Needs Assessment for Teaching Faculty in the School of Medicine
Deadline: Friday, August 24

1. For each of the following teaching skills, please select the option that best describes your perception of the importance of this skill and your current ability level in using this skill as a teacher in the School of Medicine.

A1 My perception of the importance of aligning course objectives with assessment and evaluation:
- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

A2 My current skill level in aligning course objectives with assessment and evaluation:
- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

B1 My perception of the importance of determining assessment strategies other than multiple choice questions:
- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

B2 My current skill level in determining assessment strategies other than multiple choice questions:
- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

C1 My perception of the importance of writing examination questions to assess higher order thinking (not recall):
- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

C2 My current skill level in writing examination questions to assess higher order thinking (not recall):
- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

D1 My perception of the importance of providing formative feedback to learners:
- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

D2 My current skill level in providing formative feedback to learners:
- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

E1 My perception of the importance of providing summative (end-of-course) feedback to learners:
- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

E2 My current skill level in providing summative (end-of-course) feedback to learners:
- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation
F1 My perception of the importance of organizing content in the best sequence for learning:

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

F2 My current skill level in organizing content in the best sequence for learning:

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

G1 My perception of the importance of developing quick and easy strategies for engaging learners:

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

G2 My current skill level in developing quick and easy strategies for engaging learners:

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

H1 My perception of the importance of teaching learners to assume more responsibility for their own learning:

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

H2 My current skill level in teaching learners to assume more responsibility for their own learning:

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

I1 My perception of the importance of using digital media to support learning (wikis, blogs, social media):

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

I2 My current skill level in using digital media to support learning (wikis, blogs, social media):

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

J1 My perception of the importance of designing team learning sessions (e.g., TBL):

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

J2 My current skill level in designing team learning sessions (e.g., TBL):

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

K1 My perception of the importance of designing structured exercises for guided inquiry (e.g., POGIL):

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation
### L1: My perception of the importance of facilitating small groups:

- Of little importance
- Moderately important
- Very important
- Essential that I learn more about this
- Not applicable to my teaching situation

### L2: My current skill level in facilitating small groups:

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation

### K2: My current skill level in designing structured exercises for guided inquiry (e.g., POGIL):

- Not particularly skilled
- Some skills, but need a refresher
- Fairly skilled
- High level of skill
- Not applicable to my teaching situation
M1  My perception of the importance of implementing simulations and standardized patient scenarios:

☐ Of little importance
☐ Moderately important
☐ Very important
☐ Essential that I learn more about this
☐ Not applicable to my teaching situation

M2  My current skill level in implementing simulations and standardized patient scenarios:

☐ Not particularly skilled
☐ Some skills, but need a refresher
☐ Fairly skilled
☐ High level of skill
☐ Not applicable to my teaching situation

N1  My perception of the importance of making lectures engaging and interactive:

☐ Of little importance
☐ Moderately important
☐ Very important
☐ Essential that I learn more about this
☐ Not applicable to my teaching situation

N2  My current skill level in making lectures engaging and interactive:

☐ Not particularly skilled
☐ Some skills, but need a refresher
☐ Fairly skilled
☐ High level of skill
☐ Not applicable to my teaching situation

O1  My perception of the importance of using clickers and polling techniques effectively:

☐ Of little importance
☐ Moderately important
☐ Very important
☐ Essential that I learn more about this
☐ Not applicable to my teaching situation

O2  My current skill level in using clickers and polling techniques effectively:

☐ Not particularly skilled
☐ Some skills, but need a refresher
☐ Fairly skilled
☐ High level of skill
☐ Not applicable to my teaching situation

P1  My perception of the importance of developing and facilitating case-based learning:

☐ Of little importance
☐ Moderately important
☐ Very important
☐ Essential that I learn more about this
☐ Not applicable to my teaching situation

P2  My current skill level in developing and facilitating case-based learning:

☐ Not particularly skilled
☐ Some skills, but need a refresher
☐ Fairly skilled
☐ High level of skill
☐ Not applicable to my teaching situation

Q1  My perception of the importance of teaching with problem-based learning (PBL) scenarios:

☐ Of little importance
☐ Moderately important
☐ Very important
☐ Essential that I learn more about this
☐ Not applicable to my teaching situation

Q2  My current skill level in teaching with problem-based learning (PBL) scenarios:

☐ Not particularly skilled
☐ Some skills, but need a refresher
☐ Fairly skilled
☐ High level of skill
☐ Not applicable to my teaching situation
R1  My perception of the importance of developing service learning initiatives to achieve learning goals:
- [ ] Of little importance
- [ ] Moderately important
- [ ] Very important
- [ ] Essential that I learn more about this
- [ ] Not applicable to my teaching situation

R2  My current skill level in developing service learning initiatives to achieve learning goals:
- [ ] Not particularly skilled
- [ ] Some skills, but need a refresher
- [ ] Fairly skilled
- [ ] High level of skill
- [ ] Not applicable to my teaching situation

Other teaching skills I would like to learn about through faculty development:
((OPTIONAL))

2. What is the biggest issue you face as a teacher in the School of Medicine?

3. If you will be teaching in the integrated undergraduate curriculum in the new medical education building, what is your biggest concern about the future? (Note: please skip this question if you are not teaching in the new curriculum).
4. As we develop new faculty development initiatives to support teaching in the new curriculum as well as in other settings (including clinical and graduate education), we would like to know the best times for you to participate.

Which of the following are the best times of day for faculty development, given your schedule?
(Choose as many as applicable)

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<tr>
<th></th>
<th>Mornings (9 am - Noon)</th>
<th>Lunchtimes (11 am - 1:30 pm)</th>
<th>Afternoons (1 - 4 pm)</th>
<th>Evenings (4 pm or later)</th>
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Other times you would like to see faculty development sessions conducted. [(OPTIONAL)]

5. What level of learner do you currently teach? (Choose as many as applicable)

- [ ] M1
- [ ] M2
- [ ] M3
- [ ] M4
- [ ] Residents
- [ ] Fellows
- [ ] Graduate Students

6. In which area is your PRIMARY emphasis for teaching within the School of Medicine?

- [ ] Basic sciences
- [ ] Clinical
- [ ] Graduate education

7. How much time do you spend teaching each academic year?

- [ ] Less than 5 hours
- [ ] 6 - 10 hours
- [ ] 11 - 20 hours
- [ ] 21 - 50 hours
- [ ] More than 50 hours

8. Where do you spend the majority of your teaching time?

- [ ] MCV Campus
- [ ] Inova Campus
- [ ] Veteran’s Administration or other site
- [ ] Equally split between two or more locations