Faculty Development Needs Assessment: Report on Findings

Laureate Higher Education Group
Network Products and Services
The mission of NPS is to leveraging the network resources using as foundational principles that a true network is one where members know about other members, members generate/provide best practices and content, best practice/content are catalogued, transactions take place among the partners, and there is continuous growth.
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Executive Summary

The 2008 Laureate Leadership Summit emphasized the importance of leveraging and adding to the strength of our global network through the Network Products and Services Group (NPS). In the faculty development area, the initial efforts intend to determine the products and the needs at each one of the universities. In that manner, NPS will be able to identify which of the current products can be used not only to serve the local needs, but also which products can be exported to the network. These efforts will allow NPS to identify the needs at each university as it relates to better serving our students and to providing an opportunity to innovate and compete with the global marketplace.

This report presents the results, analysis, and implications of the Faculty Needs Assessment instrument (both pilot and final versions) that was created specifically to identify the needs of each institution from the perspective of the professors. Faculty members of several LIU schools in Latin America, US, and Brazil completed a needs assessment survey online. Respondents were balanced with 48.1% of respondents being female and 52.2% male. Two-thirds of respondents (66.7%) are part-time faculty members. Data showed that a more than half (51.9%) of respondents had 10 or more years of teaching experiences and almost three-fourths (71.3%) had 10 or more years of professional experience. More than three fourths (84.3%) of respondents were from Latin America. There are specific differences among samples who replied to the different language versions of the survey, yet data collected from all surveys reveals that more than half (56.1%) of respondents have less than a year of online teaching experience. Data from both Pilot and Final surveys reveal that a little less than half (40%) of respondents has no online teaching experience.

Almost three-fourths (74.3%) of respondents do not have a doctoral degree; with respondents from the Spanish survey being the ones with the highest percentage of faculty without a masters degree (23.6%). More than half of respondents (53.8%) replied that completing a doctorate would be the most helpful professional development activity; especially in Education (39.6%) and Business (29.3%). Other areas that followed were certificate programs on academic discipline (31.5%) and enhancing skills in educational technology (14.7%). In the two Spanish surveys (Pilot and Final) and the Portuguese survey (Final), data demonstrate that more than half
of respondents (59.6%) consistently stated that improving English proficiency for teaching and learning is of high importance.

Most respondents (76.2%) consider that the professional development offered at their specific university is the same or better than the professional development initiatives in other universities. The sample, with no difference to the language version completed, qualifies the professional development offered in their university is excellent to good (52.7%).

An overwhelming majority of respondents (82.4%) expect the university to offer them tuition reimbursement or tuition assistance, however almost half (49.8%) show that they have no knowledge if their university offers tuition assistance or reimbursement programs. There a large group (40.2%) of respondents who would pay for at least 50% of their tuition, but 28.6% expects the university they work for to pay for the total cost.

Even though it only represents 2.9% of the population (n=883), it guides NPS office to establish the following professional development priorities:

1. Professional development activities in the area of online teaching should be explored due to the possibility of impacting a large group of instructors and the need is great in most segments of the population.

2. Attention should be provided to the achievement of advancing the academic degrees of the faculty, especially in Education and Business Administration. NPS should be an instrument that opens up possibilities for assisting schools to advance the degrees of their faculty by 1) offering high-quality, discounted or tuition assisted programs to all faculty notwithstanding the type of contract, 2) internally communicating degree-seeking opportunities to faculty across the network.

3. The top three professional development activities are: 1) offering in-depth knowledge seminars pertaining different fields of study; 2) providing workshops at different levels of educational technology; and 3) providing faculty with opportunities to improve their English skills for teaching and learning.

4. NPS should utilize and recognize local efforts and strategic plans as priorities and vision are set and leverage best-practices by sharing ideas and adopting processes from different universities as well as respect the diversity and uniqueness of some of the LIU partners.

Due to the richness of resources available in the LIU network and the perception faculty has of current initiatives, NPS should follow a systematic process of identifying not only if current assets are available within the network, but making decisions on whether to develop these assets internally or outsource them.
Faculty Needs Assessment: Report

Section 1: Introduction

Background of the Study

This year’s Laureate Leadership Summit emphasized the importance of both leveraging and adding to the strength of our global network through the Network Products and Services Group (NPS). NPS was charged with the mandate of leveraging the network resources. Based on the belief, that a true network is one where members know about other members, members generate/provide best practices and content, best practice/content are catalogued, transactions take place among the partners, and there is continuous growth, NPS will enable better management and distribution of network products. Examples of these products are: 1) centers of excellence to broaden the reach of products and brands, 2) platform universities to enhance the value of offerings and competitive edge, and 3) new universities to access available services and best practices. In order to do this NPS has undertaken five initial projects: Content inventory and catalogue, English language instruction platform, Faculty development, Web portal, and International offices/Best practices. This report pertains to the one of the steps accomplished in the faculty development project: The Needs Assessment.

Statement of Purpose and Rationale

In the faculty development area, the initial efforts intended to determine the products and the needs at each one of the universities. As NPS carries this out, it will be able to identify which of the current products can be used not only to serve the local needs, but also which products can be exported to the network. These efforts will allow NPS identify the needs at each university as it relates to better serving our students and to providing an opportunity to innovate and compete with the global marketplace.

The Faculty Needs Assessment was an instrument that was created specifically to identify the needs and wants of each institution from the perspective of the professors. This report presents findings of the initial pilot Faculty Needs Assessment survey administered and findings of the final survey.

Limitations of the Study

Within the university network there are approximately 30,000 faculty members worldwide. Reaching them all will be a daunting task. Currently, each university within the Laureate

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network individually develops and delivers to some extent different professional development opportunities to their faculty. It is also important to note that communications and initiatives will be in line with local strategic plans as they set out their vision and priorities and how they will be delivered. The manner of obtaining information and responding to each partner will therefore be different and will need to plan accordingly. This report presents data on the pilot survey and a final survey data. These limitations should be considered when making generalizations or reaching conclusions.
Section 2: Methods and Materials

Subject Characteristics and Sampling

In the pilot and final survey, attention was given to receive information from all types of faculty (full-time, part-time, adjunct, etc.)

Pilot. Three universities participated in the pilot of the Needs Assessment Survey. UVM and UNITEC administered the survey in Spanish to their faculty and Walden administered the survey in English.

Final Survey. The final survey has been shared with professors from different universities across the LIU network. Initial contacts with Laureate leaders in different geographical locations were approached. These leaders, in turn, identified people in different universities who at the local level could reach faculty and distribute information about the study, its purpose, and share the link so faculty could access the survey. The process has been initiated at Kendall, Instituto Profesional AIEP, Universidad Andrés Bello, Universidad Interamericana, Universidad de las Américas, Universidad Peruana de Ciencias Aplicadas, Universidad Anhembi Morumbi. Instructions have been shared with UoL, but data Collection has not started as of yet.

Instruments

The Faculty Needs Assessment will collect information on what types of faculty development activities should be created within the Laureate International University Network (LIU).

Pilot Survey. The Faculty Needs Assessment is an instrument developed by researching and adapting information from diverse sources. It was developed in English. The adaptation looked at an article that was published by Eleser & Cauvin (1998) and though a little old (1998) and carried out in a "paper and pencil" format, it still seemed to hold to the same kind of questions faculty developers still ask nowadays. The instrument used by the writers in that particular study has been used and adapted in other more contemporary (and online) surveys like the ones used at Michigan State University and Eastern Illinois University and used again in 2004 by the America Society of Radiologic Technologists in a very comprehensive study of full-time and part-time faculty as well as program directors. Adaptation of the survey included translation into Spanish and Portuguese.
The instrument was revised by the NPS team and several experts provided assistance in the revision process. Collaborators included were the Market Insight team at Laureate, Luis Zelaya from UNITEC, Carolos Enrique González from UVM, and Antonio Maceda from UEM. Portuguese translation was provided by a team at Anhembi Morumbi. In addition, as it was being piloted, participants provided feedback on specific questions. The instruments in English and in Spanish had the same number of items combined in open-ended, likert scale, multiple selection, and multiple choice questions. A copy of the pilot surveys are available in Appendices A and B.

**Final Survey.** After the pilot survey was administered, and armed not only with the raw data, but also the insights provided by participants. The initial survey was further adapted and modified. Modifications were carried out to all three versions: English, Portuguese, and Spanish. Modifications included revising logic to make sure participants aren’t presented with unnecessary questions; ensuring participants understand we are asking about Laureate schools and not other institutions; revising scales and wording of some items and instructions; adding or modifying alternatives under certain questions; and modifying questions in the technology usage section. The final survey included open-ended, Likert scale, multiple selection, and multiple choice. (See Appendices C, D, and E for survey samples).

**Methods**

Both pilot and final surveys were built and presented to faculty via the online survey software called Key Survey. Faculty received e-mail communications from leaders within their institutions that included an introduction to the project, and an invitation to participate. A link was provided to access the survey according to their language reality: English, Spanish, or Portuguese.

**Analysis**

In the results section, data will be presented for the pilot survey for both its English and Spanish version. The results section will also include data from the final surveys (Spanish, English, and Portuguese).

**Projected Outcomes**

It is expected that the Faculty Needs Assessment Survey will collect information on what types of faculty development activities should be created within LIU. The faculty input will
ensure that the products developed will be of substantial benefit to faculty members throughout the network.
Section 3: Results

Pilot Survey

The pilot survey was carried out in both Spanish and English. For the purpose of presenting results, data will be presented separately.

Spanish Survey-Pilot

Demographics. 99.2% of respondents where from UNITEC and UVM (n=435). The sample did include 1 person from UEM, UNIDEP, Glion and UoL (which constituted for 0.8% of the sample). In terms of gender, 56.6% of sample was Male and 43.4% was female. Respondents were asked about their status at the university in terms of type of contracts. A 59.5% of respondents identified themselves as being part-time hires, while 11.5% of respondents self-identified themselves as full-time faculty members with teaching responsibilities only. One group (15.4%) stated they were hired as full time faculty members with some administrative responsibilities. Respondents were from a variety of disciplines with the highest representation being Business Administration (21.8%) and the second highest being Engineering (18.9%). Figure 1 shows the sample per discipline.

Respondents stated having nine or more years of teaching experience (48%) and 45% reported having more than 15 years of professional experience. When asked about their online teaching experience 68.3% responded they had none. Respondent data indicates that 61.8% have attained a master’s degree and 5.5% a doctorate degree. 32.6% of respondents have a bachelors or less.
Figure 1. Faculty per Discipline (Spanish Pilot Survey)

*Educational Levels, Advanced Degree-seeking and Certification.* Even though only 5.5% of the sample reported having a doctorate degree, only 26.9% of the respondents are currently engaged in completing a more advanced degree. Of the faculty currently engaged in completing another degree, 71.5% are doing so in a traditional face-to-face program. Of the faculty currently engaged in advancing their education, 56.9% are completing a Master degree. 38.5% study in an LIU. The most popular choices among faculty who are seeking a higher degree were Business Administration (38%), Education (27.8%) and Math and Computer Sciences (10.2%). Although a high percentage (27.8%) stated interest in completing a degree in Education, it accounts for only 6.1% of the sample.

*General Professional Development Interest, Expectations and Knowledge about University Assistance.* Most Faculty (99.1%) are interested in additional professional development opportunities and 83.9% expect the university to help pay for their professional development. 55.6% of the faculty are willing to pay up to 50% for professional development.
56.3% of the faculty are not sure if the university offers any type of tuition assistance or reimbursement for professional development. Current professional development is seen as Excellent to Good by 68.5% of the sample. 87.8% of the faculty surveyed rate their professional development opportunities as being the same or better than the ones offered at other universities.

**Top Faculty Development Interests.** The top five faculty development interests in ranking order are:
1. Maintaining in-depth knowledge of the content in their field (87.1%)
2. Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) they teach (77.9%)
3. Obtaining or making progress toward achieving a higher academic degree (70.8%)
4. Broadening in-depth knowledge of principles of effective teaching and learning (66.4%)
5. Improving English proficiency for teaching and learning (65.5%)

**Use of Technology.** Respondents were asked about the technology they integrated the most in their teaching process. The top five most used technologies were: 1) PowerPoint (75.4%), 2) Microsoft Word (74.0%), Microsoft Excel, (47.8%), Adobe software packages (30.3%), Microsoft Outlook (20.9%), and Course and Learning Management Systems (20.9%). Respondents were requested to identify the technologies that they used the least. The data reflects the percentage of faculty who rarely or never use the specific technology. The rarely used technologies were: Using PDAs (57.9%), Microsoft Publisher (55.2%), Microsoft Access (53.3%), Microsoft Windows Movie Maker (52.9%), Wikis in education (50.8%), and Blog (48.3%).

Technology usage was subtracted from importance and it revealed information about a class of products that had importance rates far exceeding usage rates. This class includes newer technology (CMS (2.4), Wikis (2.3), Movie Maker (2.1)) and perhaps technology which is difficult to master (Access (2.0), Flash (2.2)).

**Improving English Proficiency for Teaching and Learning per Disciplines.** Improving English proficiency for teaching and learning was viewed by faculty as one of the top five areas of professional development (65.5%). The construct of “Improving English proficiency for teaching and learning” was measured in a Likert scale from 1 to 7. Of faculty surveyed, all
parties rated “learning English for teaching and Learning” highly for all disciplines across the board. Table 1 shows the results per discipline.

Table 1 Interest in Improving English through the Disciplines (Spanish Pilot Survey)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ranking</th>
<th>Discipline</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine, Nursing, Dentistry, or Applied Science.</td>
<td>6.73</td>
<td>Art</td>
<td>6.55</td>
</tr>
<tr>
<td>Education / Educational development</td>
<td>6.32</td>
<td>Mathematics / Computer Science</td>
<td>6.19</td>
</tr>
<tr>
<td>Engineering</td>
<td>6.18</td>
<td>Business</td>
<td>6.05</td>
</tr>
<tr>
<td>Humanities</td>
<td>5.90</td>
<td>Law</td>
<td>5.90</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>5.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*English Survey-Pilot*

*Demographics.* Out of 190 responses, 98.9% of respondents where from Walden. Two respondents were from UoL (1.1%). In terms of gender, 41.1% of sample was male and 58.9% was female. Respondents were asked about their status at the university in terms of type of contracts. An 84.3% of respondents identified themselves as being part-time hires, while only 5.8% of respondents self-identified themselves as full-time faculty members with teaching responsibilities only. One group (5.2%) stated they were hired as full time faculty members with some administrative responsibilities. Respondents were from a variety of disciplines with the highest representation being Education (42.4%), followed by Social Sciences (19.45). Figure 2 shows the sample per discipline.
A high percentage (75.4%) of respondents stated that they have nine or more years of teaching experience and 77% reported having more than 15 years of professional experience. When asked about their online teaching experience 50.8% responded they had over 5 years. Respondent data indicates that 89.5% have attained a doctorate degree and 10.5% a master’s degree. None of the respondents stated having less than a master’s degree.

**Educational Levels, Advanced Degree-seeking and Certification.** As mentioned before, 89.5% of respondents have a doctorate degree. 10.5% have a master’s degree. Of those with a Master’s degree, 5.2% are currently engaged in completing a more advanced degree. Of the faculty currently engaged in completing another degree, 80% are doing so in an online program. 40% are completing their doctorate degree at Walden University. The most popular choices among faculty who are seeking a higher degree were Business Administration (30%), Education (40%) and other areas (30%).

**General Professional Development Interest, Expectations and Knowledge about University Assistance.** Most Faculty (91.1%) are interested in additional professional
development opportunities and 81.29% expect the university to help pay for their professional development. 13.1% of the faculty are willing to pay 51% or more for professional development. And 33.5% are willing to pay up to 50% for professional development. In the comments section, 8.4% (n=16) of faculty members stated they are not willing to pay for professional development. 32.5% of respondents are not sure if the university offers any type of tuition assistance or reimbursement for professional development. Current professional development is seen as Excellent to Good by 57.5% of the sample. 72.8% of the faculty surveyed rate their professional development opportunities as being the same or better than the ones offered at other universities.

*Top Faculty Development Interests.* The top five faculty development interests in ranking order are:

1. Maintaining in-depth knowledge of the content in their field (70.7%)
2. Improving familiarity with skills in using educational technology and technological developments in the specialty (ies) they teach (48.2%)
3. Broadening in-depth knowledge of principles of effective teaching and learning (39.8%)
4. Improving skills in designing online courses (35.6%)
5. Broadening in-depth knowledge of principles of adult learning (34%)

*Use of Technology.* Respondents were asked about the technology they integrated the most in their teaching process. The top five most used technologies were: 1) Microsoft Word (89%), 2) Course and Learning Management Systems (77.5%), PowerPoint (59.7%), Microsoft Outlook (43.5%), and Microsoft Excel, (28.3%). Respondents were requested to identify the technologies that they used the least. The data reflects the percentage of faculty who rarely or never use the specific technology. The rarely used technologies were: Microsoft Windows Movie Maker (59.7%), Wikis in education (57.18%), Blogs (53.9%), Using PDAs (52.4%), and Microsoft Access (49.2%).

Technology usage was subtracted from importance and it revealed information about a class of products that had importance rates far exceeding usage rates. This class includes software that employs newer technologies (multimedia or new internet concepts): Movie Maker/Video (2.2), Wikis (1.9), Flash (1.8), and Publisher (1.6).
Final Survey

The final version of the needs assessment survey is currently being administered in three languages: English, Spanish and Portuguese. This report is a preliminary attempt to share initial findings. In the same fashion that the pilot survey was analyzed, language versions of the survey will be analyzed separately.

Spanish Survey-Final

Demographics. Respondents (n=100) were from Latin America from the following universities: UDLA (48%), AIEP (48%), and UNAB (2%). In terms of gender, 59% of sample was Male and 41% was female. Respondents were asked about their status at the university in terms of type of contracts. A 72% of respondents identified themselves as being part-time hires, while 26% of respondents self-identified themselves as full-time faculty members with teaching responsibilities only. One group (25%) stated they were hired as full time faculty members with some administrative responsibilities. Respondents were from a variety of disciplines with the highest representation being Education (19%). The second highest (18%) area was others (includes culinary, hospitality, general education, library, sport sciences, communications, law, graphic design, architecture, and languages). Other than that, the second largest single area Applied Sciences (17%). Figure 3 shows respondents per discipline.
Respondents were asked about professional, teaching and online experience. Results yielded that 35% of the faculty have 1 to 5 years of teaching experience and 27% stated having 6-10 years of teaching experience. When examining the online teaching experience, 85% of faculty stated having less than a year of online teaching experience and 14% stated not having any. Faculty (49%) stated having over 11 years of professional experience. Respondent data indicates that only 1% of respondents have attained a doctorate degree, and 33% have attained a master’s degree. 48% have attained a bachelor’s degree. In total, 56% of respondents have a bachelor’s degree or less. Table 2 presents a snapshot of the sample’s profile in terms of highest degree obtained and experience.
Table 2 Snapshot Spanish Sample Profile (Final Survey)

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Online Experience</th>
<th>Professional Experience</th>
<th>Highest Degree Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>7.0%</td>
<td>85.0%</td>
<td>None</td>
</tr>
<tr>
<td>1-5 Years</td>
<td>35.0%</td>
<td>14.0%</td>
<td>Less than a year</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>27.0%</td>
<td>1.0%</td>
<td>1-5 Years</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>12.0%</td>
<td>0.0%</td>
<td>6-10 Years</td>
</tr>
<tr>
<td>15+ Years</td>
<td>19.0%</td>
<td></td>
<td>11-15 Years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>3.0%</td>
</tr>
<tr>
<td>Some College</td>
<td>1.0%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4.0%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>48.0%</td>
</tr>
<tr>
<td>Some Graduate School</td>
<td>10.0%</td>
</tr>
<tr>
<td>Masters</td>
<td>33.0%</td>
</tr>
<tr>
<td>Doctorates</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Educational Levels, Advanced Degree-seeking and Certification. Even though only 1% of the sample reported having a doctorate degree, only 33% of respondents are currently engaged in completing a more advanced degree or additional certification. Of the faculty currently engaged in completing another degree, 68.6% are doing so in a traditional face-to-face program. Of the faculty currently engaged in advancing their education, 71.4% are completing a Master degree. 20% study in an LIU. The most popular choices among faculty who are seeking a higher degree were Education (28.2%), followed by Business Administration (12.8%), and Health (11.5%). When asked to select the one type of opportunity they felt would be the most helpful for them, 30.3% of respondents stated that completing a doctorate program was the most attractive opportunity. The second most attractive activity was certificate programs focused on the academic discipline (14.1%).

General Professional Development Interest, Expectations and Knowledge about University Assistance. Most Faculty (99%) are interested in additional professional development opportunities and 75% expect the university to help pay for their professional development. 10.1% of the faculty are willing to pay 51% or more for professional development. And 65.7% are willing to pay up to 50% for professional development. 18.2% of respondents stated that they would not pay or were not sure of the amount of money they would allot for faculty development. 62.6% of the respondents are not sure if the university offers any type of tuition assistance or reimbursement for professional development. Current professional development is seen as

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Excellent to Good by 62% of the sample. 75% of the faculty surveyed rate their professional development opportunities as being the same or better than the ones offered at other universities.

Top Faculty Development Interests. The top five faculty development interests in ranking order are:

1. Maintaining in-depth knowledge of the content in their field (82.8%)
2. Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) they teach (63.6%)
3. Improving English proficiency for teaching and learning (58.6%)
4. Broadening in-depth knowledge of principles of effective teaching and learning (56.6%)
5. Broadening skills and knowledge in specialized teaching techniques. (55.6%)

Technology: Skill versus Importance. In the pilot survey, respondents were asked to answer a question about how much they used specific technologies in their teaching. They were also asked to rate the importance they thought each one of the technologies had. With that information, results yielded that usage did not necessarily mean mastery level. For this reason, the construct of usage was substituted for one of mastery, while the construct of Importance remained the same. Faculty were asked to rate their skills on several technologies. The scale used for rating their skills was:

1= None – “I am not able to use this technology.”
2= Basic Skill – “I am able to handle simple/basic functions of this technology.”
3= Intermediate Skill – “I am able to handle independently many functions of this technology.”
4=Advanced Skill – “I am able to handle independently nearly all functions of this technology.”
5=Expert Level - “I am able to handle independently all functions of this technology and can teach or model it to others.”

Table 3 shows skills average, percentages of faculty at the No skill or Basic level, level of importance and the results of subtracting skill sets from importance. When averaging responses, there is an indication that respondents demonstrate an expert or advanced skill set in Microsoft Word (4.1) and PowerPoint (3.9), and Microsoft Excel (3.5). Conversely, several technologies demonstrate that a large percentage of respondents feel they are at a basic or “no skill” level.
Take for example, synchronous communication tools at 79.8%, or the use of Webinars where 67.7% of respondents rated themselves at the basic or “no skill” level. Table 3 presents a summary of the averages and percentage of respondents at Levels 1 or 2 (No skill or Basic level) in the first two columns.

When asked about how important respondents thought specific technologies were to their teaching, the top five technologies in order of importance are: PowerPoint (85.9%), Microsoft word (81.8%), Microsoft Excel (71.7%), Video (51.5%), and Databases (49.5%). The lowest-rated technologies were: Microsoft Publisher and Blogs (25.3%), Windows Movie Maker (26.3%), and Wikis (27.3%). Table 3 also shows the importance rating given to each technology.

Additional analysis was carried out by subtracting skill levels from importance. Data reveals that all technologies are considered important, and that respondents rate themselves as needing additional skills for each one. For example, examining the use of webinars, data shows it is considered a technology of some importance, yet 67.7% of respondents rated themselves at the Basic or No-skill level.
### Table 3 Summary of Technology Skill, Importance, and Percentage of Respondents at No-Skill or Basic Skill Levels (Final Spanish Survey)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Skills Average</th>
<th>Skill Percentages at basic or below</th>
<th>Importance rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Word</td>
<td>4.1</td>
<td>3.0%</td>
<td>81.8%</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>3.9</td>
<td>8.1%</td>
<td>85.9%</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>3.5</td>
<td>13.1%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Microsoft Outlook</td>
<td>3.3</td>
<td>25.3%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Broadcasting images and sound through webcams or capturing images from the computer and broadcasting them through the Internet (Webcam Casts, Screenshots, etc.)</td>
<td>3.1</td>
<td>35.4%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Adobe software packages</td>
<td>2.8</td>
<td>40.4%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Blogs</td>
<td>2.7</td>
<td>42.4%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Data base</td>
<td>2.7</td>
<td>44.4%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Video possibilities (Digital formats and educational applications)</td>
<td>2.5</td>
<td>51.5%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Microsoft Windows Movie Maker</td>
<td>2.3</td>
<td>59.6%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Using PDAs and other handhelds and mobile technologies (Includes IPod)</td>
<td>2.3</td>
<td>58.6%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>2.2</td>
<td>62.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Social Networking tools (Facebook, MySpace, Etc.)</td>
<td>2.1</td>
<td>67.7%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Webinars</td>
<td>2.1</td>
<td>67.7%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Microsoft Publisher</td>
<td>2</td>
<td>70.7%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Macromedia Flash and other animation software</td>
<td>1.9</td>
<td>75.8%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Wikis in education</td>
<td>1.8</td>
<td>76.8%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Course and Learning Management Systems (i.e. Blackboard, E-College, WebCT)</td>
<td>1.7</td>
<td>78.8%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Synchronous communication tools (i.e. Elluminate, ClassLive, Wimba, etc.)</td>
<td>1.7</td>
<td>79.8%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

*Organized by Technology skill*
Improving English Proficiency for Teaching and Learning per Disciplines. Improving English proficiency for teaching and learning was viewed by faculty as one of the top five areas of professional development (58.6%). The construct of “Improving English proficiency for teaching and learning” was measured in a Likert scale from 1 to 7. Of all faculty surveyed, all parties rated “Improving English for teaching and learning” highly for all disciplines across the board. Table 4 shows the results per discipline.

Table 4 Interest in Improving English per Disciplines (Spanish Final Survey)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>6.44</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>6.41</td>
</tr>
<tr>
<td>Other</td>
<td>6.21</td>
</tr>
<tr>
<td>Other Letters or Humanities</td>
<td>6.00</td>
</tr>
<tr>
<td>Education</td>
<td>5.67</td>
</tr>
<tr>
<td>Social/Behavioral Sciences and Human Services</td>
<td>5.50</td>
</tr>
<tr>
<td>Business</td>
<td>5.42</td>
</tr>
<tr>
<td>Fine or Performing Arts</td>
<td>5.14</td>
</tr>
<tr>
<td>Math/Computer Sc</td>
<td>5.00</td>
</tr>
<tr>
<td>Law</td>
<td>4.80</td>
</tr>
</tbody>
</table>

English Survey - Final

Demographics. Respondents (n=31) were from Kendall College. In terms of gender, 41.9% of sample was Male and 58.1% was female. Respondents were asked about their status at the university in terms of type of contracts. A 45.2% of respondents identified themselves as being part-time hires, while 29.0% of respondents self-identified themselves as full-time faculty members with teaching responsibilities only. One group (19.4%) stated they were hired as full time faculty members with some administrative responsibilities. Respondents were from a variety of disciplines with the highest representation being Education (29%). The second highest (19.4%) discipline was Culinary Arts. Figure 4 shows respondents per discipline.
Respondents were asked about professional, teaching and online experience. Results yielded that 35% of the faculty have 1 to 5 years of teaching experience and 27% stated having 6-10 years of teaching experience. When examining the online teaching experience, 85% of faculty stated having less than year of online teaching experience and 14% stated not having any. Faculty (49%) stated having over 11 years of professional experience. Respondent data indicates that only 1% of respondents have attained a doctorate degree, and 33% have attained a master’s degree. 48% have attained a bachelor’s degree. In total, 56% of respondents have a bachelor’s degree or less. Table 5 presents a snapshot of the sample’s profile in terms of highest degree obtained and experience.
Table 5 Snapshot English Sample Profile (Final English Survey)

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Online Experience</th>
<th>Professional Experience</th>
<th>Highest Degree Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>Less than a year</td>
<td>None</td>
<td>HS</td>
</tr>
<tr>
<td>1-5 Years</td>
<td>None</td>
<td>Less than a year</td>
<td>Some College</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>1-5 Years</td>
<td>1-5 Years</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>More than 5 years</td>
<td>6-10 Years</td>
<td>Bachelors</td>
</tr>
<tr>
<td>15+ Years</td>
<td>11-15 Years</td>
<td>15+ Years</td>
<td>Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctorates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>HS</td>
</tr>
<tr>
<td>3.2%</td>
<td>Some College</td>
</tr>
<tr>
<td>6.5%</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>3.2%</td>
<td>Bachelors</td>
</tr>
<tr>
<td>6.5%</td>
<td>Some Graduate School</td>
</tr>
<tr>
<td>74.2%</td>
<td>Masters</td>
</tr>
<tr>
<td>6.5%</td>
<td>Doctorates</td>
</tr>
</tbody>
</table>

Educational Levels, Advanced Degree-seeking and Certification. Currently 22.6% of respondents are seeking additional certification or are engaged in seeking an advanced degree. 42.9% are enrolled in degree programs, while 57.1% are enrolled in certification programs. Of the faculty currently engaged in completing another degree, only 14.3% are enrolled in an online program while 28.6% are doing so in a traditional face-to-face program. Both faculty seeking masters and doctorate degree are 14.3%.

The most popular choices among faculty who are seeking a higher degree were Education (35.7%), followed by Foreign Languages and ESL (21.4%). When asked to select the one type of opportunities they felt would be the most helpful for them, respondents rated Non-Credit Workshops in educational technology as the most helpful (24.1%) followed by both completing a doctorate and certificate program focused on academic discipline at 20.7%. None of the respondents selected completing a Master’s degree as the most helpful opportunity.

General Professional Development Interest, Expectations and Knowledge about University Assistance. Most Faculty (93.59%) are interested in additional professional development opportunities and 96.6% expect the university to help pay for their professional development. 10.3% of the faculty are willing to pay 51% or more for professional development. And 41.4% are willing to pay up to 50% for professional development. 44.8% of respondents stated that they would not pay or were not sure of the amount of money they would allot for faculty development. 40% of respondents are not sure if the university offers any type of tuition
assistance or reimbursement for professional development. Current professional development is seen as Excellent to Good by 51.6% of the sample. 64.5% of the faculty surveyed rate their professional development opportunities as being the same or better than the ones offered at other universities.

Top Faculty Development Interests. The top five faculty development interests in ranking order are:
1. Maintaining in-depth knowledge of the content in their field (79.3%)
2. Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) they teach (51.7%)
3. Broadening in-depth knowledge of principles of adult learning (Andragogy) (44.8%)
4. Working with students experiencing academic difficulty (44.8%)
5. Broadening in-depth knowledge of principles of effective teaching and learning (41.4%)

Technology: Skill versus Importance. In the pilot survey, respondents were asked to answer a question about how much they used specific technologies in their teaching. They were also asked to rate the importance they thought each one of the technologies had. With that information, results yielded that usage did not necessarily mean mastery level. For this reason, the construct of usage was substituted for one of mastery, while the construct of Importance remained the same. Faculty were asked to rate their skills on several technologies. The scale used for rating their skills was:

1= None – “I am not able to use this technology.”
2= Basic Skill – “I am able to handle simple/basic functions of this technology.”
3= Intermediate Skill – “I am able to handle independently many functions of this technology.”
4=Advanced Skill – “I am able to handle independently nearly all functions of this technology.”
5=Expert Level - “I am able to handle independently all functions of this technology and can teach or model it to others.”

Table 6 shows skills average, percentages of faculty at the No skill or Basic level, level of importance and the results of subtracting skill sets from importance. When averaging responses respondents did not show Expert Skill level in any of the technologies. Respondents averaged
advanced skill level in the use of Microsoft Word (3.9), intermediate skills in only two technologies: Microsoft PowerPoint (3.0) and Microsoft Outlook (3.2) and Basic or No Skill level in the rest. Table 6 presents a summary of the averages and percentage of respondents at Levels 1 or 2 (No skill or Basic level) in the first two columns.

When asked about how important respondents thought specific technologies were to their teaching, the top five technologies in order of importance are: Microsoft Word (58.6%), PowerPoint (55.2%), Course and Learning Management Systems (48.3%), Microsoft Outlook (31%) and Microsoft Excel (31%). Table 6 also shows the importance rating given to each technology.

Additional analysis was carried out by subtracting skill levels from importance. Data reveals that all technologies are considered important, and that respondents rate themselves as needing additional skills for each one. Respondents demonstrated rated themselves more skilled in those technologies they considered important, but skill never out-scored the importance.
## Table 6 Summary of Technology Skill, Importance, and Percentage of Respondents at No-Skill and or Basic Skill Level (Final English Survey)

<table>
<thead>
<tr>
<th>Technology*</th>
<th>Skills Average</th>
<th>Skill Percentages at basic or below</th>
<th>Importance rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Word</td>
<td>3.9</td>
<td>6.9%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Microsoft Outlook</td>
<td>3.2</td>
<td>31.0%</td>
<td>31.0%</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>3.0</td>
<td>20.7%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Course and Learning Management Systems (i.e. Blackboard, E-College, WebCT)</td>
<td>2.9</td>
<td>31.0%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>2.9</td>
<td>27.6%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Blogs</td>
<td>2.3</td>
<td>55.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Data base</td>
<td>2.3</td>
<td>55.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>2.3</td>
<td>62.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Social Networking tools (Facebook, MySpace, Etc.)</td>
<td>2.3</td>
<td>65.5%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Adobe software packages</td>
<td>2.2</td>
<td>65.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Using PDAs and other handhelds and mobile technologies (Includes iPod)</td>
<td>1.9</td>
<td>55.2%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Broadcasting images and sound through webcams or capturing images from the computer and broadcasting them through the Internet (Webcam Casts, Screenshots, etc.)</td>
<td>1.8</td>
<td>72.4%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Microsoft Publisher</td>
<td>1.8</td>
<td>62.1%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Video possibilities (Digital formats and educational applications)</td>
<td>1.8</td>
<td>69.0%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Macromedia Flash and other animation software</td>
<td>1.6</td>
<td>79.3%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Microsoft Windows Movie Maker</td>
<td>1.6</td>
<td>79.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Webinars</td>
<td>1.5</td>
<td>72.4%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Wikis in education</td>
<td>1.4</td>
<td>82.8%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Synchronous communication tools (i.e. Elluminate, ClassLive, Wimba, etc.)</td>
<td>1.3</td>
<td>89.7%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

*Organized by Technology Skill*
Portuguese Survey-Final

Demographics. Respondents \(n=127\) were from Anhembi Morumbi. In terms of gender, 49.2\% of sample was Male and 50.8\% was female. Respondents were asked about their status at the university in terms of type of contracts. A 64.6\% of respondents identified themselves as being part-time hires, while 11\% of respondents self-identified themselves as full-time faculty members with teaching responsibilities only. One group (11.8\%) stated they were hired as full time faculty members with some administrative responsibilities while another (5.5\%) identified themselves as full-time faculty with research responsibilities. Respondents were from a variety of disciplines with the highest representation being Business (27.8\%). The second highest (19.8\%) area was Applied Sciences. Figure 5 shows respondents per discipline.

![Faculty per Discipline (Final Portuguese Survey)](image)

Figure 5 Faculty per Discipline (Final Portuguese Survey)

Respondents were asked about professional, teaching and online experience. Results yielded that 32.3\% of the faculty have 6 to 10 years of teaching experience, 21.8\% stated having 11 to 15 years, and 26.6\% More than 15 years of teaching experience. When examining the
online teaching experience, 41.1% of faculty stated having less than a year of online teaching experience yet there is another group (36.3%) who stated having 1 to 5 years of online teaching experience. 14.5% of respondents stated not having any. Faculty (64.8%) stated having over 15 years of professional experience. Respondent data indicates that only 1.6% of respondents have attained a bachelor’s degree, 53.2% have attained a master’s degree and 23% have attained a doctorate degree. Table 7 presents a snapshot of the sample’s profile in terms of highest degree obtained and experience.

Table 7 Snapshot Portuguese Sample Profile (Final Survey)

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Online Experience</th>
<th>Professional Experience</th>
<th>Highest Degree Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>0.8%</td>
<td>41.1%</td>
<td>None</td>
</tr>
<tr>
<td>1-5 Years</td>
<td>18.5%</td>
<td>14.5%</td>
<td>Less than a year</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>32.3%</td>
<td>36.3%</td>
<td>1-5 Years</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>21.8%</td>
<td>8.1%</td>
<td>6-10 Years</td>
</tr>
<tr>
<td>15+ Years</td>
<td>26.6%</td>
<td>11-15 Years</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

Educational Levels, Advanced Degree-seeking and Certification. 33% of respondents are currently engaged in completing a more advanced degree or additional certification. Of the faculty currently engaged in completing another degree, 100% are doing so in a traditional face-to-face program. Of the faculty currently engaged in advancing their education, 28.6% are completing a Master’s degree and 57.1% is completing a doctorate degree. The most popular choices among faculty who are seeking a higher degree or advanced certification were Business administration (16.5%), followed by Foreign Languages/ESL and Fine/Performing Arts both at 15.2%). When asked to select the one type of opportunity they felt would be the most helpful for them, 37.1% of respondents stated that completing a doctorate program was the most attractive opportunity. The second most attractive activity was certificate programs focused on the academic discipline (16.9%).

Laureate Education, Inc. – Company Confidential
Prepared by Dr. Carmen (Lizy) Lamboy
General Professional Development Interest, Expectations and Knowledge about University Assistance. All Faculty (100%) are interested in additional professional development opportunities and 75% expect the university to help pay for their professional development. 25.0% of the faculty are willing to pay 51% or more for professional development. And 5% are willing to pay up to 50% for professional development. 65% of respondents stated that they would not pay or were not sure of the amount of money they would allot for faculty development. 57.5% of respondents are not sure if the university offers any type of tuition assistance or reimbursement for professional development. Current professional development is seen as Excellent to Good by 53.2% of the sample. 81.1% of the faculty surveyed rate their professional development opportunities as being the same or better than the ones offered at other universities.

Top Faculty Development Interests. The top five faculty development interests for the Portuguese sample in ranking order are:

1. Maintaining in-depth knowledge of the content in their field (88.9%)
2. Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) they teach (64.3%)
3. Obtaining or making progress toward achieving a higher academic degree (56.3%)
4. Improving English proficiency for teaching and learning (54.8%)
5. Broadening skills and knowledge in specialized teaching techniques. (52.4%)

Technology: Skill versus Importance. In the pilot survey, respondents were asked to answer a question about how much they used specific technologies in their teaching. They were also asked to rate the importance they thought each one of the technologies had. With that information, results yielded that usage did not necessarily mean mastery level. For this reason, the construct of usage was substituted for one of mastery, while the construct of Importance remained the same. Faculty were asked to rate their skills on several technologies. The scale used for rating their skills was:

1= None – “I am not able to use this technology.”
2= Basic Skill – “I am able to handle simple/basic functions of this technology.”
3= Intermediate Skill – “I am able to handle independently many functions of this technology.”
4=Advanced Skill – “I am able to handle independently nearly all functions of this technology.”
5=Expert Level - “I am able to handle independently all functions of this technology and can teach or model it to others.”

Table 8 shows skills average, percentages of faculty at the No skill or Basic level, level of importance and the results of subtracting skill sets from importance. When averaging responses, there is an indication that respondents demonstrate an expert or advanced skill set in Microsoft Word (4.4) and PowerPoint (4.2), and Microsoft Excel (3.5). Conversely, several technologies demonstrate that a large percentage of respondents feel they are at a Basic or “No skill” level. Table 8 presents a summary of the averages and percentage of respondents at Levels 1 or 2 (No skill or Basic level) in the first two columns.

When asked about how important respondents thought specific technologies were to their teaching, the top five technologies in order of importance are: PowerPoint (78.9%), Microsoft word (74%), Course and Learning Management Systems (51.2%), Microsoft Excel (43.1%), and Video (40.7%). The lowest-rated technologies were: Microsoft Publisher and Access (16.3%), Blogs (18.7%), Webinars and Windows Movie Maker (22.8%), and Synchronous tools (23.6%). Table 8 also shows the importance rating given to each technology.

Additional analysis was carried out by subtracting skill levels from importance. Data reveals that all technologies are considered important, and that respondents rate themselves as needing additional skills for each one. There are specific technologies that though they ranked high in importance, a high percentage of respondents scored at the No skill or Basic Level. For example, Microsoft Word ranked as the most important technology, yet more than half (50.8%) of respondents ranked at the No-Skill or Basic Skill level. PowerPoint was the second highest ranking technology in terms of importance (78%), yet 44.4% of respondents self-classified themselves at the No skill or Basic Level.
### Table 8 Summary of Technology Skill, Importance, and Percentage of Respondents at No-Skill or Basic Skill Levels (Final Portuguese Survey)

<table>
<thead>
<tr>
<th>Technology*</th>
<th>Skills Average</th>
<th>Skill Percentages at basic or below</th>
<th>Importance rating</th>
<th>Importance minus Skill set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Word</td>
<td>4.4</td>
<td>50.8%</td>
<td>74.0%</td>
<td>0.2</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>4.2</td>
<td>44.4%</td>
<td>78.0%</td>
<td>0.4</td>
</tr>
<tr>
<td>Microsoft Outlook</td>
<td>3.4</td>
<td>19.4%</td>
<td>32.5%</td>
<td>0.13</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>3.3</td>
<td>16.1%</td>
<td>43.1%</td>
<td>0.64</td>
</tr>
<tr>
<td>Course and Learning Management Systems (i.e. Blackboard, E-College, WebCT)</td>
<td>2.9</td>
<td>7.3%</td>
<td>51.2%</td>
<td>1.18</td>
</tr>
<tr>
<td>Social Networking tools (Facebook, MySpace, Etc.)</td>
<td>2.9</td>
<td>14.5%</td>
<td>28.5%</td>
<td>0.42</td>
</tr>
<tr>
<td>Broadcasting images and sound through webcams or capturing images from the computer and broadcasting them through the Internet (Webcam Casts, Screenshots, etc.)</td>
<td>2.8</td>
<td>18.5%</td>
<td>39.0%</td>
<td>1.01</td>
</tr>
<tr>
<td>Adobe software packages</td>
<td>2.7</td>
<td>5.6%</td>
<td>35.8%</td>
<td>1.05</td>
</tr>
<tr>
<td>Blogs</td>
<td>2.5</td>
<td>9.7%</td>
<td>18.7%</td>
<td>0.81</td>
</tr>
<tr>
<td>Data base</td>
<td>2.4</td>
<td>4.8%</td>
<td>29.3%</td>
<td>1.12</td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>2.3</td>
<td>5.6%</td>
<td>16.3%</td>
<td>0.74</td>
</tr>
<tr>
<td>Using PDAs and other handhelds and mobile technologies (Includes IPod)</td>
<td>2.3</td>
<td>12.1%</td>
<td>23.6%</td>
<td>1.02</td>
</tr>
<tr>
<td>Video possibilities (Digital formats and educational applications)</td>
<td>2.2</td>
<td>3.2%</td>
<td>40.7%</td>
<td>1.88</td>
</tr>
<tr>
<td>Microsoft Windows Movie Maker</td>
<td>2.1</td>
<td>7.3%</td>
<td>22.8%</td>
<td>1.27</td>
</tr>
<tr>
<td>Microsoft Publisher</td>
<td>1.9</td>
<td>4.8%</td>
<td>16.3%</td>
<td>1.08</td>
</tr>
<tr>
<td>Wikis in education</td>
<td>1.9</td>
<td>4.8%</td>
<td>26.8%</td>
<td>1.43</td>
</tr>
<tr>
<td>Macromedia Flash and other animation software</td>
<td>1.8</td>
<td>4.8%</td>
<td>29.3%</td>
<td>1.64</td>
</tr>
<tr>
<td>Synchronous communication tools (i.e. Elluminate, ClassLive, Wimba, etc.)</td>
<td>1.7</td>
<td>3.2%</td>
<td>23.6%</td>
<td>1.65</td>
</tr>
<tr>
<td>Webinars</td>
<td>1.6</td>
<td>4.0%</td>
<td>22.8%</td>
<td>1.64</td>
</tr>
</tbody>
</table>

*Organized by technology Skill*
Improving English Proficiency for Teaching and Learning per Disciplines. Improving English proficiency for teaching and learning was viewed by faculty as one of the top five areas of professional development (54.8%). The construct of “Improving English proficiency for teaching and learning” was measured in a Likert scale from 1 to 7. Of all faculty surveyed, all parties rated “Improving English for teaching and learning” highly for all disciplines across the board. Table 9 shows the results per discipline.

Table 9 Interest in Improving English through the Disciplines (Portuguese Final Survey)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Behavioral Sciences and Human Services</td>
<td>7.00</td>
</tr>
<tr>
<td>Fine or Performing Arts</td>
<td>6.85</td>
</tr>
<tr>
<td>Education</td>
<td>6.25</td>
</tr>
<tr>
<td>Other Letters or Humanities</td>
<td>6.07</td>
</tr>
<tr>
<td>Other</td>
<td>5.96</td>
</tr>
<tr>
<td>Engineering</td>
<td>5.83</td>
</tr>
<tr>
<td>Math/Computer Sc</td>
<td>5.67</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>5.64</td>
</tr>
<tr>
<td>Business</td>
<td>5.60</td>
</tr>
</tbody>
</table>
Section 4: Discussion

Implications & Recommendations

Summary of Demographics. The data from both the pilot and final surveys in the different languages (Spanish, English & Portuguese) amount to 883 participants. These participants are representative of the following universities:

Pilot Spanish Survey
- UNITEC 53.79% (193)
- UNITEC Mexico 0.9% (4)
- UVM 44.37% (234)
- UEM 0.2% (1)
- UNIDEP 0.2% (1)
- Glion 0.2% (1)
- UoL 0.2% (1)

Pilot English Survey
- Laureate International Online (UoL) 1.1% (2)
- Walden 98.4% (187)
- Walden & Kendall .5% (1)

Final Spanish Survey
- Instituto Profesional AIEP 48% (48)
- UDLA 48% (48)
- UNAB 2% (2)

Final English Survey
- Kendall College 100% (31)

Portuguese Final Survey
- Anhembi Morumbi 100% (127)
**Online Teaching Experience.** Initial analysis of data from the pilot survey demonstrates that faculty responding to Spanish survey have less experience of teaching online (68.3%-no experience) than their counterparts in the English Survey (37% - no experience). Furthermore, when analyzing the final survey, participants responding to the Spanish version showed less experience in teaching online (85%-no experience) than any of the other counterparts (Portuguese, 14.5%; English, 54.8%). In addition, data collected from all surveys reveals a large number of respondents (n= 495) have less than year of online teaching experience (56.1%). Data from both Pilot and Final surveys reveal that 40% of respondents (n=353) have no online teaching experience. These findings suggest that professional development in the area of online teaching may be an area to be explored as a priority due to the possibility of impacting a large group of instructors.

**Educational levels.** Data from both pilot and final surveys demonstrates that 74.3% of all respondents do not have a doctorate degree (n=656). Data demonstrates that 24.5% participants in the English survey had masters or doctorate degrees while 37% of the Spanish respondents have masters and doctoral degree. However, more faculty members in the English group had doctorates (n=171) than the Spanish group (n=25). Also Spanish survey data reveals a high number of faculty without a master’s degree (23.6%) versus the English (0.7%) and the Portuguese (3.4%) samples. These findings suggest that attention should be provided to the achievement of advancing degrees. The most attractive choices among faculty who are seeking a higher degree are Education (39.6%) and Business Administration (29.3%).

When respondents were asked about one type of professional development opportunity which they felt would be the most helpful, respondents in all surveys consistently selected as first (Spanish, 30.3%; Portuguese, 37.1%) or second option (English, 20.7%), completing a doctorate program The English sample selected Workshops in Educational Technology as the first option (24.1%).
General Professional Development Interest, Expectations and Knowledge about university assistance. All formats of the survey revealed, that there is high interest in professional development activities. Ranges were from 93.59% (Final English survey) to 100% (Final Portuguese survey). All formats of the survey demonstrated that a large percentage, ranging from 75% to 96% of faculty expect the university to offer tuition assistance or reimbursement. Furthermore, a big group, ranging from 40% to 62.6% noted that they do not know if the university offers any type of tuition assistance or reimbursement.

When respondents were asked about how much are you willing to pay towards their professional development opportunities, the majority of respondents in the Spanish pilot (55.6%), English pilot (33.5%) and Spanish final (65.7%) stated they would be willing to pay up to 50%. When merging data from all surveys, a large group (38.8%) however, states they would not pay for professional development, are not sure how much they would pay, or provided other responses. The largest percentage of respondents who fall into this category are the respondents from the English survey (52.7%), the second largest the Portuguese survey (43.3%), and 32% of Spanish survey respondents. Only 10.67% of respondents stated they would pay more than 51% for professional development opportunities. Again with the highest percentage being the respondents from the English survey (12.7%), followed by the respondents of the Spanish survey (10.5%).

Finally, when respondents were asked about their status in terms of types of contract, an overwhelming majority in all universities described themselves as part-time faculty; ranging from 45.2% in the final English survey to 84.3% in the pilot English survey. These findings demonstrate that tuition reimbursement or tuition assistance program of some kind would be important to further the professional development of the faculty, and that the assistance should include part time and full time faculty. Findings also suggest that there is need to clarify what are the opportunities available in their university.

A large group of respondents rated their current professional development opportunities “Excellent to Good” with ranges from 51.6% (Final English survey) to 68.5% (Pilot Spanish Survey). In addition, respondents were requested to rate their professional development opportunities with other initiatives of this nature offered at other universities. Results revealed that faculty rated professional development as the same or better in all surveys. (Ranges: 64.5%
Faculty Needs Assessment

(Final English survey) – 87.8% (Pilot Spanish survey). These findings indicate that faculty recognize professional development activities within their universities as high-quality offerings and have a very positive view of current professional development initiatives.

Top Faculty Development interests. Through the different surveys (pilot-final; English-Spanish and Portuguese), several Professional activities consistently ranked among the top five among respondents. “Maintaining in-depth knowledge of the content in my field” and “Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) you teach” ranked in positions 1 and 2 respectively among all samples. Ranges for “Maintaining in-depth...” were from 79.3% to 88.9% and for interest number “Improving familiarity with skills in using educational technology...” 48.2% to 77.9%.

One topic that lacks universal appeal but stands out nonetheless is “Improving English proficiency for teaching and learning.” The reason is sheer numbers. Faculty in Latin America totaled 83.4% of all teachers, and improving English was stated as an important need in the faculty needs assessment survey.

To this end, NPS should seek partners with energy and vision to help LIU network universities promote learning English as a second language or develop a program which developed within. Training will give faculty the opportunity to enhance their English skills for the purpose of teaching, but additionally learning, as they seek opportunities to complete an advanced degree.

Technology Use. Subtracting usage from importance (pilot surveys) or skills from importance (final surveys) yielded interesting results. A class of products had importance rates far exceeding usage rates or skill levels, indicating potential for training. This class includes software that employs newer technologies (multimedia or new internet concepts): Movie Maker/Video, Wikis, Flash, and Publisher. However for all technologies, even those ranked at a high importance rate, skill levels were rated a lower levels and therefore there may be training potential even for products such as Word and PowerPoint.

Conclusions

The needs assessment revealed the needs and wants of respondents and though it only represents 2.9% of the population, it guides NPS office to establish some priorities in the
development of faculty development priorities. The following guiding principles and areas of priority emerge:

5. Professional development in the area of online teaching may be an area to be explored as a priority due to the possibility of impacting a large group of instructors and the need is great in most segments of the population.

6. Attention should be provided to the achievement of advancing the academic degrees of the faculty, especially in Education and Business Administration. NPS should be an instrument that opens up possibilities for assisting schools to advance the degrees of their faculty by 1) offering high-quality, discounted or tuition assisted programs to all faculty notwithstanding the type of contract, 2) internally communicating degree-seeking opportunities to faculty across the network.

7. The top three priorities for the design of professional development activities would be: 1) offering in-depth knowledge seminars pertaining to different fields of study; 2) providing workshops on educational technology; and 3) providing faculty with the opportunity to improve their English skills for teaching and learning. When offering educational technology workshops or training, it should be carried out by well-defined levels.

8. Faculty members who participated in the survey recognize professional development activities within their universities as high-quality offerings and have a very positive view of current professional development initiatives. NPS should utilize and recognize local efforts and strategic plans as priorities and vision are set and leverage best-practices by sharing ideas and adopting processes from different universities as well as respect the diversity and uniqueness of some of the LIU partners.
References


Appendices
Appendix A Content Spanish Pilot Survey
Evaluación Necesidades de la Facultad –PILOTO- Español

Laureate se encuentra en el proceso de crear el Centro para la Excelencia Académica dentro del área de Productos y Servicios de la Red. El Centro para la Excelencia Académica será responsable de ofrecer servicios adicionales de desarrollo profesional.

Nos gustaría recibir su opinión sobre que actividades de desarrollo profesional deben crearse. Su opinión asegurará que los productos/servicios a desarrollarse serán de gran beneficio para todos los miembros de la facultad.

Es importante tener la respuesta de la mayoría de los miembros de facultad por lo que le agradezco que separe unos minutos para reflexionar en sus metas y complete la encuesta que encontrará a continuación.

Colectivamente, toda la data será integrada en nuestros planes para eventos futuros. Cualquier información que usted nos provea, será anónima.

Gracias por su tiempo y esfuerzo.

Favor enviar en o antes de del 15 de octubre de 2008

Dirija sus preguntas o preocupaciones a: Dra. Carmen L. Lamboy, Directora de Programa a través de carmen.lamboy@laureate-inc.com.

Parte I. Opinión sobre Desarrollo Profesional

¿Está usted interesado en obtener oportunidades en su desarrollo profesional?
Please pick one of the answers below.
Si
No

Si usted esta interesado en oportunidades en su desarrollo profesional, ¿cuál es la razón primordial que usted tiene para buscar ese desarrollo profesional?
Please pick one of the answers below or add your own.
Aumento en salario
Mejorar mi desempeño
Aumentar oportunidades de promoción
Mejorar mi Crecimiento Personal
Otro (Especifique)
.................................................................................................
.................................................................................................

Si usted esta interesado en oportunidades de desarrollo profesional, ¿qué tipos de oportunidades usted cree que pueden ser mas practicas para usted? Para cada oportunidad, por favor indique en la disciplina o la materia y una breve descripción sobre la oportunidad de interés.
Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).
Disciplina
Descripción
Taller sin crédito enfocado en aplicar la tecnología en el salón de clase..........................
Taller sin crédito enfocado en mi disciplina académica...........................................
Programa Certificado enfocado en mi disciplina académica..................................
Certificado de Corto –Termino/ Tiempo enfocado en métodos pedagógicos..........................
Educación Continua............................................................................................... Seminario en una Conferencia Profesional..........................................................
Programa de Maestría................................................................. Programa de Doctorado.................................................................

¿Cómo usted evalúa las oportunidades de desarrollo profesional que ofrece la Universidad en la cual usted trabaja?
Please pick one of the answers below.
Excelente
Muy Buena
Buena
Promedio
Pobre

¿Cree usted que las oportunidades de desarrollo profesional que ofrecen en la Universidad para la cual usted trabaja es igual, mejor o peor que aquellas oportunidades que ofrecen en universidades similares?
Please pick one of the answers below.
Mejor
Igual
Peor

¿Espera usted que la Universidad en la que usted trabaja, pague por las oportunidades de desarrollo profesional?
Please pick one of the answers below.
Sí
No

¿Ofrece su patrono reembolso por oportunidades de desarrollo profesional?
Please pick one of the answers below.
Sí
No

¿Qué cantidad (en %) reembolsa su patrono?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Hasta 25%
No estoy seguro
Otro (Especifique)

¿Cuáles son los requisitos necesarios para que su patrono le reembolse? (Marque todas las que apliquen.)
Please check all that apply and/or add your own variant.
Asistir a una Universidad acreditada.
Asistir a una Universidad que este en una lista de universidades previamente aprobadas

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Lograr un título/ certificación que esté relacionada con su trabajo
Obtener cierto tipo de puntuación o promedio en un nivel específico
Completar un tiempo específico en una posición o puesto académico con su compañía
Otro (Especifique)

¿Qué cantidad está usted dispuesto a pagar por oportunidades de desarrollo profesional?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Hasta 25%
No estoy seguro
Otro (Especifique)

Parte II. Metas

Pensando en metas de desarrollo profesional relacionadas a la enseñanza, por favor evalúe la importancia de cada meta.
Please mark the corresponding circle - only one per line.
No importante Neutral Importante
 Mejorar el conocimiento con destrezas usando tecnología educacional y tecnología de desarrollo en la especialidad (es) que usted enseña.
 Mantener un profundo conocimiento del contenido en el área que enseño
 Obtener o progresar con el propósito de alcanzar un grado educativo mayor.
 Desarrollo de la facilitación, lectura y presentación de destrezas
 Expandir conocimientos de Principios en la educación de Adultos.
 Expandir los conocimientos de Principios de enseñanza y aprendizaje.
 Expandir las destrezas y el conocimiento de técnicas de aprendizaje específicas.
 Mejorar las destrezas de construcción de silabario (guía de estudio), objetivos y evaluaciones.
 Trabajando con estudiantes que tienen dificultades académicas.
 Mejorar destrezas en el manejo de grupos
 Mejorar las destrezas de diseño de clases en línea.
 Mejorar las destrezas del Ingles para enseñar y aprender.

Parte III. Actividades

Ahora, le vamos a presentar una lista de 16 actividades y servicios de apoyo que pueden ser de utilidad para lograr obtener sus metas de desarrollo profesional. Por favor, seleccione la respuesta que mejor se identifique con usted en una escala de 1= No es de utilidad 5= De Mucha Utilidad.
Please mark the corresponding circle - only one per line.
No es de utilidad Poca utilidad Neutral Alguna utilidad
 De mucha utilidad
 Reuniones informales para compartir ideas instruccionales e intereses.
 Sesión (es) de contenido y métodos para mejorar la enseñanza
 Orientación para usar la tecnología disponible para ahorrarle tiempo y esfuerzo.
 Sesión (es) sobre métodos de como conducir una investigación de enseñanza en su disciplina,
 Sesión (es) sobre como estimular y guiar una discusión productiva en clase.
 Sesión (es) sobre métodos efectivos para estimular la motivación del estudiante.
 Sesión (es) sobre formas alternas de evaluar el aprendizaje de un estudiante basado en medidas objetivas de presentación.
 Sesión (es) sobre las características de las diferentes alternativas disponibles y técnicas efectivas de enseñanza.
Sesión (es) de presentaciones fundamentales de recomendaciones académicas inmediatas.  
Sesión (es) sobre programas y evaluaciones en el salón de clase.  
Sesión (es) sobre como promover el pensamiento crítico en las diferentes disciplinas

Si usted tiene una idea sobre una actividad útil, por favor añádala aquí
Please write your answer in the space below.
..........................................................................................................................  
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Parte IV Tecnología

En el listado a continuación, encontrará aras relacionadas al uso de la tecnología en la enseñanza y en el aprendizaje. Por favor, indique cuan a menudo utilizas actualmente estas herramientas de la tecnología. Por favor, seleccione la respuesta que aplique a usted en un rango donde 1= Rara a la vez 5 = Constantemente.

Please mark the corresponding circle - only one per line.
A B C D E F G
Base de datos para principiantes
Blogs
Posibilidades de video digital Introducción a formatos digitales y aplicaciones educativas.
Base de datos para usuarios intermedios
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Utilizando PDAs
Wikis para la educación
Macromedia Flash y otros programados de animación
Plataformas para manejo de cursos y del aprendizaje (ejemplos. Blackboard, ECollege, WebCT)

Legend for rank grid table: En el listado a continuación, encontrará aras relacionadas al uso de la tecnología en la enseñanza y en el aprendizaje. Por favor, indique cuan importante entiendes que es esta tecnología en particular para el mejoramiento de su enseñanza Por favor, seleccione la respuesta que aplique a usted en un rango donde

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
</tr>
</tbody>
</table>

1 = No es Importante 5 = Importante
Please mark the corresponding circle - only one per line.

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Adobe software
Base de datos para principiantes
Blogs
Posibilidades de video digital Introducción a formatos digitales y aplicaciones educativas.
Base de datos para usuarios intermedios
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Utilizando PDAs
Wikis para la educación
Macromedia Flash y otros programados de animación
Plataformas para manejo de cursos y del aprendizaje (ejemplos. Blackboard, ECollege, WebCT)

Parte V. Información Demográfica y de Trasfondo

Estatus
Please pick one of the answers below or add your own.
Tiempo Completo- con responsabilidad de enseñanza solamente.
Tiempo Completo- con responsabilidades administrativas (Decano, Asistente del Decano, Director, etc.)
Tiempo Parcial- sin posición profesional
Tiempo Parcial- con otra posición profesional
Otro (Especifique)

Género
Please pick one of the answers below.
Femenino
Masculino

Disciplina
Please pick one of the answers below or add your own.
Negocios
Educación / Desarrollo Educativo
Arte
Matemáticas / Ciencias en Computadoras
Ingeniería
Medicina, Enfermería, Dentista, o Ciencia Aplicada
Humanidades
Leyes
Ciencias Sociales
Otros (Especifique)

Años de Experiencia Docente
Please pick one of the answers below.
1-3 años
3-5 años
6-8 años
Más de 9 años

Experiencia enseñando en línea
Please pick one of the answers below.
No tengo ninguna experiencia enseñando en línea
1-5 años
Más de 5 años

Años de experiencia profesional
Please pick one of the answers below.
1-5 años
6-10 años
11 – 15 años
Más de 15 años

Máximo Nivel Educativo Obtenido
Please pick one of the answers below.
Escuela Superior
Algunos años en Universidad
Grado Asociado
Bachillerato/Licenciatura/Grado universitario
Algunos años de estudios graduados
Maestría
Doctorado

Actualmente, ¿Está usted estudiando para un Título Universitario Avanzado?
Please pick one of the answers below.
Sí
No

Si su contestación es Sí, seleccione la contestación que describa debidamente el programa que usted está terminando. En las secciones provistas, por favor identifique la organización o Universidad en que se ha matriculado y provea una descripción o disciplina.
Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).
Organización/Institución/ Universidad Disciplina/Descripción
Bachillerato en el
Campus universitario........................................... ...........................................
Bachillerato en-línea........................................... ...........................................
Maestría en el campus Universitario................................. .................................
Maestría en-línea........................................... ...........................................
Doctorado en el Campus universitario................................. .................................
Doctorado en-línea........................................... ...........................................
Certificaciones en el campus universitario................................. .................................
Certificación en-línea........................................... ...........................................

¿Con cuál Universidad usted trabaja? (Se proveyó listado y oportunidad de anotar “Otra”)
Please pick one of the answers below or add your own.

¿Qué nivel de educación usted enseña?
Please pick one of the answers below or add your own.
Escuelas superiores

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Técnica / Vocacional
Sub-graduado
Graduado
Otro (Especifique)

--------------------------------------------------------------------------------------------------
Appendix B Content English Pilot Survey

Faculty Needs Assessment-PILOT

English

Laureate Higher Education is in the process of creating a Center for Academic Excellence within Network Products and Services. The Center for Academic Excellence will be responsible for offering professional development services. We would like your input as to what types of faculty development activities should be created. Your input will ensure that the products developed will be of substantial benefit to faculty members.

It is important that we hear from as many people as possible, so please take a few minutes to reflect upon your goals and complete the survey below.

Collectively, these data will be integral in our planning of future events. Any information you provide will be anonymous.

Thank you for your time and effort.

Please Submit by October 31, 2008

Direct any questions or concerns to Dr. Carmen L. Lamboy, Program Director at carmen.lamboy@laureateinc.com

Part I. Opinions on Professional Development

Are you interested in seeking professional development opportunities?
Please pick one of the answers below.
Yes
No

If you are interested in professional development opportunities, what is your primary reason for seeking professional development?
Please pick one of the answers below or add your own.
Increase my salary
Improve my performance
Increase opportunities to advance
Personal Growth-Improvement
Other

If you are interested in professional development opportunities, what types of opportunities do you feel would be most helpful for you? For each opportunity, please indicate the discipline or subject matter, and a brief description of the opportunity of interest.
Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).
Discipline Description
Non-Credit Workshop focused on applying technology to the classroom ........................................
Non-Credit Workshop focused on my academic discipline............................................... Certificate program focused on my academic discipline...........................................
Short-term certificate program focused on pedagogical methods
Continuing Education Seminar at a professional conference
Master's Program
Doctoral Program

How do you rate professional development opportunities offered by the university you work with?
Please pick one of the answers below.
Excellent
Very Good
Good
Fair
Poor

Do you believe the professional development opportunities offered by the university you work with are equal to, better or worse than those offered by similar universities?
Please pick one of the answers below.
Better
Equal
Worse

Do you expect your university to pay for professional development opportunities?
Please pick one of the answers below.
Yes
No

Does your employer offer professional development opportunity reimbursement?
Please pick one of the answers below.
Yes
No

What percent does your employer reimburse?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Up to 25%
Not Sure
Other

What are the requirements that must be satisfied for you to get reimbursed by your employer?
(Check all that apply.)
Please check all that apply and/or add your own variant.
Attend an accredited university
Attend a university that is on a list of approved universities
Pursue a degree that is work related
Obtain a certain grade point average or specific grade level
Complete a specific length of tenure with your company
Other

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How much are you willing to pay towards your professional development opportunities?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Up to 25%
Not Sure
Other

Part II. Goals

Thinking about professional development goals related to teaching, please rate the importance of each of the following goals.
Please mark the corresponding circle - only one per line.
A B C D E F G
Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) you teach
Maintaining in-depth knowledge of the content in my field
Obtaining or making progress toward achieving a higher academic degree
Developing facilitation, lecture, and presentation skills
Broadening in-depth knowledge of principles of adult learning
Broadening in-depth knowledge of principles of effective teaching and learning
Broadening skills and knowledge in specialized teaching techniques
Improving skills in syllabus, objectives, assessment construction
Working with students experiencing academic difficulty
Improving skills in managing groups.
Improving skills in designing online courses
Improving English proficiency for teaching and learning

Legend for rank grid table: Thinking about professional development goals related to teaching, please rate the importance of each of the following goals.
Columns:
A - Unimportant
B -
C -
D - Neutral
E -
F -
G - Important

Part III. Activities

Now you will be presented with a list of 16 activities and support services which might be helpful in meeting your professional development goals. Please choose the response that applies to you ranging from 1 = Not Helpful to 5 = Very helpful
Please mark the corresponding circle - only one per line.
Not helpful Neutral Very helpful
Informal meetings to share instructional ideas and interest
Session(s) on content and methods to improve teaching
Orientation on using available technology to save you time and effort
Session(s) on methods of conducting research on teaching in your discipline
Session(s) on stimulating and guiding productive class discussions

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Session(s) on effective methods for stimulating student motivation
Session(s) on alternative ways to evaluate student learning based on measurable performance objectives
Session(s) on characteristics of alternative and effective teaching techniques
Session(s) on key features of sound academic advising
Session(s) on program and classroom assessment
Session(s) on promoting critical thinking in the disciplines

If you have an idea on a helpful activity, please add it here
Please write your answer in the space below.

Part IV Technology

Listed below are areas related to the use of technology for teaching and learning. Please rate how much you are currently using this particular technology. Please choose the response that applies to you ranging from Always to Rarely
Please mark the corresponding circle - only one per line.
Always Often Sometimes Rarely
Adobe software packages
Beginning database
Blogs
Digital video possibilities – Intro to digital formats and educational applications
Intermediate database
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Using PDAs
Wikis in education
Macromedia Flash and other animation software
Course and Learning
Management Systems (i.e. Blackboard, E-College, WebCT)

Listed below are areas related to the use of technology for teaching and learning. Please rate how important you believe this particular use of technology is in order to enhance your teaching skills. Please choose the response that applies to you ranging from 1 = Unimportant to 5 = Important
Please mark the corresponding circle - only one per line.
A B C D E F G
Adobe software packages
Beginning database
Blogs
Digital video possibilities – Intro to digital formats and educational applications
Intermediate database
Microsoft Access
Microsoft Excel
Microsoft Outlook

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Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Using PDAs
Wikis in education
Macromedia Flash and other animation software
Course and Learning Management Systems (i.e. Blackboard, E-College, WebCT)

Legend for rank grid table: Listed below are areas related to the use of technology for teaching and learning. Please rate how important you believe this particular use of technology is in order to enhance your teaching skills. Please choose the response that applies to you ranging from 1 = Unimportant to 5 = Important

Columns:
A - Unimportant
B -
C -
D - Neutral
E -
F -
G - Important

Part V. Background Information

Your status
Please pick one of the answers below or add your own.
Full Time – with teaching responsibilities only
Full Time – with Administrative responsibilities (i.e. Dean, Associate Dean, Director, etc.)
Part Time – with no professional position
Part-time – with another professional position
Other
................................................................................................................................................................................................

Your gender
Please pick one of the answers below.
Female
Male

Your general field
Please pick one of the answers below or add your own.
Business
Education/Developmental Ed
Fine or Performing Art
Math/Computer Science
Engineering
Medicine, Dentistry, Nursing or Health or Applied Science
Other Letters or Humanities
Law
Social or Behavioral Sciences
Other
................................................................................................................................................................................................

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Your years of teaching experience
Please pick one of the answers below.
1-3 years
3-5 years
6-8 years
More than 9 years

Experience teaching online
Please pick one of the answers below.
I have no experience teaching online
1-5 years
More than 5 years

Years of professional experience
Please pick one of the answers below.
1-5 years
6-10 years
11 – 15 years
More than 15 years

Your highest degree attained
Please pick one of the answers below.
High School
Some College
Associate Degree
Bachelor Degree
Some Graduate Studies
Master Degree
Doctorate

Are you currently pursing an Advanced/Terminal degree?
Please pick one of the answers below.
Yes
No

If yes, select the one that appropriately describes the program you are completing. In the sections provided, please identify the organization or University you are enrolled in and provide a description or discipline.
Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

<table>
<thead>
<tr>
<th>Organization/Institution/University</th>
<th>Discipline/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>undergraduate on campus</td>
<td></td>
</tr>
<tr>
<td>undergraduate online</td>
<td></td>
</tr>
<tr>
<td>master on campus</td>
<td></td>
</tr>
<tr>
<td>master on line</td>
<td></td>
</tr>
<tr>
<td>doctorate on campus</td>
<td></td>
</tr>
<tr>
<td>doctorate online</td>
<td></td>
</tr>
<tr>
<td>certifications on campus</td>
<td></td>
</tr>
<tr>
<td>certification online</td>
<td></td>
</tr>
</tbody>
</table>

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Which university do you work with? (List and opportunity for adding another university were provided)
Please pick one of the answers below or add your own.
What level of programs do you teach?
Please pick one of the answers below or add your own.
high schools
technical / vocational
undergraduate
graduate
Other
...........................................................................................................................................................................
Appendix C Content Spanish Final Survey
Evaluación Necesidades Desarrollo Profesional de la Facultad

Laureate se encuentra en el proceso de crear el Centro para la Excelencia Académica dentro del área de Productos y Servicios de la Red. El Centro para la Excelencia Académica será responsable de ofrecer servicios adicionales de desarrollo profesional.

Nos gustaría recibir su opinión sobre que actividades de desarrollo profesional deben crearse a través de la red de universidades Laureate. Su opinión asegurará que los productos/servicios a desarrollarse serán de gran beneficio para todos los miembros de la facultad dentro de la red.

Es importante tener la respuesta de la mayoría de los miembros de facultad, ya sean facultad a tiempo parcial o completa, por lo que le agradezco que separe unos minutos para reflexionar en sus metas y complete la encuesta que encontrará a continuación.

Colectivamente, toda la data será integrada en nuestros planes para eventos futuros. Cualquier información que usted nos provea, será anónima.

Gracias por su tiempo y esfuerzo.

Favor enviar en o antes de la primera semana de diciembre del 2008.

Dirija sus preguntas o preocupaciones a: Dra. Carmen L. Lamboy, Directora de Programa a través de carmen.lamboy@laureate-inc.com.

Parte I. Opinión sobre Desarrollo Profesional

¿Cómo evalúas ustedlas oportunidades de desarrollo profesional que ofrece la Universidad de la Red Laureate en la cual usted trabaja?
Please pick one of the answers below.
Excelente
Muy Buena
Buena
Promedio
Pobre

¿Cree usted que las oportunidades de desarrollo profesional que ofrecen en la Universidad de la Red Laureate para la cual usted trabaja es igual, mejor o peor que aquellas oportunidades que ofrecen en universidades similares?
Please pick one of the answers below.
Mejor
Igual
Peor

¿Está usted interesado en obtener oportunidades en su desarrollo profesional?
Please pick one of the answers below.
Si
No (Si selecciona esta alternativa, será dirigido a la sección V)

Si usted está interesado en oportunidades en su desarrollo profesional, ¿cuál es la razón primordial que usted tiene para buscar ese desarrollo profesional?
Please check all that apply and/or add your own variant.
Aumento en salario
Mejorar mi desempeño
Aumentar oportunidades de promoción
Mejorar mi crecimiento personal
Actualizar conocimientos en mi disciplina
Actualizar mis destrezas de investigación
Explorar y ampliar conocimiento en otra disciplina
Otro (Especifique)
........................................................................................................................................................................................................

Si usted tuviera que decidir sobre solamente UNA de las siguientes oportunidades de desarrollo profesional, ¿cuál de las siguientes oportunidades usted cree que puede ser más práctica para usted? Por favor, seleccione aquella respuesta que evoque en usted la mayor atracción. Luego, en el espacio provisto, por favor indique qué disciplina o materia le interesa. Por ejemplo, si le interesa un taller sin crédito para utilizar PowerPoint in la sala de clase, seleccionará esa opción y luego en el área provista anotará PowerPoint.
Please pick one of the answers below and add your comments.
Taller sin crédito enfocado en aplicar la tecnología en el salón de clase
Taller sin crédito enfocado en mi disciplina académica
Programa Certificado enfocado en mi disciplina académica
Certificado de Corte – Termino/ Tiempo enfocado en métodos pedagógicos
Educación Continua
Seminario en una Conferencia Profesional
Programa de Maestría
Programa de Doctorado
Disciplina o materia que le interesa
........................................................................................................................................................................................................

Favor considerar la Universidad de la Red Laureate para la cual labora al responder la siguiente pregunta: ¿Espera usted que la Universidad en la que usted trabaja, pague por las oportunidades de desarrollo profesional que son externas a las ofrecidas dentro de la universidad?
Please pick one of the answers below.
Si
No

¿Ofrece la Universidad de la Red Laureate para la cual usted trabaja reembolso por oportunidades de desarrollo profesional que son externas a las ofrecidas dentro de la universidad?
Please pick one of the answers below.
Si
No
No estoy seguro

Favor considerar la Universidad de la Red Laureate para la cual labora al responder la siguiente pregunta: ¿Qué cantidad (en por ciento) le reembolsa la universidad?
Please pick one of the answers below or add your own.

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Favor considerar la Universidad de la Red Laureate para la cual labora al responder la siguiente pregunta: ¿Cuáles son los requisitos necesarios para que la universidad le reembolse? (Marque todas las que apliquen.)
Please check all that apply and/or add your own variant.
Asistir a una Universidad acreditada.
Asistir a una Universidad que este en una lista de universidades previamente aprobadas
Lograr un título/ certificación que esté relacionada con su trabajo
Obtener cierto tipo de puntuación o promedio en un nivel específico
Completar un tiempo específico en una posición o puesto académico con su compañía
Ser Facultad a tiempo completo
No estoy seguro
Otro (Especifique)

¿Qué cantidad está usted dispuesto a pagar por oportunidades de desarrollo profesional?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Hasta 25%
0%
No estoy seguro
Otro (Especifique)

Parte II. Metas
Pensando en metas de desarrollo profesional relacionadas a la enseñanza, por favor evalúe la importancia de cada meta. Por favor, seleccione la respuesta que mejor se identifique con usted en una escala de "No importante" a "Importante".
Please mark the corresponding circle - only one per line.
No importante Neutral Importante
Mejorar el conocimiento de destrezas utilizando tecnología educacional y tecnología en general para la especialidad (es) que usted enseña.
Mantener un profundo conocimiento del contenido en el área que enseño
Obtener o progresar en el alcance de un grado educativo mayor.
Desarrollo de la facilitación, lectura y presentación de destrezas
Expandir conocimientos de principios en la educación de adultos (Andragogía).
Expandir los conocimientos de principios de enseñanza y aprendizaje.
Expandir las destrezas y el conocimiento de técnicas de aprendizaje específicas.
Mejorar las destrezas de construcción de silabario (guía de estudio), objetivos y evaluaciones.
Trabajar con estudiantes que tienen dificultades académicas.
Mejorar destrezas en el manejo de grupos
Mejorar las destrezas de diseño de clases en línea. 
Mejorar las destrezas del inglés para enseñar y aprender.

Parte III. Actividades

Ahora, le vamos a presentar una lista de actividades y servicios de apoyo que pueden ser de utilidad para lograr obtener sus metas de desarrollo profesional. Por favor, seleccione la respuesta que mejor se identifique con usted en una escala de "No es de utilidad" a "De Mucha Utilidad".

Please mark the corresponding circle - only one per line.

No es de utilidad Poca utilidad Neutral Alguna utilidad De mucha utilidad

Reuniones formales e informales con homólogos para compartir ideas instruccionales e intereses.
Sesión (es) de contenido y métodos para mejorar la enseñanza aprendizaje y en aspectos administrativos.
Sesión (es) sobre métodos de como conducir investigación en su disciplina.
Sesión (es) sobre como estimular y guiar una discusión productiva en clase o en foros en línea.
Sesión (es) sobre métodos efectivos para estimular la atención y motivación del estudiante.
Sesión (es) sobre formas alternas de evaluar el aprendizaje de un estudiante basado en medidas objetivas y diversas teorías de aprendizaje.
Sesión (es) sobre las características de las diferentes alternativas disponibles y técnicas efectivas y creativas de enseñanza.
Sesión (es) y juntas de trabajo relacionadas a políticas y procedimientos académicos en la Universidad.
Sesión (es) sobre programas y evaluaciones en el salón de clase.
Talleres sobre como trabajar con consejería académica y personal de los estudiantes.
Sesión (es) sobre como promover el pensamiento crítico en las diferentes disciplinas.
Sesión (es) sobre control y disciplina en la sala de clase.
Oportunidades para aumentar el contacto del docente con la industria para actualizar conocimiento y enriquecer la experiencia del estudiante.
Sesión(es) enfocadas a la integración de proyectos Inter y Multidisciplinarios
Oportunidades de intercambio de docentes con otras instituciones.
Talleres sobre como detectar el plagio.
Sesión(es) sobre enseñanza en línea y educación a distancia.
Oportunidades para completar estudios graduados y post-graduos.
Sesión(es) sobre estrategias para mejorar la retención estudiantil.

Si usted tiene una idea sobre una actividad útil, por favor añádala aquí
Please write your answer in the space below.
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

Parte IV Tecnología

En el listado a continuación, encontrará diferentes herramientas tecnológicas relacionadas al proceso enseñanza-aprendizaje. Por favor, indique su nivel de destreza con relación a cada una de las herramientas enumeradas.

Seleccione la respuesta que aplique a usted en un rango donde:
1= Ninguna Destreza – “No conozco esta tecnología”
2= Destreza Básica – “Soy capaz de manejar funciones sencillas de esta tecnología”

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3 = Destreza Intermedia – “Soy capaz de manejar independientemente muchas de las funciones de esta tecnología.”
4 = Destreza Avanzada – “Soy capaz de manejar independientemente casi todas las funciones de esta tecnología.”
5 = Destreza Experta – “Soy capaz de manejar independientemente todas las funciones de esta tecnología y tengo la habilidad de instruir y modelar su uso a otras personas.”

Please mark the corresponding circle - only one per line.

Ninguna Destreza
Destreza Básica
Destreza Intermedia
Destreza Avanzada
Destreza Experta

Adobe software
Base de datos
Blogs
Posibilidades de video digital Introducción a formatos digitales y aplicaciones educativas.
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Utilizando PDAs y otras tecnologías móviles (Ejemplo IPod)
Wikis para la educación
Macromedia Flash y otros programados de animación
Plataformas para manejo de cursos y de aprendizaje (ejemplos. Blackboard, ECollege, WebCT)
Herramientas de socialización en la Internet (Social networking)
Enviar imágenes y sonido a través del computador ya sea por cámara y/o capturando imágenes desde la computadora y enviados a través de la red (WebCamCasts, Screenshots)
Tecnologías para comunicación sincrónica a través del Internet (ClassLive, Wimba, Elluminate)
Seminarios o talleres en línea (Webinars)

En el listado a continuación, encontrará nuevamente las áreas relacionadas al uso de la tecnología en la enseñanza y en el aprendizaje. Por favor indique cuan importante entiende que es esta tecnología en particular para el mejoramiento de sus destrezas de enseñanza. Por favor, seleccione la respuesta que aplique a usted en una escala de "No es Importante" a "Importante"

Please mark the corresponding circle - only one per line.

No es importante Neutral Importante
Adobe software
Base de datos
Blogs
Posibilidades de video digital Introducción a formatos digitales y aplicaciones educativas.
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Utilizando PDAs y otras tecnologías móviles (Ejemplo IPod)
Wikis para la educación
Macromedia Flash y otros programados de animación
Plataformas para manejo de cursos y de aprendizaje (ejemplos. Blackboard, ECollege, WebCT)
Herramientas de socialización en la Internet (Social networking)
Enviar imágenes y sonido a través del computador ya sea por cámara y/o capturando imágenes desde la computadora y enviados a través de la red (WebCamCasts, Screenshots)
Tecnologías para comunicación sincrónica a través del Internet (ClassLive, Wimba, Elluminate)
Seminarios o talleres en línea (Webinars)

Parte V. Información Demográfica y de Trasfondo

Seleccione la alternativa que mejor describa su estatus dentro de la universidad de la Red Laureate para la cual trabaja.

Please pick one of the answers below.

Tiempo completo- con responsabilidad de enseñanza solamente. (Mi labor es a tiempo completo - ya sea catedrático, instructor, académico o profesor - y solamente me dedico a la docencia)

Tiempo completo- con responsabilidades administrativas (Decano, Asistente del Decano, Director, Coordinador, etc.) (Mi labor es a tiempo completo - ya sea catedrático, instructor, académico o profesor - y me dedico a la docencia y a la administración dentro de la universidad)

Tiempo completo - con responsabilidades en la investigación (Mi labor es a tiempo completo - ya sea catedrático, instructor, académico o profesor - y me dedico a la docencia y a la investigación dentro o fuera de la universidad)

Tiempo completo – con posición profesional adicional (Mi labor es a tiempo completo - ya sea catedrático, instructor, académico o profesor -; en la universidad me dedico a la docencia pero ocupo otro puesto profesional en otra organización o empresa – por ejemplo: dueño de empresa, consultor, etc.)

Tiempo parcial –sin posición profesional (Mi labor es a tiempo parcial - ya sea catedrático, instructor, académico o profesor por hora o asignatura - y solamente me dedico a la docencia en esta o cualquier otra universidad. Favor seleccionar esta alternativa, si usted es instructor por hora o asignatura.)

Tiempo parcial- con otra posición profesional (Mi labor es a tiempo parcial - ya sea catedrático, instructor, académico o profesor -; en la universidad me dedico a la docencia pero ocupo otro puesto profesional en otra organización o empresa – por ejemplo: dueño de empresa, consultor, etc. Favor seleccionar esta alternativa, si usted es instructor por hora o asignatura y además ocupa otro puesto según descrito.)

Tiempo parcial- con responsabilidades administrativas (Decano, Asistente del Decano, Director, Coordinador, etc.) (Mi labor es a tiempo parcial - ya sea catedrático, instructor, académico o profesor - me dedico a la docencia y además ocupo algún puesto administrativo dentro de la universidad. Favor seleccionar esta alternativa, si usted es instructor por hora o asignatura y además ocupa un puesto según lo descrito en esta alternativa.)

Tiempo parcial - con responsabilidades en la investigación (Mi labor es a tiempo parcial - ya sea catedrático, instructor, académico o profesor- y me dedico a la docencia y a la investigación. Favor seleccionar esta alternativa, si usted es instructor por hora o asignatura y además tiene responsabilidades en la investigación.)

Profesor Emérito

Género

Please pick one of the answers below.

Femenino
Masculino

Seleccione la alternativa que mejor describa la disciplina en la que enseña en la Universidad de la Red

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Laureate. Si enseña en más de una disciplina, por favor seleccione aquella que evoque en usted más sentido de pertinencia y/o comodidad.

Please pick one of the answers below or add your own.

Negocios (Ejemplos: Contabilidad, Mercadeo, Sistemas de Información, etc.)
Educación / Desarrollo Educativo /Consejería Académica (Ejemplos: Educación en Salud, Educación en Ciencias, Educación en Matemáticas, etc.)
Arte, Danza y/o Artes Interpretativas Matemáticas / Ciencias en Computadoras
Ingeniería
Medicina, Enfermería, Dentista, Salud o Ciencias Aplicadas (Ejemplos: Salud Pública, Física, Biología, etc.)
Humanidades
Leyes
Ciencias Sociales y Servicios Humanos (Ejemplos: Política Pública, Psicología y Consejería etc.)
Otros (Especifique- Seleccione esta alternativa solamente si su área o disciplina general no está mencionada arriba)

.............................................................................................................................
.............................................................................................................................

Años de Experiencia Docente (Incluya experiencia docente dentro y fuera de la Red Laureate)
Please pick one of the answers below.
Menos de un año
1-5 años
6-10 años
11-15 años
Más de 15 años

Años de experiencia profesional (No incluya experiencia docente)
Please pick one of the answers below.
Mi experiencia es solamente docente.
Menos de un año
1-5 años
6-10 años
11-15 años
Más de 15 años

Experiencia enseñando en línea
Please pick one of the answers below.
No tengo ninguna experiencia enseñando en línea
1-5 años
Más de 5 años

Seleccione la alternativa que mejor describa el máximo nivel educativo obtenido
Please pick one of the answers below.
Escuela Superior (High School – No ingresó a estudiar en la universidad)
Algunos años en Universidad (No completó ningún grado universitario)
Grado Asociado (Generalmente, 2 años; recibió diploma o certificación)
Bachillerato/Licenciatura/Grado universitario
Algunos años de estudios graduados (no completó maestría)
Maestría
Doctorado

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Atualmente, ¿Está usted estudiando para un Título Universitario Avanzado o alguna certificación adicional?
Please pick one of the answers below.
Si
No

Si su contestación es Si, seleccione la contestación que describa debidamente el programa que usted está terminando. En la sección provista, por favor identifique la organización o Universidad en que se ha matriculado y la disciplina.
Please pick one of the answers below and add your comments.
Bachillerato en el campus universitario
Bachillerato en línea
Maestría en el campus universitario
Maestría en línea
Doctorado en el campus universitario
Doctorado en línea
Certificaciones en el campus universitario
Certificación en línea
Universidad/Organización y Disciplina
.................................................................................................................................................................................................

¿Qué nivel de educación usted enseña?
Please pick one of the answers below or add your own.
Escuelas superiores (High School)
Técnica / Vocacional
Sub-graduado (licenciatura, bachillerato, Grado Asociado)
Graduado (Maestría o Doctorado)
Otro (Especifique)
.................................................................................................................................................................................................

¿Con cuál Universidad de la Red Laureate trabaja usted? Si trabaja para más de una, favor seleccionar aquella con lo que ofrezca más clases o tiene más experiencia. Si trabaja para un campus, favor identificar solamente la Universidad; no el campus. Por ejemplo, si trabaja en UVM de Valle Hermosa; su respuesta debe ser 'Universidad del Valle de México (UVM).”
Please pick one of the answers below or add your own.
(Se proveyó listado y oportunidad de anotar “Otra”)
Appendix D Content Final English Survey

Faculty Needs Assessment
English Final

Laureate Higher Education is in the process of creating a Center for Academic Excellence within Network Products and Services. The Center for Academic Excellence will be responsible for offering professional development services.

We would like your input as to what types of faculty development activities should be created within the Laureate International University Network. Your input will ensure that the products developed will be of substantial benefit to faculty members throughout the LIU network.

It is important that we hear from as many people and from as many diverse faculty as possible (full-time, Adjuncts, etc.), so please take a few minutes to reflect upon your goals and complete the survey below.

Collectively, these data will be integral in our planning of future events. Any information you provide will be anonymous.

Thank you for your time and effort.

Please submit by early December 2008.

Direct any questions or concerns to Dr. Carmen L. Lamboy, Program Director at cARMEN.LAMBOy@LAUREATEINC.com

Part I. Opinions on Professional Development

How do you rate professional development opportunities offered by the Laureate university you work with?
Please pick one of the answers below.
Excellent
Very Good
Good
Fair
Poor

Do you believe the professional development opportunities offered by the Laureate University you work with are equal to, better or worse than those offered by similar universities?
Please pick one of the answers below.
Better
Equal
Worse

Are you interested in seeking professional development opportunities?

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Please pick one of the answers below.

Yes
No (If you select this alternative, you will be re-directed to Part V)

If you are interested in professional development opportunities, what is your primary reason for seeking professional development?
Please check all that apply and/or add your own variant.
Increase my salary
Improve my performance
Increase opportunities to advance
Personal Growth-Improvement
Update knowledge in my discipline
Update my research skills
Explore and increase knowledge in another field or discipline
Maintain certification credentials (Continuing Education)
Other

If you had to decide on only ONE of the following types of opportunities which one do you feel would be the most helpful for you? Please select the one that is most attractive to you. In the space provided, please indicate the discipline or subject matter that you are interested in. For example, let’s say you would like to take a Non-Credit workshop on PowerPoint. You would select “Non-Credit Workshop focused on applying technology to the classroom” and in the space provided you would type in “PowerPoint”
Please pick one of the answers below and add your comments.
Non-Credit Workshop focused on applying technology to the classroom
Non-Credit Workshop focused on my academic discipline
Certificate program focused on my academic discipline
Short-term certificate program focused on pedagogical methods
Continuing Education Seminar at a professional conference
Master’s Program
Doctoral Program
Discipline or Subject Matter of interest

Do you think the Laureate university you work at should pay for professional development opportunities?
Please pick one of the answers below.
Yes
No

If you participate in external professional development opportunities, does the Laureate University you work for offer reimbursement?
Please pick one of the answers below.
Yes
No
I am not sure.

What percent does the Laureate university you work for reimburse?
Please pick one of the answers below or add your own.

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What are the requirements that must be satisfied for you to get reimbursed by your employer? (Check all that apply.)

Please check all that apply and/or add your own variant.

- Attend an accredited university
- Attend a university that is on a list of approved universities
- Pursue a degree that is work related
- Obtain a certain grade point average or specific grade level
- Complete a specific length of tenure with your company
- Be a full-time faculty member
- I am not sure.
- Other

How much are you willing to pay towards your professional development opportunities?

Please pick one of the answers below or add your own.

- 100%
- 51-99%
- 26-50%
- Up to 25%
- 0%
- Not Sure
- Other

Part II. Goals

Thinking about professional development goals related to teaching, please rate the importance of each of the following goals.

Please mark the corresponding circle - only one per line.

A B C D E F G

- Improving familiarity with skills in using educational technology and technological developments in the specialty(ies) you teach
- Maintaining in-depth knowledge of the content in my field
- Obtaining or making progress toward achieving a higher academic degree
- Developing facilitation, lecture, and presentation skills
- Broadening in-depth knowledge of principles of adult learning (Andragogy)
- Broadening in-depth knowledge of principles of effective teaching and learning
- Broadening skills and knowledge in specialized teaching techniques
- Improving skills in syllabus, objectives, assessment construction
- Working with students experiencing academic difficulty
- Improving skills in managing groups. Improving skills in designing online courses
- Improving English proficiency for teaching and learning

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Legend for rank grid table: Thinking about professional development goals related to teaching, please rate the importance of each of the following goals.

Columns:
A - Unimportant
B -
C -
D - Neutral
E -
F -
G - Important

Part III. Activities

Now you will be presented with a list of activities and support services which might be helpful in meeting your professional development goals. Please choose the response that applies to you ranging from Not Helpful to Very helpful

Please mark the corresponding circle - only one per line.

Not helpful Neutral Very helpful

Formal and informal meetings to share instructional ideas and interest
Session(s) on content and methods to improve teaching
Orientation on using available technology to save you time and effort in the teaching-learning process and administrative processes.
Sessions(s) on methods of conducting research in your discipline
Session(s) on stimulating and guiding productive class discussions be it in the classroom or online
Session(s) on effective methods for stimulating student attention and motivation
Session(s) on alternative ways to evaluate student learning based on measurable performance objectives and diverse learning theories.
Session(s) on characteristics of alternative, creative, and effective teaching techniques
Session(s) or workgroups on fundamental academic policies and procedures at the university.
Session(s) on program and classroom assessment
Workshops on key features of sound academic and personal advising
Session(s) on promoting critical thinking in the disciplines
Session(s) on classroom discipline
Opportunities for faculty contact with the industry to enhance classroom experience and update content area.
Session(s) focused on the integration of projects which are inter and multidisciplinary
Opportunities for faculty exchange with other academic institutions
Workshops on detecting plagiarism.
Session(s) on distance learning and online teaching.
Opportunities to complete doctoral degrees and postdoctoral studies

Session(s) on strategies to enhance student retention.

If you have an idea on a helpful activity, please add it here

Please write your answer in the space below.

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Part IV

Technology

Listed below are different technology tools related to teaching and learning.
Please rate your skill for each of the following technologies.
Please choose the response that applies to you ranging from:

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1= None – “I am not able to use this technology.”
2= Basic Skill – “I am able to handle simple/basic functions of this technology.”
3= Intermediate Skill – “I am able to handle independently many functions of this technology.”
4=Advanced Skill – “I am able to handle independently nearly all functions of this technology.”
5=Expert Level - “I am able to handle independently all functions of this technology and can teach or model it to others.”

Please mark the corresponding circle - only one per line.

<table>
<thead>
<tr>
<th>None</th>
<th>Basic Skill</th>
<th>Intermediate Skill</th>
<th>Advanced Skill</th>
<th>Expert Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe software packages</td>
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<td>Data base</td>
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<td>Blogs</td>
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<td>Video possibilities</td>
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<tr>
<td>Digital formats and</td>
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<tr>
<td>educational applications</td>
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<td>Microsoft Publisher</td>
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<td>Microsoft Windows Movie Maker</td>
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<td>Microsoft Word</td>
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<td>Using PDAs and other</td>
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<td>handhelds and mobile</td>
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<td>technologies (Includes IPod)</td>
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<tr>
<td>Wikis in education</td>
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<td>Macromedia Flash and</td>
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<td>other animation software</td>
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<td>Course and Learning</td>
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<td>Management Systems (i.e.</td>
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<td>Blackboard, E-College,</td>
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<td>WebCT)</td>
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<td>Social Networking tools</td>
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<td>(Facebook, MySpace, Etc.)</td>
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<tr>
<td>Broadcasting images and</td>
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<tr>
<td>sound through webcams or</td>
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<td>capturing images from the</td>
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<td>computer and broadcasting</td>
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<td>them through the Internet</td>
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<td>(Webcam Casts, Screenshot</td>
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<td>s, etc.)</td>
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<td>tools (i.e. Elluminate,</td>
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<tr>
<td>ClassLive, Wimba, etc.)</td>
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<tr>
<td>Webinars</td>
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</tbody>
</table>

Listed below are areas related to the use of technology for teaching and learning. Please rate how important you believe this particular use of technology is in order to enhance your teaching skills. Please choose the response that applies to you ranging from Unimportant to Important

Please mark the corresponding circle - only one per line.

<table>
<thead>
<tr>
<th>Unimportant</th>
<th>Neutral</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe</td>
<td>software</td>
<td>packages</td>
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<td>Data base</td>
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<td>Blogs</td>
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<tr>
<td>Video</td>
<td>possibilities</td>
<td>Digital formats and educational applications</td>
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<td>Microsoft Access</td>
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<td>Wikis in education</td>
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<tr>
<td>Macromedia Flash and other animation software</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course and Learning Management Systems (i.e. Blackboard, E-College, WebCT)
Social Networking tools (Facebook, MySpace, Etc.)
Broadcasting images and sound through webcams or capturing images from the computer and broadcasting them through the Internet (Webcam Casts, Screenshots, etc.)
Synchronous communication tools (i.e. Elluminate, ClassLive, Wimba, etc.)
Webinars

Part V. Background Information

At the Laureate University you work for, which of the following alternatives best describes your status? (The descriptions are meant to be inclusive and general. Please select the one that you feel is closest to the status you have at the Laureate University.)
Please pick one of the answers below.
Full Time – with teaching responsibilities only (My job is a full time – be it professor, instructor, full professor or other title- and I am only dedicated to teaching.)
Full Time – with Administrative responsibilities (i.e. Dean, Associate Dean, Director, Coordinator, etc.) (My job is a full time – be it professor, instructor, full professor or other title- and I am dedicated to teaching and to some administrative position within the university)
Full Time – with research responsibilities (i.e. Dean, Associate Dean, Director, Coordinator, etc.) (My job is a full time – be it professor, instructor, full professor or other title- and I am dedicated to teaching and to research within the university)
Full Time – with another professional position - (My job is a full time – be it professor, instructor, full professor or other title- and I am dedicated to teaching but I also hold another professional position (i.e., consultant, business owner, etc.)
Part Time – with no professional position (My job is a part time – be it professor, instructor, full professor or other title- and I am ONLY dedicated to teaching in the university or in other institutions.) (If you are retired from the profession or from academia and you are a part-time faculty member and fit this description of not having other professional position, please select this description. Also if you are an Adjunct who only teaches, please select this description.)
Part-time – with another professional position (My job is a part time – be it professor, instructor, full professor or other title- and I also hold another professional position (i.e., marketing director, business owner, etc.). (If you are an Adjunct with another professional position as described, please select this alternative.)
Part Time – with Administrative responsibilities (i.e. Dean, Associate Dean, Director, Coordinator, etc.) (My job is a part time – be it professor, instructor, full professor or other title- and I am dedicated to teaching and to some administrative position within the university)
Part Time – with research responsibilities (i.e. Dean, Associate Dean, Director, Coordinator, etc.) (My job is a part time – be it professor, instructor, full professor or other title- and I am dedicated to teaching and to research within the university)
Emeritus Professor

Your gender
Please pick one of the answers below.
Female
Male

Select the alternative that best describes the discipline you teach in within the Laureate network. If you teach in more than one discipline, please select the one that evokes a sense of relevance or belonging or the area in which you feel the most comfort.
Please pick one of the answers below or add your own.
Business (Includes accounting, Marketing, Information Systems, and others)
Education/Developmental Ed/Academic Counseling (Examples: Health Education, Science Education, Math Education, Teaching ESL, etc.)
Fine or Performing Arts (Examples: Art, Dance, etc.)
Math/Computer Science
Engineering
Medicine, Dentistry, Nursing or Health or Applied Sciences (Examples: Public Health, Physics, Biology, etc.)
Other Letters or Humanities
Law
Social/Behavioral Sciences and Human Services (Examples: Public Administration, Psychology, Counseling, etc.)
Other (Specify - Select this alternative ONLY if your general area is not listed above.)

Your years of teaching experience (Please include teaching experience in and outside the Laureate university)
Please pick one of the answers below.
Less than a year
1-5 years
6-10 years
11-15 years
More than 15 years

Years of professional experience (Do not include teaching experience here)
Please pick one of the answers below.
All my experience has been teaching.
Less than a year
1-5 years
6-10 years
11 – 15 years
More than 15 years

Experience teaching online
Please pick one of the answers below.
Less than a year
I have no experience teaching online
1-5 years
More than 5 years

Select the alternative that best describes your highest degree attained
Please pick one of the answers below.
High School (Did not attend the university)
Some College (Did not finish college)
Associate Degree (Generally 2 years; received diploma or certificate)
Bachelor Degree
Some Graduate Studies (Did not complete Masters)
Master Degree
Doctorate
Are you currently pursuing an Advanced/Terminal degree or an additional certification?
Please pick one of the answers below.
Yes
No

If yes, select the one that appropriately describes the program you are completing. In the section provided, please identify the organization or University you are enrolled in and provide the discipline.
Please pick one of the answers below and add your comments.
undergraduate on campus
undergraduate online
master on campus
master on line
doctorate on campus
doctorate online
certifications on campus
certification online
University/Organization and Discipline
....................................................................................................................................................

Which Laureate university do you work with? If you work for more than one, please select the university in which you have taught the most, have more experience with, or have the most classes. Do NOT select other to specify the campus; only identify the university. For example: If you work at UVM at the Valle Hermosa campus; your response would be "Universidad del Valle de Mexico (UVM)." (A list was provided; participants had the opportunity to write in other universities as well.)

What level of programs do you teach?
Please pick one of the answers below or add your own.
high schools
technical / vocational
undergraduate
graduate
Other
Appendix D Content Portuguese Final Survey

Avaliação de Necessidades do Corpo Docente da Faculdade Final- Português

A rede Laureate de Ensino Superior encontra-se em processo de criação de um Centro de Excelência Acadêmica como parte de sua rede de Produtos e Serviços. O Centro de Excelência Acadêmica será responsável por oferecer serviços de desenvolvimento profissional para sua equipe.

Gostaríamos de saber sua opinião quanto à quais os tipos de atividades de desenvolvimento para corpo docente deveriam ser criadas a longo da rede Laureate. Sua opinião será a garantia de que os produtos aqui oferecidos serão de grande utilidade aos membros do corpo docente da Faculdade dentro da rede.

É importante que tenhamos as opiniões do maior número de pessoas possível, portanto, por favor, reserve alguns minutos para refletir sobre seus objetivos e preencha o questionário abaixo.

Coletivamente, estes dados serão parte integrante do nosso planejamento de eventos futuros. Qualquer informação fornecida será mantida anônima.

Obrigado pelo seu tempo e empenho.

Submeta por favor suas respostas durante a primeira semana de dezembro, 2008.

Direcione quaisquer dúvidas ou preocupações à Dra. Carmen L. Lamboy, Diretora de Programas, através de carmen.lamboy@laureate.inc

Parte I. Opiniões sobre Desenvolvimento Profissional

Como você avalia as oportunidades do desenvolvimento profissional oferecidas pela universidade da rede Laureate em que você trabalha?
Please pick one of the answers below.
Excelente
Muito bom
Bom
Razoável
Ruim

Você acredita que as oportunidades de desenvolvimento profissional oferecidas pela universidade da rede Laureate para qual você trabalha são iguais, melhores ou piores do que aquelas oportunidades oferecidas em universidades similares?
Please pick one of the answers below.
Melhores
Igual
Piores

Você se interessa em buscar oportunidades de desenvolvimento profissional?
Please pick one of the answers below.
Sim
Não (Se você seleciona esta alternativa, estará dirigido para secionar V)

Caso se interesse por oportunidades de desenvolvimento profissional, qual é a razão fundamental que o leva a buscar esse desenvolvimento profissional?
Please pick one of the answers below or add your own.
Aumentar meu salário
Melhorar meu desempenho
Melhorar oportunidades de promoção
Atualizar meu crescimento pessoal
Atualizar o conhecimento em minha disciplina
Atualizar minhas habilidades da investigação
Explorar e estender o conhecimento em outra disciplina
Outro(Especifique)

Se você tiver que se decidir somente uma das seguintes oportunidades do desenvolvimento profissional, qual das seguintes oportunidades você pensa de que pode ser mais prático para você? Por favor, selecione essa resposta que evoque em você a atrativa maior. Logo, no espaço fornecido, por favor, indica o que lhe disciplinam ou os interesses da matéria. Por exemplo, se lhe interessar um workshop sem crédito para usar o Powerpoint na sala de aula, selecionará essa opção e logo na área que fornecida escreverá para baixo o Powerpoint.
Please pick one of the answers below and add your comments.
Workshop sem crédito focado em aplicação de tecnologia em classe
Workshop sem crédito focado em minha disciplina acadêmica
Programa com certificação focado em minha disciplina acadêmica
Programa de curto prazo com certificação focado em métodos pedagógicos
Seminário sobre Educação Continuada em Congresso Profissional
Programa de Mestrado
Programa de Doutorado
Disciplina ou área de seu interesse

Considere a Universidade da Rede Laureate para a qual trabalha, respondendo à seguinte questão: Será que você espera da universidade que você trabalha, paga as oportunidades de desenvolvimento profissional para aqueles que são externas as oferecidos dentro da universidade?
Please pick one of the answers below.
Sim
Não

Será que a Universidade da Rede Laureate para a qual você trabalha oferece um reembolso de oportunidades de desenvolvimento profissional para aqueles que são externas as oferecido dentro da universidade?
Please pick one of the answers below.
Sim
Não
Não tenho certeza

Considere a Universidade da Rede Laureate para a qual trabalha, respondendo à seguinte pergunta: Qual é (em percentagem) do reembolso que a universidade oferece?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Até 25%
Nenhum
Não tenho certeza
Outro

Considere a Universidade da Rede Laureate para a qual trabalha, respondendo à seguinte pergunta: Quais requisitos devem ser preenchidos para que o seu empregador dê reembolso?
(assinalar todos os que se aplicam.)
Please check all that apply and/or add your own variant.
Freqüentar uma Universidade credenciada.
Freqüentar uma Universidade que faça parte de uma lista de universidades previamente aprovadas
Obtenção de título/certificação que seja relacionado ao seu trabalho
Obter certa pontuação média ou uma nota específica
Completar um determinado período de estabilidade de cargo com a sua empresa
Ser corpo docente em tempo integral
Não tenho certeza
Outro (Especifique)

Quanto os senhores estão dispostos a pagar por suas oportunidades de desenvolvimento profissional?
Please pick one of the answers below or add your own.
100%
51-99%
26-50%
Até 25%
0%
Não tenho certeza
Outro

Deixa II. Ponha

Pensando em metas de desenvolvimento profissional relacionadas ao ensino, por favor, avalie a importância de cada meta abaixo. Por favor escolha a resposta que melhor se identifica com você em uma escala de "Sem Importância" para "Importante".
Please mark the corresponding circle - only one per line.
Não importante Neutro Importante
Melhorar o conhecimento de utilização de tecnologias educacionais desenvolvimentos tecnológicos para a(s) especialidade(s) que você ensina.
Manter um profundo conhecimento do conteúdo da minha área de atuação

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Obter ou progredir quanto a atingir um maior nível de escolaridade.
Desenvolvimento de habilidades para facilitação, palestras e apresentações
Ampliar o conhecimento dos princípios da educação de adultos.
Ampliar o conhecimento dos princípios fundamentais de ensino e aprendizagem
Ampliar as competências e conhecimentos sobre técnicas especiais de aprendizagem.
Melhorar habilidades para elaboração de grade curricular, objetivos e avaliações
Trabalhando com estudantes que apresentam dificuldades acadêmicas.
Melhoria das qualificações
para administrar grupos
Melhoria das habilidades para elaboração de cursos “online”
Aumento da proficiência em Inglês para ensino e aprendizagem

Parte III. Atividades

Agora, vamos apresentar uma lista de atividades e serviços de apoio que possa ser útil na consecução dos objectivos de obtenção de um desenvolvimento profissional. Por favor escolha a resposta que melhor se identifica com você em uma escala de "Não é útil" para "muito útil".
Please mark the corresponding circle - only one per line.

Não é de utilidade Pouca utilidade Neutro Alguns utilidade
Normalmente muito útil
Reuniões formais e informais com os seus homólogos instrucionais para compartilhar idéias e interesses.
Sessões sobre conteúdo e métodos para melhoria do ensino
Orientação sobre utilização da tecnologia disponível para minimizar tempo e esforços no processo de ensino e aprendizagem em aspectos administrativos.
Sessões sobre métodos de condução de investigação pedagógica em sua disciplina,
Sessões sobre como estimular uma discussão produtiva em classe ou em fóruns on-line
Sessões sobre métodos eficazes para estimular a atenção e motivação do aluno.
Sessões sobre formas alternativas de avaliar a aprendizagem de um aluno baseado em objetivos de desempenho mensuráveis e de diversas teorias de aprendizagem
Sessões sobre as características das diferentes alternativas disponíveis e eficazes ensino técnico e criativo.
Sessões e trabalhar em conjunto para políticas e procedimentos relacionados com o meio acadêmico na Universidade.
Reunião (s) em programas e avaliações em sala de aula.
Workshops sobre a forma de trabalhar com o pessoal acadêmico e aconselhamento aos alunos.
Sessões sobre a forma de promover o pensamento crítico em diferentes disciplinas.
Sessões sobre o controlo da disciplina na sala de aula.
Oportunidades para aumentar os contactos entre as faculdades com a indústria para atualizar conhecimentos e enriquecer a experiência do aluno.
Sessões incidindo sobre a integração de projetos inter e multidisciplinar
Oportunidades de intercâmbio de professores com outras instituições.
Workshops sobre a forma de detectar plágio.
Sessões no ensino e educação a distância online.
Oportunidades para a conclusão dos estudos e da pós-graduação.
Sessões sobre estratégias para melhorar a retenção de estudante.

Se você tem uma idéia sobre uma atividade útil, por favor ,acrescente-a aqui
Please write your answer in the space below.
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Parte IV. Tecnologia

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Na lista abaixo, você irá encontrar diversas ferramentas tecnológicas relacionadas com o processo ensino-aprendizagem. Indique a sua habilidade nível no que diz respeito a cada uma das ferramentas listadas. Selecione a resposta que se aplica a você, em um intervalo em que:

1 = Sem Habilidade - "Sei que esta tecnologia"
2 = Competências Básicas - "Posso lidar com funções simples desta tecnologia"
3 = Intermediário Habilidade - "Eu posso lidar com muitos independentemente das características desta tecnologia."
4 = Avançado Habilidade - "Eu posso lidar com independência quase todas as funcionalidades desta tecnologia."
5 = Expert Habilidade - "Eu posso lidar com todas as funções independentemente de essa tecnologia e tem a habilidade de formar e moldar a sua utilização para outras pessoas."

Please mark the corresponding circle - only one per line.

Sem Habilidade
Competências Básicas
Intermediário Habilidade
Avançado Habilidade
Expert Habilidade

Pacote Adobe
Banco de dados
Blogs
Vídeo digital – formatos digitais e aplicações educacionais.
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
Utilização de PDAs e outras tecnologias móveis (iPod)
Wikis para a educação
Macromedia Flash e outros programas de animação
Sistemas de gerenciamento eletrônicos de cursos e aprendizagem (Exemplos Blackboard, E-College, WebCT)
Ferramentas de socialização na Internet (rede social)
Enviar imagens e som através do computador, quer pela câmera e / ou captar imagens a partir do computador e enviadas através da rede (WebCamCasts, Screenshots)
Tecnologias para a comunicação síncrona através da Internet (ClassLive, Wimba, Throughput)
Seminários ou workshops sobre a linha (Webinars)

Na lista abaixo, você encontrará novamente os domínios relacionados com a utilização da tecnologia no ensino e na aprendizagem. Por favor, indique como é importante entender que esta tecnologia específica para melhorar as suas competências pedagógicas. Por favor escolha a resposta que se aplica a você em uma escala de "sem importância" para "Importante"

Please mark the corresponding circle - only one per line.

Não importante Neutro Importante

Pacote Adobe
Banco de dados
Blogs
Vídeo digital – formatos digitais e aplicações educacionais.
Microsoft Access
Microsoft Excel
Microsoft Outlook
Microsoft Publisher
Microsoft Windows Movie Maker
Microsoft Word
PowerPoint
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Parte V. Informações demográficas e Complementares

Selecione a opção que melhor descreve o seu status dentro da universidade da rede Laureate para o qual você trabalha.
Please pick one of the answers below.
Tempo integral com a responsabilidade de educação só. (O meu trabalho é em tempo integral - ou professor, instrutor, professor ou acadêmico - e só me dedico ao ensino)
Tempo integral com responsabilidades administrativas (Dean, Assistant Dean, Diretor, Coordenador, etc.) (O meu trabalho é em tempo integral - ou professor, instrutor, professor ou acadêmico, e eu dedico-a para dentro da administração e de ensino universitário)
Tempo integral - com responsabilidades na área da investigação ("Meu trabalho é a tempo integral – ou professor, instrutor, professor ou acadêmico, e eu lhe dedicar ao ensino e à pesquisa, dentro ou fora da universidade)
Tempo integral - com os profissionais suplementares posição (O meu trabalho é em tempo integral, seja professor, instrutor, professor ou acadêmico - na faculdade me dedicado ao ensino, mas teve um outro posto de trabalho em outra organização profissional ou de empresa - por exemplo: proprietário empresa, consultor, etc.)
Part-time não-profissional posição (O meu trabalho é em part-time - ou professor, instrutor, professor ou disciplina acadêmica ou uma hora - e unicamente dedicado a ensinar-me neste ou em qualquer outra universidade. Selecione esta opção, se estiver instrutor por hora ou objetivo.)
Part-time posição com outro profissional ( "Meu trabalho é a tempo parcial - ou professor, instrutor, professor ou acadêmico - na faculdade me dedicado ao ensino, mas teve um outro posto de trabalho em outra organização profissional ou de empresa - por exemplo: proprietário empresa, consultor, etc. Selecione esta opção, se você for um instrutor por hora ou assunto e também teve outro emprego, tal como descrito.)
Part-time com responsabilidades administrativas (Dean, Assistant Dean, Diretor, Coordenador, etc) (O meu trabalho é em part-time - ou professor, instrutor, professor ou acadêmico, eu dedico-o para ensinar, e também lugar no quadro de alça alguns administrativa colégio. Selecione esta opção, se você for um instrutor por hora ou assunto e também ocupa um cargo como descrito nesta alternativa.)
Part-time - com responsabilidades na área da investigação ( "Meu trabalho é a tempo parcial - ou professor, instrutor, professor ou acadêmico, e eu lhe dedicar ao ensino e à pesquisa. Selecione esta opção, se você for um instrutor por hora ou assunto e também tem responsabilidades no âmbito do inquérito.)
Professor Emérito

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Prepared by Dr. Carmen (Lizy) Lamboy
Sexo
Please pick one of the answers below.
Feminino
Masculino

Selecione a opção que melhor descreve a disciplina na qual você ensina na Universidade da Rede Laureate. Se ensinado em mais de uma disciplina, selecione a uma evocação em que você mais sentido de relevância e / ou conforto.
Please pick one of the answers below or add your own.
Negócios (Exemplos: Contabilidade, Marketing, Sistemas de Informação, etc).
Educação / Desenvolvimento Educacional / Aconselhamento Acadêmico (Exemplos: Saúde, Educação, Ciência, Educação em Matemática, etc.)
Arte, Dança e / ou Artes Cênicas
Matemática / Ciência da Computação
Engenharia
Medicina, Enfermagem, Odontológicos, Saúde e Ciências Aplicadas (Exemplos: Saúde Pública, Física, Biologia, etc.)
Humanidades
Leis
Ciências Sociais e Serviços Humanos (Exemplos: Políticas Públicas, Psicologia e Aconselhamento, etc.)
Outros (especificar- Escolha esta opção somente se sua área ou disciplina não é mencionada acima)

Anos de experiência como Docente (Incluir experiência docente dentro e fora da Rede Laureate)
Please pick one of the answers below.
Menos de um ano
1-5 anos
6-10 anos
11-15 anos
Mais de 15 anos

Anos de experiência profissional (Não inclua experiência docente)
Please pick one of the answers below.
Menos de um ano
1-5 anos
6-10 anos
11-15 anos
Mais de 15 anos

Experiência com ensino online
Please pick one of the answers below.
Não tenho experiência com ensino online
Menos de um ano
1-5 anos
Mais de 5 anos

Selecione a opção que melhor descreve o nível mais alto de escolaridade obtido
Please pick one of the answers below.
Colegial (Científico - Não ingresso para estudar na universidade)  
Alguns anos em Universidade (Não concluído nenhum grau universitário)  
Certificação Técnica (Geralmente, 2 anos, recebeu um diploma ou certificado) 
Universitário (Superior) completo  
Alguns anos de estudos em pós graduação (não completou mestrado)  
Mestrado  
Doutorado

Atualmente, Você está estudando para um bacharelato ou avançado qualquer certificação adicional?  
Please pick one of the answers below.  
Sim  
Não

Se a sua resposta é sim, selecione a opção que mais se aplica ao programa que você está cursando. Nos locais indicados, favor identificar a organização onde você se encontra matriculado (a) e forneça uma descrição ou a disciplina  
Please pick one of the answers below and add your comments.  
Graduação em campus universitário  
Graduação on-line  
Mestrado em campus universitário  
Mestrado on-line  
Doutorado em campus universitário  
Doutorado on-line  
Certificação em campus universitário  
Certificação on-line  
Instituição/Universidade - Disciplina  
.............................................................................................................................

Que educação nivela você ensina?  
Please pick one of the answers below or add your own.  
Escolas superiores  
Técnico/profissional  
bacharel  
Diplomado  
Outro (especifique)  
.............................................................................................................................

Com que Universidade da Rede Laureate você trabalha? Se você trabalha em mais de um, selecione o qual oferece uma ou mais turmas têm mais experiência. Se você trabalha em um campus, só identificar a universidade, por favor, não o campus. Por exemplo, se você trabalha em UVM em Valle Hermosa, a sua resposta deve ser "Universidad del Valle de México (UVM)."  
(List was provided and respondents Could also write-in other universities)  
Please pick one of the answers below or add your own.