interest for professional development for various types of technology. Each interest level is then ordered by consensus of “most common responses” per category.

<b><u>Level of ‘Strong Interest’:</u></b>	<b><u>Number of Respondents/Item/Total:</u></b>
No Category	0/0/66

<b><u>Level of ‘Moderate Interest’:</u></b>	<b><u>Number of Respondents/Item/Total:</u></b>
Creating Video Clips	25/52/66
Using Chat Technology	25/50/66
Blackboard, Advanced	22/51/66
Adobe Acrobat Applications	22/50/66
Creating Audio Lectures	21/51/66
Blackboard, Intermediate	18/51/66
MS Office-Word 1007-Advanced	16/50/66

<b><u>Level of ‘Little Interest’:</u></b>	<b><u>Number of Respondents/Item/Total:</u></b>
SCT Database	36/49/66
MS Office-Access2007-Advanced	31/48/66
Citrix-Virtual Desktop	30/50/66
Microsoft Project Management 2003	29/47/66
Microsoft VISIO 2007	28/46/66
MS Office-Access2007-Basic	26/49/66
Copyright Law	25/52/66
MS Office-Excel2007-Advanced	23/48/66
MS Office-Excel2007-Basic	22/49/66
SumitPoint2 Archived Video Lectures (Undergrad)	22/47/66
Virtual Realities	22/46/66
Logos	21/48/66
Flash Technologies	21/47/66
Basic Web Page Development	21/46/66
Internet Applications and Issues	20/47/66
Web Access Mail	19/51/66
Basic Computer Security and Maintenance	18/48/66
Microsoft Publisher 2007	17/47/66
SumitPoint2 for Live Classes (Graduate)	16/47/66
MS Office-PowerPoint2007-Advanced	14/47/66

<b><u>Level of ‘Already Competent’:</u></b>	<b><u>Number of Respondents/Item/Total:</u></b>
Blackboard Beginner	20/51/66
MS Office-Word2007-Basic	18/48/66
MS Office-PowerPoint 2007–Basic	17/49/66

**NOTE:**

1. The hierarchical listing is: (a) respondents for that item; (b) total respondents for that item; (c) total respondents for the survey. For example, Blackboard Beginner is shown as 20/51/66. This is interpreted as 20 people selected “Already Competent” of 51 who responded; there were 66 total participants, which means that 66-51 or 15 individuals did not respond to this item “Blackboard Beginner.”

Finally, to present the combined categories in the ‘Strong Interest’ plus ‘Moderate Interest’, the following information is categorized by most number of responses in each category for planning purposes related to professional development in technological applications.

<u>Level of ‘Strong Interest’ + ‘Moderate Interest’:</u>	<u>Number of Respondents/Item/Total:</u>
Creating Video Clips	39/52/66 * * = <i>Top Ten</i>
Blackboard, Advanced	39/51/66 *
SumitPoint2 for Live Classes (Graduate)	35/47/66 *
Creating Audio Lectures	34/51/66 *
Blackboard, Intermediate	33/51/66 *
Using Chat Technology	30/50/66 *
Adobe Acrobat Applications	30/50/66 *
MS Office-Word2007-Advanced	27/50/66 *
Flash Technologies	26/47/66 *
Logos	24/48/66 *
=====	
MS Office-PowerPoint2007-Advanced	23/47/66
Copyright Law	22/52/66
SumitPoint 2 as Archived Video Lectures *Undergrad	22/47/66
Virtual Realities	22/46/66
MS Office-PowerPoint2007-Basic	21/49/66
Microsoft Publisher2007	21/47/66
Basic Computer Security and Maintenance	20/48/66
Basic Web Page Development	20/46/66
Internet Applications & Issues	19/47/66
Blackboard, Beginner	17/51/66
Web Access Mail	17/51/66
Citrix-Virtual Desktop	17/50/66
MS Office-Excel2007-Advanced	16/48/66
MS Office-Word2007-Basic	15/48/66
MS Office-Outlook2007	15/47/66
Microsoft VISIO2007	15/46/66
Microsoft Project Management2003	14/47/66
MS Office-Excel2007-Basic	13/49/66
MS Office-Access2007-Advanced	12/48/66
SCT Database	11/49/66
MS Office-Access2007-Basic	11/49/66

To assess the totality of the respondent data, please refer to Table 3. Within the responses presented, it is clear that there is an interest in professional development focusing on technology; however, it is also evident that there is a logistical issue to be addressed as to which technologies are the most pressing and what resources may be brought to bear to address these various types of training sessions.

**Table 3. Would you participate in Professional Development activities focusing on Technology?**

Interest Level:	Strong	Moderate	Little	Competent	Resp.
Blackboard. beginner	9.8% (5)	23.5% (12)	27.5% (14)	✓ <b>39.2% (20)</b>	51
Blackboard. intermediate	29.4% (15)	✓ <b>35.3% (18)</b>	17.6% (9)	17.6% (9)	51
Blackboard. advanced	33.3% (17)	✓ <b>43.1% (22)</b>	17.6% (9)	5.9% (3)	51
Convright law	15.4% (8)	26.9% (14)	✓ <b>48.1% (25)</b>	9.6% (5)	52
Creating audio lectures	25.5% (13)	✓ <b>41.2% (21)</b>	27.5% (14)	5.9% (3)	51
Creating video clips	26.9% (14)	✓ <b>48.1% (25)</b>	23.1% (12)	1.9% (1)	52
Using chat technology	10.0% (5)	✓ <b>50.0% (25)</b>	26.0% (13)	14.0% (7)	50
SumitPoint2 for Live classes (grad)	27.7% (13)	25.5% (12)	✓ <b>34.0% (16)</b>	12.8% (6)	47
SumitPoint2 as archived video lectures (undergrad)	14.9% (7)	31.9% (15)	✓ <b>46.8% (22)</b>	6.4% (3)	47
Web access mail	7.8% (4)	25.5% (13)	✓ <b>37.3% (19)</b>	29.4% (15)	51
Citrix - Virtual Desktop	6.0% (3)	28.0% (14)	✓ <b>60.0% (30)</b>	6.0% (3)	50
SCT database	2.0% (1)	20.4% (10)	✓ <b>73.5% (36)</b>	4.1% (2)	49
MS Office - Access 2007 - basic	4.1% (2)	18.4% (9)	✓ <b>53.1% (26)</b>	24.5% (12)	49
MS Office - Access 2007 - advanced	8.3% (4)	16.7% (8)	✓ <b>64.6% (31)</b>	10.4% (5)	48
MS Office - Excel 2007 - basic	10.2% (5)	16.3% (8)	✓ <b>44.9% (22)</b>	28.6% (14)	49
MS Office - Excel 2007 - advanced	8.3% (4)	25.0% (12)	✓ <b>47.9% (23)</b>	18.8% (9)	48
MS Office - Word 2007 - basic	10.4% (5)	20.8% (10)	31.3% (15)	✓ <b>37.5% (18)</b>	48
MS Office - Word 2007 - advanced	22.0% (11)	✓ <b>32.0% (16)</b>	24.0% (12)	22.0% (11)	50
MS Office - PowerPoint 2007 - basic	22.4% (11)	20.4% (10)	22.4% (11)	✓ <b>34.7% (17)</b>	49
MS Office - PowerPoint 2007 - advanced	25.5% (12)	23.4% (11)	✓ <b>29.8% (14)</b>	21.3% (10)	47
MS Office - Outlook 2007	14.9% (7)	17.0% (8)	✓ <b>40.4% (19)</b>	27.7% (13)	47
Microsoft Publisher 2007	19.1% (9)	25.5% (12)	✓ <b>36.2% (17)</b>	19.1% (9)	47
Microsoft Project Management 2003	8.5% (4)	21.3% (10)	✓ <b>61.7% (29)</b>	8.5% (4)	47
Microsoft VISIO 2007	8.7% (4)	23.9% (11)	✓ <b>60.9% (28)</b>	6.5% (3)	46
Basic web page development	21.7% (10)	21.7% (10)	✓ <b>45.7% (21)</b>	10.9% (5)	46
Flash Technologies	17.0% (8)	38.3% (18)	✓ <b>44.7% (21)</b>	0.0% (0)	47
Logos	18.8% (9)	31.3% (15)	✓ <b>43.8% (21)</b>	6.3% (3)	48

**Table 3. Would you participate in Professional Development activities focusing on Technology?**

Interest Level:	Strong	Moderate	Little	Competent	Resp.
Adobe Acrobat Applications	16.0% (8)	√ <b>44.0% (22)</b>	26.0% (13)	14.0% (7)	50
Basic computer security and maintenance	14.6% (7)	27.1% (13)	√ <b>37.5% (18)</b>	20.8% (10)	48
Internet Applications & Issues	8.5% (4)	31.9% (15)	√ <b>42.6% (20)</b>	17.0% (8)	47
Virtual Realities	13.0% (6)	34.8% (16)	√ <b>47.8% (22)</b>	4.3% (2)	46

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**Table 4, Would you be interested in participating in Professional Development activities focusing on Classroom Environment/Management? (see Table 4 Details)**

Table 4, addresses a directly applicable set of practices which pertain to each faculty member at Amridge University. Although most classes which are offered at the university are of a distance education or online nature, the “classroom environment/management” activities are specific to each course, program of study, and every individual student. Of particular interest in this respondent dataset is that most responses indicated that there is a high degree of interest in improving techniques which impact student learning via the distance education or online classroom, e.g., how the environment and management practices are applied. The following data suggested that to improve the areas identified in Table 4, a significant increase in professional development within and throughout the university will be required, inclusive of time and materials preparation for the professional development sessions.

The dataset also suggested correlation to a new report released by the Babson Survey Research Group and The Sloan Consortium, *Staying the Course: Online Education in the United States, 2008* (Allen & Seaman) which reported that there is a 12% increase in the number of online courses taken Fall 2007 term within the nation. This report would suggest to Amridge University faculty that the practices noted in Table 4 are more important at this time than at any time in the recent history of online education. Therefore, the need for professional development in these areas is of paramount concern.

The following analysis will again organize the data according to the most reported areas of need. Using the report by Allen & Seaman (2008) in conjunction with the dataset in Table 4 will provide a baseline from which to offer professional development to support the classroom environment, to include recruitment, retention, and student success.

**Level of ‘Strong Interest’:**

No Category

Each interest level is ordered by consensus of “most common responses” per category.

**Number of Respondents/Item/Total:**

0/0/66

**Level of ‘Moderate Interest’:**

Constructive Feedback

Plagiarism/Copyright Issues

Peer Learning

How to Engage Students in Critical Thinking

Cooperative Learning

Managing Active Learning

Learning Styles

Collaborative Learning

Improving Attendance/Participation

Diversity/Multi-Cultural

Strategies to Improve Discussions

Recruitment/Retention

**Number of Respondents/Item/Total:**

26/52/66

27/49/66

27/49/66

24/50/66

22/49/66

21/49/66

21/49/66

19/49/66

19/49/66

19/49/66

19/49/66

17/46/66

**Level of ‘Little Interest’:**

Dealing With Disruptive Students

Classroom Climate

**Number of Respondents/Item/Total:**

24/48/66

20/49/66

**Level of ‘Already Competent’:**

No Category

**Number of Respondents/Item/Total:**

0/0/66

Finally, to present the combined categories in the ‘Strong Interest’ plus ‘Moderate Interest’, the following information is categorized by most number of responses in each category for planning purposes related to professional development in technological applications.

**Level of ‘Strong Interest’ + ‘Moderate Interest’:**

Plagiarism/Copyright Issues

Constructive Feedback

How to Engage Students in Critical Thinking

Improving Attendance/Participation

Strategies to Improve Discussions

Managing Active Learning

Peer Learning

**Number of Respondents/Item/Total:**

37/49/66 \* \* = Top Seven

36/52/66 \*

35/50/66 \*

35/49/66 \*

33/49/66 \*

32/49/66 \*

31/49/66 \*

=====

Learning Styles

31/49/66

Recruitment/Retention

29/46/66

Cooperative Learning

28/49/66

Collaborative Learning

27/49/66

Diversity/Multi-Cultural

25/49/66

Classroom Climate

22/49/66

Dealing With Disruptive Students

19/48/66

**Table 4. Would you be interested in participating in Professional Development activities focusing on Classroom Environment/Management?**

Interest Level	Strong	Moderate	Little	Competent	Response Count
Classroom Climate	6.1% (3)	38.8% (19)	<b>40.8% (20)</b>	14.3% (7)	49
Cooperative Learning	12.2% (6)	<b>44.9% (22)</b>	30.6% (15)	12.2% (6)	49
Collaborative Learning	16.3% (8)	<b>38.8% (19)</b>	32.7% (16)	12.2% (6)	49
Dealing With Disruptive	8.3% (4)	31.3% (15)	<b>50.0% (24)</b>	10.4% (5)	48
Constructive Feedback	19.2% (10)	<b>50.0% (26)</b>	23.1% (12)	7.7% (4)	52
Improving Attendance/Participation	32.7% (16)	<b>38.8% (19)</b>	24.5% (12)	4.1% (2)	49
Managing Active Learning	22.4% (11)	<b>42.9% (21)</b>	32.7% (16)	2.0% (1)	49
Learning Styles	20.4% (10)	<b>42.9% (21)</b>	28.6% (14)	8.2% (4)	49
Diversity/Multi-Cultural	12.2% (6)	<b>38.8% (19)</b>	32.7% (16)	16.3% (8)	49
Strategies to Improve Discussions	28.6% (14)	<b>38.8% (19)</b>	24.5% (12)	8.2% (4)	49
How to Engage Students in Critical Thinking	22.0% (11)	<b>48.0% (24)</b>	22.0% (11)	8.0% (4)	50
Recruitment/Retention	26.1% (12)	<b>37.0% (17)</b>	34.8% (16)	2.2% (1)	46
Plagiarism/Copyright Issues	20.4% (10)	<b>55.1% (27)</b>	22.4% (11)	2.0% (1)	49
Peer Learning	8.2% (4)	<b>55.1% (27)</b>	32.7% (16)	4.1% (2)	49

**Table 5, What delivery methods would you prefer for Professional Development activities? (Select Top Three) (see Table 5 Details)**

Table 5, a framework for the underlying provision of professional development, indicates delivery methods/methodologies. The data returned suggested a variety of desired delivery methods for access to and inclusion in professional development activities throughout the university. The following compilation shows what methods are most requested in each level of choice, from highest rated to lowest (by number of respondents). A summary item is then provided to compile the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices noted by faculty from the data reported.

**(Note: PD = Professional Development.)**

**1<sup>st</sup> Choice Preferred Method for PD Delivery:**

Blackboard – University Employees Only  
 SumitPoint2 Presentations/Live Demonstrations  
 SumitPoint2 Presentations/Archive Demonstrations  
 During Faculty Meeting  
 Independent Study  
 On Campus Workshop/Presentations  
 Webinars by Outside Presenters  
 Off-Site Workshops/Conferences  
 Informal SumitPoint2 Discussions  
 Outside Presenter  
 After Faculty Meeting  
 Blackboard – Joint Sessions Employees/Students

**Number of Respondents/Item/Total:**

**16/29/66 (1<sup>st</sup> Rated Indicator/1<sup>st</sup> Choice)**  
 15/25/66 (2<sup>nd</sup> Rated Indicator/1<sup>st</sup> Choice)  
 11/36/66 (3<sup>rd</sup> Rated Indicator/1<sup>st</sup> Choice)  
 9/25/66  
 8/32/66  
 8/28/66  
 6/27/66  
 6/22/66  
 4/16/66  
 2/21/66  
 2/20/66  
 1/14/66

**2<sup>nd</sup> Choice Preferred Method for PD Delivery:**

SumitPoint2 Presentations/Archive Demonstrations  
 Outside Presenter  
 Webinars by Outside Presenters  
 During Faculty Meeting  
 On Campus Workshop/Presentations  
 After Faculty Meeting  
 Informal SumitPoint2 Discussions  
 Blackboard – Joint Sessions Employees/Students  
 Independent Study  
 Off-Site Workshops/Conferences  
 Blackboard – University Employees Only  
 SumitPoint2 Presentations/Live Demonstrations

**Number of Respondents/Item/Total:**

**18/36/66 (1<sup>st</sup> Rated Indicator/2<sup>nd</sup> Choice)**  
 14/21/66 (2<sup>nd</sup> Rated Indicator/2<sup>nd</sup> Choice)  
 11/27/66 (3<sup>rd</sup> Rated Indicator/2<sup>nd</sup> Choice)  
 9/25/66  
 8/28/66  
 8/20/66  
 8/16/66  
 8/14/66  
 6/32/66  
 6/22/66  
 5/29/66  
 4/25/66



**3<sup>rd</sup> Choice Preferred Method for PD Delivery:**

Independent Study  
On Campus Workshop/Presentations  
Webinars by Outside Presenters  
Off-Site Workshops/Conferences  
After Faculty Meeting  
Blackboard – University Employees Only  
SumitPoint2 Presentations/Archive Demonstrations  
During Faculty Meeting  
SumitPoint2 Presentations/Live Demonstrations  
Outside Presenter  
Blackboard – Joint Sessions Employees/Students  
Informal SumitPoint2 Discussions

**Number of Respondents/Item/Total:**

**18/32/66 (1<sup>st</sup> Rated Indicator/3<sup>rd</sup> Choice)**  
12/28/66 (2<sup>nd</sup> Rated Indicator/3<sup>rd</sup> Choice)  
10/27/66 (3<sup>rd</sup> Rated Indicator/3<sup>rd</sup> Choice)  
10/22/66  
10/20/66  
8/29/66  
7/36/66  
7/25/66  
6/25/66  
5/21/66  
5/14/66  
4/16/66

Although there are variances indicated in the data, the top three choices for professional development among all faculty respondents are:

1<sup>st</sup> Choice: Blackboard – University Employees Only

2<sup>nd</sup> Choice: SumitPoint2 Presentations/Archive Demonstrations

3<sup>rd</sup> Choice: Independent Study

However, to accommodate professional development within the constraints of university manpower and resources, the following summary includes the top three choices within the hierarchy of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices:

**1<sup>st</sup> Choice Preferred Method for PD Delivery:**

Blackboard – University Employees Only  
SumitPoint2 Presentations/Live Demonstrations  
SumitPoint2 Presentations/Archive Demonstrations

**Number of Respondents/Item/Total:**

**16/29/66 (1<sup>st</sup> Rated Indicator/1<sup>st</sup> Choice)**  
15/25/66 (2<sup>nd</sup> Rated Indicator/1<sup>st</sup> Choice)  
11/36/66 (3<sup>rd</sup> Rated Indicator/1<sup>st</sup> Choice)

**2<sup>nd</sup> Choice Preferred Method for PD Delivery:**

SumitPoint2 Presentations/Archive Demonstrations  
Outside Presenter  
Webinars by Outside Presenters

**Number of Respondents/Item/Total:**

**18/36/66 (1<sup>st</sup> Rated Indicator/2<sup>nd</sup> Choice)**  
14/21/66 (2<sup>nd</sup> Rated Indicator/2<sup>nd</sup> Choice)  
11/27/66 (3<sup>rd</sup> Rated Indicator/2<sup>nd</sup> Choice)

**3<sup>rd</sup> Choice Preferred Method for PD Delivery:**

Independent Study  
On Campus Workshop/Presentations  
Webinars by Outside Presenters

**Number of Respondents/Item/Total:**

**18/32/66 (1<sup>st</sup> Rated Indicator/3<sup>rd</sup> Choice)**  
12/28/66 (2<sup>nd</sup> Rated Indicator/3<sup>rd</sup> Choice)  
10/27/66 (3<sup>rd</sup> Rated Indicator/3<sup>rd</sup> Choice)

**Table 5. What delivery methods would you prefer for Professional Development activities? (Select Top Three)**

	1st Choice	2nd Choice	3rd Choice	Response Count
On Campus Workshop/Presentations	28.6% (8)	28.6% (8)	<b>42.9% (12)</b>	28
SumitPoint2 Presentations/Live Demonstrations	<b>60.0% (15)</b>	16.0% (4)	24.0% (6)	25
SumitPoint2 Presentations/Archive Demonstrations	30.6% (11)	<b>50.0% (18)</b>	19.4% (7)	36
Blackboard - University Employees Only	<b>55.2% (16)</b>	17.2% (5)	27.6% (8)	29
Blackboard - Joint Sessions Employees/Students	7.1% (1)	<b>57.1% (8)</b>	35.7% (5)	14
Outside Presenter	9.5% (2)	<b>66.7% (14)</b>	23.8% (5)	21
Informal SumitPoint2 Discussions	25.0% (4)	<b>50.0% (8)</b>	25.0% (4)	16
After Faculty Meeting	10.0% (2)	40.0% (8)	<b>50.0% (10)</b>	20
During Faculty Meeting	<b>36.0% (9)</b>	<b>36.0% (9)</b>	28.0% (7)	25
Off-site Workshops/Conferences	27.3% (6)	27.3% (6)	<b>45.5% (10)</b>	22
Webinars by Outside Presenters	22.2% (6)	<b>40.7% (11)</b>	37.0% (10)	27
Independent Study	25.0% (8)	18.8% (6)	<b>56.3% (18)</b>	32

## **APPENDICES**

The following Appendices are comprised of comments from faculty based on open-ended questions. For each Appendix, the question posed to faculty will be stated and responses compiled for review. Further study or key-word searches could be used to determine trends in the comments. For this report, the key-word search process was not utilized:

Appendix A: Please Provide an Overview of Your Teaching Experience(s).

Appendix B: Areas of Research Interest

Appendix C: Would you be interested in developing a professional development activity for faculty and/or staff?

Appendix D: Miscellaneous Comments

Appendix E: Copy of Survey Instrument

## **APPENDIX A: *Please provide an overview of your teaching experience(s).***

To share information across all facets of faculty experience, the following comments were provided. The question posed was:

*Please provide an overview of your teaching experience(s):*

I taught high school for one year in the early 1990's. I then taught as a graduate instructor during my doctoral work. Not long after graduation from my doctoral program, I began teaching at Amridge.

Human Development, Human Sexual Development, and Family Stress.

I starting teaching Electronic Commerce Summer semester, 2006, and Human Labor Relations Fall semester, 2008.

I have taught graduate and undergraduate courses for over forty years in the Florence Bible School, Italy, Lubbock Christian University, Harding University and Amridge University.

8 Years Teaching for the US Air Force - Master Instructor Rating. 2 Years Teaching undergraduate business courses at William Carey University (Classroom only) 4 Years teaching undergraduate courses at Amridge (online).

I mostly teach in the Counseling program but I do teach an Introduction to the Doctor of Ministry and also teach Psychology of Religion.

As identified above, I have taught Business Ethics and Psalms. The courses I teach at Amridge are Seasons of Life, Human Motivation & Performance, and Conflict Management & Negotiation. Prior to 2000, I taught Survey of Christian Doctrine, Homiletics, Hermeneutics, 1 & 2 Corinthians, the Pastoral Epistles, the Sermon on the Mount, Lukan Narratives, Old and New Testament Introduction, and Hebrews. I also taught a course on practical ministry, but I have forgotten the course title.

I enjoy teaching and helping students with a flexible learning environment. Being a student of distant learning myself I have an understanding of the complexities of this type education and really want to help others get through it while learning as much as possible about the subject at hand.

When I began in 2006, distance education was quite new to me. Every semester I believe I have learned a few new things to make the courses better, but I'm still looking to continually improve. My classes have usually been quite small, which I generally attribute to the large number of offerings combined with a smaller student body. Still, the smaller classes allow for more personal interaction, which I think is absolutely essential in distance education. There is a degree of impersonality with online education, and I think smaller classes with more personal contact will help with that issue.

Would like to see more students in each class.

I have been a teacher most of my adult life. Spent two tours of duty in the Air Force as a full-time instructor and have been a trainer throughout my 32 years in the government and private sector. I have been teaching college courses for about five years. While in the Air Force I also spent a tour of duty as a Program Administrator and later the Superintendent of Programs for all Criminal Justice, Security Administration and Instructional Technology degrees at the Community College of the Air Force. I also spent time as a Curriculum Developer at the USAF Senior NCO Academy as well as over three years in the classroom doing application-level instruction in a seminar setting and stage lectures to groups of over 350 students.

I have been teaching Bible classes in churches for more than 30 years. I taught courses for a couple of semesters for Amridge at the Charlotte, NC, site back in ca. 1988. I have been teaching online courses at Amridge since ca. 1999.

I taught at Alabama Christian College (now Faulkner University) 1959-1975 (English, Bible, Greek, Hebrew, and at various times world history, world literature, music, freshman orientation, and P.E. I have taught Bible and biblical languages (and occasionally English) at Amridge since it was founded in 1967. I taught extension classes at Andalusia, Brewton, Birmingham, Sylacauga, and Glencoe as well as campus courses. I have taught extended learning courses by videotape, Internet streaming video, and Internet text-based lectures and assignments.

I have taught two courses in family studies at a major, research-based, state university and still do as needed. This is my second semester at Amridge. I have also done curriculum development and special teaching events (guest lectures, community health fair events, etc.) for 6+ years as a graduate student and AmeriCorps member. I continue to do these events as a volunteer, as well.

I have taught on the college-level for two years (presently in my third year total, second year with Amridge), and I have taught on the high school level part-time a total of six years.

Adjunct faculty for Freed-Hardeman University early 1980s Adjunct faculty for Amridge University since 2006 Full time faculty for Magnolia Bible College since 2007.

I was a full time professor for 5 years at a traditional brick-and-mortar university. I have been involved in training and professional development for almost 10 years and teaching as an adjunct for the last 3 years. Early teaching was both undergrad and grad. Not it all graduate work.

My teaching experience began in the early 70s face-to-face teaching police survival after investigating all police assaults and murders in the South East. I developed and taught over 9,000 police face-to-face Crisis Negotiation from all states and several other countries. I have taught at over 15 police academies and for local, state and federal agencies. My contacts are still those who were the founding fathers of crisis negotiation for the United States, FBI, ATF (un-named civilian/federal agency) and local or state negotiators.

Computer software courses and portfolio development courses, high school, military, 2-yr technical, 4-year online.

Thirty Five years in a church setting and Fifteen years for Amridge.

I taught English at Southampton College 1991-93, Greek and New Testament at Heritage Christian University (1994-2004), Greek, Latin and New Testament at Amridge (2005- present), Greek and Latin part-time at UAH (1998-2002).

Platform instructor for various military subjects including structures/rotors/propellers at Fort Eustis, Va., for 3 years and at the Warrant Officer Career College at Fort Rucker, Alabama for four years. Sociology for Embry Riddle Aeronautical University while stationed in Germany; Psychology, Human Growth and Development and Sociology at Sante Fe Community College (5+ years) Gainesville, Florida. Named in the Who's Who in College instructors while there.

I have taught Bible classes and preached for 48 years. I have taught undergraduate university classes for the last nine years.

I taught courses in case load management and interviewing when I worked at the Fresno County Department of Public Welfare department from 1961 until 1968. I taught Criminal Profiling, Crime Scene Investigation, Stress Management, Hostage Negotiations, Crisis Management, Terrorism, and did research in these fields at the FBI academy in the Behavioral Science and Special Operations Units from 1972 until 1988. When I retired from the bureau I began teaching a Basic 40 hour course and an Advanced 24 hour course in Hostage Negotiations for San Jose State University. I still teach this course eight times a year. In addition, I travel around the country speaking at conferences and teaching basic and advanced 40 hour hostage/crisis negotiations and command courses. I have also conducted many courses in the above fields in about three dozen foreign countries. From 1993 until the contract ran out because of the war in Iran, (DOS ran out of money.). I taught the above courses for the Department of State/LSU/Louisiana State Police to foreign police officers in Louisiana and New Mexico.

-1 semester teaching assistant University of Alabama - Corrections course -2 semesters teaching at the University of Alabama on graduate teaching assistantship - Introduction to Criminal Justice course - Developed and taught Offender Profiling course online - 2 years - Developed and still teaching various criminal justice courses online - 4 years.

USAF Academic Instructor Course, 1978. Instructor at NCO Academy at various USAF installations 1978-1996. Instructor for USAF Air Command and Staff College seminar 1984-1986. Courses taught at Amridge University: FT7300, FT7302, FT7306, FT7320, FT7322, FT7335, FT7355, FT7340, FT7370, FT7371, FT7372, FT7373.

My teaching experience has been very good - with the administration, fellow professors, and with students. I much appreciate the commitment to excellence.

I began teaching adults in 1998 at Nashville School of Preaching and Biblical Studies. Since that time I have developed more than twenty different courses and taught several hundred students. Since January 2006 I have been teaching at Amridge. As a part-time instructor I teach four courses. Online teaching has helped me to gain several new skills. I still have much room for growth.

I have taught at a number of Christian colleges and universities over the past 40 years, mainly in the areas of Old Testament and Christian ministry. My primary vocation for the past 25 years was that of pulpit minister for a local congregation.

I served as an adjunct instructor at Shoals Community College teaching undergraduate psychology. I was on the Adjunct Faculty at the University of North Alabama teaching graduate Counseling courses.

Three years with a Bible college. Two years adjunct with St. Leo College. Nine years with Amridge, Regions, SCU.

I am an Assistant Professor in the College of Business and Leadership. I taught courses ranging from business statistics, to economics, to accounting, to organizational behavior. My teaching experience has taught me to stay current of topics/issues that relate to my area. It is important to relate assignments to real world experiences (gives the student a better grasp of the content).

13 years at the White's Ferry Road School of Biblical Studies 16 years at Ouachita Christian School 30 years with American Christian Schools of Religion 40+ years teaching adult bible classes at church Adjunct for McDonough Bible College Adjunct for Bear Valley Bible School of Denver, Colorado Adjunct for Alabama Christian School of Religion.

Taught Bible and Biblical languages mostly (mathematics and Greek the first four years) for forty-five years at one college. Once we offered the M.A. in Bible, I taught mostly graduate students. Began teaching at Amridge in 2003 (one course a term, then two, then four).

I have taught mostly writing and literature courses, but also some business and education, on the developmental through doctoral level for a number of different schools in North America. Overall, it is a great teaching and learning experience. This is true with most of the graduate programs, especially those full of mature and working students. From feedback and my feeling, students like me same as I like them.

I have taught undergraduates when I was a Doctoral student. Post-degree students specializing in MFT, master's and doctoral students in MFT. Courses include human development, MFT theory and intervention, research, clinical supervision and various electives.

I have degrees in both Hebrew and Greek Language as well as Communications. On the undergraduate level I have taught: missions, preaching, Italian language, Hebrew and Greek Language, Old and New Testament courses and Bible Archaeology.

I taught Bible and Speech at Junior College level for 15 years at what is now named Rochester College in Rochester, Michigan. I taught on year at Preston Rd. School of Preaching in Dallas, Texas. I taught Bible classes for one year at a high school in Monrovia, Liberia. I've taught undergraduate and graduate courses at Amridge University since summer 1992. In addition, I've taught adult Bible classes in church settings since 1954.

From 1998-2006, I taught both online and in a "traditional" setting. I was involved with the Internet School of Biblical Studies during that time, which facilitated my ability to adapt to the Amridge paradigm. During that time period, I was also involved with the Central Alabama School of Biblical Studies in a more traditional setting. That experience helped facilitate my ability to draw up a Syllabus and to flesh out ideas and methods in teaching Bible. My experience with Amridge since 2006 has been wonderful. I have thoroughly enjoyed interacting with students from across the country, and have nothing but great things to say about the Amridge staff!

I have taught graduate courses at Amridge University (presently teaching); I have taught graduate courses at Freed-Hardeman University for 11 years; and, I taught both graduate and undergraduate courses in 2002 at Lipscomb University.

I enjoy working with the students by developing studies that hopefully are of benefit to them.

I've been teaching at Amridge for a little over 2 years and have enjoyed it. Most of the students are great and most of the staff are very responsive. I would like more information about faculty evaluations. I've been told that Amridge does this every year but have yet to see one with my names on it. I have been requiring students to complete my own faculty evals at the end of each course. I do recall there was an email sent out with a very convoluted message regarding logging in to see the evals for like three semesters prior, but it was not user-friendly at all.

I have taught for a number of years. I first taught college courses as part of my graduate assistantship. I taught several MFT Practicums and sections of the PhD Qualitative Research courses which focused on rhetorical criticism and rhetorical analysis during that time. I then taught from 1995-2006 at the Louisville Bible College in their Family Ministry and Counseling Program and also taught a number of academic Bible courses during that time. Simultaneously, actually from 1998-2006, I taught at the University of Louisville. There, I taught in the MFT Program and I also served as the Clinical Director of the Post-Graduate Program in MFT for part of that time. Here at Amridge, I have taught Masters, DMin, and PhD courses since 2003. I have taught courses which have been live via streaming video and I have also teach a live course each Fall in which students are on campus. I also won an "outstanding teaching" award at the University of Louisville, which is something that I will always treasure.

4 years teaching technical courses while active duty Air Force, 3 years teaching undergrad leadership classes, 3 years teaching grad level on-line and classroom.



## **APPENDIX B: Areas of Research Interest:**

leadership, bowen family systems theory

Improving supports for individuals with disabilities, training and supporting direct support professionals, and communication approaches for advancing both areas.

Distance Education

I enjoy reading articles that discuss ways to manage home and work life, such as alternative work schedules.

Old Testament, particularly poetic literature.

Distance Learning Personality typology

Counseling and Religion (Bible)

Worship (especially the Lord's Supper)

I am interested in anything that has to do with biblical research.

Pentateuch, Archaeology and the Old Testament, Ancient Near Eastern Studies, Near Eastern and Classical Mythology

security studies, terrorism trends

Curriculum development in the area of homeland security, specific security disciplines, and domestic terrorism.

Biblical Studies, particularly Old Testament and Ancient Near Eastern Studies.

Biblical studies, especially languages, exegesis, and biblical theology. Early history of Christian literature and theology.

Qualitative methodologies Survivors on intimate partner violence The intersectionality of gender, sexuality and power

in general, ancient languages and literatures; I am planning, after the completion of my Ph.D., to get into translating original cuneiform tablet material

New Testament Canon

Program evaluation, effectiveness research, psychotherapy process research, services and cost-effectiveness research.

multicultural diversity and assessment

Crisis Negotiation Officer Survival Private Security (Owner of COPS Security Patrol of Georgia)

Wireless Technology and other computer related areas

faculty competencies; effective web design; faculty development, instructional design

Church growth and Leadership

Greek Grammar, Synoptic Gospels

None other than term papers for the Master's program at Ball State University. Subjects researched were survival techniques in over-water flights, and sexual practices of teen age male and female subjects.

Biblical History, especially Inter-testament History

Criminal profiling, terrorism, stress management

corrections, substance abuse

qualitative research of clinical topics. Published recently an article on recovery from affairs.

No active interests at this time.

Christian evidences, hermeneutics, postmodern thinking, Greek language, New Testament, evangelism, church growth, and use of media in evangelism. I currently preach on television in two major viewing markets.

The Psalms. The book of Exodus. The prophetic literature of the Old Testament. Preaching and Worship.

## Biblical Studies

Couples assessment.

Theology, ethics, church history, history of doctrine, spirituality.

My research areas of interest are distance learning, women in the field of distance learning (administrative positions). Students and their perceptions of distance learning.

Christian Evidences Biblical Studies

Anything that moves associated with student success, distance education, and best practices in several areas.

Bible, archaeology, and ancient Near Eastern literature.

English studies, creative works (fiction and poetry)

Culture adaptation, technology transfer, and comparative leadership. management.

Birth order and cybernetics trauma, substance abuse and re-entry issues for formerly incarcerated women

Mostly Old Testament. I have a commentary about ready for publication on the book of Job. I am revising a Survey of Church History written some years ago. I am Old Testament Editor for Resource Publications in Searcy, Arkansas.

Humanism Postmodernism

Since I am also a Ph.D. student, my research interest is related to biblical studies.

Measurement issues, data analysis,

Bible/Theology; Counseling; Organizational leadership and consulting

Biblical and business.

HR/ MGT.

Qualitative Research that focuses on the "talk of the clinic" (e.g., therapist-client system interaction).

My published articles have all focused on this. They are rhetoric of inquiry articles. I also have an interest in discourse analysis, conversation analysis, hermeneutic inquiry, rhetoric of inquiry and grounded theory. My research interests are exclusively focused on "talk of the clinic" research.

Business development Appraisal Systems Discipline Systems Personal Leadership Development Real Estate Taxes

**APPENDIX C: *Would you be interested in developing a professional development activity for faculty and/or staff?***

6. Would you be interested in developing a professional development activity for faculty and/or staff? If yes, please provide your name and the activity or topic(s) you would like to present.			
		<i>answered question</i>	50
		<i>skipped question</i>	16
		<b>Response Percent</b>	<b>Response Count</b>
Yes		10.0%	5
<b>No</b>		<b>90.0%</b>	<b>45</b>

1. Diversity
2. I would have to give some thought as to what I might present.
3. Not at this time.
4. I have no expertise in technology.
5. I may be interested in working on something at a later time.
6. I say, "Yes," however, I am not sure what that involves.
7. Not really because I doubt I have any skills to offer them.
8. I have zero time right now. And I will have no time at all to do more than just try to survive for the foreseeable future.
9. I don't know that I have anything special to offer on the above areas.
10. Would like to but have 101 other obligations (but I am a team player).
11. I'm not sure about this
12. As needed by the university or in collaboration with other faculty/outside trainers
13. Do not have the time.
14. I am not in the proper position to know the situation and needs of our faculty members and staff to design a suitable activity for professional development.
15. I don't have any in particular in mind, but would be glad to do anything that would be of any service. Michael Hughes
16. Perhaps.....I will get back to you in the near future.
17. Already am :)
18. Please let me know what you need. Thanks - Tracey Richardson traceyrichardson@amridgeuniversity.edu

## APPENDIX D: Miscellaneous Comments

Please suggest ways to make monthly faculty meetings more useful (format, topics, etc.).

1. Offer at a different time. 9am is impossible for me, as I have a day job.
2. I profit sufficiently from the meetings, as they are.
3. As a distance educator, I am unable to attend the meetings in person. My job does not allow me to participate in the faculty meeting via computer or phone in. My only other option is to review the meeting minutes, which I find have little to no value, as they do not adequately capture the discussions and points made during the meeting. If there is a requirement for distance educators to participate in monthly meetings, it would be beneficial to hold a meeting during the evening or on a weekend afternoon so we can participate and address our questions and concerns in a forum similar to the onsite faculty. This would benefit the distance educators, and I certainly would not require the onsite faculty to participate in this forum - but I personally would like to be able to interact with the core faculty on a semi-regular basis.
4. No suggestions at this time.
5. No suggestions.
6. n/a
7. ?
8. Move them to evening hours
9. Keep us posted on activities that are strong/weak in our programs.
10. Keep us informed about what is going. Remind us of upcoming requirements. Teach us how to do it better.
11. Beats me. In the bureau we had presentations on current cases and new procedures.
12. I like the way they are currently done.
13. request questions between the time of the agenda and the meeting
14. More updates on Blackboard.
15. They are far better than anything I could plan or coordinate.
16. more diverse topics
17. I like them the way they are.
18. Involve additional faculty with information that they are involved in, such as research projects, new technologies, teaching best practices, etc.
19. Adding some interaction between the faculty and Chair of the meeting and among faculty. As you already suggested in question 10.
20. They work fine for me.
21. I have found them useful for information. It is hard to follow demonstrations about summit point, but having them archived helps.
22. I think we should sometimes have meetings that are "break out" meetings in which the various schools and programs have faculty meetings with each other about applying ideas, about applying larger university policy, etc.
23. I would honestly say, that they should have less about who/where we are now, and more about where we are going and how to get involved in that process.
24. Better audio. Handouts (if applicable).

## Any other comments or suggestions?

1. I have difficulty responding to the three items comprising the monthly Faculty Meeting Attendance and Evaluation. The information requested in the three questions does not seem clearly differentiated.	Fri, 10/31/08 8:15 AM
2. None at this time.	Thu, 10/30/08 4:38 PM
3. No comments.	Thu, 10/30/08 1:48 PM
4. n/a	Thu, 10/30/08 7:37 AM
5. Please explain geek technical jargon such as "radio button" and "command button" so that we non-techies do not have to guess at the meaning.	Thu, 10/30/08 3:28 AM
6. none at this time	Tue, 10/21/08 4:12 AM
7. Very much appreciate the Campus workers in all they do to keep us distance teachers informed.	Fri, 10/17/08 2:53 PM
8. This Professional Development Survey tells me you are reaching higher for the best. Keep up the good work.	Fri, 10/17/08 10:58 AM
9. Pray for the economy to improve or we may have a huge decline in Spring 2009 enrollment no matter how well we recruit.	Thu, 10/16/08 4:50 PM
10. None, good survey!	Thu, 10/16/08 4:04 PM
11. Thanks for the opportunity to teach for this fine institution.	Thu, 10/16/08 3:54 PM
12. None at this time.	Thu, 10/16/08 3:32 PM
13. No at this moment.	Thu, 10/16/08 2:35 PM
14. Nothing, other than I very much appreciate this survey. I think it is always good to hear the voices of faculty, etc.	Thu, 10/16/08 11:55 AM

Should faculty development topics be included in faculty meetings?			
		<i>answered question</i>	60
		<i>skipped question</i>	6
		Response Percent	Response Count
Yes		43.3%	26
No		5.0%	3
Depends on the topic and length		58.3%	35

I believe monthly faculty meetings are:			
	<i>answered question</i>		<b>61</b>
	<i>skipped question</i>		<b>5</b>
		Response Percent	Response Count
Generally very useful to me		36.1%	22
<b>Generally somewhat useful to me</b>		<b>44.3%</b>	<b>27</b>
Generally not useful to me		6.6%	4
I seldom participate in monthly faculty meetings		13.1%	8

## APPENDIX E: Copy of Survey Instrument

### Amridge University

#### 1. Faculty Development Preference Survey

The purpose of this survey is to query faculty about their professional development needs and preference of delivery for future faculty development presentations. This multi-item survey may take 15-20 minutes to complete. Participation is voluntary and confidential. Overall results will be shared during a faculty meeting and statistical results will be emailed to all faculty.

##### 1. BACKGROUND:

Please indicate which item best describes your primary position at Amridge University:

- Full-time faculty  
 Part-time faculty  
 Staff  
 Administration

Comments:

##### 2. For each item below, indicate the number of applicable years:

	0-2	3-5	6-10	11-15	16-20	21-35
Teaching at Amridge University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching College Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Distance Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

##### 3. Do you currently work in the field of your primary teaching area?

- Yes  
 No

Comments:

**4. Do you currently teach anywhere other than at AmridgeU?**

- Yes, primarily online
- Yes, primarily in regular classroom
- Yes, in both online and in the classroom
- No

Comments:

**5. Do you teach graduate or undergraduate courses at AmridgeU?**

- Graduate
- Undergraduate
- Mostly graduate, but one or more undergraduate
- Mostly undergraduate, but one or more graduate

Comments:

**6. How many classes do you normally teach each semester at AmridgeU?**

- 1-2
- 3-4
- 5-7
- 8+

Comments:



**7. In what area is the majority of your teaching load at AmridgeU?**

- Graduate, Bible Studies
- Graduate, Marriage & Family Therapy and Professional Counseling
- Graduate, Leadership and Management
- Undergraduate, Languages
- Undergraduate, Biblical Studies
- Undergraduate, Business Administration
- Undergraduate, Criminal Justice, Public Safety, and Security
- Undergraduate, Human & Social Development Studies
- Undergraduate, Liberal Studies
- Undergraduate, Management Communication Studies
- Undergraduate, Personal Development
- English, Speech, or Communications
- Math or Natural Science
- Humanities
- Social Science

Comments:

**8. Please provide an overview of your teaching experience:**

**9. Areas of research interest:**

**10. Technology Use:**

**What type of computer do you normally use for your teaching duties?**

- PC desktop       PC laptop       MAC desktop       MAC laptop

Comments:

**11. Which operating system is installed on the computer you normally use for your teaching duties?**

- Windows 95  
 Windows 98  
 Windows XP  
 Windows Vista  
 MAC  
 Linux  
 Other

Comments:

**12. Which browser program do you use for accessing the Internet?**

- Internet Explorer  
 Netscape  
 FireFox  
 AOL  
 Other

Comments:

**13. Which WordProcessing program do you primarily use to create documents for your classes?**

- Word2003
- Word2007
- WordPerfect
- OpenOffice
- Other

Comments:

**14. What type of Internet connection do you normally use for conducting your courses?**

- Dial-up
- Satellite
- DSL
- High Speed Cable
- Other

Comments:

**2. Professional Development & Meetings**

The following items pertain to your opinions related to Professional Development and Faculty Meetings.

## 1. Would you be interested in participating in Professional Development activities focusing on teaching and course development?

	Strong Interest	Moderate Interest	Little Interest	Already Competent
Adult Learning Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating Projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Skills for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing Student Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Improve Class Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Team Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabus Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Teaching Live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Enhancing Student Research Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/Learning Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

## 2. Would you participate in Professional Development activities focusing on Technology?

	Strong Interest	Moderate Interest	Little Interest	Already Competent
Blackboard, beginner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard, intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard, advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating audio lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating video clips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using chat technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using SumitPoint2 for Live classes (grad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using SumitPoint2 to Create Optional archived video lectures (undergrad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web access mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citrix - Virtual Desktop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCT database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Access 2007 - basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Access 2007 - advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Excel 2007 - basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Excel 2007 - advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Word 2007 - basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Amridge University

MS Office - Word 2007 - advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - PowerPoint 2007 - basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - PowerPoint 2007 - advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS Office - Outlook 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Publisher 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Project Management 2003	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft VISIO 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic web page development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flash Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adobe Acrobat Applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic computer security and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Applications & Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Realities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

### 3. Would you be interested in participating in Professional Development activities focusing on Classroom Environment/Management?

	Strong Interest	Moderate Interest	Little Interest	Already Competent
Classroom Climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing With Disruptive Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving Attendance/Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing Active Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity/Multi-Cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Improve Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Engage Students in Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment/Retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plagiarism/Copyright Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

**4. What delivery methods would you prefer for Professional Development activities? (Select Top Three)**

	1st Choice	2nd Choice	3rd Choice
On Campus Workshop/Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SumitPoint2 Presentations/Live Demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SumitPoint2 Presentations/Archive Demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard - University Employees Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard - Joint Sessions Employees/Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside Presenter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal SumitPoint2 Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After Faculty Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During Faculty Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-site Workshops/Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars by Outside Presenters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

**5. Generally speaking, what is your desired length for a professional development activity session?**

- 1/2 hour
- 1 hour
- 2 hours

Other (please specify)

**6. Would you be interested in developing a professional development activity for faculty and/or staff? If yes, please provide your name and the activity or topic(s) you would like to present.**

- Yes
- No

Comments:

**7. Please identify any other topics or potential presenters that might be suitable for future professional development?**

**8. Should faculty development topics be included in faculty meetings?**

- Yes
- No
- Depends on the topic and length

Comments:

**9. I believe monthly faculty meetings are:**

- Generally very useful to me
- Generally somewhat useful to me
- Generally not useful to me
- I seldom participate in monthly faculty meetings

Comments:



**10. Should faculty meetings have time built-in to facilitate communication and interaction from faculty members?**

- No
- Some
- Significant time

Comments:

**11. Please suggest ways to make monthly faculty meetings more useful (format, topics, etc.).**

**12. Any other comments or suggestions?**

**13. Thank you for helping with this important survey. Please Click the DONE radio button to exit the survey and save your responses. Next, click the DONE command button to return to the initial page of the survey. Once at the beginning of the survey, in the upper right you will see an option for "Exit This Survey." Select Exit the Survey and you will be exited from the system.**

DONE