

Faculty Development Needs

Link to Survey: [Microsoft Forms](#)

1. Rate your Range of Skills & Knowledge
Please use the following scale when assessing your skill/knowledge level:

	1	2	3	4	5
Low Need Much Development			Medium Good but could still improve		Mastery Could teach others
Setting expectations with learners (Clear lesson plans, Clear assessment structures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing learner needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving constructive feedback / evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in large groups; Commanding large audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise and facilitate a student-led activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Online Lectures (PowerPoint Presentation Skills, Use of Online Whiteboards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Flipped Classroom Methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Team Based Learning (TBL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding adult learners; learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identifying impaired learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify or adjust instruction based on informal classroom assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and addressing cultural differences and/or language barriers of communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum development in your field of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology in teaching (Online quizzes, Online game-based learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development Plan

2. Thinking about professional development opportunities over the past year, to what extent do you agree with the following statements?

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

	Option 1	Option 2	Option 3	Option 4	Option 5
I am satisfied with the opportunities I have for professional development at UNIC Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in planning my professional development plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to develop an individual professional development plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in pursuing professional development opportunities focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 1- Teaching

Potential Trainings, Lectures, Seminars, Webinars and Resources (either to offer via email or Moodle or to create in live events)

Section 1 dives into various aspects of Student Centredness.

Each individual item can be a training or resource of its own.

Examples of training or resources:

- UNIC MED School Lesson Planning and Assessment Training
- How to give constructive feedback
- "Teachers/Professors/Lecturers" as Leaders in the Classroom
- Engaging students through Gamification in Medical Education
- Moving Lectures Online
- How to Flip your Class
- How to use TBL
- How to develop curriculum specifically tailored to your field of teaching and research
- How to modify live lectures based on active feedback

Aligned with CME Strategy Goals:

Goal 1: Provide Faculty and staff with continuous professional activities and programmes to enhance their existing knowledge and skills

Goal 2: Enhance student teaching, learning, and assessment experience

Section 2 -Professional Development Plan

Potential Trainings, Lectures, Seminars, Webinars and Resources (either to offer via email or Moodle or to create in live events)

-The importance of a Professional Development Plan

-How to create your Professional Development Plan

-Training specifically tailored around Student Centredness (linked to Section 1)

Aligned with CME Strategy Goals:

Goal 1: Provide Faculty and staff with continuous professional activities and programmes to enhance their existing knowledge and skills

Goal 2: Enhance student teaching, learning, and assessment experience

I am interested in pursuing professional development opportunities focused on student-centered learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have many professional development opportunities focused on student-centered learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support as I try to implement what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOLARSHIP

The role and place of scholarship is essential for developing quality learning and teaching practices. It provides the opportunity to improve all facets of teaching and learning including curriculum design, to maintain and develop disciplinary knowledge, to incorporate research into teaching practice and to develop and evaluate new approaches for facilitating student learning.

Scholarship Activities include and are not limited to:

- Keeping up to date with developments in the relevant disciplinary field, including attending research seminars, conferences, symposia, workshops and other fora
- Undertaking work (paid or unpaid) for an external organisation to maintain industry/professional knowledge relevant for teaching
- Investigating teaching and learning practice for personal, local or public knowledge, with the latter being characterised by (often peer reviewed) discipline education-focused presentations and publications, including reports, articles, book chapters and books
- Contributing to the research effort of the discipline or profession, or generating creative works
- Engaging with opportunities for internal and external teaching and learning awards, grants and fellowships

Think about your current level of expertise and ability in each area and select the corresponding number on the scale.

3. Rate your Range of Skills, Knowledge and Motivation

Please use the following scale when assessing your skill/knowledge/motivation level:

- | | | | | |
|------------------------------------|---|--|---|-------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Low
Need
Much
Development | | Medium
Good but
could still
improve | | Mastery
Could teach others |

	1	2	3	4	5
To engage in scholarship activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to research within field of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting work at conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3- Scholarship

Potential Trainings, Lectures, Seminars, Webinars and Resources (either to offer via email or Moodle or to create in live events)

-How to write for Publications

-Presentation Skills for Researchers

Aligned with CME Strategy Goals:

Goal 1: Provide Faculty and staff with continuous professional activities and programmes to enhance their existing knowledge and skills

Goal 3: Increase Health care educational research and assessment

ADMINISTRATIVE & LEADERSHIP SKILLS; CAREER ADVANCEMENT

Think about your current level of expertise and ability in each area and select the corresponding number on the scale.

4. Please use the following scale when assessing your skill/knowledge level:

1	2	3	4	5
Low Need Much Development		Medium Good but could still improve		Mastery Could teach others

	1	2	3	4	5
Understanding UNIC Medical School's vision, mission, goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding UNIC Med School's institutional culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding UNIC Med School's ranking process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a focus/career goal planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding budgetary and financial planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group process skills (How do you interact with colleagues at meetings?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotional Intelligence Skills (Self-Awareness, Self-Regulation, Social Awareness, Relationship Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How equipped are you to address racial and/or religious disputes that may come up in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing professional relationships (Networking skills, both internally and externally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5

Section 4-Administrative & Leadership Skills; Career Advancement Potential Trainings, Lectures, Seminars, Webinars and Resources (either to offer via email or Moodle or to create in live events)

- Onboarding Training: University of Nicosia Medical School Mission and Culture (Faculty and Staff as UNIC MED SCHOOL Ambassadors)
- How to do budgetary and financial planning (specifically for HE)
- Communication Skills training
- Leadership Skills training
- Deep Listening Skills training
- Emotional Intelligence for Teachers and Team Managers (Heads of Department and Teams etc)
- Creating Academic Leaders: Diversity and Inclusion training, Cultural Awareness Training
- Stress Management Training for individual / How to deal with students that are stressed etc. (Links to Covid-19 Survey)
- Time Management Training
- How to Network Training

Aligned with CME Strategy Goals:

Goal 1: Provide Faculty and staff with continuous professional activities and programmes to enhance their existing knowledge and skills

Goal 2: Enhance student teaching, learning, and assessment experience

Short Answers

5. In your opinion, what is one skill-set that would empower faculty to perform at their best? *

Enter your answer

6. Please share 3 of your preferred format/structures of delivery of faculty development activities? *

Examples: Asynchronous Online Learning, Live Online Trainings, Face to Face trainings, Short trainings provided in a series, Longer trainings that start and end in one sitting, etc.

Enter your answer

7. Please list any external sources/organizations/providers you use for continuous professional development training. *

We are always open to recommendations and information you are willing to share as good practice.

Enter your answer

8. Have you attended Professional Development Trainings during this last academic year? *

If your answer is "YES", please let us know:

- 1. How many Professional Development Workshops have you attended in the last academic year?*
- 2. Overall, did you find the trainings you attended beneficial for your development as an academic?*
- 3. Have you incorporated your learnings into your work, since attending the trainings?*

Enter your answer

9. If you could choose to attend any training, for professional development for academics, what topic of training would you choose to attend? *

Enter your answer

10. You are: *

- Junior Faculty (5 years or less at any academic institution))
- Senior Faculty (5 years or greater at any academic institution))
- Prefer not to say

11. You are: *

- Female
- Male
- Non binary / third gender
- Prefer not to say

12. Your age: *

- 20-30 years old
- 30-45 years old
- 45+ years old
- Prefer not to say