Survey of Toolkit Needs

On-Campus Faculty (*N* = 227, 25% return rate; 69% of respondents were regular faculty)

- Response scale: 1= High priority 2 = Medium priority 3 = Low priority 4 = Unnecessary
- Listed items averaged < 2.00 and were rated by at least 1/3 of respondents as "high priority."
- **XX%** = The percentage who rated as high priority; light grey items were not rated highly.
- (I) = listed under resources for instructors; (S) = listed under resources for students

Syllabi

Introduction to syllabus design
Optional syllabus templates

(I) Template syllabus policies (e.g., academic dishonesty, recording lectures) **35%**

Reading

(I) Classroom strategies that build reading skills **44%**
(S) Reading strategies for textbooks (handout and mini-lecture) **48%**
(S) Reading strategies for informative and persuasive text (handout and mini-lecture) **45%**

Writing

(I) Preventing and dealing with plagiarism **44%**
(S) Plagiarism handout and narrated PowerPoint (with prepared quizzes for instructors) **55%**
(S) Copyright handout and mini-lecture (for students preparing posters and oral presentations) **40%**
(S) Punctuation review **41%**
(S) Crafting paragraphs **47%**
(S) Using varied sentence structures and transition devices **39%**
(S) Drafting and revising **52%**
(S) Brief style guides (e.g., e-mail conventions, APA, MLA, AMA) **45%**
(S) Writing exam essays **37%**

How People Learn

(IS) Introduction to the science of learning (an overview of research findings) **34%**
(IS) Building expertise (overview of the conditions that build expert-level skills) **35%**

(IS) Effective study strategies **66%**

Information Literacy

(I) Course activities that build information literacy **33%**
(S) Mini-lectures on how to find, evaluate, and select resources **53%**

Higher-Order Thinking

(I) Class activities that build concepts and critical thinking skills **66%**
Building research projects into introductory-level courses
(I) Strategies for effective class discussions **55%**
(IS) Introduction to problem-solving and higher-level thinking skills **66%**
(IS) Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic). **51%**

Miscellaneous Topics

(I) Collaborative learning: group work that works **38%**
How to use student work as models in instruction
(I) Overview of high-impact teaching strategies **50%**
(I) Examples of course redesigns that enhance learning and retention **44%**
(I) Motivating students **56%**
(I) Overview of culturally-sensitive teaching
(S) What predicts success? (research findings on the characteristics of successful people) **37%**

Global Faculty (part-time adjuncts, *N* = 123, 31% return rate, 51% of respondents primarily off campus and 49% primarily online)

- Response scale: 1= High priority 2 = Medium priority 3 = Low priority 4 = Unnecessary
- Listed items averaged < 2.00 and were rated by at least 1/3 of respondents as "high priority."
- **XX%** = The percentage who rated as high priority; light grey items were not rated highly.
- (I) = listed under resources for instructors; (S) = listed under resources for students

Reading

(I) Classroom strategies that build reading skills **43%**
(S) Reading strategies for textbooks (handout and mini-lecture) **54%**
(S) Reading strategies for informative and persuasive text (handout and mini-lecture) **52%**

Writing

(I) Preventing and dealing with plagiarism **67%**
(S) Plagiarism handout and narrated PowerPoint (with prepared quizzes for instructors) **66%**
(S) Copyright handout and mini-lecture (for students preparing posters and oral presentations) **39%**
(S) Punctuation review **48%**
(S) Crafting paragraphs **55%**
(S) Using varied sentence structures and transition devices **48%**
(S) Drafting and revising **53%**
(S) Brief style guides (e.g., e-mail conventions, APA, MLA, AMA) **64%**
(S) Writing exam essays **48%**

How People Learn

(IS) Introduction to the science of learning (an overview of research findings) **36**%
(IS) Building expertise (overview of the conditions that build expert-level skills) **37**%
(IS) Effective study strategies **54**%

Information Literacy

(I) Course activities that build information literacy **39%**
(S) Mini-lectures on how to find, evaluate, and select resources **51%**

Higher-Order Thinking

(I) Class activities that build concepts and critical thinking skills **69%**
(1) Building research projects into intro-level courses **48%**
(I) Strategies for effective class discussions **57%**
(IS) Introduction to problem-solving and higher-level thinking skills **71%**
(IS) Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic). **66%**

Miscellaneous Topics

(I) How to use student work as models in instruction (with permission slips)
(I) Overview of high-impact teaching strategies **39%**
(I) Examples of course redesigns that enhance learning and retention **44%**
(I) Motivating students **60%**
(I) Overview of culturally-sensitive teaching **33%**
(S) What predicts success? **45%**

Teaching Graduate Students (*N* = 74, 20% return rate)

- Response scale: 1= High priority 2 = Medium priority 3 = Low priority 4 = Unnecessary
- Listed items averaged < 2.00 and were rated by at least 1/3 of respondents as "high priority."
- **XX%** = The percentage who rated as high priority; light grey items were not rated highly.
- (I) = listed under resources for instructors; (S) = listed under resources for students

Syllabi

(I) Syllabus templates **35%**
(I) Template syllabus policies
(I) Characteristics of traditional, enhanced, and exemplary syllabi

Reading

(I) Classroom strategies that build reading skills **34%**
(S) Reading strategies for textbooks (handout and mini-lecture) **43%**
(S) Reading strategies for informative and persuasive text

Writing

(I) Preventing and dealing with plagiarism **54%**
(S) Plagiarism handout and narrated PowerPoint (with prepared quizzes for instructors)
(S) Copyright handout and mini-lecture (for students preparing posters and oral presentations)
(S) Punctuation review
(S) Crafting paragraphs
(S) Using varied sentence structures and transition devices
(S) Drafting and revising **42%**
(S) Brief style guides (e.g., e-mail conventions, APA, MLA, AMA) **45%**
(S) Writing exam essays

How People Learn

(IS) Introduction to the science of learning
(IS) Building Expertise
(IS) Effective study strategies **57**%

Information Literacy

(I) Course activities that build information literacy **33%**
(S) Mini-lectures on how to find, evaluate, and select resources **45%**

Higher-Order Thinking

(I) Class activities that build concepts and critical thinking skills **71%**
(I) Building research projects into intro-level courses **39%**
(I) Strategies for effective class discussions **44%**
(IS) Introduction to problem-solving and higher-level thinking skills **58%**
(IS) Barriers to critical analysis (e.g., reasoning from anecdote, confusing correlation and causation, the confirmatory bias, and the availability heuristic). **53%**

Miscellaneous Topics

(I) Collaborative learning: group work that works **44%**
(I) How to use student work as models in instruction
(I) Overview of high-impact teaching strategies **43%**
(I) Examples of course redesigns that enhance learning and retention **36%**
(I) Motivating students **67%**
(I) Overview of culturally-sensitive teaching **35%**
(S) What predicts success? (research findings on the characteristics of successful people)

Undergraduate Students (*N* = 463, 5% return rate, 63% of respondents freshmen and sophomores)

- Response scale: 1= High priority 2 = Medium priority 3 = Low priority 4 = Unnecessary
- Listed items averaged < 2.00 and were rated by at least 1/3 of respondents as "high priority."
- **XX%** = The percentage who rated as high priority; light grey items were not rated highly.

Career Exploration and Planning

An overview of online and in-person career exploration tools **44%**
Graduate school: What it is and how to get there **54%**
Job application documents: Advice and samples **68%**

Time-Management

Time-management planning tools linked to Advising Workbench **41%**
Planning apps for smart phones

Reading Resources

Reading strategies for textbooks (handout and mini-lecture)
Reading strategies for informative and persuasive text (handout and mini-lecture)

Writing Resources

Getting started on papers: Helpful tricks of the trade **43%**
Plagiarism handout, online training, and quizzes
Copyright handout and mini-lecture (for research poster preparation and presentations)
Punctuation review
Crafting paragraphs
Using varied sentence structures and transition devices
Drafting and revising **34%**
Brief style guides (e.g., e-mail conventions, APA, MLA, AMA) **49%**
Writing exam essays **44%**

How People Learn

Introduction to the science of learning (an overview of research findings)
How to build expertise
Effective study strategies **58%**

Information Literacy (the ability to find and evaluate resources)

Video library tour
Mini-lectures on how to find, evaluate, and choose resources

Higher-Order Thinking (planning, problem-solving, and critical analysis)

Introduction to higher-order thinking **33%**
Critical analysis: What it is and how to engage it **43%**
Overcoming barriers to critical analysis **43%**

Miscellaneous Topics

What predicts success? (research findings on the characteristics of successful people)
Building your academic resume: Opportunities for involvement at CMU **77%**