

## Results from 2009 PDC Survey

Rengas typically bring together 8 to 12 people once or twice a month over coffee or light refreshments to explore a topic of mutual interest. A renga group gathers together over the course of a semester or, more usually, a year. Rengas are a great way to connect with colleagues while exploring a question or topic that has the potential to improve our campus, benefit our community, and advance all of our professional skills and accomplishments.

**Q.** How actively interested would you be in participating in a Renga?

- 11** - (1) Very Interested
- 29** - (2) Somewhat Interested
- 6** - (3) Not Interested
- 2** - (4) Interested, but not this year

**Average Response: 2.0 (Somewhat Interested)**  
**Responses: 48-Valid, 0-Blank, 48-Total**

**Q.** Would you prefer a Renga around a particular community or around a question of particular topic?

- 2** - (1) Particular Community
- 18** - (2) Particular Topic
- 27** - (3) Both

**Q.** Which community-based Rengas are of immediate interest you? Select all that apply.

- 10** - Department/Program Chairs Community Enhancing Leadership and Productive Change
- 18** - Early-Career Faculty and Professionals
- 4** - Part-Time Faculty and Professionals
- 7** - Preparing Future Teachers (Instructional Faculty of Education Programs)
- 8** - Senior Faculty for Teaching Excellence

**Responses: 47**

Which topic-based Renga might interest you?  
Select all that apply. (Questions 4 - 10)

- Q.** Curriculum
- 10** - The Capstone Experience
  - 3** - Enhancing Curricular Change (applicable to a single discipline)

- 4 - Enhancing Curricular Change (applicable across the disciplines; e.g., to the CCC)
- 10 - Ethics Across the Curriculum
- 17 - First-Year Student Experience
- 16 - Interdisciplinary Learning Across Campus
- 6 - Writing Across the Disciplines

**Responses: 66**

- Q. Diversity
- 14 - Inclusive Campus Climate
- 13 - Increasing Diversity on Campus

**Responses: 27**

- Q. Teaching
- 6 - Information Literacy
- 12 - Problem-Based Learning
- 12 - Student-Centered Learning
- 2 - Teaching Statistics
- 9 - Team Teaching
- 9 - Using Small Groups

**Responses: 50**

- Q. Technology
- 9 - Online Teaching and Learning
- 22 - Technology in the Classroom/Workplace

**Responses: 31**

- Q. Scholarship
- 20 - Research and Creative Activities (publishing, performing, etc.)
- 5 - Scholarship of Engagement
- 9 - Scholarship of Teaching and Learning
- 11 - Undergraduate Research and Creative Activities

**Responses: 45**

- Q. Other
- 14 - Service Learning
- 11 - Student Retention
- 8 - Sustainability

**Responses: 61**

**Q.** What other community-based or topic-based Rengas interest you? Please consider any "big ideas" or terrific projects of benefit to our campus and/or our region.

**Responses**

1. Faculty - who are they? What is the role of professional masters on an undergraduate campus?
2. Promoting Wellness on Campus - for all: Students, faculty and staff.
3. Creating campus-wide events that partner with other departments and leverage proven successes, vs. creating too many events and organizations that compete against each other and "cannibalize" each other's successes.
4. Community-based: Staff members who are working towards promotion opportunities (through continuing coursework, professional development, or just as a support group).
5. Student involvement as mentors; big brothers/sisters to at-risk or other younger students. Perhaps tapping into the OTHER abilities of instructors so that students do not see us as one dimensional. In other words, how developing other interests/abilities can contribute to the enhancement of our surrounding communities.
6. Narrowing the academic and student affairs divide Connecting student activities to the classroom Professional leadership on campus Students in crisis- identification, liability, and understanding Breaking out of the funk- addressing the mind set of "because we've always done it that way" Advising a student organization- don't be afraid Professionals doing research- Are there opportunities for student affairs types to be published and work on creative endeavors? Are student affairs people teachers- do we need those skills? Assessments outside of the classroom
7. Developing partnerships with feeder institutions Enhancing the K-16 educational pipeline Circles of influence (university-community partnerships; or university, community, alumni partnerships) Intersections of circles of influence
8. The role of patience and humor during difficult times How to bring out the best in others
9. None of these address the underlying challenges on campus. They seem to do so but only scratch the surface. We need a vision that resonates with young people...
10. Exploring additional "large-scale" sustainability projects such as wind power, solar heating, green roofs etc.
11. Senior professional staff and life after achievement
12. grant writing
13. LGBT issues

**Q.** Rengas are facilitated by one or two individuals who help coordinate the logistics of the group and facilitate the group's progression toward the goals it identifies. Are you interested in learning to facilitate a Renga?

**12** - (1) Yes

**32** - (2) No

**Average Response: 1.7 (No)**  
**Responses: 44-Valid, 4-Blank, 48-Total**

**Q.** What haven't we told you? Please list here any questions about Rengas that you would like addressed to help you decide whether you might join one, either as a facilitator or a member.

1. I'm not sure I understand how they function. Is it just a free for all with lots of questions and information?
2. How much actual work is involved? To really make ideas fly-much involvement/publicity seems necessary. Exactly how much time might this take?
3. How will topics be decided upon? How will volunteers be identified?
4. -More information, examples of Rengas. i.e. are Rengas being used at other American universities?
5. I'd really like to learn how to facilitate a Renga, however because my travel and work schedule is so full, I am concerned that I will not be able to fulfill an obligation to lead a session. Can I attend to learn how?
6. There were limited selections for professionals, other than those in their early years or part-time.
7. That most of these are specifically targeted to faculty. How about some suggestions for professionals? Witness the subject matter and its applicability to professionals in questions 13 - 18; few and far between. How about question #20? Some professionals might like to do some research and publications ...

To help the PDC generate ideas for next year's programming, please select the topics you'd like to see presentations, discussions of, or brainstorming sessions on. Select all that apply. (Questions 13 - 18)

- Q.** Teaching
- 6** - Information literacy
  - 12** - Student engagement strategies
  - 7** - Teaching large classes
  - 5** - Assessment
  - 9** - Classroom management
  - 10** - Working with small groups in the classroom
  - 13** - Getting students to read
  - 12** - Teaching first-year students
  - 5** - Universal design for learning
  - 10** - Creating a learning centered syllabus
  - 5** - Interpreting student evaluations
  - 8** - Diversity in the classroom

**Responses: 102**

**Q.** Scholarship

**16** - Tips for getting published

**14** - Grant writing

**Responses: 30**

**Q.** Time Management

**15** - Project management

**26** - Work/life balance issues and strategies

**Responses: 41**

**Q.** Technology

**7** - Using clickers in the classroom

**10** - Educational technologies

**6** - Netiquette

**11** - PowerPoint

**11** - Teaching online (full or hybrid)

**Responses: 45**

**Q.** Leadership Development

**13** - Managing conflict

**10** - Public speaking

**13** - Mentoring faculty and staff

**9** - Mentoring students

**16** - Motivating students and co-workers

**Responses: 61**

**Q.** Other

**10** - Interpersonal communication

**6** - Academic freedom

**Responses: 16**

**Q.** If you missed an event you were interested in, would you watch a podcast of the event?

**30** - (1) Yes

**14** - (2) No

**Average Response: 1.3 (Yes)**

**Responses: 44-Valid, 4-Blank, 48-Total**

**Q.** Please tell us about your scholarly/creative work needs (Questions 20-24):

I face the following challenges in doing my scholarly/creative work (select all that apply):

- 28** - Lack of time and resources
- 14** - Few or no connections to campus colleagues who are engaged in similar work, and/or who could help me with writing/exhibition, analysis, etc.
- 6** - Few or no connections to off-campus colleagues who are engaged in similar work, and/or who could help me with writing/exhibition, analysis, etc.
- 5** - Lack of student support and/or assistance
- 5** - Lack of software/hardware to support my work
- 0** - Little or no data analysis support
- 9** - Lack of support in my teaching, to flex my time for more scholarly work (e.g., course load/course schedule, teaching assistance)
- 4** - Lack of access to potential publishers/sponsors/exhibit venues for my work
- 2** - Few or no connections to possible research sites and/or research participants
- 21** - Effectively meshing my scholarly/creative work more closely with other functions of my job (e.g., teaching, service)

**Responses: 94**

**Q.** I would like to have more information and education about the following campus resources that can assist with my scholarly/creative work (select all that apply):

- 2** - Colleagues with whom I have co-authored or co-produced work
- 4** - Colleagues who have assisted in the writing/publication process
- 9** - Internal/SUNY Fredonia grants and awards programs
- 12** - External grants and awards programs
- 3** - Data analysis assistance
- 8** - Software and other relevant technologies
- 5** - Connections to research sites and/or research participants
- 1** - Human subjects review
- 6** - Grant writing assistance
- 4** - Community engagement or partnerships with my scholarship
- 6** - Grants management assistance (once I have

secured a grant)

- 5 - Student assistance (to assist in my courses/to assist with projects)

**Responses: 65**

**Q.** If you have sought internal or external grants or funding, which of the following have you included as part of the budget (select all that apply):

- 8 - I have not sought external or internal funding
- 7 - Course release
- 5 - Direct research costs (e.g., stipends for subjects)
- 11 - Non-technology related materials, supplies, and equipment
- 6 - Technology-related materials (software, hardware, etc.)
- 15 - Travel (e.g., to conferences, research sites, collaborators)
- 5 - Funding for collaborators (e.g., consultancies, stipends)
- 5 - Funding for subjects (e.g., participation stipends, travel, childcare)
- 3 - Student assistance (to assist in my courses/to assist with projects)
- 2 - Non-student staff to manage/assist projects

**Responses: 67**

**Q.** If you have involved students in your scholarly/creative work, how do you utilize their assistance (select all that apply):

- 11 - I do not use students as part of my scholarly/creative work
- 12 - To support their own research (e.g., through thesis/independent studies)
- 4 - As assistants in my courses, freeing up time to re-direct my time to scholarly/creative work
- 9 - As assistants in collecting data in my own work
- 8 - As assistants in analyzing data in my own work
- 3 - As subjects in my own work

**Responses: 47**

**Q.** Please include any comments or feedback that you may have regarding possible PDC

programming.

1. I think the PDC is awesome- I do feel as a student affairs professional that a significant amount of the workshops sound like they do not apply to the professional staff on campus, although they totally might. I think there is miscommunication within our division that professional development is only "conferences" which is unfortunate because SUNY Fredonia is under utilizing the talent of half of our staff. I'd like to slowly change that idea.
  2. -How does one negotiate time for on-campus or internal professional development opportunities (for professional staff).
  3. Are we allowed to use undergraduate student to assist in scholarly/creative work? That is not defined as far as I am aware. If you are in a department without a graduate program, is this possible or frowned upon. More clarification on this would be very helpful, or structuring a class or independent study/s which benefit student and faculty in this area would be beneficial.
  4. Please start thinking a bit about the kinds of things that might appeal to the many professionals on the campus ... it is such a broad group with much talent.
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