

---

# **GROUPE DE TRAVAIL SUR LA CHARGE DE TRAVAIL**

**RAPPORT FINAL**

**Mars 2009**

---

# **Rapport du Groupe de travail sur la charge de travail**

## **TABLE DES MATIÈRES**

### **INTRODUCTION**

#### **CONTEXTE HISTORIQUE**

- i) Système des collèges communautaires de l'Ontario
- ii) Historique des négociations sur la charge de travail – Aperçu

#### **GROUPE DE TRAVAIL SUR LA CHARGE DE TRAVAIL**

- i) Création et composition
- ii) Mandat
- iii) Méthode suivie par le Groupe de travail

#### **SONDAGES**

- i) Format et questions
- ii) Déroulement des sondages et disponibilité des données
- iii) Résultats et conclusions

#### **RÉUNIONS RÉGIONALES**

- i) Format
- ii) Thèmes récurrents

#### **PROJETS PILOTES**

- i) Historique et mise en œuvre
- ii) Sondage
- iii) Conclusions

#### **DONNÉES GÉNÉRALES**

#### **RECOMMANDATIONS**

- i) Souplesse
- ii) Préparation
- iii) Évaluation
- iv) Fonctions complémentaires
- v) Perfectionnement professionnel
- vi) Mécanismes de règlement des différends sur la charge de travail
- vii) Normes et relations professionnelles

## **ANNEXES**

### **Annexe A (disponible en anglais seulement)**

Workload Taskforce Membership

### **Annexe B (disponible en anglais seulement)**

Workload Taskforce Mandate – March 31, 2004

### **Annexe C**

Mandat du Groupe de travail sur la charge de travail – Le 28 juin 2006

Protocole d’entente sur les Projets pilotes – Le 28 juin 2006

### **Annexe D (disponible en anglais seulement)**

Teachers Survey Tabular – Leger Marketing

### **Annexe E (disponible en anglais seulement)**

Managers Survey Tabular – Leger Marketing

### **Annexe F (disponible en anglais seulement)**

Survey Data Raw Teachers and Managers – Leger Marketing

### **Annexe G (disponible en anglais seulement)**

Full-Time & Part-Time Academic Staff Employees 1996-2007

### **Annexe H (disponible en anglais seulement)**

Survey Data – SPSS Files for Teachers and Managers – Leger Marketing

### **Annexe I (disponible en anglais seulement)**

Survey Questionnaires for Teachers and Managers – Leger Marketing

# **RAPPORT FINAL**

## **DU GROUPE DE TRAVAIL SUR LA CHARGE DE TRAVAIL**

### **INTRODUCTION**

#### **CONTEXTE HISTORIQUE**

##### **i) Système des collèges communautaires de l'Ontario**

Le système des collèges communautaires de l'Ontario compte 24 collèges dans toutes les régions de la province. Ces collèges offrent une vaste gamme de programmes à un large éventail d'étudiants et d'étudiantes provenant de milieux différents et ayant des objectifs scolaires variés. De nombreux changements survenus au cours des années ont eu une incidence sur l'enseignement de la matière et l'apprentissage. Parmi ces facteurs, on note l'apprentissage à distance, les périodes d'apprentissage comprimées dans le cadre des programmes de formation en apprentissage, les placements en milieu de travail, les programmes d'études appliquées et l'éducation en ligne.

L'effectif étudiant a connu une croissance rapide alors même que le gouvernement réduisait considérablement son financement par étudiant. Ces changements ont exercé une importante pression sur le système des collèges communautaires. Les deux parties reconnaissent que les membres du corps enseignant des collèges communautaires ontariens travaillent fort et prennent leur travail au sérieux. Ce qui sépare essentiellement les parties relativement à la charge de travail du personnel enseignant est la tension entre l'utilisation des ressources scolaires et la surcharge. Cette tension est gérée par la formule d'affectation de la charge de travail qu'ont acceptée les parties.

##### **ii) Historique des négociations sur la charge de travail – Aperçu**

L'article 11 de la convention collective décrit une formule complète d'affectation de la charge de travail qui régit l'affectation du travail au personnel enseignant dans le système des collèges communautaires. Il contient aussi une disposition générale visant les bibliothécaires et les conseillers et conseillères. L'article 11 et la formule d'affectation de la charge de travail qui y figure sont le résultat d'une grève survenue en 1984. La loi sur le retour au travail ayant mis fin à cette grève comprenait une disposition sur l'arbitrage exécutoire, et toutes les questions autres que la charge de travail ont été réglées par l'arbitre Paul Weiler. Les questions liées à la

charge de travail devaient être examinées par le Comité d'étude de la charge d'enseignement présidé par Michael Skolnik. Dans son rapport, ce comité a recommandé que la disposition en vigueur (maximums d'heures d'enseignement avec établissement de la moyenne) soit remplacée par des limites fondées sur les heures attribuées pour divers facteurs de pondération de la charge de travail. Ces recommandations prévoyaient une formule s'appliquant au niveau des programmes afin de tenir compte des différences réelles dans les besoins liés à diverses matières, à divers modes de prestation et à divers étudiants. Les parties ont négocié une formule d'affectation de la charge de travail basée sur ces recommandations, et cette formule a peu changé au cours des 25 dernières années. La formule ne faisait pas et ne fait toujours pas de distinction entre les programmes, sauf en ce qui a trait à l'éducation de niveau postsecondaire et à l'éducation qui n'est pas de niveau postsecondaire.

La formule actuelle établit un certain nombre de maximums, y compris un maximum hebdomadaire de 44 heures par semaine jusqu'à concurrence de 36 semaines comportant des heures de contact d'enseignement dans les programmes postsecondaires, et jusqu'à concurrence de 38 semaines comportant des heures de contact d'enseignement dans les programmes qui ne sont pas des programmes postsecondaires. Les facteurs de pondération de la charge de travail qui s'appliquent sont les suivants : heures de contact d'enseignement (jusqu'à 18 ou 20 heures par semaine respectivement pour les programmes postsecondaires et les programmes qui ne sont pas des programmes postsecondaires); heures attribuées à la préparation chaque semaine, établies en fonction du temps écoulé depuis que l'enseignant ou l'enseignante a donné le cours; heures attribuées à l'évaluation et à la rétroaction chaque semaine, basées sur le genre d'évaluation et le nombre d'étudiants et d'étudiantes; heures attribuées aux fonctions complémentaires, correspondant à un minimum de quatre heures pour l'aide aux étudiants et étudiantes en dehors de la classe et de deux heures pour les tâches administratives normales.

Il ne nous est pas nécessaire de décrire en détail ici les dispositions de la convention collective, sauf pour faire remarquer qu'il existe des maximums s'appliquant aux heures de contact d'enseignement dans une année scolaire (648 et 760 heures respectivement pour les programmes postsecondaires et les programmes qui ne sont pas des programmes postsecondaires) et aux jours de contact par année scolaire (180 et 190 jours respectivement). Au cours de l'année scolaire, il faut accorder à chaque enseignant et enseignante au moins dix jours ouvrables de perfectionnement professionnel. L'année scolaire est de dix mois, normalement de septembre à juin, mais il existe des dispositions autorisant des activités pendant toute l'année.

Le mécanisme utilisé pour administrer la formule est le formulaire de charge de travail (FCT). L'enseignant ou l'enseignante et sa superviseuse ou son superviseur doivent discuter de

la charge de travail proposée, puis la superviseuse ou le superviseur remplit le FCT comprenant tous les éléments de la charge de travail totale. Après avoir reçu le FCT, l'enseignant ou l'enseignante dispose de 14 jours pour régler tout différend. Si le différend ne peut être réglé, l'enseignant ou l'enseignante peut soumettre la question au groupe de révision de la charge de travail du collège qui examine la charge de travail assignée. Chaque groupe de révision de la charge de travail est formé de huit membres, dont quatre nommés par le collège, et quatre par la section locale du syndicat. Si la majorité du groupe de révision de la charge de travail s'entend sur un règlement, sa décision lie toutes les parties. Si la question n'est pas réglée, l'enseignant ou l'enseignante, mais non le syndicat, peut soumettre la question à un arbitre de la charge de travail.

Au cours de la ronde de négociations de 2003-2004, les deux parties ont fait d'importantes propositions pour modifier la formule. La convention collective de 2003-2005 incluait une lettre d'entente établissant un groupe de travail mixte chargé d'examiner des questions liées à la charge de travail et d'en discuter. Le mandat de ce groupe figure à l'annexe B. Les membres de ce groupe de travail se sont réunis à plusieurs reprises et ont convenu d'effectuer un sondage, mais ils n'ont pu parvenir à un consensus sur le contenu du sondage. Les deux parties ont présenté un rapport. Le rapport du syndicat était fondé en partie sur des sondages qu'il avait menés. Chacune des parties s'est appuyée sur son propre rapport pour présenter ses observations à l'arbitre Kaplan en juin 2006. M. Kaplan avait été choisi pour fixer les conditions de la convention collective actuelle, mais il n'a rendu aucune sentence arbitrale sur la charge de travail. Plutôt, il a ordonné la création d'un nouveau groupe de travail chargé d'examiner les questions liées à la charge de travail.

### **GROUPE DE TRAVAIL SUR LA CHARGE DE TRAVAIL**

#### **i) Création et composition**

L'arbitre Kaplan a ordonné à chaque partie de nommer un membre. Si elles ne pouvaient s'entendre sur le choix d'une personne pour la présidence, il sélectionnerait un tiers par voie d'arbitrage des propositions finales. Morris Uremovich a été nommé pour représenter les collègues, et Marcus Harvey, comme représentant du SEFPO. Wesley Rayner a été nommé président. Le groupe de travail a finalement été établi en juin 2008 et a tenu sa première réunion en juillet 2008.

#### **ii) Mandat**

Le mandat de l'actuel groupe de travail est pour l'essentiel identique à celui du groupe de travail précédent, qui figure à l'annexe B. Notre mandat figure à l'annexe C. Ce mandat prévoit que nous formulons des recommandations destinées aux parties afin de faciliter les

négociations portant sur les questions liées à la charge de travail. La seule modification au mandat figurant à l'annexe C est que la date limite pour notre rapport a été reportée au 1<sup>er</sup> mars 2009.

Nous avons déterminé que nous allions aborder les divers facteurs décrits dans les annexes en les examinant, dans la mesure du possible, sous l'angle des quatre principaux facteurs prévus dans la formule, soit : maximums s'appliquant aux heures de contact, heures attribuées à la préparation, heures attribuées à l'évaluation et à la rétroaction, heures attribuées aux fonctions complémentaires. Certaines des questions énumérées à l'annexe C, notamment le perfectionnement professionnel, le FCT et les projets pilotes, ont dû être traitées quelque peu différemment.

Nous avons en outre décidé que nos recommandations ne devaient pas conduire à augmenter la charge de travail globale relativement au nombre total d'heures pouvant être exigé du personnel. Nous avons également limité nos investigations en décidant de ne pas recommander de changements particuliers aux menus détails de la formule, par exemple en proposant des ajustements aux multiplicateurs servant au calcul des heures attribuées à la préparation ainsi qu'à l'évaluation et à la rétroaction. Nous n'avons tout simplement pas le temps ni les données nécessaires pour formuler de telles recommandations. Nous reconnaissons que ces multiplicateurs constituent les meilleures estimations des parties en ce qui concerne le nombre approximatif d'heures qu'un membre du personnel enseignant consacre et devrait consacrer aux diverses composantes de ses tâches. Ces limitations ne signifient pas que nous n'avons pas pu faire de recommandations de nature plus générale qui, nous l'espérons, rendent mieux compte de la réalité du lieu de travail et qui pourraient réduire certaines des contraintes de temps que subit le personnel enseignant dans le contexte actuel.

### **iii) Méthode suivie par le Groupe de travail**

Le Groupe de travail sur la charge de travail (ci-après « Groupe de travail ») s'est réuni à plusieurs reprises pendant l'été. Nous avons examiné l'historique de la formule, les rapports produits par l'ancien groupe de travail, le sondage antérieur mené par le SEFPO, les résultats d'un sondage effectué par Léger Marketing sur les projets pilotes terminés, ainsi que les observations présentées à l'arbitre Kaplan.

Nous avons rapidement décidé qu'un nouveau sondage serait nécessaire en raison des objections des collègues au sondage du SEFPO et parce nous avons besoin d'obtenir autant de données objectives que possible du personnel enseignant et des gestionnaires. Les parties ont accepté de financer un nouveau sondage et nous avons élaboré deux questionnaires, l'un destiné aux gestionnaires des programmes, et l'autre au personnel enseignant. Nous avons élaboré ces questionnaires en collaboration. De la firme Léger, le cabinet d'experts-conseils retenu pour mener les sondages, nous avons seulement reçu des conseils techniques. Le choix de ce cabinet a été accepté par les collègues et le SEFPO. Toute lacune perçue dans les questionnaires relève uniquement de notre responsabilité.

Nous avons aussi décidé qu'une fois que les résultats des sondages auraient été compilés, nous allions rencontrer le personnel enseignant et les gestionnaires. Ces réunions viseraient à discuter des sondages, à déterminer comment les sondages avaient été reçus sur le terrain, et à servir de tribune où le personnel enseignant et les gestionnaires pourraient communiquer directement leurs observations au Groupe de travail. En raison des contraintes de temps, nous avons décidé de tenir quatre réunions régionales dans des collèges à London (19 janvier), Sudbury (22 janvier), Kingston (26 janvier) et Toronto (30 janvier). Nous avons publié des communiqués établissant le but de ces réunions et invitant toute personne intéressée à y assister. Notre invitation était destinée à tous les gestionnaires et membres du personnel enseignant, non pas seulement à ceux et celles qui avaient participé aux sondages ou travaillaient pour les collèges où avaient lieu les réunions régionales.

Enfin, nous avons obtenu des données tirées des dossiers du Conseil et du SEFPO concernant l'effectif étudiant, l'effectif du personnel enseignant, le nombre moyen d'heures d'enseignement, etc.

Nous avons analysé ces renseignements et rédigé notre rapport au cours du mois de février.



## **SONDAGES**

Au moment d'examiner la meilleure façon d'élaborer nos propres instruments de sondage, nous avons tenu compte des données recueillies par le syndicat lors de son sondage auprès des membres de l'unité de négociation en 2004-2005 ainsi que du débat qui avait suivi concernant la validité de ces données. Comme il était peu utile que nous produisions des données qui seraient, à première vue, inacceptables à l'une ou l'autre des parties, nous nous sommes efforcés de relever et – dans la mesure du possible – d'éviter les difficultés mises au jour par l'expérience antérieure des parties. À cet égard, nous avons peu de doute que nous pouvons recommander les résultats de nos sondages aux parties afin qu'elles procèdent à leurs propres analyses. Nous croyons que les données seront très précieuses pour montrer des corrélations entre d'une part les questions liées à la charge de travail et d'autre part les plaintes et des situations particulières. Ce qui est certain, c'est que nous avons essayé d'établir un ensemble de données qui tienne compte des variations de la charge de travail du personnel enseignant en fonction de facteurs institutionnels, programmatiques et démographiques.

Sans énumérer les arguments échangés quant à la fiabilité du sondage de 2004-2005 du SEFPO, nous présentons ci-dessous un certain nombre des critiques et des préoccupations particulières soulevées à l'époque et nous décrivons les mesures que nous avons prises pour atténuer ces préoccupations relativement à nos propres instruments de sondage.

### **i) Format et questions**

1) Échantillonnage. Le sondage du SEFPO avait été affiché en ligne et mis à la disposition de tout membre de l'unité de négociation désireux d'y répondre. Même si cela avait permis d'obtenir un taux de réponse plutôt extraordinaire (plus de 20 % des personnes admissibles à y répondre), cela avait aussi exposé les données à la critique qu'elles risquaient d'être biaisées en raison de l'autosélection des répondants et répondantes. Pour éviter ces critiques, nous avons invité un échantillon stratifié de personnes choisies au hasard à répondre à nos sondages. L'échantillonnage a été effectué par la firme Léger Marketing, à laquelle nous avons demandé que l'échantillonnage soit suffisant pour permettre des observations statistiquement fiables au niveau institutionnel ainsi que pour les sept grands champs d'études que nous avons relevés (technologie, sciences de la santé, affaires, arts appliqués, services à la personne, hébergement et tourisme, apprentissage).

En consultation avec la firme Léger, nous avons opté pour des échantillons cibles globaux de 600 membres du personnel enseignant et de 100 gestionnaires, avec des sous-cibles pour chaque établissement. Ensuite, la firme Léger a commencé à communiquer avec ceux et celles qui avaient été choisis pour leur fournir des renseignements sur la façon de répondre au sondage. Pour atteindre la valeur « n » souhaitée, il arrive souvent que l'on procède à un

suréchantillonnage afin de compenser les répondants et répondantes qui décident de ne pas participer ou qui ne terminent pas le sondage. Au 8 décembre, nous avons atteint ou dépassé les sous-échantillons par établissements établis pour le sondage auprès du personnel enseignant dans la majorité des collèges et nous avons demandé à la firme Léger de concentrer ses efforts sur les quelques collèges sous-échantillonnés pendant la durée du sondage. Ces efforts ont produit 31 autres réponses, ce qui nous a permis de respecter nos sous-échantillons par établissements et a conduit à un échantillon dont la taille finale (« n ») était de 846 pour le sondage auprès du personnel enseignant. Une méthode d'échantillonnage parallèle a été utilisée pour le sondage auprès des gestionnaires, mais le moins grand nombre total de gestionnaires a justifié un échantillon beaucoup plus petit dont la taille finale « n » était de 114.

2) Souvenirs agrégés. L'un des défauts de l'utilisation d'un sondage pour évaluer la charge de travail est lié au fait que nombre des activités auxquelles on s'intéresse le plus (préparation, développement du curriculum, évaluation, conseils aux étudiants et étudiantes) sont rarement effectuées en même temps ou régulièrement. Ainsi, les questions globales visant à découvrir les tendances touchant l'affectation et l'utilisation du temps exigent que les personnes se souviennent exactement d'un certain nombre (habituellement d'un grand nombre) de moments distincts et les regroupent, ou fassent des approximations. Bien que ce genre de questions puisse quand même produire des données exactes, certains pourraient légitimement critiquer cette façon de faire parce qu'elle risque de fausser les résultats (donnant plus de poids aux actions survenues au cours de semaines exceptionnelles qu'au cours de toutes les semaines, par exemple). Étant donné que nous n'avions pas le temps d'utiliser la méthode du journal pour mesurer l'affectation du temps par le personnel enseignant au cours d'une période suffisamment longue, nous avons décidé que, dans la mesure du possible, nous éviterions les questions exigeant des répondants et répondantes qu'ils quantifient le temps consacré à des activités qui risquaient de ne pas avoir été prévues à l'horaire (heures de bureau p. ex.) ou regroupées en des blocs mémorables (activités de perfectionnement professionnel p. ex.). En général, nous avons conçu les questions de manière à obtenir des réponses basées sur l'effort relatif ou des perceptions de suffisance ou d'insuffisance.

3) Intérêt personnel. Il est généralement admis qu'un instrument de sondage où les répondants et répondantes ont un intérêt important dans le résultat de la recherche risque d'être critiqué parce que les données recueillies pourraient pencher en faveur de ce que les répondants et répondantes perçoivent comme leurs intérêts importants. Nous reconnaissons que nos sondages prêtent le flanc à une telle critique. Étant donné que le différend entre les parties sur la charge de travail est de longue date et est bien connu de tous, nous ne pouvions camoufler nos sondages. Ainsi, nous avons plutôt poursuivi deux stratégies. Premièrement, nous nous sommes efforcés de concevoir des questions où une réponse intéressée ne serait pas facilement apparente. Nous avons préféré les questions demandant aux répondants et

répondantes de prendre en considération les questions liées à la charge de travail de façon relative plutôt que de façon absolue. Deuxièmement, nous avons élaboré le sondage auprès des gestionnaires précisément comme un sondage auxiliaire accompagnant le sondage auprès du personnel enseignant afin de pouvoir contre-vérifier les réponses de chacun des groupes. Nous avons estimé que plus les réponses des deux sondages concordaient ou étaient compatibles, plus les parties pourraient avoir confiance dans la fiabilité des données.

4) Perception des répondants et répondantes. Tout instrument de sondage est susceptible d'être mal compris par les répondants et répondantes. Il faut donc prendre soin d'éviter les malentendus entre les concepteurs d'une question donnée et un répondant ou une répondante, de faire en sorte que tout malentendu éventuel soit individuel et non systémique, et – *post facto* – de relever et de signaler les données pouvant avoir été faussées par un malentendu. Ainsi, en plus d'avoir passé beaucoup de temps à améliorer nos questions, nous avons inclus à la fin de chaque sondage une question ouverte générale permettant aux répondants et répondantes préoccupés par un aspect quelconque du sondage de nous le mentionner. Après avoir parachevé les sondages, nous avons demandé à la firme Léger de procéder à plusieurs essais auprès de membres du personnel dont le nom avait été proposé par le SEFPO ou le Conseil. Même si ce processus nous a sans doute évité des difficultés, nous savions que les sondages contiendraient encore des lacunes. Ainsi, les réunions régionales visaient en partie à nous permettre d'obtenir suffisamment de commentaires du terrain pour signaler d'autres endroits où nos questions et ce qu'en avaient compris les répondants et répondantes ne correspondaient pas. Au moins un de ces endroits préoccupants est signalé plus loin dans le présent rapport et devrait être pris en compte par les parties lorsqu'elles procéderont à d'autres analyses des données de nos sondages.

Les questions des sondages ont été formulées de manière à fournir au Groupe de travail des données dans divers domaines particuliers. Dans les deux sondages, les questions visaient à obtenir des renseignements complémentaires et portaient en général sur les mêmes domaines d'intérêt. Généralement, les questions ont été posées de façon à obtenir une réponse sur une échelle graduée de 1 à 7, allant de la réponse « fortement en désaccord » à la réponse « fortement en accord ». Les répondants et répondantes pouvaient aussi choisir la mention « sans objet ». Certaines questions permettaient aussi des réponses ouvertes au lieu d'un choix sur l'échelle.

Les questions ont été regroupées afin d'obtenir des données sur des domaines d'intérêt particuliers. Le profil de chaque répondant ou répondante a été établi relativement au sexe, à la matière, à l'ancienneté et à l'affiliation collégiale, ce qui a permis d'analyser les données en fonction de diverses variables environnementales. Certaines questions portaient sur l'affinité de l'enseignant ou de l'enseignante avec la matière, la méthodologie et le type

d'enseignement. La capacité des nouveaux étudiants et étudiantes de réussir a été abordée. Des questions traitaient d'éléments qui sont liés aux facteurs de pondération de la charge de travail comme la préparation et l'évaluation et qui sont communs au FCT actuel. D'autres questions portaient sur l'effectif étudiant, l'effectif des classes et les sections assignées. Des questions abordaient les fonctions complémentaires, l'aide aux étudiants et étudiantes en dehors de la classe, le perfectionnement professionnel, et les mécanismes de règlement des différends concernant la charge de travail. Certaines questions visaient à déterminer comment le fait d'avoir plus ou moins de temps influencerait sur la charge de travail. Enfin, des questions avaient pour but d'obtenir des données sur la façon dont l'existence de ressources (ou le manque de ressources) influe sur l'affectation de la charge de travail.

## **ii) Déroulement des sondages et disponibilité des données**

Les sondages ont été terminés vers la mi-décembre et les résultats (compilés par Léger Marketing) nous ont été accessibles vers la mi-janvier 2009. Les résultats des deux sondages présentés sous forme de tableaux figurent à l'annexe F. Nous avons aussi demandé à la firme Léger de fournir aux parties les données brutes sous format électronique facilement exploitable afin de faciliter toute autre analyse.

## **iii) Résultats et conclusions**

Nous n'avons pas l'intention de passer en revue tous les résultats de nos sondages menés par la firme Léger. Nous allons plutôt donner un aperçu des résultats les plus saillants qui nous ont conduits à nos conclusions.

Plus du quart des répondants et répondantes appartenant au personnel enseignant a indiqué enseigner depuis plus de 20 ans dans les collèges communautaires de l'Ontario, et environ la moitié a indiqué enseigner dans le système depuis plus de dix ans. Bien plus de 50 % des gestionnaires interrogés occupent un poste de cette nature depuis plus de cinq ans. En moyenne, les répondants et répondantes gestionnaires ont indiqué travailler depuis près de neuf ans comme gestionnaires et avoir passé huit années de plus comme enseignants dans le système. Plus de 70 % des gestionnaires ont indiqué qu'ils affectent la charge de travail directement au personnel enseignant. La vaste expérience ressortant de nos échantillons nous a amenés à conclure que nos répondants et répondantes devaient bien connaître la formule d'affectation de la charge de travail.

Les gestionnaires et le personnel enseignant sont fortement en accord pour dire que les membres du corps enseignant collégial possèdent les compétences et les connaissances pour enseigner les cours qui leur sont assignés. Lorsque nous avons demandé aux membres du personnel enseignant s'ils se sentaient qualifiés pour utiliser la méthodologie d'enseignement

exigée par leurs affectations, une écrasante majorité d'entre eux (plus de 92 %) ont indiqué qu'ils l'étaient. La très grande majorité des enseignants et enseignantes ont indiqué qu'ils étaient à l'aise avec les cours qu'ils enseignent et étaient préparés pour l'enseignement en classe. Plus de la moitié a été d'accord avec l'assertion indiquant qu'ils passent approximativement le même nombre d'heures à se préparer pour l'enseignement en classe chaque semaine, et les deux tiers ont affirmé qu'avec plus de temps, ils se prépareraient pour l'enseignement en classe différemment de ce qu'ils font maintenant.

Les deux sondages indiquent que l'enseignement et les cours magistraux en classe sont les méthodes d'enseignement les plus courantes. En fait – si l'on en juge d'après les réponses du corps enseignant qui se recoupent – les cours magistraux en classe semblent être largement considérés comme la méthode conventionnelle d'enseignement en classe. Plus de 50 % des gestionnaires ont indiqué que dans les départements dont ils ont la responsabilité, l'enseignement en ligne est une méthode d'enseignement courante. Cependant, étant donné que les gestionnaires étaient invités à préciser toutes les matières dans lesquelles ils travaillent, ce chiffre correspond sans doute à un chevauchement considérable des réponses. Les données provenant du personnel enseignant semblent indiquer que de 9 % à 17 % des cours collégiaux incluent une importante composante d'enseignement en ligne, principalement dans les domaines des affaires, des sciences de la santé, et de l'hébergement et du tourisme. Sauf pour les affaires et les services à la personne, les travaux de laboratoire et en atelier semblent être importants dans de nombreux programmes.

Pour recueillir des données sur l'effectif des classes, nous avons demandé aux membres du personnel enseignant d'indiquer le nombre d'étudiants et d'étudiantes dans leur plus petite et leur plus grande classes, ainsi que leur avis sur l'effectif optimal pour ces classes. Il est utile de comparer les résultats aux moyennes du système figurant dans les données générales de 2006-2007 (automne 2006 – moyenne de 30,0; hiver 2007 – 28,0). Même si pour certains programmes, l'effectif moyen des classes (les plus petites) était, comme on pouvait s'y attendre, beaucoup moins élevé que la moyenne du système pour toutes les classes, l'effectif moyen des classes les plus petites en affaires (26,8), en sciences de la santé (26,1) et dans les services à la personne (27,2) est étonnamment proche de la moyenne du système. Par contre, la moyenne pour les plus grandes classes s'approchait seulement de la moyenne pour l'apprentissage (32,7), et dépassait dans tous les autres cas de plus de 12 étudiants ou étudiantes la moyenne du système pour le trimestre correspondant en 2007. Étant donné que de nombreux gestionnaires ont indiqué de multiples domaines de responsabilité, il n'est pas possible de comparer avec exactitude les réponses des deux sondages. Toutefois, on peut peut-être noter que, pour les données globales, le personnel enseignant et les gestionnaires semblent d'accord pour dire que leurs plus grandes classes devraient, optimalement, avoir un effectif moins élevé que cela est le cas actuellement. Pour ce qui est d'optimiser l'effectif des

classes les plus petites, les gestionnaires et le personnel enseignant semblent aussi être d'accord, mais cette fois autour d'un chiffre d'environ 20 étudiants et étudiantes (chiffre généralement de 10 à 20 % moins élevé pour les programmes d'apprentissage).

Environ la moitié des gestionnaires et du personnel enseignant considère que le processus d'évaluation est davantage un outil pour aider les étudiants et étudiantes à s'améliorer, et environ le tiers le considère davantage comme un outil de comparaison. Une nette majorité de gestionnaires (59 %) et de membres du personnel enseignant (74 %) croient que les étudiants et étudiantes reçoivent suffisamment d'attention concernant leurs évaluations. Les deux groupes ont aussi indiqué (dans des proportions semblables) que la forme de l'évaluation correspondait plus ou moins à leur idéal. Parmi les facteurs influant sur le temps nécessaire à l'évaluation et à la rétroaction, les deux groupes ont mentionné le nombre d'étudiants et d'étudiantes et le genre de devoirs, en particulier leurs nature, longueur, complexité et fréquence. Nous notons que ni la longueur ni la fréquence des devoirs ne sont incluses dans la formule.

Les fonctions complémentaires prévues à la disposition 11.01 F ne sont pas expressément définies dans la convention collective. La convention prévoit un minimum de six heures par semaine pour l'aide normale aux étudiants et étudiantes en dehors de la classe (quatre heures) et pour les tâches administratives normales (deux heures). Elle ne prévoit aucun maximum à cet égard, sauf la limite hebdomadaire hypothétique de 44 heures.

Le sondage auprès du personnel enseignant abordait l'aide aux étudiants et étudiantes sur deux plans : l'aide fournie au cours des heures normales de bureau, et l'aide fournie en dehors de ces heures. Nous estimons que cette distinction permettrait d'obtenir des données plus exactes, car les heures de bureau tendent à être régulières et uniformes. En moyenne, le personnel enseignant consacre 8,5 heures par semaine aux heures de bureau et, chez le personnel qui offre des heures de bureau, la médiane des heures est de six. Plus de 67 % du personnel enseignant a noté que les consultations avec les étudiants et étudiantes étaient l'une des trois plus importantes activités qu'il effectue pendant les heures de bureau. L'aide visant la matière (20 %), les conseils scolaires (15 %) et les réponses aux courriels (14 %) font aussi partie de cette liste. Si l'on accepte que ces chiffres correspondent généralement à des contacts avec les étudiants et étudiantes, il semble raisonnable d'affirmer qu'un nombre considérable des heures de bureau du personnel enseignant est consacré à l'aide aux étudiants et étudiantes. Un pourcentage élevé de gestionnaires fait cette supposition et s'attend à ce que le personnel enseignant consacre ses heures de bureau en contact avec les étudiants et étudiantes. Les trois principales attentes des gestionnaires quant à l'utilisation des heures de bureau par le personnel enseignant sont les rencontres avec les étudiants et étudiantes (81 %), les conseils scolaires (19 %) et le soutien en ligne et les réponses aux courriels des étudiants et étudiantes.

(13 %). À une question leur demandant s'ils aident les étudiants et étudiantes en dehors des heures de bureau ou de classe, 4 % des membres du personnel enseignant ont répondu par la négative. Sur les 740 répondants et répondantes qui ont essayé de quantifier ce soutien, 41 % ont affirmé y passer au moins cinq heures chaque semaine. Une tranche de 13 % a indiqué y consacrer quatre heures par semaine. La moyenne était légèrement supérieure à cinq heures. Un grand nombre de gestionnaires s'attend à ce que le personnel enseignant aide les étudiants et étudiantes de dehors des heures normales de bureau (79 %), mais seulement 30 % de ces gestionnaires ont indiqué fournir le temps nécessaire à cette aide. En réponse à notre question leur demandant d'indiquer les trois principaux facteurs influant sur le nombre d'heures consacrées à conseiller les étudiants et étudiantes en dehors de la classe, les membres du personnel enseignant ont mentionné la dynamique de la classe et la capacité des étudiants et étudiantes (24 %), la complexité de la matière (23 %), les devoirs (17 %), et l'échéance des devoirs (14 %). Nous notons que l'effectif des classes a été inclus parmi les trois facteurs les plus importants par 11 % du personnel enseignant ayant répondu au sondage. Trois répondants et répondantes sur quatre ont jugé que les facteurs énumérés avaient pour effet d'accroître, plutôt que de diminuer, le temps consacré à conseiller les étudiants et étudiantes.

Dans une question contre-factuelle, on a demandé au personnel enseignant et aux gestionnaires comment une heure supplémentaire, si elle était ajoutée, devrait être utilisée. Les deux groupes ont répondu de façon notablement semblable (gestionnaires 50 %, personnel enseignant 23 %) en indiquant que cette heure devrait servir à conseiller les étudiants et étudiantes et à les aider. Inversement, lorsqu'on leur a demandé si une heure devait être retranchée, très peu des répondants et répondantes (gestionnaires 7 %, personnel enseignant 8 %) croyaient qu'il convenait de réduire les heures à cet égard.

Les autres questions qui sont, ou pourraient être, mentionnées dans les fonctions complémentaires incluent le développement du curriculum et le mentorat des collègues débutants et du personnel enseignant à temps partiel. Même si nos sondages ne font pas référence au développement du curriculum, nous avons essayé d'évaluer le mentorat grâce à la question n° 29 du sondage auprès du personnel enseignant. Au cours de nos réunions régionales et après l'examen des questions ouvertes du sondage auprès du personnel enseignant, nous avons conclu que le libellé ambigu de cette question avait embrouillé certaines personnes. Par conséquent, nous ne croyons pas que les données issues de cette question soient fiables.

Le sondage auprès du personnel enseignant montre qu'il y a peu d'uniformité dans l'utilisation du perfectionnement professionnel. Au moins 12 % des répondants et répondantes ayant précisé combien de jours ils ont consacrés au perfectionnement professionnel au cours de l'année précédente ont indiqué zéro jour et nous pensons que ce groupe peut recouper

quelque peu le personnel enseignant qui travaille pour l'établissement depuis moins de deux ans. Néanmoins, près du tiers du personnel enseignant a signalé moins de cinq jours de perfectionnement professionnel, ce qui laisse penser que même l'exigence de cinq jours ouvrables consécutifs de perfectionnement professionnel (11.01 H 2; 11.04 B 2) est considérablement sous-utilisée. Il est significatif qu'environ le tiers du personnel enseignant ait jugé insatisfaisant le perfectionnement professionnel suivi l'année précédente. Le personnel des programmes d'apprentissage risquait moins d'être satisfait de son perfectionnement professionnel que le personnel d'autres domaines. Les principales contraintes mentionnées par le personnel enseignant concernant le perfectionnement professionnel étaient le financement (68 %), le temps institutionnel disponible (58 %) et le temps personnel disponible (53 %). Nous n'avons aucune suggestion à faire pour atténuer la première et la troisième contraintes, mais quant à la deuxième, nous notons que la convention collective prévoit dix jours de perfectionnement professionnel pour l'ensemble du personnel enseignant (11.01 H 1), des conseillers et conseillères et des bibliothécaires (11.04 B 1), mais ne limite pas ces jours aux périodes autres que les périodes d'enseignement.

Nos questions portant sur l'utilisation des mécanismes de règlement des différends concernant la charge de travail prévus par la convention collective (groupe de révision de la charge de travail et arbitre de la charge de travail) montrent que la plupart des enseignants et enseignantes (66 %) connaissent le rôle de ce groupe et de cet arbitre. Bien que ce pourcentage soit considérablement supérieur à la proportion de personnel enseignant qui a contesté une affectation de la charge de travail (36 % des répondants et répondantes ayant indiqué connaître les mécanismes ou 23 % de l'échantillon total), il est inquiétant de constater qu'un tiers des membres de l'unité de négociation semble ne pas connaître ces importants mécanismes contractuels. Sur les 192 répondants et répondantes ayant indiqué qu'ils avaient contesté leur charge de travail, plus du tiers sont allés devant le groupe de révision de la charge de travail, et 40 % de ceux-ci (27 personnes) sont allés devant un arbitre de la charge de travail. Étant donné la complexité de la formule, il est peut-être surprenant de constater que si peu de personnes du groupe-échantillon ont réglé leur différend par voie d'arbitrage accéléré, en particulier si l'on considère l'ancienneté collective de notre échantillon. Si l'on examine les données du sondage auprès des gestionnaires, il est intéressant de noter, à la lumière du nombre possible de FCT que même un département de taille modeste peut générer en une année, le nombre de gestionnaires qui n'a signalé aucun différend soumis au groupe de révision de la charge de travail (61 %). Nous notons que le niveau de satisfaction à l'égard du processus de règlement des différends sur la charge de travail a été invariablement positif dans les deux sondages (le rapport entre les répondants et répondantes satisfaits et ceux qui ne le sont pas étant d'environ trois pour un). C'est un résultat qui concorde avec un mécanisme de règlement qui est perçu comme étant équilibré et équitable.



Même si nous n'avions pas examiné la question de la souplesse dans le sondage auprès du personnel enseignant, nous avons décidé qu'il serait utile de poser aux gestionnaires certaines questions concernant l'établissement du calendrier, la planification scolaire et la « souplesse ». Globalement, les gestionnaires étaient également partagés quant à savoir si le processus existant leur permet ou non de répondre aux besoins en enseignement dans leurs domaines de responsabilité. Même si les données révèlent peu de variation entre les programmes, nous pensons que cela découle de la conception du sondage (lequel permettait aux gestionnaires d'indiquer plusieurs domaines de responsabilité, ce qui rend impossible, pour nombre de réponses, de déterminer précisément les programmes visés et ceux qui ne le sont pas). Assurément, les commentaires que nous avons entendus lors des réunions régionales laissent croire que la formule fonctionne mieux dans certains programmes que dans d'autres. Lorsque l'on a posé aux gestionnaires d'autres questions sur la façon de gérer les ressources humaines et de répondre aux besoins en perfectionnement professionnel de leur personnel enseignant, les gestionnaires ont eu légèrement tendance à faire état d'insatisfaction (52 % et 44 % respectivement). Lorsqu'on les a invités, dans une question ouverte, à énumérer trois façons d'améliorer le processus lié à la charge de travail, les gestionnaires ont le plus souvent suggéré une « plus grande souplesse » ou quelque chose du genre. Certaines des possibilités que suggèrent ou impliquent les réponses à cette question ouverte sont examinées plus en détail dans les deux sections suivantes.

Nous avons joint au présent rapport les données brutes sous forme électronique à l'annexe F. Ainsi, les parties peuvent examiner les résultats et les comparer aux deux résumés analytiques préparés par la firme Léger et figurant aux annexes D et E. Nous avons choisi d'envoyer les données brutes sous forme électronique parce que cela en facilite l'analyse.

Notre analyse des données nous a conduits à plusieurs conclusions provisoires, conclusions qu'ont renforcées nos observations lors des réunions régionales.

Premièrement, la formule d'affectation de la charge de travail semble bien fonctionner pour les cours ordinaires qui forment la majeure partie des cours offerts. Deuxièmement, si la formule n'est pas appliquée de façon raisonnable, elle peut entraîner des problèmes avec des méthodes différentes de prestation des cours. Par exemple, environ 25 % des 66 % de gestionnaires qui ont jugé que la question était pertinente dans le cas de leurs programmes pensaient que l'apprentissage à distance ajoutait en moyenne trois heures de préparation de plus. Mise à part la disposition 11.01 G 2, qui traite des circonstances atypiques, et les heures complémentaires servant de fourre-tout général, la formule ne comprend pas de mécanisme permettant d'affecter du temps directement à cette activité. Même s'il semble s'agir d'un cas où il conviendrait d'affecter des heures additionnelles attribuées à la préparation comme le prévoit le FCT, c'est-à-dire des activités devant être effectuées en dehors du développement du

curriculum et de la recherche, nous ne voyons rien dans la formule qui autorise ces éventuelles heures additionnelles. Troisièmement, la formule elle-même semble être incohérente en pratique pour ce qui est des heures affectées à l'aide aux étudiants et étudiantes en dehors de la classe. Nos sondages demandaient aux gestionnaires et au personnel enseignant où ils affecteraient ou utiliseraient une heure supplémentaire disponible, et dans une grande proportion les deux groupes ont répondu que cette heure devrait être affectée à l'aide aux étudiants et étudiantes. Même si ces réponses ne constituent pas en soi des arguments irréfutables, elles nous ont conduits à penser que la notion de fonctions complémentaires était la question qu'il serait le plus utile d'examiner, en particulier l'aide aux étudiants et étudiantes prévue à la disposition 11.01 F.

## **RÉUNIONS RÉGIONALES**

### **i) Format**

Nous avons organisé des réunions régionales aux quatre endroits mentionnés plus tôt. Nous avons joint les questionnaires des sondages à notre communiqué demandant au personnel enseignant et aux gestionnaires de participer à ces réunions. Nous avons envoyé le communiqué au SEFPO et au Conseil afin qu'ils le diffusent aux présidents et présidentes des sections locales et à chacun des collèges. Apparemment, dans certains collèges, le communiqué n'a pas été affiché ou diffusé de façon uniforme, et dans certains campus on ne savait pas trop qui avait autorisé et mené les sondages. Lors de nos réunions régionales, plusieurs personnes ont indiqué avoir pensé que le sondage avait été mené par l'une des parties, et ce malentendu a faussé leur perception de l'objectivité de l'opération. Si ces personnes avaient vu le communiqué, ce malentendu aurait pu être évité. Même si l'on peut regretter ce problème, il semble avoir été isolé, et nous ne croyons pas que les données issues des sondages aient été compromises *in toto* ou pour un collège particulier.

Il n'était pas nécessaire que les participants et participantes aient répondu aux sondages, et la plupart ne l'avaient pas fait. Le nombre de personnes à chaque réunion a été relativement faible, de 30 à 40 environ à chaque endroit. Pour toutes les réunions, le nombre de gestionnaires a été supérieur au nombre d'enseignants et d'enseignantes. Cela a probablement été causé par le fait qu'un grand nombre d'enseignants et d'enseignantes donnaient des cours le jour de la réunion. Plusieurs membres du personnel enseignant a indiqué ne pouvoir assister qu'à une partie de la réunion en raison de leur horaire d'enseignement.

Les gestionnaires et le personnel enseignant ont participé ensemble aux réunions au cours desquelles on leur a demandé de formuler leurs commentaires sur les questionnaires des sondages et de soulever les questions dont ils souhaitaient discuter. En général, les discussions ont été animées et ont porté sur divers sujets. Elles ont permis d'établir comment diverses questions liées à la charge de travail peuvent toucher différents campus.

## **ii) Thèmes récurrents**

Étant donné le large éventail de programmes, les différences dans la taille, la population étudiante et les spécialités des collèges, et la myriade de méthodes d'enseignement utilisées dans le système, nous n'avons pas été surpris d'entendre une vaste gamme de préoccupations, depuis les plus particulières jusqu'au plus générales. Évidemment, nous ne pouvons formuler des recommandations pour chacune des préoccupations soulevées. Plutôt, nous nous sommes efforcés de relever les thèmes communs et récurrents abordés lors des réunions.

Les gestionnaires et membres du personnel enseignant ayant participé aux discussions régionales ont fait une observation préliminaire liée au niveau notable de confusion dans le système concernant la façon dont la formule doit être comprise et appliquée. Il nous a semblé que la formule n'est pas appliquée de manière uniforme dans l'ensemble du système, voire au sein même de certains collèges. Comme nous le discutons plus loin, les différences dans l'application de la formule étaient particulièrement évidentes dans la façon dont les heures étaient affectées à la préparation. Un membre du corps enseignant qui avait examiné des FCT dans le cadre de ses fonctions syndicales sur un campus a indiqué que dans tous les FCT qu'il avait examinés, il ne se rappelait pas avoir vu de chiffres inscrits dans la colonne des heures additionnelles attribuées à la préparation. Il est admis que cette colonne est utilisée dans d'autres collèges. Un autre exemple était lié au sens du terme « section ». Dans sa réponse écrite, un membre du personnel enseignant a fait remarquer que la définition du terme « section » était différente lorsqu'un enseignant donnait un cours magistral à des étudiants et étudiantes, puis travaillait plus tard avec les mêmes étudiants et étudiantes dans un laboratoire. Dans son département, ces contacts étaient englobés dans une seule section, alors que dans un autre département du même collège, ils l'étaient dans deux sections. Si l'un des principaux objectifs de la formule est de répartir équitablement la charge de travail entre les membres du personnel enseignant, ces exemples laissent penser qu'il existe des lacunes dans l'application de la formule au sein du système.

Le thème le plus souvent mentionné (qui constitue presque le seul thème) par les gestionnaires a été la nécessité de modifier la formule afin de donner plus de souplesse au système. Nombre de gestionnaires scolaires ont souligné que la formule entraînait de graves

problèmes dans la prestation de certains types de programmes, notamment des programmes suivants : programmes d'apprentissage, programmes exigeant un enseignement par blocs ou concentré, programmes exigeant un placement à l'extérieur ou sur le terrain, certains programmes d'apprentissage pour adultes, certains programmes en ligne. Nous avons en fait constaté une grande correspondance entre ces observations et le type de cours ayant fait l'objet des projets pilotes abordés dans la section suivante. Inversement, nous n'avons guère ou pas entendu de préoccupations lorsque la formule était appliquée aux cours magistraux ordinaires en salle de classe. Les gestionnaires scolaires ont indiqué qu'ils préféreraient beaucoup mieux doter leurs programmes avec du personnel à temps plein et qu'il n'était pas clair comment une souplesse accrue influencerait sur la proportion relative de personnel à temps plein, à charge partielle et à temps partiel. Certains ont également indiqué qu'il fallait que le système collégial reste concurrentiel par rapport à d'autres établissements et entreprises offrant des programmes ou services semblables, notamment dans le domaine de l'éducation des adultes et du recyclage et de la formation concentrés ne donnant pas droit à un crédit et destinés aux entreprises.

Les thèmes le plus fréquemment mentionnés par les enseignants et enseignantes portaient sur l'exactitude de la formule quant au temps consacré à l'évaluation, le processus suivi pour déterminer le facteur d'évaluation d'un cours et la question connexe de la liberté de l'enseignement; l'effet des courriels et de l'effectif étudiant sur les fonctions complémentaires; la nécessité de maintenir des normes scolaires et le rôle de la formule à cet égard; la différence entre le temps de préparation et le développement du curriculum, et la disparition de cette différence lorsque des programmes existants sont modifiés pour inclure un pourcentage considérable d'apprentissage en ligne, et le cours « hybride ». Ils ont noté les efforts et le temps supplémentaires exigés par les progrès technologiques depuis 1985, comme l'utilisation du courriel par les étudiants et étudiantes en remplacement des rencontres en personne pour la rétroaction ou l'aide à l'apprentissage, et le fait que les étudiants et étudiantes s'attendent alors à une réponse rapide. On pourrait signaler qu'une réponse par courriel exige plus de temps qu'une simple conversation. On a émis l'opinion que la préférence des étudiants et étudiantes pour la communication par courriel avait fait augmenter les contacts avec eux en dehors des heures de bureau. D'autres importantes questions ont été soulevées, notamment le manque de descriptions de travail pour les coordonnateurs et coordonnatrices, les pressions découlant de la charge de travail des bibliothécaires et des conseillers et conseillères, la conclusion d'ententes locales (ou l'absence de telles ententes) et le recours à du personnel enseignant à temps partiel.

Nous terminons cette section en notant que les renseignements obtenus au cours des réunions régionales étaient pour la majeure partie en accord avec les données issues des

sondages et que les conclusions que nous avons tirées dans la section précédente restent en place.

## **PROJETS PILOTES**

### **i) Historique et mise en œuvre**

En juin 2006, les parties ont établi un cadre pour la mise en œuvre des projets pilotes sur la charge de travail. Une copie de l'entente à cet égard figure à l'annexe C, et nous allons ici simplement examiner les caractéristiques générales de ce cadre. La participation aux projets pilotes était volontaire et au moins deux tiers du personnel enseignant à temps plein ayant terminé la période d'essai du programme devaient être d'accord pour participer au projet avant que celui-ci soit autorisé. Aucun collège ne pouvait avoir plus de 10 % de son personnel enseignant à temps plein (sans dépasser la limite absolue de 20 enseignants et enseignantes) prenant part aux projets pilotes. D'autres limites s'appliquaient à la durée des projets pilotes.

Le Comité directeur des projets pilotes, formé de quatre personnes dont deux nommées par le SEFPO et deux par le Conseil, déterminait s'il convenait de mettre en œuvre toute proposition de rechange pour un projet pilote. Le Comité a surveillé tous les projets pilotes. Il devait vérifier que la documentation complète accompagnait chaque projet pilote. Il devait sélectionner une firme de recherche indépendante chargée de présenter un rapport sur les projets pilotes. Un arbitre indépendant était chargé de régler les différends visant les projets pilotes de rechange (il n'y a pas eu de projets de rechange, et donc pas de différend) ou la sélection de la firme de recherche.

Les parties ont accepté trois modèles possibles pour la description et les limites s'appliquant à la charge de travail dans un projet pilote. En vertu du modèle de département/programme, le personnel enseignant à temps plein du département/programme devait convenir des affectation de la charge de travail, mais la méthode d'entente (consensus, majorité, etc.) était déterminée par le groupe. Toute personne qui n'était pas d'accord avec l'affectation de sa charge de travail pouvait demander qu'elle soit examinée par le groupe de révision de la charge de travail. Ce modèle était conçu pour la participation de groupe. Selon le modèle simplifié, un enseignant ou une enseignante pouvait s'entendre avec la ou le gestionnaire pour travailler en moyenne au plus 16 heures de contact d'enseignement par semaine sur une période maximale de 36 semaines pendant l'année scolaire, avec une limite de 576 heures de contact pour l'année. Aucun FCT n'était fourni pour ce modèle. Le dernier modèle, le modèle de rechange, ne prévoyait aucune exigence particulière, sauf que la ou le gestionnaire et les enseignants et enseignantes du département/programme s'entendent sur sa mise en œuvre et obtienne l'autorisation du Comité.

## **ii) Sondage**

Les parties ont convenu de choisir une équipe de recherche indépendante pour présenter un rapport sur le résultat des projets pilotes, le Conseil acceptant de payer le coût de ce rapport. Les parties ont choisi Léger Marketing. Cette firme a effectué un sondage auprès des enseignants et enseignantes, des gestionnaires scolaires ainsi que des étudiants et étudiantes ayant participé aux projets pilotes. Sept collèges ont mis de l'avant des projets pilotes pour 20 programmes. Le nombre d'enseignants et d'enseignantes ayant participé aux projets allait d'un maximum de sept à un minimum de un, la moyenne étant de 2,7. Les projets pilotes visaient 1 778 étudiants et étudiantes dont 266 (15,96 %) ont répondu au sondage en ligne. Vingt-et-un gestionnaires ont participé aux projets, et 15 ont répondu au sondage. En tout, 56 membres du personnel enseignant ont participé aux projets pilotes et 54 ont répondu au sondage.

## **iii) Conclusions**

Dans l'ensemble, les résultats du sondage ont montré que les gestionnaires et les membres du personnel enseignant accueillaient généralement bien les projets pilotes. Nous avons évalué 18 des 20 projets pilotes (nous n'avons obtenu aucun résultat pour deux d'entre eux, peut-être parce que ces résultats n'étaient pas disponibles lorsque le rapport nous a été envoyé). Sur ces 18 projets, nous avons établi que neuf réponses du personnel enseignant étaient très positives, cinq étaient positives, et quatre, neutres. Les réponses des gestionnaires ont révélé la même tendance. Dans l'ensemble, les réponses des étudiants et étudiantes ont également été positives, mais certains ont exprimé des préoccupations concernant leur charge de travail lorsque l'horaire d'enseignement était comprimé.

Même si les raisons fournies pour la participation aux projets pilotes variaient quelque peu, le personnel enseignant et les gestionnaires croyaient qu'une plus grande souplesse dans l'établissement des heures de contact était importante à la réussite de leur programme. Presque tous les projets pilotes incluaient des programmes comprenant ce qui suit : enseignement concentré ou par blocs, cours répartis sur toute l'année, apprentissage offert uniquement en ligne, placements à l'extérieur ou sur le terrain dans le cadre du curriculum, travaux de laboratoire dans la collectivité, et autres programmes non équilibrés où les heures de contact avec les étudiants et étudiantes variaient considérablement au cours du trimestre ou de l'année scolaire.

Les conclusions tirées du sondage sur les projets pilotes ont été appuyées par les commentaires formulés lors des réunions régionales. Presque toutes les demandes des gestionnaires scolaires concernant la souplesse visaient des cours ou des programmes comprenant certains des éléments susmentionnés. Plusieurs membres du personnel enseignant

de ce genre de programmes ont également plaidé en faveur de la souplesse. Même si le taux de participation aux projets pilotes a été faible, étant donné le succès de ces projets et les raisons décrites dans le présent rapport, nous avons accordé un poids considérable au « modèle des projets pilotes » dans nos recommandations.

## **DONNÉES GÉNÉRALES**

Nous avons examiné l'analyse des dossiers sur les formulaires de charge de travail pour le personnel scolaire à temps plein préparée par les Services d'information sur les négociations collectives (SINC) du ministère du Travail pour la période allant de 1995 à 2007 (selon ce qui était disponible). Nous avons également examiné des données obtenues du Conseil pour déterminer le nombre de personnes employées à temps plein et à temps partiel. Ces renseignements figurent à l'annexe G. Nous notons qu'outre les limites décrites dans les rapports des SINC concernant les données, les données provenant des FCT sur lesquelles sont fondés les rapports comportent d'autres limites intrinsèques. D'abord, chaque FCT est une approximation des heures travaillées. Ensuite, les commentaires recueillis lors des réunions régionales indiquent qu'il existe des variations entre les collèges (et peut-être même entre les départements) dans la façon dont les FCT sont remplis. Malgré ces variables, étant donné le grand nombre de FCT analysés, nous avons considéré que les données d'ensemble traduisaient de façon raisonnable les tendances de la charge de travail dans les collèges pour la période visée par les données. Au cours de notre examen détaillé des données, nous avons noté certaines erreurs et omissions. Il est évident que les parties ont besoin d'obtenir des données exactes.

La convention collective fait référence à trois catégories d'enseignants et d'enseignantes. La première est le personnel enseignant à temps plein. La deuxième est le personnel enseignant à charge partielle que la disposition 26.01 B définit comme ceux « qui enseignent plus de six heures et jusqu'à 12 heures par semaine inclusivement sur une base régulière. » La troisième catégorie est le personnel engagé pour une période limitée, défini à l'annexe V de la convention collective comme le personnel engagé pour une période limitée pouvant aller jusqu'à 12 mois de service continu ou non continu au cours d'une période de 24 mois civils. Ce personnel est traité comme le personnel à temps partiel. Les collèges emploient aussi un nombre considérable d'enseignants et d'enseignantes à temps partiel non visés par la convention collective. Étant donné que les membres du personnel à temps partiel (y compris le personnel engagé pour une période limitée) ont déposé une requête en accréditation, nous n'en dirons pas plus à leur sujet, sauf noter leur effectif ci-dessous.



Les données reçues du Conseil montrent peu de changement dans l'effectif total du personnel scolaire à temps plein et à temps partiel de 1996 à 2007. L'effectif à temps plein a augmenté, passant de 6 774 à 6 986, et celui à temps partiel, tant pour les cours donnant droit à un crédit que ceux n'y donnant pas droit, a diminué et est passé de 8 247 à 7 970.

Toutefois, pendant cette période, il y a eu une augmentation considérable du personnel scolaire engagé pour une période limitée et du personnel à charge partielle, le premier passant de 467 à 953, et le deuxième, de 612 à 2 708. Ces augmentations n'ont pas été sporadiques, mais plutôt régulières au cours des années. Ces données semblent appuyer la préoccupation que formule le syndicat dans ses observations à l'arbitre Kaplan concernant le recours accru à du personnel à charge partielle et à du personnel engagé pour une période limitée. Nous ne pouvons pas dire pourquoi il y a eu une augmentation de ces deux types de personnel, mais nous pensons qu'il pourrait y avoir un lien entre cette croissance et le manque de souplesse dans la formule d'affectation de la charge de travail. Même si l'article 2.02 exige que les collèges donnent la préférence à la désignation de postes ordinaires à temps plein plutôt qu'à des postes d'enseignement à charge partielle, cette exigence est fixée sous réserve des exigences opérationnelles qui vraisemblablement incluent l'horaire du personnel.

Les autres données des SINC portent sur les facteurs particuliers qui sont à la base de la formule d'affectation de la charge de travail. L'effectif moyen des classes est resté plus ou moins constant, allant de 28,4 à 31 pour le trimestre d'automne, et de 27,2 à 29,3 pour le trimestre d'hiver. Dans l'ensemble du système, la tendance a été légèrement à la baisse au cours de la décennie. Cependant, on observe une variation considérable d'un collège à l'autre. Les données de 2006-2007 indiquent que l'effectif moyen des classes pour l'automne et l'hiver est respectivement de 30 et 28. Or, si l'on fait la moyenne de l'effectif des classes pour les collèges Fleming, Fanshawe et George Brown, on obtient 39,5 et 37,0 respectivement pour ces trimestres. Le même calcul pour les collèges Boréal, Northern et Sault donne 18,6 et 16,8.

Le nombre moyen d'étudiants et d'étudiantes par enseignant par trimestre (obtenu en multipliant l'effectif moyen des classes par le nombre de sections affectées à un enseignant ou à une enseignante) est demeuré relativement constant pour le trimestre d'automne (de 116,44 à 135,52, le chiffre le plus récent étant 120). Le nombre pour le trimestre d'hiver a connu plus de variation (de 125,13 à 109,2, lequel est le nombre actuel). Si l'on examine les données plus en détail, on constate une différence considérable entre les grands et les petits collèges. Le nombre moyen d'étudiants et d'étudiantes par enseignant dans les trois grands collèges susmentionnés est de 158, alors qu'il est de 78 pour les trois petits collèges susmentionnés aussi.

Au cours des dix dernières années, le nombre moyen d'heures de contact d'enseignement (à l'exclusion des coordonnateurs et coordonnatrices) a diminué et est passé de 14,2 à 13,7. Le nombre moyen d'heures de préparation a également baissé au cours de cette période. Cette diminution semble traduire une baisse du nombre d'heures de préparation pour les « cours nouveaux » et une hausse du nombre d'heures pour les « cours établis B » et « cours répétés B ». Le nombre d'heures d'évaluation et de rétroaction est resté relativement constant, ne subissant qu'une légère baisse pendant cette période. Enfin, le nombre moyen d'heures pour les fonctions complémentaires a augmenté, passant de 9,5 à 10,6 pour le trimestre d'automne, et de 10,1 à 11,0 pour le trimestre d'hiver.

Si l'on examine de façon plus détaillée les données sur les heures de contact avec les étudiants et étudiantes, on note que la moyenne de ces heures a diminué, passant de 391,7 à l'automne 2001, à 372,4 à l'automne 2006. Cependant, si l'on regarde les cinq valeurs les plus élevées pour ce qui est du nombre d'heures de contact en 2001 et en 2006, on note une augmentation considérable. Les données, examinées au niveau de chaque collège et non à l'échelle du système, semblent appuyer les commentaires de certains membres du personnel enseignant lors des réunions régionales indiquant que l'augmentation de l'effectif étudiant avait exigé de plus en plus de temps de leur part.

Dans l'ensemble du système, de 1995 à 2005, la moyenne totale des heures de charge de travail par semaine est passée de 41,8 à 39,8 pour le trimestre d'automne, et de 41,6 à 40,1 pour le trimestre d'hiver. En 2006-2007, le nombre total d'heures de charge de travail a augmenté, passant à 41,2 pour l'automne, et à 40,9 pour l'hiver.

Le nombre d'inscriptions dans les collèges s'est accru et est passé d'environ 130 500 en 1995 à environ 153 000 en 2007.

Nous admettons que les chiffres cités ci-dessus sont des moyennes et ne traduisent pas le fait qu'il peut exister des variations considérables entre les collèges et les départements dans la répartition de la charge de travail. Nous avons déjà fourni certains exemples à cet égard. Un autre exemple est la différence de dix heures dans la charge de travail hebdomadaire moyenne entre le collège ayant la charge de travail la plus élevée et le collège ayant celle qui l'est le moins. Nous n'avons pas d'explication pour cette importante différence, sauf que nous pensons qu'il pourrait y avoir eu des erreurs dans les rapports ou les dossiers. Nous tirons plusieurs conclusions de ces données.

Premièrement, il semble que le nombre d'étudiants et d'étudiantes s'est accru sans une augmentation correspondante du personnel enseignant à temps plein. Étant donné que ce personnel n'a connu qu'une légère augmentation, nous supposons que du personnel engagé pour une période limitée et du personnel à charge partielle ont été embauchés pour répondre

aux besoins en enseignement résultant de divers facteurs, en plus de l'augmentation de l'effectif étudiant avec le temps.

Deuxièmement, nous concluons que la charge de travail du personnel enseignant selon ce qu'indique le FCT est demeurée relativement constante au cours des dix dernières années. Le fait que les données traduisent cette constance n'est pas surprenant si l'on note que la formule servant à produire le FCT est très détaillée et permet peu de souplesse. Nombre des heures générées par la formule sont des heures « attribuées » et peuvent ne pas correspondre au temps réel que consacre un enseignant ou une enseignante à sa tâche. Toutefois, à titre d'instrument global assurant une certaine uniformité dans la pratique au sein du système, le FCT semble avoir été généralement efficace.

Troisièmement, si les données sont exactes, il semble que pour l'enseignant « moyen » et la classe « moyenne », les parties soient prêtes à vivre avec la formule. Ainsi, la formule atteint son objectif, soit d'établir les limites de la charge de travail qui peut être légitimement exigée d'un enseignant ou d'une enseignante et de répartir la charge de travail d'une façon raisonnablement équitable parmi le personnel.

Enfin, nous notons que les données sont uniquement fiables, même à titre d'inventaire exact de moyennes, si le FCT est établi de bonne foi en appliquant bien la formule. Nous n'avons aucune preuve de mauvaise foi systémique ou de « remaniement arbitraire » en vue de contourner les maximums prévus par la formule. Nous concluons que généralement la formule a été bien appliquée et selon ce qu'exige la convention collective. Cette conclusion est appuyée par l'historique des mécanismes de règlement des différends sur la charge de travail prévus par la convention collective et que nous abordons plus loin dans le présent rapport.

## **CONCLUSIONS GÉNÉRALES**

Nous avons commencé par séparer les questions soulevées par notre analyse en trois groupes principaux. D'abord, il y avait des questions qui étaient très particulières ou très localisées. Nous croyons qu'il vaut mieux traiter ces questions non pas en ayant recours à la convention collective, mais à l'aide de discussions locales et d'une entente locale. Si une question est suffisamment importante pour les parties, les mécanismes ordinaires de règlement des différends sont en place. Ensuite, il y avait des questions d'importance générale suffisante pour que les parties souhaitent les aborder de façon distincte dans le cadre des négociations. Enfin, il y avait les questions qui ont une importance globale, mais qui ne pourraient être réglées par une modification particulière d'un élément quelconque de la

formule, mais qui pourraient l'être grâce à un mécanisme accepté par les parties et répondant à leurs besoins.

Nous concluons que la formule sert trois principaux objectifs. Le premier est la répartition équitable de la charge de travail entre les membres du personnel enseignant. Naturellement, cette répartition ne peut être exacte dans aucun lieu de travail, en particulier dans un lieu de travail aussi complexe et diversifié que les collèges communautaires. Seul un très petit nombre des plaintes précises que nous a formulées du personnel enseignant découle peut-être d'une attente irréaliste quant à ce que la formule peut atteindre. Le deuxième objectif est la création d'un cadre pour guider le personnel enseignant dans l'affectation de son temps entre ses différentes tâches, comme la préparation, l'évaluation, les fonctions complémentaires etc. Ici aussi la formule ne peut être exacte, et l'on peut sans risque de se tromper supposer que très peu de membres du personnel enseignant appliquent les stricts calculs mathématiques prévus dans la formule. Le troisième objectif, qui est peut-être le plus important, est l'établissement de limites à ce que le collège peut exiger d'un enseignant ou d'une enseignante. À cet égard, il existe des maximums précis régissant le nombre total d'heures par semaine, le nombre de jours de contact par année scolaire, le nombre total d'heures d'enseignement dans une année scolaire, etc. Nos recommandations pourraient avoir une incidence sur trois des maximums prévus dans la formule. Il s'agit des limites s'appliquant aux heures de contact d'enseignement par semaine, au nombre d'heures supplémentaires par semaine, et au nombre total d'heures dans une semaine de travail.

Nous concluons que la formule fonctionne adéquatement pour la majorité des programmes et la majorité du personnel enseignant. Nous croyons qu'il n'y a pas de raisons impérieuses de la modifier de façon importante. Nous avons entendu très peu de plaintes concernant la méthode conventionnelle d'enseignement en classe, et nous notons que selon notre sondage près des deux tiers du personnel enseignant utilisent ces méthodes et presque la même proportion la méthode du cours magistral. Ce n'est pas la formule elle-même qui cause des problèmes dans ces domaines, mais la façon particulière dont elle est appliquée. La plupart de nos recommandations visant le premier groupe susmentionné aborde ces problèmes.

Nous concluons aussi que la collégialité, la liberté de l'enseignement et le perfectionnement professionnel sont des objectifs importants dans tout système collégial et nos recommandations en tiennent compte. Toutefois, nous devons noter que nous avons décelé entre les parties une certaine méfiance lors de toutes les réunions régionales. Nous espérons que nos recommandations pourront atténuer cette méfiance.

Finalement, nous n'avons pas oublié que notre tâche est de formuler des recommandations pour guider les parties dans les négociations. Bien que certaines de nos

recommandations soient particulières, nous reconnaissons qu'elles ne constituent qu'un point de départ. Nous avons formulé ces recommandations non pas parce que nous nous permettons de dire aux parties ce qu'elles doivent négocier, mais plutôt pour proposer des éléments que les deux parties pourraient vouloir prendre en considération dans les négociations.

## **RECOMMANDATIONS**

### **i) Souplesse**

Notre première importante recommandation répond à la préoccupation administrative voulant que l'on dispose de plus de souplesse relativement à la formule. La souplesse, ou l'absence de souplesse, semble être un problème pour certains programmes. Comme l'ont montré les projets pilotes, les programmes de placement sur le terrain, offerts en studio ou en atelier et axés sur le travail d'équipe sont des domaines où un processus de rechange de l'affectation de la charge de travail a été mis en œuvre de façon satisfaisante. Nous décrivons ci-dessous un mécanisme pouvant contribuer à établir plus de souplesse sans compromettre la formule d'affectation de la charge de travail. Nous notons que les projets pilotes ont été conçus pour permettre plus de souplesse dans les programmes où les gestionnaires et le personnel enseignant jugent souhaitables de tels changements. Nous ne pouvons déterminer individuellement pour chaque programme les modifications à apporter à la formule pour obtenir plus de souplesse sans compromettre la formule. Plutôt, les projets pilotes nous ont montré la voie à suivre pour trouver un mécanisme ou une structure permettant aux parties de déterminer quand et comment la formule devrait être modifiée.

**Nous recommandons que les parties négocient un mécanisme répondant aux préoccupations liées à la souplesse sur le modèle suivant :**

**Afin de répondre aux besoins de programmes particuliers, la formule d'affectation de la charge de travail prévue à l'article 11 peut être modifiée au cours d'une année scolaire sur consentement du ou des membres du personnel enseignant et de la section locale du syndicat. Le consentement du syndicat ne peut être déraisonnablement refusé. Si le syndicat refuse de donner son consentement, le collège peut soumettre la question à l'arbitre de la charge de travail, qui doit commencer la procédure dans les deux semaines. Si l'arbitre de la charge de travail détermine que le refus de donner le consentement est déraisonnable, l'application de la formule dans le programme particulier est modifiée selon ce qui a été convenu par le ou les membres du personnel enseignant et les gestionnaires scolaires visés.**

Voici les motifs de notre recommandation ainsi qu'un sous-ensemble de recommandations développant et limitant la recommandation de base.

Nous notons que le Conseil a fait une proposition relativement similaire au cours de la dernière ronde de négociations. Toutefois, il y a deux différences importantes entre cette proposition et notre recommandation. D'abord, la proposition de la direction visait à établir la moyenne du total des heures de charge de travail sur l'année scolaire. Ensuite, elle exigeait uniquement le consentement du membre du personnel enseignant. Notre recommandation

n'inclut pas de moyenne. Surtout, nous reconnaissons que l'un des principes de base des négociations collectives est que c'est le syndicat qui négocie, et non les personnes individuellement. En exigeant le consentement du syndicat, on supprime nombre des allégations découlant du consentement individuel, notamment celles liées à la pression induite exercée par l'employeur ou les pairs et à l'intérêt personnel peu éclairé de chaque membre du personnel. En contrepartie de l'exigence voulant que le consentement du syndicat soit obtenu, on exige que ce consentement ne soit pas déraisonnablement refusé. S'il y a un différend quant au caractère raisonnable du refus, chaque partie devra établir sa position aux fins d'une décision par un tiers.

Nous n'avons pas posé comme condition que le ou les membres du personnel enseignant ne puissent déraisonnablement refuser leur consentement, et cela pour deux raisons. Premièrement, nous sommes d'avis que si l'ensemble du personnel enseignant touché n'appuie pas la modification, celle-ci n'aura pas lieu. Cette opinion a été confirmée par les gestionnaires lors des réunions régionales. Deuxièmement, nous notons que le mécanisme des projets pilotes était fondé sur la participation volontaire du personnel enseignant et que la dernière proposition du Conseil au cours des négociations était également basée sur le principe de participation volontaire.

Voici un sous-ensemble de recommandations limitant l'application de cette recommandation :

**i) La charge de travail totale de tout membre du personnel enseignant participant aux termes de la charge de travail modifiée ne doit pas dépasser sa charge de travail au cours de l'année scolaire précédente.**

**ii) Pour déterminer si le refus du syndicat de consentir à la modification demandée est raisonnable, l'arbitre de la charge de travail se fonde sur les buts et facteurs prévus dans l'entente concernant les projets pilotes sur la charge de travail datée du 28 juin 2006. L'arbitre de la charge de travail peut aussi prendre en considération les autres facteurs qu'il ou qu'elle juge appropriés.**

**iii) Si le syndicat n'indique pas qu'il s'oppose à l'entente de rechange sur la charge de travail dans les cinq jours de la réception du document sur la charge de travail, la question est considérée comme réglée. (Les parties négocient le délai précis. Nous avons choisi un délai de cinq jours en suivant la disposition 11.02 E 2.)**

**iv) Pour déterminer le caractère raisonnable, on peut tenir compte du pourcentage total et du nombre total de membres du personnel enseignant travaillant aux termes de**

**charges de travail modifiées dans l'établissement. Les parties peuvent choisir de négocier plutôt les maximums applicables.**

**v) Lorsque le collège et la section locale du syndicat s'entendent, si deux tiers des membres du personnel enseignant du département/programme acceptent les modifications, la proposition peut aller de l'avant à condition que les membres dissidents aient la possibilité de ne pas participer au plan de charge de travail modifiée.**

**vi) Toutes les dispositions de l'article 11, sauf celles qui sont expressément modifiées par le plan convenu, s'appliquent à la charge de travail modifiée.**

**vii) Les parties peuvent convenir de modifications se limitant à un trimestre ou s'appliquant pendant l'année scolaire. Les parties peuvent aussi convenir de modifications s'appliquant pendant deux années scolaires ou plus ou pendant la durée de la convention collective.**

**viii) Tout différend concernant le respect des modifications convenues est soumis à l'arbitrage accéléré.**

**ix) La charge de travail affectée aux termes de cet article exige une documentation comprenant le détail de la charge de travail assignée, dont copie est communiquée à la section locale du syndicat.**

Nous croyons que l'ensemble de ces recommandations pourrait permettre de réaliser au moins le degré de souplesse observé dans les projets pilotes (et probablement plus) sans compromettre la formule ou affaiblir les droits de négociation du syndicat. Nous croyons aussi que le processus encouragerait la collégialité chez le personnel enseignant et les gestionnaires, car il exigerait une importante collaboration du personnel enseignant et des gestionnaires. En outre, cela éviterait d'avoir à établir des FCT hebdomadaires ou bihebdomadaires, une pratique qui selon nous ne respecte pas l'esprit de l'article 11. Nous croyons que la sous-recommandation (i) et la notion de caractère raisonnable répondent à toute préoccupation concernant d'éventuelles dérogations radicales par rapport à la formule.

Si les parties acceptent une variante de ce sous-ensemble de recommandations, il pourrait être utile qu'elles consignent leur accord dans une lettre d'entente jointe à la convention collective, et cela afin de ne pas rallonger encore davantage l'article 11. Elles pourraient négocier la durée de cette lettre en établissant par exemple qu'elle dure aussi longtemps que la convention collective actuelle ou qu'elle est maintenue jusqu'à sa résiliation par les parties. Nous pensons que pour réussir, toute modification de la formule répondant aux besoins des deux parties doit se faire graduellement. Nous croyons que si nos



recommandations ou des variations de celles-ci sont acceptées, les parties élaboreront un protocole de changement qui pourra servir de modèle utile pour d'autres changements que pourraient exiger à l'avenir des pressions qui restent imprévisibles pour le moment.

## **ii) Préparation**

Comme on pouvait s'y attendre, notre sondage a montré que tous s'entendaient pour dire que le personnel enseignant doit arriver en classe préparé et à l'aise avec ses tâches d'enseignement assignées. Lors des réunions régionales, la différence entre le développement du curriculum et la préparation des cours a été l'une des questions controversées mentionnées. Selon ce que nous comprenons, le facteur de préparation vise la préparation hebdomadaire nécessaire pour chaque cours et ne doit pas porter sur une modification importante d'un cours ou le développement du contenu. Ces questions de curriculum doivent faire l'objet d'heures complémentaires au cours d'un trimestre précédant le trimestre où a lieu l'enseignement d'un cours. La distinction entre les deux types de préparation semble généralement être bien comprise, mais cette distinction s'est peut-être parfois estompée, en particulier lorsqu'une méthode d'enseignement conventionnelle est modifiée pour y inclure une importante composante de prestation en ligne ou lorsqu'un cours est modifié pour y inclure un important contenu électronique. La question est de savoir si le temps consacré à modifier le cours pour y inclure la composante en ligne doit être traité comme du temps de préparation ou du temps de développement du curriculum, et la confusion semble découler du fait que ce genre de conversions peut se produire en même temps que l'enseignement du cours plutôt qu'au cours du trimestre précédent. À notre avis, lorsque la modification atteint un certain degré (touchant au moins 20 % du contenu du cours), le temps consacré à la conversion devrait être traité comme du temps de développement du curriculum et ajouté au FCT selon la disposition 11.01 D 3 (ix) de la convention collective. Étant donné que nous ne disposons pas de données suffisantes, nous ne pouvons formuler aucune recommandation à cet égard; nous pouvons simplement souligner cette question afin que les parties puissent éventuellement l'examiner, peut-être au cours des négociations. Nous constatons que le FCT contient une colonne intitulée « Heures additionnelles attribuées » sous la rubrique générale « Préparation ». Comme nous l'avons déjà noté, il existe certaines incohérences dans l'utilisation de cette catégorie (si même elle est utilisée), mais nous présumons qu'elle pourrait être un outil utile pour ce genre de révision de cours.

Dans une question connexe, les sondages et les réunions régionales ont révélé des préoccupations concernant l'apprentissage à distance. Par exemple, parmi les membres du personnel enseignant auxquels s'appliquait l'éducation à distance, il était évident (dans une

proportion supérieure à 3:1) que cette méthode d'enseignement exigeait plus de temps que les méthodes d'enseignement conventionnelles. Cela dit, selon les réponses, le nombre d'heures de plus exigé par cette méthode était relativement également réparti entre une et dix heures par semaine. Les gestionnaires, quant à eux, avaient tendance à penser que l'enseignement à distance avait peu d'incidence sur le temps nécessaire, mais ceux qui ont indiqué que cela faisait une différence pensaient que ce genre d'enseignement ajoutait du temps plutôt que d'en faire gagner (aussi dans une proportion supérieure à 3:1). Inversement, nos questions sur Internet semblent indiquer que le personnel enseignant et les gestionnaires croient que cette technologie permet de réduire la charge de travail plutôt que de l'intensifier.

Nous ne formulons aucune recommandation particulière concernant ces préoccupations, car elles peuvent être liées aux négociations. Plus généralement, toutefois, nous encourageons les parties à élaborer des lignes directrices ou à énumérer des facteurs dont pourraient tenir compte les gestionnaires scolaires et le personnel enseignant lorsqu'ils examinent la composante de préparation des tâches assignées au personnel enseignant. Ces lignes directrices viseraient essentiellement à mieux souligner les divers facteurs pouvant influencer sur la préparation des cours, et devraient être mises à la disposition du groupe de révision de la charge de travail.

### **iii) Évaluation**

Les questions soulevées par l'affection du temps pour l'évaluation et la rétroaction aux termes de la formule sont très complexes. D'abord, il faut faire la distinction entre le processus visant à évaluer les étudiants et étudiantes et le processus visant à leur fournir une rétroaction liée à cette évaluation. Nous notons qu'il convient de considérer que la rétroaction fournie aux étudiants et étudiantes par certains membres du personnel enseignant fait partie des heures complémentaires prévues pour l'aide habituelle aux étudiants et étudiantes en dehors de la classe. Nous considérons que seul le temps consacré à inscrire des commentaires sur les dissertations des étudiants et étudiantes, à expliquer individuellement la note accordée à un étudiant ou à une étudiante, ou à correspondre avec un étudiant ou une étudiante concernant l'évaluation d'un devoir particulier fait partie des facteurs d'évaluation prévus à la disposition 11.01 E 1. Nous pensons que tout autre contact en dehors de la classe avec les étudiants et étudiantes (rencontrer un étudiant ou une étudiante qui veut contester une note, discuter avec un étudiant ou une étudiante des devoirs ou de ses progrès dans le cours, etc.) devrait faire partie des heures complémentaires prévues pour ce genre d'activité (minimum de quatre heures attribuées chaque semaine).

La disposition 11.01 E 1 prévoit trois types d'évaluation donnant droit à une proportion décroissante d'heures attribuées. Cela va de l'évaluation d'essais ou de projets en dehors des heures de contact d'enseignement (à laquelle on accorde le plus de poids relativement aux heures attribuées) à l'évaluation pendant les heures de contact effectuée au cours des heures d'enseignement (à laquelle on accorde le moins de poids relativement aux heures attribuées). Entre ces deux extrêmes, la formule reconnaît l'évaluation de routine ou assistée effectuée en dehors des heures d'enseignement ainsi qu'une combinaison de méthodes d'évaluation. L'alinéa (iv) de la disposition 11.01 E 2 porte sur les cours où il y a une combinaison de méthodes d'évaluation. Sur le plan pratique, la question sous-jacente est de savoir comment on décide d'adopter une méthode d'évaluation particulière, mais cette question pratique cache les autres questions plus fondamentales de la liberté de l'enseignement, du savoir-faire professionnel et de la collégialité.

Notre sondage auprès du personnel enseignant nous indique que les deux plus importants facteurs influant sur le temps consacré à l'évaluation étaient la longueur et la complexité des devoirs et le nombre d'étudiants et d'étudiantes à évaluer. Cependant, la formule ne tient compte que du nombre d'étudiants et d'étudiantes. Elle n'établit pas qui prend la décision quant au genre, au nombre et à la complexité des devoirs. Si cette décision est laissée à chaque membre du personnel enseignant, il est facile de voir le risque d'évaluation excessive (c.-à-d. non rémunérée) découlant d'un zèle commis de bonne foi. Lors des réunions régionales, divers membres du personnel enseignant ont indiqué qu'ils passaient beaucoup plus de temps à évaluer que ce qu'on leur avait crédité. Inversement, on peut imaginer des situations où certains pourraient manipuler leurs méthodes d'évaluation pour que cela leur soit personnellement avantageux. Les réunions régionales ont révélé que certains membres du personnel enseignant avaient l'impression que des gestionnaires sacrifiaient le facteur d'évaluation applicable afin de respecter les restrictions globales de la formule. Une telle perception pourrait nuire au moral du personnel enseignant.

Notre recommandation est conçue pour répondre à tous ces extrêmes possibles. Elle souligne en même temps une autre vertu scolaire, la collégialité. Nous pensons qu'à cet égard il faut une méthode équilibrant les exigences pédagogiques avec la bonne utilisation des ressources enseignantes d'une façon plus collégiale.

**Nous recommandons que pour chaque programme ou cours les méthodes d'évaluation soient établies grâce à un processus consultatif incluant le groupe d'enseignants et d'enseignantes touché et le gestionnaire scolaire, et que l'approbation du gestionnaire soit inscrite dans le plan de cours. Le personnel enseignant doit suivre ce plan. Tout différend entre le personnel enseignant et le gestionnaire dans le cadre de ce processus consultatif doit être soumis à la procédure normale de règlement des différends (groupe de révision de la charge de travail et arbitre de la charge de travail).**

Par cette recommandation, nous voulons insister sur le fait que la détermination des méthodes d'évaluation devrait résulter de consultations entre les enseignants ou enseignantes chargés de donner les cours et le gestionnaire responsable du programme dans son ensemble. Lorsque le personnel enseignant et les gestionnaires ne peuvent s'entendre sur les méthodes d'évaluation, leur différend devrait être réglé grâce aux mécanismes d'appel en place et à une décision du groupe de révision de la charge de travail (ou de l'arbitre de la charge de travail).

Nous avons utilisé l'expression générique « groupe d'enseignants et d'enseignantes », car nous supposons qu'il existe un tel groupe, peut-être appelé différemment, dans chaque département/programme. Quelle que soit sa désignation, il importe de noter que c'est le groupe, non l'enseignant ou l'enseignante individuellement, qui doit conclure une entente avec le gestionnaire concernant la méthode d'évaluation à employer et qui a le pouvoir de soumettre tout différend aux mécanismes de règlement des différends prévus dans la convention collective.

#### **iv) Fonctions complémentaires**

La disposition 11.01 F traite des fonctions complémentaires, mais ne les définit pas. Elle fixe un minimum de six heures réparties entre l'aide aux étudiants et étudiantes (quatre heures) et les tâches administratives normales (deux heures). Il convient de noter qu'en établissant ce minimum, les parties ont créé un mécanisme relativement peu adaptable, susceptible d'avoir des conséquences négatives. En plus de l'aide aux étudiants et étudiantes en dehors de la classe et des tâches administratives, il existe en effet diverses autres activités scolaires connexes considérées comme des fonctions complémentaires et auxquelles on peut en conséquence attribuer des heures. Ces activités incluent le développement du curriculum, la recherche, le mentorat d'enseignants et d'enseignantes débutants ou à temps partiel, le temps de déplacement pour les cours donnés loin du collège, ou même la prestation à des entreprises locales de cours particuliers n'ouvrant pas droit à un crédit. Bref, en raison de sa portée et du fait qu'il établit un minimum et non un maximum, le facteur des fonctions complémentaires

devient comme un « fourre-tout » aux termes de la formule. Cela n'est pas une mauvaise chose, car ce facteur – lorsqu'il sert à reconnaître des situations particulières – offre un certain degré de souplesse dans le cadre de la formule.

Toutefois, les réunions régionales nous ont donné l'impression qu'il existe des variations considérables dans la façon dont les collèges (et peut-être même les départements) attribuent et utilisent les heures complémentaires. Bien que les variations entre collèges ne nous préoccupent pas trop, les variations éventuelles entre les départements d'un collège pourraient préoccuper le personnel enseignant qui y travaille. Nous ne formulons aucune recommandation sur cette question d'uniformité, mais la soulevons simplement afin que les gestionnaires scolaires puissent la prendre en considération.

En raison du grand nombre de permutations et de combinaisons pouvant exister dans l'ensemble du système collégial, nous ne formulons aucune recommandation concernant la multiplicité des situations et des activités pour lesquelles des heures sont attribuées au personnel dans cette catégorie. Cependant, nous pouvons examiner les deux domaines particuliers prévus dans la disposition, soit l'aide aux étudiants et étudiantes et les tâches administratives normales. Nous allons d'abord traiter de ces tâches.

Notre sondage a indiqué que près des deux tiers des enseignants et enseignantes ayant répondu à notre question sur l'aide administrative pensaient qu'il serait productif pour eux de pouvoir confier à du personnel de soutien, si ce personnel était disponible, deux heures ou plus par semaine de tâches administratives liées au travail. Selon nous, ce résultat confirme que l'attribution d'heures au personnel enseignant pour des tâches administratives est une composante nécessaire de la formule. Il est clair que les deux groupes considèrent que ce domaine est le moins essentiel aux objectifs scolaires de l'établissement. Pourtant, les tâches administratives doivent être accomplies et, en l'absence de personnel de bureau supplémentaire (et les commentaires émis lors des réunions régionales laissent croire que ce genre de soutien a diminué au cours des années), ce travail revient à l'enseignant ou à l'enseignante. Les sommes entrant dans le système sont limitées, et recommander l'embauche de plus de personnel de bureau pourrait avoir une incidence sur l'embauche et la situation financière du personnel scolaire. D'autres observations à ce sujet dépasseraient de toute façon notre mandat et nos connaissances. L'autre domaine, l'aide normale aux étudiants et étudiantes en dehors de la classe, est une autre affaire.

L'aide aux étudiants et étudiantes en dehors de la classe peut avoir lieu en personne, par téléphone ou par courriel ou par d'autres formes de communication électronique. Les données sur l'effectif des classes maximal, conjuguées aux commentaires formulés lors des réunions régionales, laissent penser que l'on ne reconnaît peut-être pas suffisamment combien

les étudiants et étudiantes exigent de certains membres du personnel enseignant. En fait, plusieurs autres indicateurs nous ont confirmé que le nombre d'étudiants et d'étudiantes peut exercer des pressions considérables sur la capacité du personnel enseignant d'offrir de l'aide en dehors de la classe. Nous notons, en particulier, la congruence des sondages concernant le domaine où des heures additionnelles pourraient servir de la façon la plus productive.

Même si divers facteurs peuvent influencer sur l'aide qu'exigent les étudiants et étudiantes du personnel enseignant (degré de préparation au programme des étudiants et étudiantes, inscription d'étudiants et d'étudiantes ayant des besoins particuliers, etc.) dans le contexte de la formule, nous sommes d'avis que nous pouvons uniquement formuler des observations sur un seul de ces facteurs, le nombre total d'heures de contact avec les étudiants et étudiantes.

Bien que les données des SINC discutées plus tôt montrent que l'effectif moyen des classes est demeuré plus ou moins constant au cours des dix dernières années, ces données indiquent aussi que le nombre total d'heures de contact avec les étudiants et étudiantes peut beaucoup varier d'un membre du personnel enseignant à un autre. Le fait que l'effectif moyen des classes soit resté constant ne sera pas d'un grand réconfort pour l'enseignant ou l'enseignante dont le nombre total d'heures de contact avec les étudiants et étudiantes dépasse largement la moyenne et entraîne une charge de travail réelle excessive. Nous admettons que le nombre d'étudiants et d'étudiantes auxquels on enseigne n'a guère ou pas d'incidence sur le temps de préparation (par conséquent, le nombre d'étudiants et d'étudiantes n'est pas un facteur dans l'attribution des heures de « préparation ») et constitue déjà un élément de la formule pour l'attribution des heures d'« évaluation/de rétroaction ». Cependant, à l'exception du minimum de quatre heures par semaine et de toute heure complémentaire additionnelle attribuée, nous notons que la formule ne prévoit pas une corrélation directe entre le nombre d'étudiants et d'étudiantes et l'aide en dehors de la classe (où le nombre d'étudiants et d'étudiantes a une corrélation évidente et directe avec le temps exigé d'un enseignant ou d'une enseignante). En pratique, selon ce que nous concluons des réunions régionales, les gestionnaires scolaires peuvent attribuer des heures complémentaires additionnelles aux membres du personnel enseignant qui font face à des exigences exceptionnellement élevées, et c'est certainement là une bonne façon de répondre à des situations qu'il n'est pas raisonnablement possible de prévoir de manière continue. Cependant, le lien entre le nombre total d'heures de contact avec les étudiants et étudiantes et les pressions qu'exercent les étudiants et étudiantes sur l'emploi du temps des membres du personnel enseignant est un élément dont on pourrait à notre avis mieux tenir compte dans le cadre de la structure actuelle.

**Nous recommandons que les parties négocient un mécanisme pour répondre aux préoccupations concernant le temps accru nécessaire pour l'aide aux étudiants et étudiantes**

**en dehors de la classe lorsque le nombre total d'étudiants et d'étudiantes auxquels on enseigne atteint un niveau supérieur à la norme. Nous avons adopté la notion du nombre total d'étudiants et d'étudiantes comme base la plus pratique de ce mécanisme. Pour mettre en œuvre ce mécanisme, les parties devraient négocier les composantes suivantes : nombre seuil fondé sur le nombre total d'étudiants et d'étudiantes auxquels on enseigne et tenant compte des quatre heures d'aide en dehors de la classe actuellement prévues; échelle mobile permettant d'affecter des heures additionnelles pour l'aide aux étudiants et étudiantes dans le cadre des fonctions complémentaires.**

Pour déterminer ce seuil et tenir compte du nombre total d'étudiants et d'étudiantes, les parties devraient prendre en considération l'incidence sur les heures d'aide exigées par les étudiants et étudiantes qui sont inscrits à plusieurs cours donnés par le même enseignant ou la même enseignante.

Nous avons envisagé de proposer aux parties des chiffres précis concernant le seuil et l'échelle mobile, mais avons décidé de ne pas le faire, car il est préférable que ces chiffres soient déterminés à la table de négociation.

Un mécanisme similaire a été présenté par le syndicat sous l'« Option C » de son mémoire à l'arbitre Kaplan.

## **v) Perfectionnement professionnel**

Les réponses que nous avons obtenues des gestionnaires et du personnel enseignant à ce sujet laissent penser que la vitalité du perfectionnement professionnel dans le système n'est pas bien grande. Nous avons déjà abordé les principales restrictions révélées par le sondage en matière de perfectionnement professionnel. Dans la mesure où la disponibilité du temps institutionnel est une restriction, il existe un lien avec la formule. Cependant, le droit prévu dans la convention collective à cet égard est clair, et nous supposons que tout différend qui touche au temps affecté au perfectionnement professionnel peut être soumis aux mécanismes de règlement des différends. Les autres principales restrictions mentionnées, comme le manque de financement et le manque de temps personnel, débordent notre mandat. En conséquence, nous ne formulons aucune recommandation à ce sujet, mais nous notons qu'il faut prévoir du temps de perfectionnement professionnel pour divers éléments – formation, établissement de réseaux, recherche, apprentissage des changements touchant la technologie existante – si l'on veut que le système collégial reste dynamique.

## **vi) Mécanismes de règlement des différends sur la charge de travail**

Nous avons examiné des données et posé des questions concernant les deux mécanismes de règlement des différends prévus dans la convention collective, soit le groupe de révision de la charge de travail et l'arbitre de la charge de travail. Les deux mécanismes sont essentiels au fonctionnement des dispositions sur la charge de travail de la convention collective, car un système aussi complexe et complet que la formule d'affectation de la charge de travail établie par l'article 11 ne peut fonctionner de façon purement automatique. Il est inévitable que se produisent des différends qu'il faut régler.

Nous avons examiné les données des trois années scolaires allant de 2003 à 2006. Le nombre de plaintes relatives à la charge de travail dans le système s'élevait à 186 en 2003-2004, à 116 en 2004-2005, et à 189 en 2005-2006. Le nombre de plaintes réglées par le groupe de révision de la charge de travail durant cette période a été respectivement de 149, 84 et 48. Le nombre de plaintes renvoyées à un arbitre de la charge de travail a été respectivement de 22, 13 et 18.

Nous avons tiré deux conclusions positives de ces données. Premièrement, le nombre total de plaintes ne semble pas excessif. Étant donné les milliers de FCT créés pendant cette période, nous n'aurions pas été surpris de trouver un plus grand nombre de différends. Deuxièmement, le système semble très bien fonctionner pour régler les différends, particulièrement à l'étape du groupe de révision de la charge de travail. Nous ne formulons



aucune recommandation concernant les mécanismes de règlement des différends de la convention collective, sauf de préconiser qu'ils soient utilisés pour régler les différends pouvant découler de l'adoption de nos autres recommandations. Nous notons plus précisément que si nos recommandations portant sur la souplesse sont acceptées, il s'ensuit que le syndicat aurait qualité pour être entendu devant l'arbitre de la charge de travail.

#### **vii) Normes et relations professionnelles**

Si l'on en juge d'après l'augmentation des diplômes d'études appliquées, des partenariats entre collèges et universités et des programmes conjoints, il est clair que les collèges de l'Ontario prennent de l'ampleur et se développent à titre d'établissements d'enseignement supérieur complexes.

**Par conséquent, nous recommandons que les parties prennent en considération des mécanismes qui renforceront la collégialité, le perfectionnement professionnel et la liberté de l'enseignement.**

La collégialité, la liberté de l'enseignement et le perfectionnement professionnel sont d'importants objectifs dans tout système collégial, et nous nous sommes efforcés de tenir compte de ces objectifs dans certaines de nos autres recommandations.

## **Appendix A**

### **Workload Taskforce Members**

**MARCUS HARVEY**, BA (Western), MA (Queens), PhD (Florida) is a professional officer with the Canadian Association of University Teachers. He is currently overseeing CAUT's national study of faculty workload. Harvey served as a Vice President in the United Faculty of Florida, a higher education UniServ of the National Education Association. Later he moved to Berkeley, California, where he managed the west coast office of the American Association of University Professors. In that capacity, Harvey also served as Executive Director of the Berkeley Faculty Association, Managing Director of the Council of University of California Faculty Associations, and as the AAUP's liaison to the Academic Senate for California Community Colleges. Harvey staffed the AAUP's standing committee on Community Colleges on which he continues to serve in an advisory capacity. Harvey's dissertation in nineteenth-century American history examined the cultural significance of old age in the southern United States.

**MORRIS UREMOVICH**: Eng. Tech. Dipl.(Lakehead), B. Eng.(Lakehead), MBA (Athabasca), P. Eng is the Associate Director, Academic with the College Compensation and Appointments Council. From a private sector career in engineering, he moved to education where he has had an extensive 28 yr. background in Ontario, serving as a teacher at the post-secondary, college, and university levels. Morris has worked at two community colleges undertaking successive responsibilities as a Teacher, Chair, Dean, and Executive Dean. During his tenure, he has served on a number of national, provincial and local committees related to education. He has engaged in local and provincial union/management committees and served as a member of the most recent provincial bargaining team.

**WESLEY RAYNER**: BA (Western), LLB (Western), LLM (Yale), called to the Ontario Bar in 1966. He is currently a labour and commercial arbitrator and mediator and has acted in that capacity part or full time since 1970. He was a professor of law at Western's law school from 1968 to 1996 and served as Dean of the school from 1985 to 1990. He is the author of several books on topics that include property law, company law, mortgages and collective bargaining. His latest book, Canadian Collective Bargaining Law was published by Lexis Nexus in 2007. He was the first Chairman of OMVAP (Ontario Motor Vehicle Arbitration Plan). He has been a member of various professional societies including the Law Society of Upper Canada, the Ontario Arbitration Association, the Chartered Institute of Arbitrators (UK) and the National Academy of Arbitrators (US).

## Appendix B

### Workload Taskforce Mandate – March 31, 2004

Workload Task Force  
Management Report

#### Appendix A – Letter of Understanding

Ontario Public Service  
Employees Union  
100 Lesmill Road  
North York, Ontario  
M3B 3P8

College Compensation and  
Appointments Council  
2 Carlton Street, Suite 1102  
Toronto, Ontario  
M5B 1J3

March 31, 2004

#### Re: Workload Task Force

In that both parties have made proposals to adjust Article 11 in the last two rounds of negotiations and they have been unable to find mutually acceptable ways to make such adjustments, the parties agree to strike a joint task force to discuss and examine issues relating to Article 11 in more detail in an effort to assist the parties in negotiations.

In order to implement the task force, the Union and the Council shall each appoint three persons to sit on the task force. One person appointed by each party will be designated as a co-chair. The appointments shall be completed within 3 months of the ratification of this Collective Agreement.

The task force shall discuss and examine the following issues relating to the assignment of work to full-time faculty under Article 11:

- time spent in preparation, evaluation and feedback, and complementary functions;
  - impact of e-learning and other alternative instructional modes
  - impact of class size
  - impact of total student numbers
  - curriculum development
  - professional development
  - scheduling of teaching contact hours
  - equitable assignment of workload to full-time faculty
  - impact on full-time faculty workload resulting from the use of non full-time faculty
  - impact of applied degrees
  - workload agreements
  - the Standard Workload Form
- and any other matters deemed appropriate by the task force.

The task force will report its findings, including possible amendments to the workload formula and any recommendations, to the parties by November 30, 2004.

Funding for the task force, including any costs associated with research or consultation as may be mutually agreed, shall be shared equally by the parties. The College will be reimbursed for time spent by the Union representatives on the task force in accordance with Article 8.02.

L. Casselman  
President  
Ontario Public Service  
Employees Union

J. Farrell  
Chair  
College Compensation and  
Appointments Council

## **Annexe C**

Mandat du Groupe de travail sur la charge de travail – Le 28 juin 2006

Protocole d'entente sur les Projets pilotes – Le 28 juin 2006

Le Syndicat des employées et  
employés de la fonction  
publique de l'Ontario  
100, chemin Lesmill  
North York (Ontario)  
M3B 3P8

Le Conseil de la rémunération et  
des nominations dans les collèges  
2, rue Carlton, bureau 1102  
Toronto (Ontario)  
M5B 1J3

Le 28 juin 2006

Objet : Groupe de travail sur la charge de travail

Les parties mettront sur pied dès que possible un groupe de travail sur la charge de travail. Chacune des parties nommera un membre. Si les parties ne parviennent pas à s'entendre sur la présidence, William Kaplan choisira la présidence selon la procédure du choix de la dernière offre. Le groupe de travail devra terminer ses travaux au plus tard le 1<sup>er</sup> décembre 2008. Le groupe de travail examinera les questions suivantes concernant l'attribution des tâches aux professeures et professeurs à temps plein en vertu de l'article 11 et en discutera :

- temps consacré à la préparation, l'évaluation et feedback, et fonctions complémentaires
- impact de l'apprentissage électronique et d'autres modes alternatifs d'instruction
- impact de l'effectif des classes
- impact du nombre total d'étudiantes et d'étudiants
- développement de curriculum
- perfectionnement professionnel
- établissement du calendrier des heures de contact d'enseignement
- attribution équitable de la charge de travail aux professeures et professeurs à temps plein
- impact du recours au personnel enseignant qui n'est pas à temps plein sur la charge de travail des professeures et professeurs à temps plein
- impact des grades d'études appliquées
- ententes relatives à la charge de travail
- formulaire de la charge de travail
- projets pilotes

et toute autre question que le groupe de travail juge pertinente.

L. Casselman, présidente  
Syndicat des employées et employés  
de la fonction publique de l'Ontario

D. Sinclair, directeur général  
Conseil de la rémunération et des  
nominations dans les collèges

Le Syndicat des employées et  
employés de la fonction  
publique de l'Ontario  
100, chemin Lesmill  
North York (Ontario)  
M3B 3P8

Le Conseil de la rémunération et  
des nominations dans les collèges  
2, rue Carlton, bureau 1102  
Toronto (Ontario)  
M5B 1J3

Le 28 juin 2006

Objet : Projets pilotes sur la charge de travail

Afin d'étudier les formules de rechange pour l'affectation de la charge de travail du personnel enseignant, les parties conviennent de permettre la mise en œuvre de projets pilotes sur la charge de travail.

L'objectif de chaque projet pilote est de déterminer si le modèle examiné :

1. améliore ou diminue la qualité de l'apprentissage pour les étudiantes et les étudiants;
2. apporte des améliorations pour l'enseignement et l'apprentissage;
3. permet de réduire l'effectif du personnel temps partiel et de faire un meilleur usage des enseignantes et enseignants temps plein;
4. assure une répartition plus équitable du travail entre les enseignantes et enseignants participants;
5. pourrait s'appliquer d'autres départements/programmes/collèges;
6. mène une plus grande satisfaction l'égard de l'affectation de la charge de travail que le modèle actuel;
7. serait un processus efficace d'affectation de la charge de travail.

Les principes clés suivants s'appliqueront chaque projet pilote :

1. La participation sera facultative.
2. Pour qu'un projet pilote soit mis en œuvre dans un département/programme, au moins les deux tiers (2/3) du personnel enseignant temps plein ayant complété la période d'essai du département/ programme et le ou la gestionnaire du département/programme doivent être d'accord sur sa mise en œuvre et accepter d'y participer. L'enseignante ou l'enseignant qui accepte de participer au projet pilote doit continuer de le faire jusqu' la fin du projet.
3. Les membres du personnel enseignant qui ont choisi de ne pas participer un projet pilote, y compris les enseignantes et enseignants œuvrant dans des départements/programmes qui mènent des projets pilotes et ayant choisi de ne pas participer ces projets, seront assujettis aux dispositions normales de l'article 11 pour l'affectation de leur charge de travail.
4. Les résultats de chaque projet pilote seront évalués et feront l'objet d'un rapport.

5. La participation à la recherche liée à un projet pilote fera l'objet d'une reconnaissance financière. Les ressources financières des projets pilotes seront maintenues et réparties par le Conseil.
6. Les projets pilotes devraient être mis en œuvre dans des collèges de diverses tailles et dans différents départements/programmes.
7. Chaque collège précise au comité directeur les projets pilotes qui sont mis en œuvre dans ce collège.
8. Un collège ne peut, à aucun moment, avoir plus de 10 % de son personnel enseignant à temps plein ou 20 enseignantes et enseignants à temps plein, selon le nombre le plus élevé, prenant part à des projets pilotes.
9. La participation sera réservée aux enseignantes et enseignants qui ont terminé leur période d'essai.

Chaque projet pilote sera mis en œuvre de la manière suivante :

1. Pour être admissible, un projet pilote doit être mené pendant au moins 28 semaines. Si le modèle de département/programme est utilisé, le projet pilote doit couvrir la totalité de l'année scolaire ou une période de douze mois. Aucun projet pilote ne peut durer plus de douze mois.
2. Les conditions de chaque projet pilote seront documentées afin que les objectifs puissent être évalués de façon appropriée. La documentation relative au projet pilote sera fournie au comité directeur des projets pilotes et une copie sera remise à la section locale.
3. Chaque projet pilote fera l'objet de rapports d'évaluation et/ou de sondages permettant d'en évaluer l'efficacité pour atteindre les objectifs présentés à la page 113. Le ou la gestionnaire et chaque enseignante ou enseignant prenant part à un projet pilote participeront aux rapports d'évaluation et/ou sondages. Ces rapports et/ou sondages évaluent également les améliorations et/ou modifications possibles du modèle.

Rémunération :

1. Chaque enseignante ou enseignant à temps plein qui participe à un projet pilote touche une allocation de recherche de 1 000 \$ lorsque le projet pilote est terminé.

Comité directeur :

Les parties conviennent de former un comité directeur des projets pilotes qui comprend deux personnes nommées par le SEFPO et deux personnes nommées par le Conseil. Les membres du comité directeur ont les responsabilités suivantes :

1. recueillir, auprès des collèges, la documentation liée aux conditions de chaque projet pilote;
2. demander, au besoin, des précisions sur une telle documentation;
3. évaluer les propositions de rechange pour le projet pilote afin d'en déterminer la validité et la viabilité par rapport aux objectifs, principes et exigences de mise en œuvre, et de déterminer si le projet peut être mis en œuvre;

4. si le comité directeur ne réussit pas à en arriver à une entente pour décider de mettre en œuvre un projet pilote de rechange, un arbitre indépendant prendra la décision et celle-ci liera les parties. L'arbitre est choisi au tirage au sort à partir de la liste des arbitres prévue à l'article 32;
5. s'assurer que le nombre des enseignantes et enseignants à temps plein d'un collège qui participent à des projets pilotes ne dépasse pas 10 % du personnel enseignant du collège ou 20 enseignantes et enseignants à temps plein, selon le nombre le plus élevé, et que tous les projets pilotes sont conformes aux principes et aux exigences de mise en œuvre établis dans le présent protocole d'entente;
6. choisir une firme de recherche indépendante pour élaborer des instruments d'évaluation et de sondage appropriés et présenter un rapport sur les résultats du projet pilote aux parties;
7. si le comité directeur ne réussit pas à en arriver à une entente sur une la firme de recherche indépendante dans les quatre mois suivant la signature de la convention collective, chaque partie précisera la firme de recherche qu'elle préfère et un arbitre indépendant procédera à la sélection qui liera les parties. L'arbitre est choisi par tirage au sort à partir de la liste des arbitres prévue à l'article 32;
8. recevoir les rapports des enseignantes et enseignants et des gestionnaires qui participent aux projets pilotes;
9. autoriser l'affectation de fonds à la firme de recherche indépendante;
10. autoriser l'affectation de fonds aux enseignantes et enseignants (départements/programmes) lorsque le projet pilote est terminé, ce qui comprendra la participation à la recherche nécessaire.

Le Conseil paiera tous les frais liés à la sélection et au travail de la firme de recherche indépendante. Le collège se voit rembourser pour le temps consacré par les représentantes et représentants de la partie syndicale au groupe de travail en conformité avec le paragraphe 8.02.

#### AUTRES ENTENTES SUR LA CHARGE DE TRAVAIL

##### 1. Modèle de département/programme

Au lieu des ententes sur la charge de travail précisées aux articles 11.01 B 1, 11.01 C, 11.01 D 1 à 11.01 F, 11.01 G 2, 11.01 I, 11.01 J, 11.02 A 1 (a), 11.02 A 2, 11.02 A 3, 11.02 A 4, 11.02 A 5 et 11.08, les enseignantes et enseignants à temps plein et leurs gestionnaires participants conviennent de mettre en œuvre un modèle de département/programme.

Le ou la gestionnaire du département/programme précise les activités d'enseignement, les activités administratives et autres activités non liées à l'enseignement qui doivent être effectuées par le département ou pour le programme pendant l'année scolaire ainsi que le personnel enseignant et les autres ressources disponibles pour effectuer ces activités. Les enseignantes et enseignants à temps plein d'un département/programme conviendront de l'affectation de la charge de travail appropriée pour chaque enseignante ou enseignant à temps plein participant au projet pilote pour l'année scolaire. La méthode d'entente visant les enseignantes et enseignants participants sera déterminée par le groupe (c.-à-d., consensus, majorité ou autre méthode).



En déterminant l'affectation de la charge de travail, le département/programme tient compte de la liste non restrictive suivante des facteurs à considérer :

- nombre d'étudiantes et d'étudiants par groupe d'enseignement
- nature des cours
- nombre de cours différents
- compétences du personnel enseignant disponible
- exigences relatives à la correction
- besoin et disponibilité de soutien à l'enseignement
- autres activités d'enseignement, activités administratives et autres responsabilités non liées à l'enseignement
- aide aux étudiantes et étudiants en dehors de la classe
- déterminer si l'enseignante ou l'enseignant donne le cours pour la première fois
- variations ou modifications au curriculum
- besoins spécifiques des étudiantes et étudiants au niveau de l'enseignement
- perfectionnement professionnel

Avec l'accord du ou de la gestionnaire, l'affectation de la charge de travail du département/programme sera effectuée en conformité avec les décisions des enseignantes et enseignants participants.

Chaque affectation du personnel enseignant pour l'année scolaire sera documentée.

La documentation du projet pilote sera fournie au comité directeur des projets pilotes et à la section locale.

Si, après avoir reçu l'affectation de sa charge de travail, une personne qui enseigne à temps plein n'est pas d'accord avec celle-ci, elle doit indiquer par écrit la nature de son désaccord et soumettre le texte à sa superviseuse ou son superviseur qui convoque une réunion du département/programme pour examiner les questions soulevées.

Si l'issue de la réunion ne satisfait pas l'enseignante ou l'enseignant et si cette personne désire que la charge de travail soit réexaminée par le Groupe de révision de la charge de travail, elle doit l'indiquer par écrit dans les trois jours ouvrables suivant la réunion du département/programme. À défaut d'une telle indication, cette personne sera considérée comme étant d'accord avec la charge de travail.

Un calendrier indiquant l'horaire et le lieu établis pour l'affectation de la charge de travail sera présenté sur un formulaire d'horaire fourni par le collège, et une copie sera remise à l'enseignante ou à l'enseignant pas moins de deux semaines avant le début de la période couverte par le calendrier.

En cas de différend découlant de l'interprétation, de l'application, de l'administration ou de la violation présumée des dispositions des paragraphes 11.01 ou 11.02 qui s'appliquent ou si des questions concernant l'affectation de la charge de travail de l'enseignante ou de l'enseignant demeurent non réglées, les dispositions de l'article 11.02 A 6 (a) à l'article 11.02 G s'appliqueront.

## 2. Modèle simplifié

Au lieu des dispositions relatives aux ententes sur la charge de travail précisées aux articles 11.01 B 1, 11.01 D 1 à 11.01 F, 11.01 G 2, 11.01 I, 11.01 J, 11.01 K 3, 11.01 K 4 (ii), 11.02 A 1 (a), 11.02 A 2, 11.02 A 3, 11.02 A 4, 11.02 A 5, et 11.08, les enseignantes et enseignants à temps plein participants d'un département ou

programme au sein d'un collège peuvent s'entendre avec leur gestionnaire afin de trouver une moyenne n'excédant pas 16 heures de contact d'enseignement par semaine, sur une période maximale de 36 semaines pour toute année scolaire.

L'enseignante ou l'enseignant participant a la responsabilité de s'assurer que la préparation, l'évaluation, la rétroaction et d'autres fonctions complémentaires appropriées liées ces heures de contact d'enseignement sont effectuées.

Les heures de contact d'enseignement d'une enseignante ou d'un enseignant ne dépasseront pas 576 heures par année scolaire. La rémunération pour les heures excédant ce maximum sera payée par le collège l'enseignante ou l'enseignant selon 0,1 % du salaire annuel habituel de l'enseignante ou de l'enseignant par heure de contact d'enseignement dépassant le maximum.

Le ou la gestionnaire et chaque enseignante ou enseignant participant s'entendent sur la façon dont les périodes autres que les périodes d'enseignement pendant l'année scolaire seront utilisées et documentent l'accord.

Aucun FCT ne sera fourni mais l'affectation sera consignée et communiquée la section locale et la documentation du projet sera fournie au comité directeur des projets pilotes.

Si, après avoir reçu l'affectation de sa charge de travail, une personne enseignant temps plein et participant au projet n'est pas d'accord avec l'affectation de sa charge de travail et désire soumettre le cas au Groupe de révision de la charge de travail, elle doit l'indiquer par écrit dans les trois jours suivant la date de réception de l'affectation. À défaut d'une telle indication, on considérera que l'enseignante ou l'enseignant est d'accord avec la charge de travail.

Un calendrier indiquant l'horaire et le lieu établis pour l'affectation de la charge de travail sera présenté sur un formulaire d'horaire qui sera fourni par le collège, et une copie sera remise l'enseignante ou l'enseignant pas moins de deux semaines avant le début de la période couverte par le calendrier.

En cas de différend découlant de l'interprétation, de l'application, de l'administration ou de la violation présumée des dispositions des paragraphes 11.01 ou 11.02 qui s'appliquent ou si des questions concernant l'affectation de la charge de travail de l'enseignante ou de l'enseignant demeurent non réglées, les dispositions de l'article 11.02 A 6 (a) l'article 11.02 G s'appliqueront.

### 3. MODÈLES DE RECHANGE

Le ou la gestionnaire du département/programme et les enseignantes et enseignants de ce département/programme peuvent s'entendre pour mettre en œuvre un autre modèle de projet pilote. Les conditions du modèle de rechange seront documentées de façon appropriée.

Avant leur mise en œuvre, les propositions visant les modèles de rechange doivent être approuvées par le comité directeur des projets pilotes.

L. Casselman, présidente  
Syndicat des employées et employés  
de la fonction publique de l'Ontario

D. Sinclair, directeur général  
Conseil de la rémunération et des  
nominations dans les collèges

## **Appendix D**

Teacher's Survey Tabular – Leger Marketing

**File Name: Appendix D\_Ontario Colleges Workload Task Force Teachers.pdf**



# Ontario Colleges

## Workload Task Force Teachers Report Dec 2008

81815-002

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

# Summary

## Preparation

- ▶ The majority of college teachers agree that teachers should arrive to class prepared and feel comfortable teaching their assigned courses.
- ▶ In general, college teachers mentioned preparing for the course they are assigned to teach in terms of (lab material, hand outs, research the topic) is the most important thing they do to prepare for class.
- ▶ While preparing for class affects college teachers' time for preparing for class, familiarity with content/material and marking were mentioned by many college teachers as affecting their time needed to prepare for their classes.

## Evaluation

- ▶ The majority of college teachers agree students receive sufficient attention with regards to their assessment. With that being said, length and complexity of assignment was a key factor affecting the time that college teachers spend on evaluation.

## Complementary Functions

- ▶ The majority of college teachers hold office hours. On average, college teachers hold ten hours of office hours weekly. Seeing and helping students is seen as the most important activity that college teachers engage in during their regular office hours.
- ▶ Most college teachers assist students academically outside of their regular teaching and office hours. On average, college teachers spend an additional five hours assisting students academically outside of their regular teaching and office hours.
- ▶ Class dynamic/students ability and the complexity of course material are seen as key factors affecting the amount of time college teachers spend assisting students outside of class. The majority of college teachers mentioned that both these factors strongly increase the amount of time they allocate for out – of- class assistance.
- ▶ The majority of college teachers say if they had access to clerical/ administrative assistance, they could allocate at least one hour to administrative staff usage. Documentation and scheduling were mentioned by college teachers as the most time consuming tasks that they could delegate.

# Summary

## Professional Issues

- ▶ The majority of college teachers spent at least one day on professional development last year. However, many college teachers felt that funding to cover costs associated with the proposed activity constrained their choices for professional development.

## Other Time Factors

- ▶ If college teachers had an extra hour a week, over a third would spend that extra hour preparing for classes. On the flip side, if college teachers lost an hour a week many college teachers would reduce their administrative tasks to keep up with their current obligations.

## Workload Dispute Resolution Mechanisms

- ▶ The majority of college teachers are aware of the functions of both the Workload Monitoring Group (WMG) and the Workload Resolution Arbitrator (WRA).
- ▶ Only a third of college teachers said they had a workload assignment dispute. The majority of cases were resolved early and did not go to WMG or WRA.
- ▶ In general, college teachers were satisfied with the process and the outcome of the mechanisms.

# Methodology

## Interviewing

- ▶ The Workload Taskforce for Ontario Colleges commissioned Leger Marketing to conduct a research study with faculty to examine workload within the Ontario Colleges of Applied Arts and Technology. Leger Marketing conducted this study via online surveys. Data was collected between November 14 and December 10, 2008.

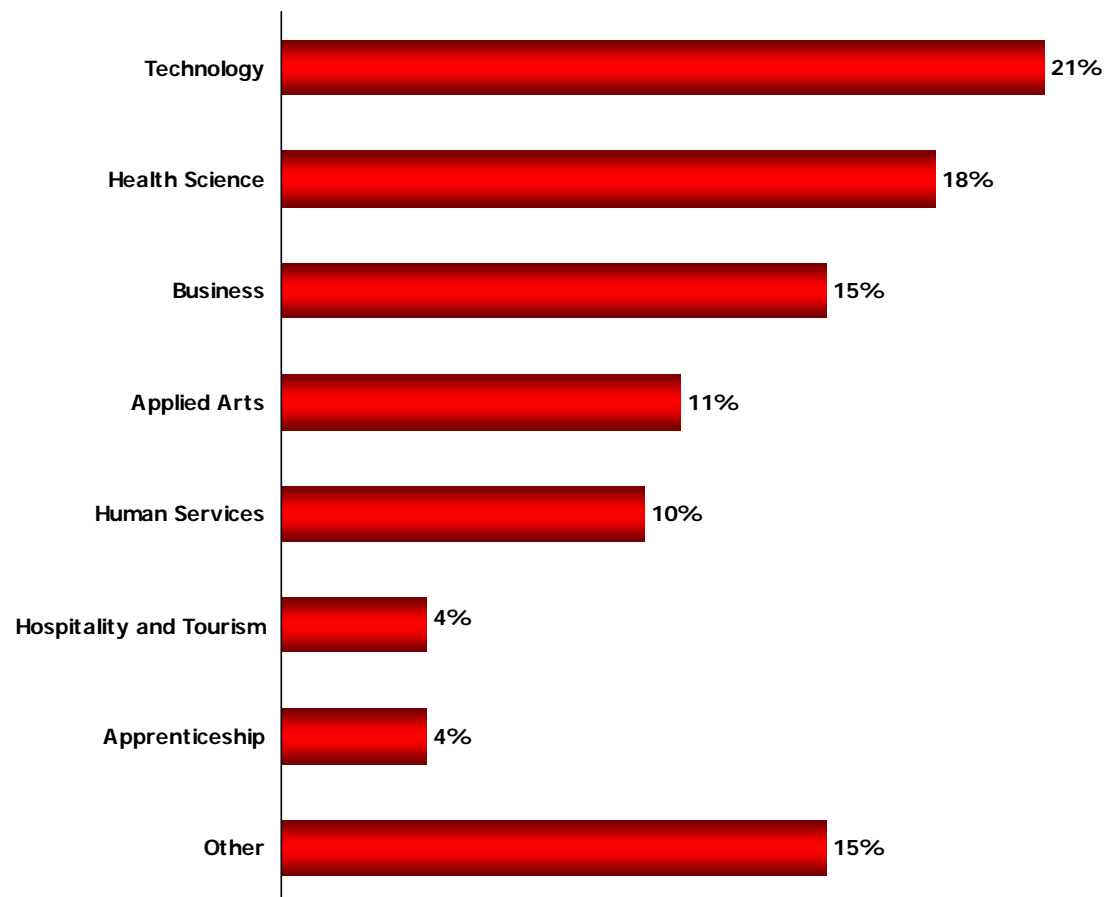
## Respondent Qualification

- ▶ A random selection was achieved by inviting teaching faculty from colleges across Ontario to complete the survey. All were qualified as being a faculty member working at one of Ontario's Colleges.
- ▶ A total of 846 interviews were completed with teachers. The margin of error for a sample of this size is +/- 3.4%, 19 times out of 20.

## Quality Control

- ▶ Leger Marketing's experience and expertise in public opinion and market research extend to the quality and standards of every research project. Detailed verification and validation procedures at each stage of the process ensure data accuracy.

## Ontario college teaching subject areas



Q1.What is your primary Subject Area? n=846

Toronto

Edmonton

Calgary

Montreal

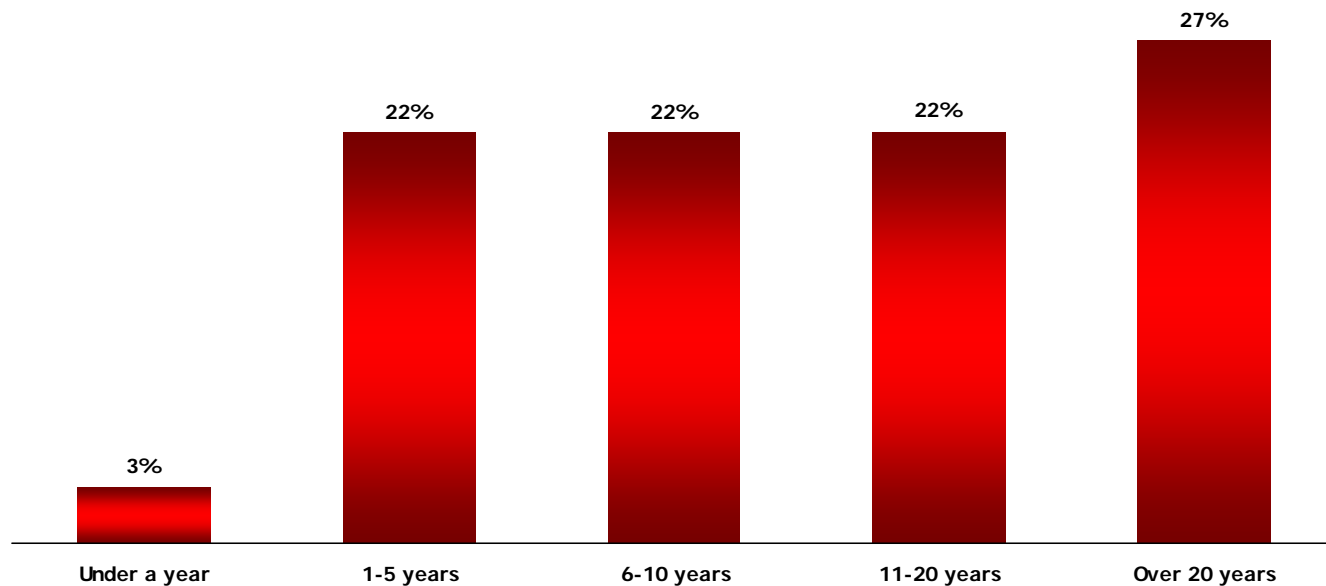
Philadelphia

New York



## The majority of Ontario college teachers have been teaching for a number of years

- ▶ Health Science (33%) and Human Services (31%) are the most likely to have been teaching at the college level for 1 to 5 years.
- ▶ The average score of teaching years among college teachers is approximately 13 years.



Q3. How many years have you been teaching at an Ontario Community College? n=846

Toronto

Edmonton

Calgary

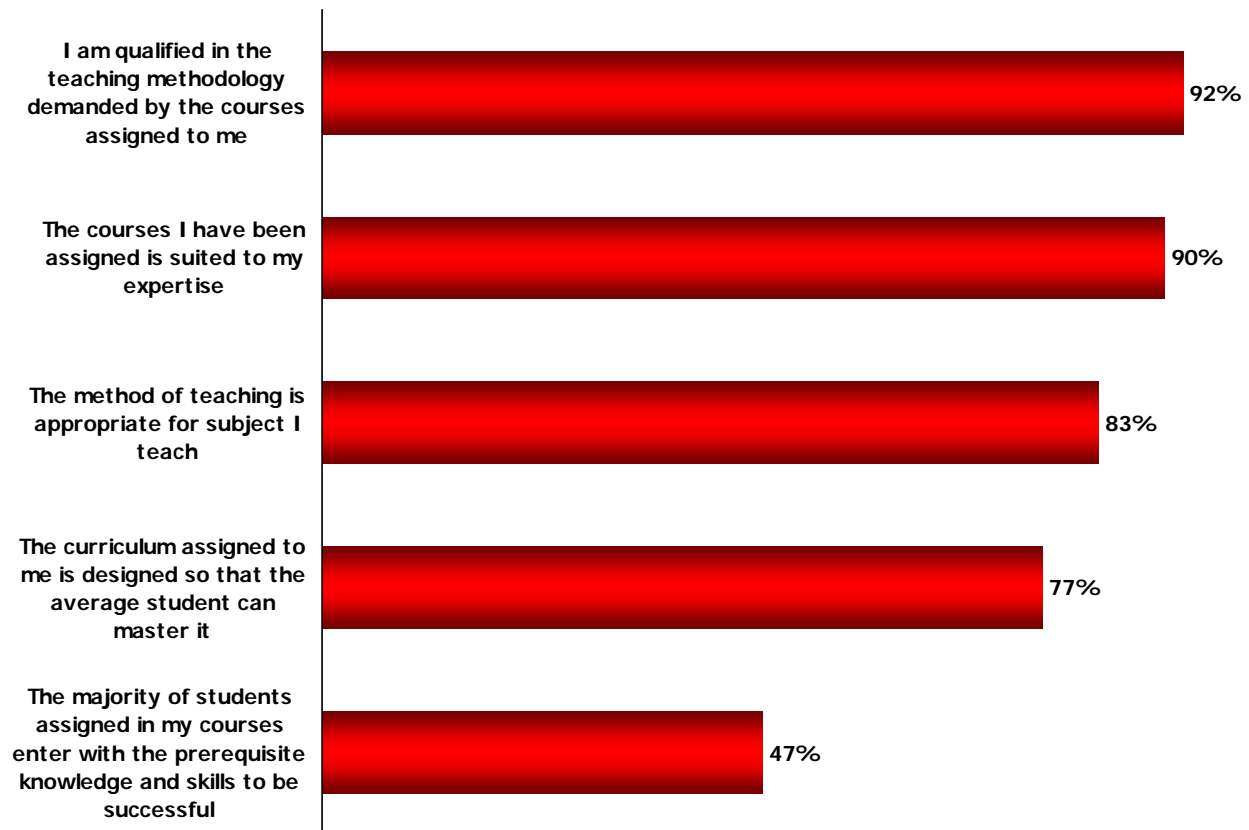
Montreal

Philadelphia

New York

## The majority of Ontario college teachers' agree they are qualified and suited to teach their courses

- ▶ The majority of college teachers agree that they are qualified by the teaching methodology demanded from their assigned courses (92%) and that the courses they have been assigned to teach are suited to their expertise (90%).
- ▶ Health Science teachers are the most likely to agree that the students registered in their courses enter with the prerequisite knowledge and skill to be successful in the course (59%).



Q4A-E. For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
n=846 (Top 3 box scores of 5-7)

Toronto

Edmonton

Calgary

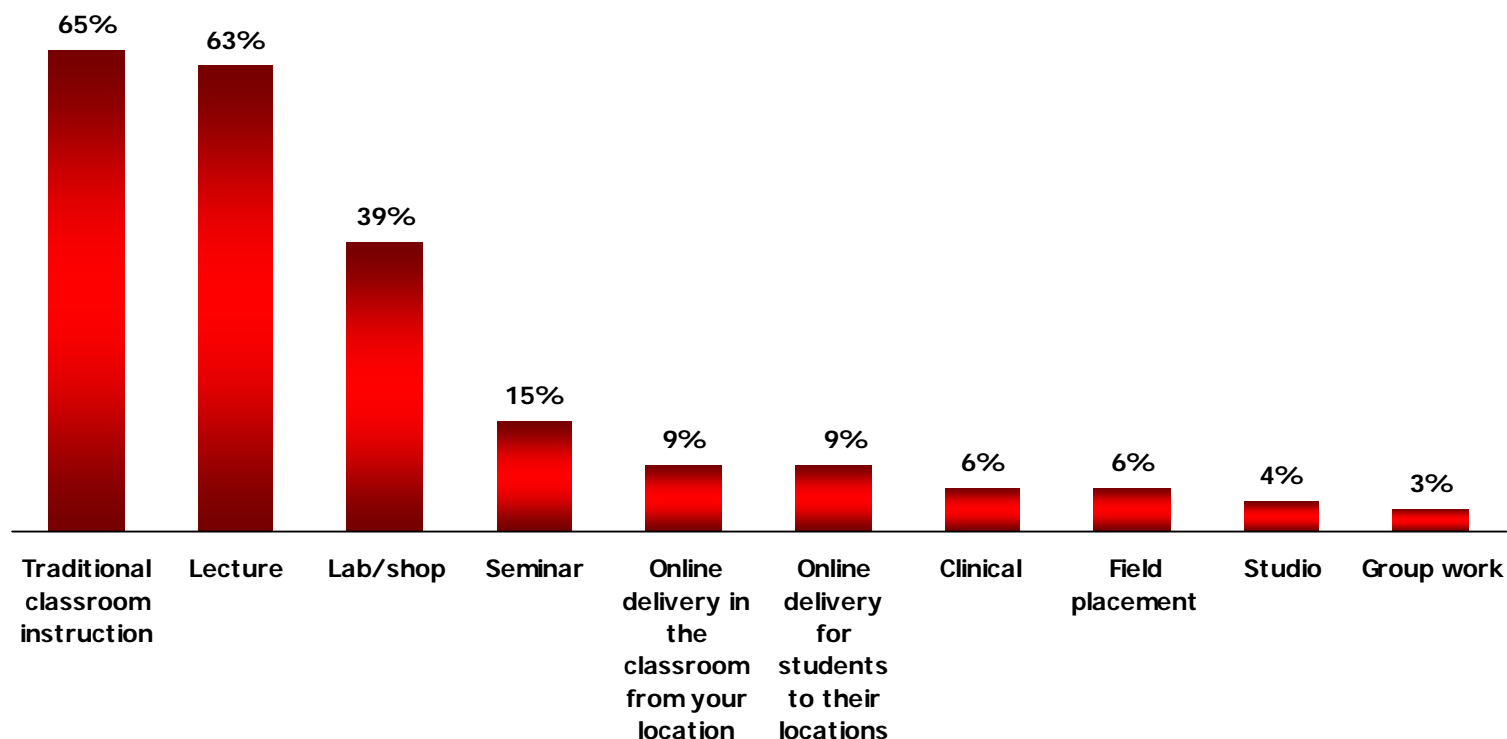
Montreal

Philadelphia

New York

## Classroom instruction and lectures are key teaching methods used by college teachers

- ▶ Apprenticeship (76%) and Technology (66%) teachers are the most likely to say they use Lab/Shop as a teaching method to instruct their first teaching assignment of the week.
- ▶ Human Service teachers (21%) are the most likely to use field placement as a method of teaching in their first teaching assignment, followed by teachers in Health Sciences (11%).



Q5. Please indicate which of the following teaching methods you use in your first teaching assignment of the week n=846

Toronto

Edmonton

Calgary

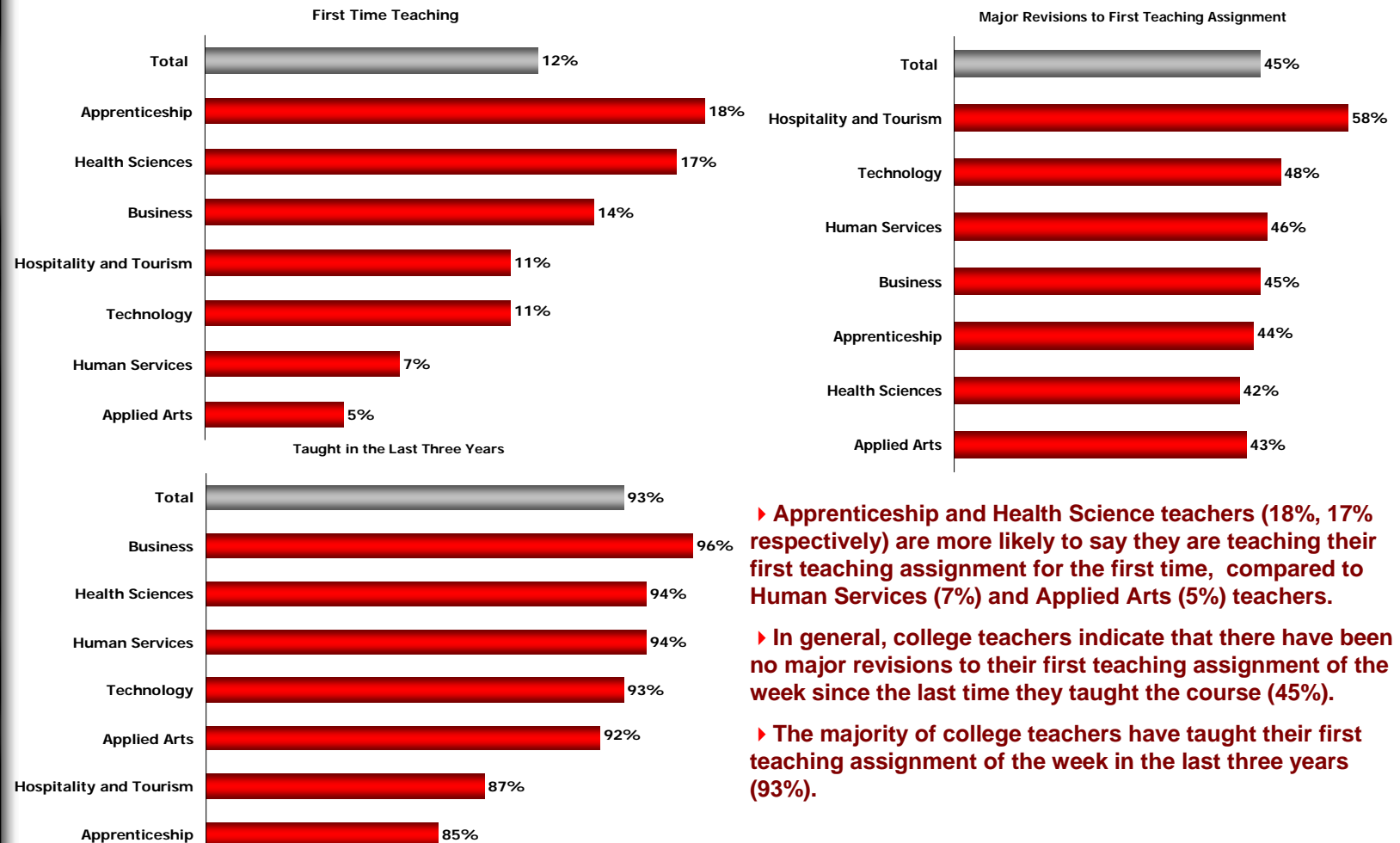
Montreal

Philadelphia

New York

# The majority of college teachers had taught their first teaching assignment of the week before now

*One in nine were new to their first teaching assignment.*



► Apprenticeship and Health Science teachers (18%, 17% respectively) are more likely to say they are teaching their first teaching assignment for the first time, compared to Human Services (7%) and Applied Arts (5%) teachers.

► In general, college teachers indicate that there have been no major revisions to their first teaching assignment of the week since the last time they taught the course (45%).

► The majority of college teachers have taught their first teaching assignment of the week in the last three years (93%).

Q6. Is this the first time you taught this course? n=846 Q7. Has there been any major revisions made to this course since the last time you taught it? n=746 Q8. Have you taught this course previously within the last three years n=746

Toronto

Edmonton

Calgary

Montreal

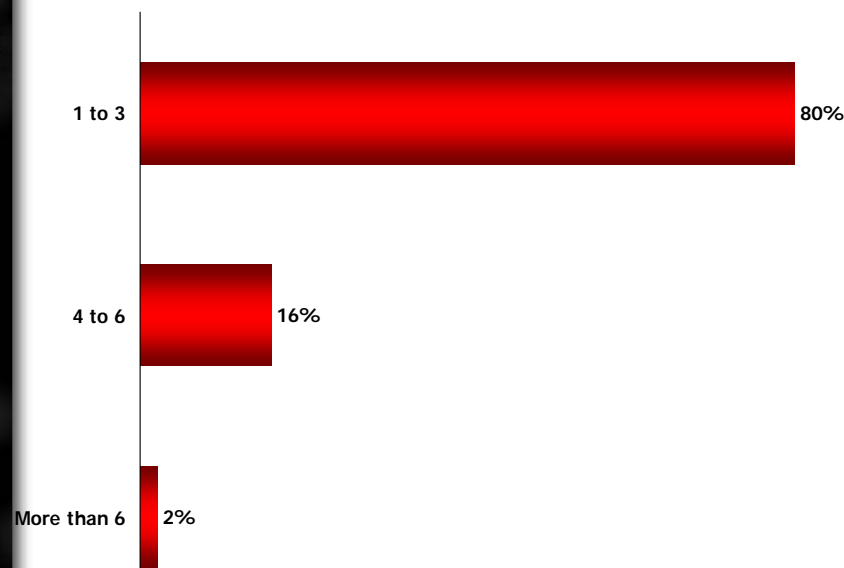
Philadelphia

New York

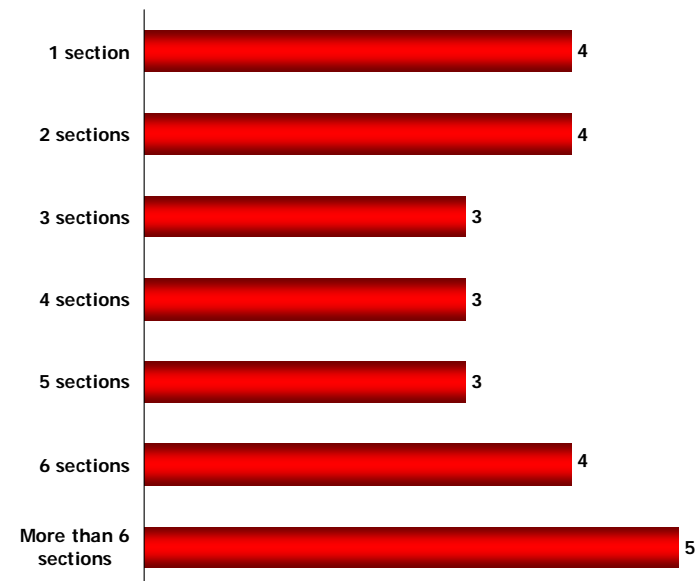
# The majority of Ontario college teachers teach 1 - 3 sections of their first assigned course of the week

- ▶ Health Science teachers (55%) are the most likely to say they only teach one section of their first assigned course of the week. Whereas, those who teach Apprenticeship are the most likely to say they teach three sections of their first assigned course of the week (30%).
- ▶ An average score of four hours are scheduled for section 1 of the first course of the week. The average scores range from 3 to 5 hours overall per section as randomly distributed on the first course assigned in the week for teachers.
- ▶ Generally speaking, college teachers have a minimum of 21 students and up to a maximum of 40 currently enrolled in each of their sections. Given the wide selection of data output from this question, the actual raw findings are extensive and can be consulted in the data tables.

Number of Sections Currently Teaching



Average Hours per Week Scheduled for Each Section of the Course



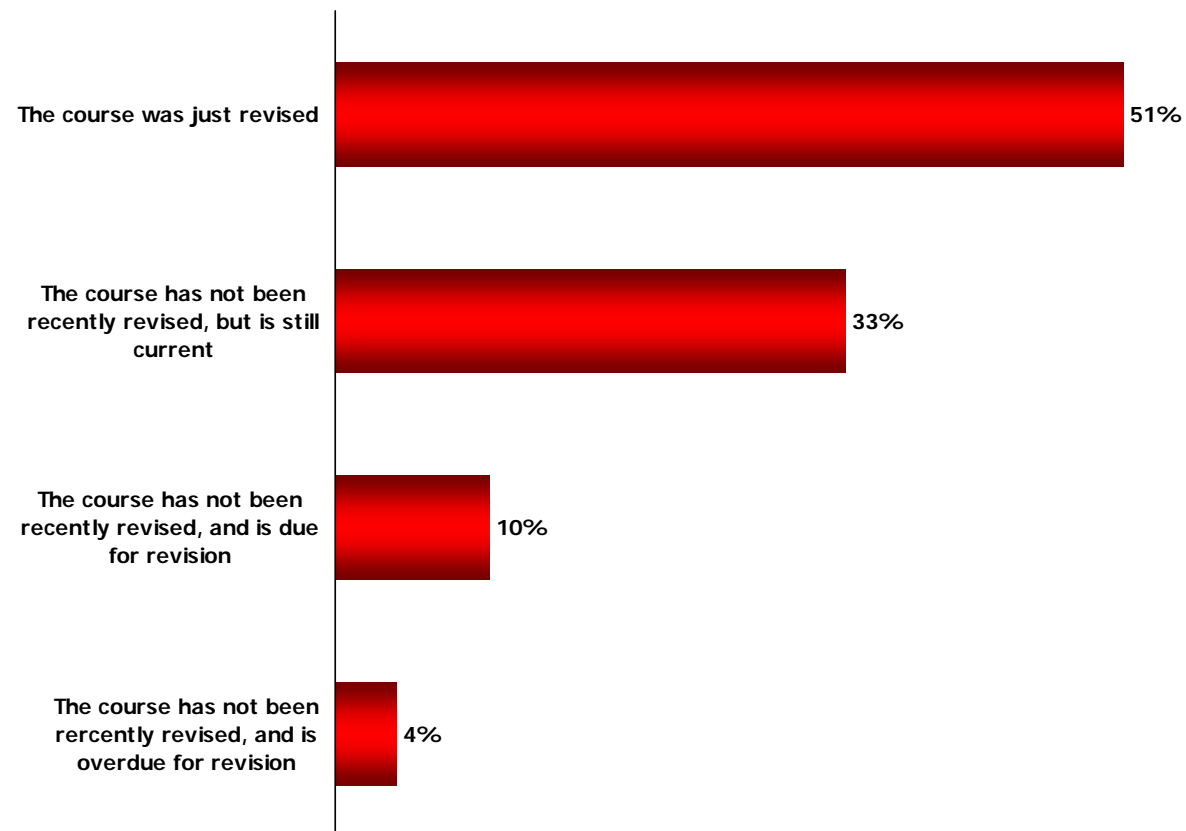
Q9. How many sections of this course are you currently teaching? n=846

Q10. How many hours per week are scheduled for each section of this course? (Means) n=846

Q11. How many students are currently enrolled in each section of this course? n=846

## Half of Ontario college teachers who have taught more than one year say their course has just been revised

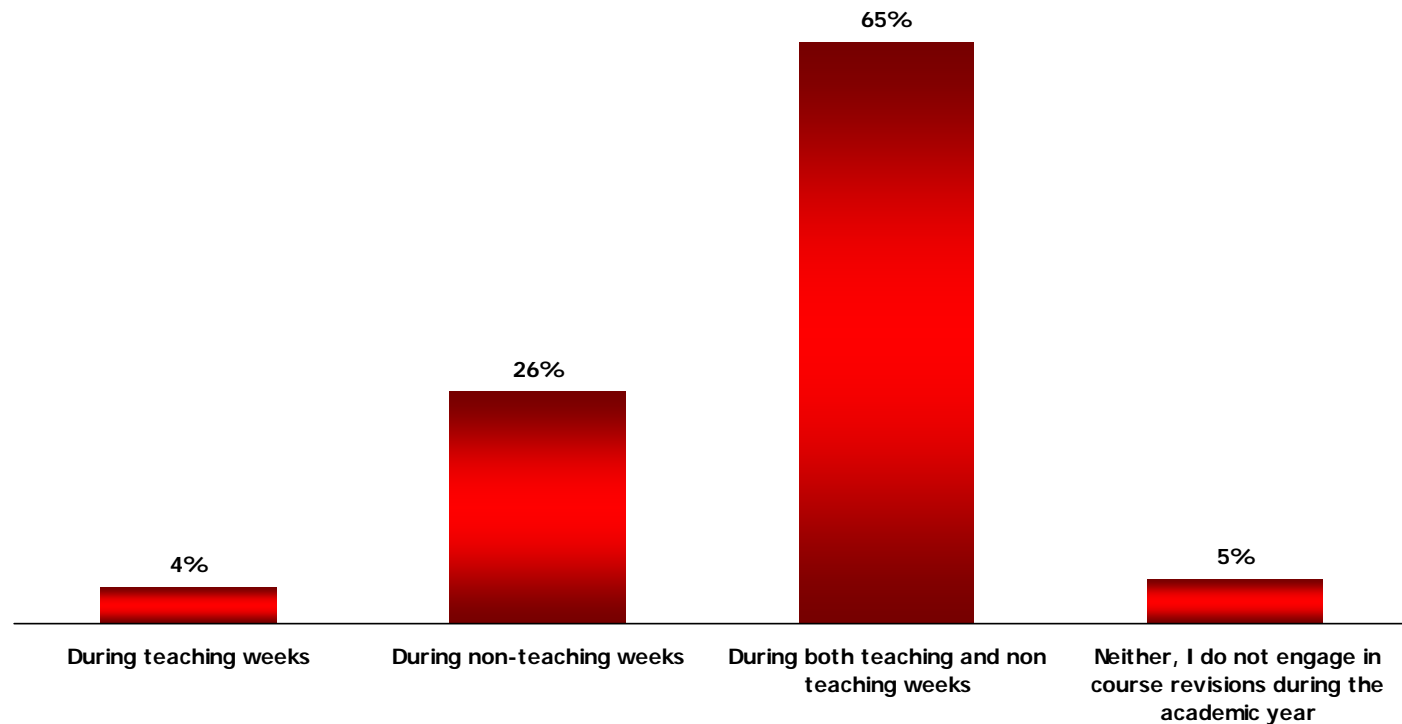
► Most College teachers agree that the first assigned course of the week is either recently revised or still current (84% combined).



Q12. Please indicate which of the following most accurately describes the status of this course with respect to the last major revision undertaken. n=821

## One third of teachers say that course revisions typically happen throughout both teaching and non-teaching weeks of the year

► Business teachers (34%) followed by Applied Arts teachers (30%) are the most likely to say course revision typically happens during both teaching and non teaching weeks.



Q13. When during the academic year, do you typically engage in course revision? n=821

# Preparation

Toronto

Edmonton

Calgary

Montreal

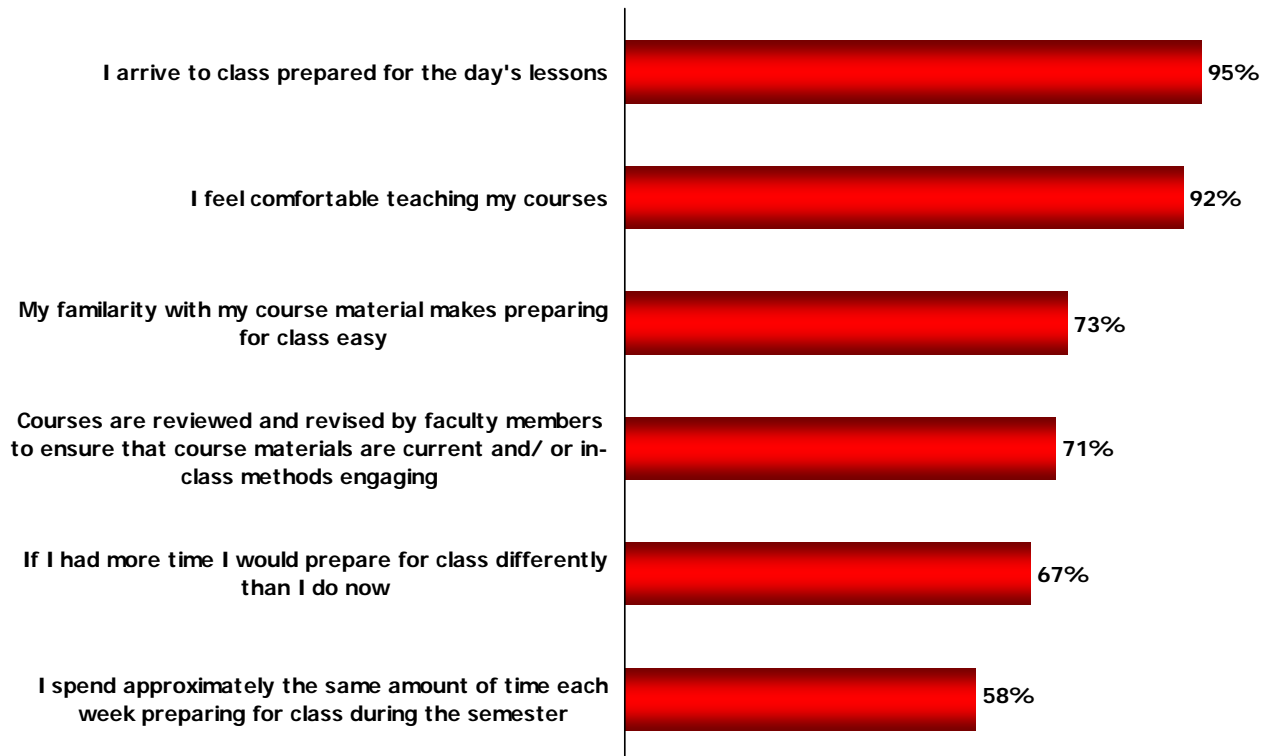
Philadelphia

New York



## College teachers agree that teachers should arrive to class prepared and feeling comfortable teaching their assigned courses

- ▶ Human services (78%) and health sciences (72%) teachers are more likely to agree that if they had more time they would prepare for classes differently than they do now, compared to the rest of college teachers instructing in other disciplines.
- ▶ College teachers are least likely to agree that they spend approximately the same amount of time each week preparing for class during the semester (58%) and probably see a lot of variation throughout their courses.



Q14. For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
n=821 (Top 3 box scores of 5-7)

Toronto

Edmonton

Calgary

Montreal

Philadelphia

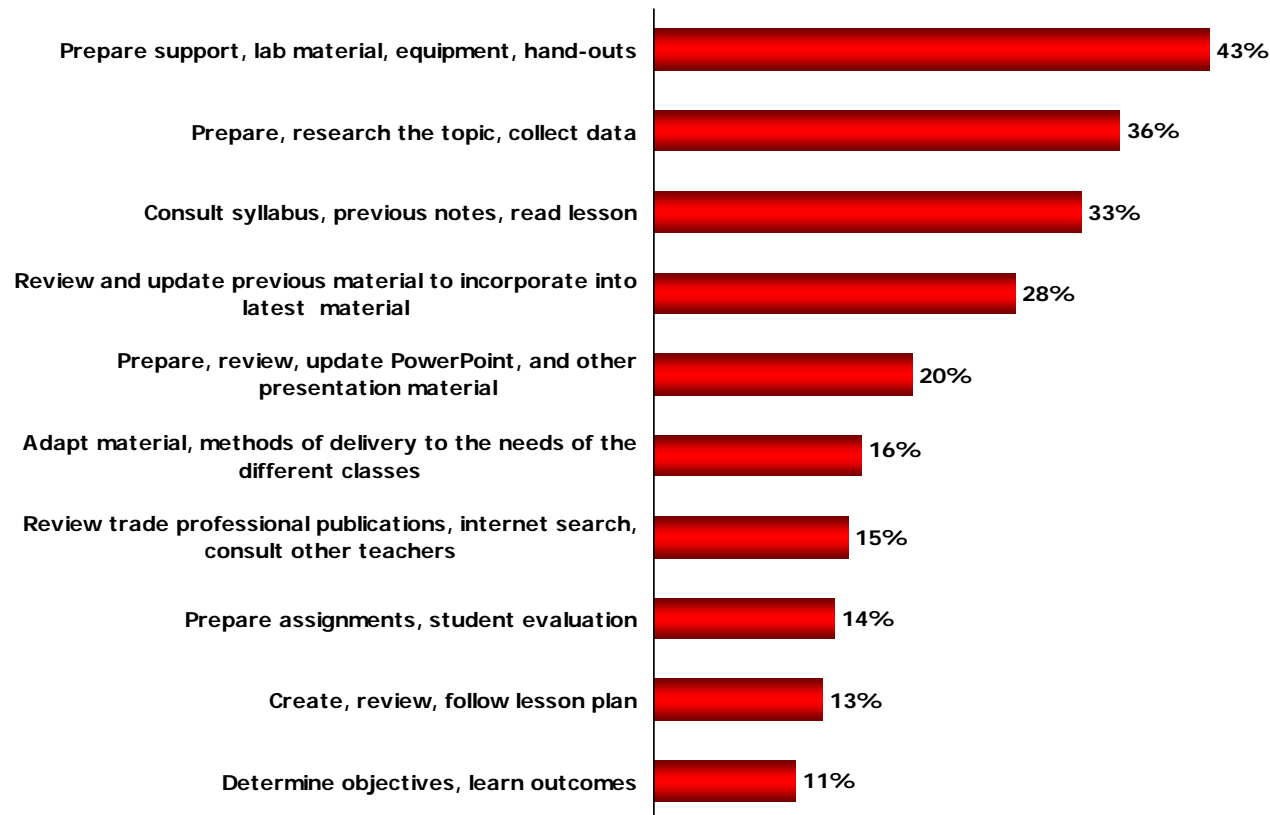
New York

## Top Three Class Preparation Activities:

1. Preparing material, 2. Researching the topic/data,
3. Consulting previous notes/syllabus/ lesson plan

► Important class preparation activities were collected in multiple, open-ended responses. While extensive coding of these responses differentiated these areas, there is some descriptive overlap in these responses.

► Health sciences (40%), human services teachers (34%) and business teachers (34%) are the most likely to say they review and update previous material to incorporate in to their latest material as an important part of preparing for class.



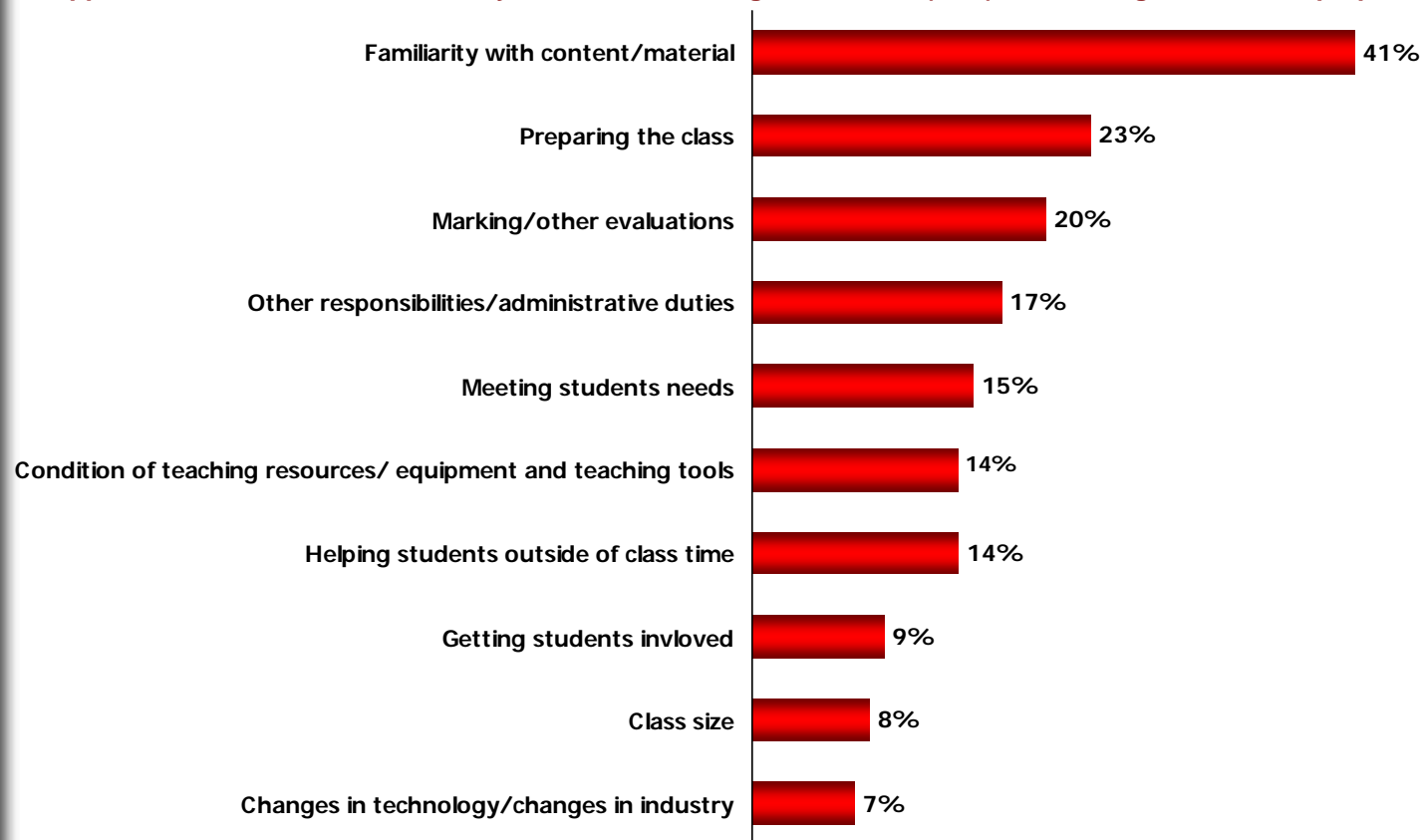
Q15. Please list the three most important things you do in preparing for a typical class session. n=821

## Three Factors Affecting Class Preparation Time:

1. Familiarity with content, 2. Preparing the class
3. Marking/evaluations

► Technology teachers (32%) are the most likely to say preparing the class is one factor that affects the time they require for class preparation compared to the average scores across all disciplines (23%).

► Applied arts teachers are more likely to mention marking/evaluations (32%) as affecting their time to prepare.



Q16. Please list the three factors that most affect the time you require for class preparation. n=846

# Evaluation

Toronto

Edmonton

Calgary

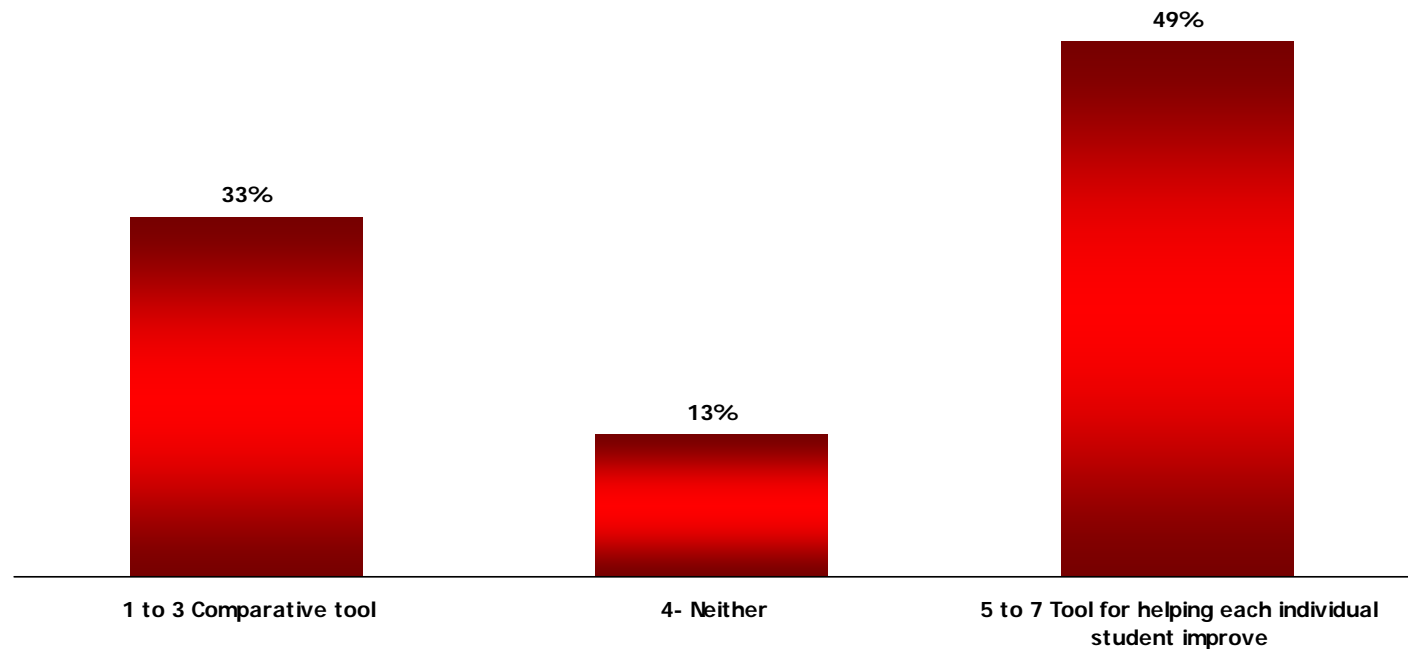
Montreal

Philadelphia

New York

## Most teachers consider their evaluation philosophy as a tool to help each student improve, regardless of his/her relative performance

- ▶ Applied arts teachers are the most likely to say their role in evaluation is to use evaluation as a tool to help each student individually improve regardless of his/her relative performance compared to the average total score of teachers (65% vs. 49%).
- ▶ Technology teachers on the other hand, are the most likely to say their role in evaluation does not reflect either views with (22%) saying neither.



Q17. Where do you place your own evaluation philosophy? n=846

Toronto

Edmonton

Calgary

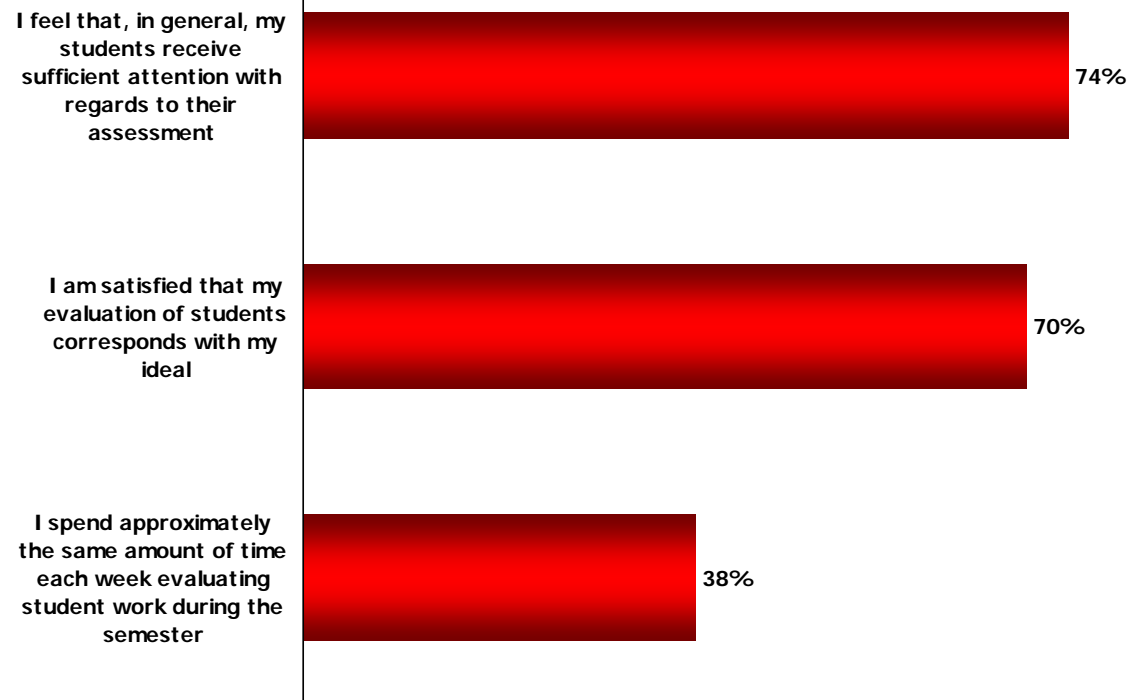
Montreal

Philadelphia

New York

## The majority of college teachers feel their students receive sufficient attention regarding their assessments

- ▶ Apprenticeship teachers are the most likely to agree that they are satisfied that their evaluation of students corresponds with their ideals (91%). Additionally, apprenticeship teachers are the most likely to agree that they regularly spend approximately the same amount of time each week evaluating student work during the semester (58%).
- ▶ College teachers are less likely to agree that they spend approximately the same amount of time each week evaluating student work during the semester (38%).



Q18. For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement. n=846 (Top 3 box scores of 5-7)

Toronto

Edmonton

Calgary

Montreal

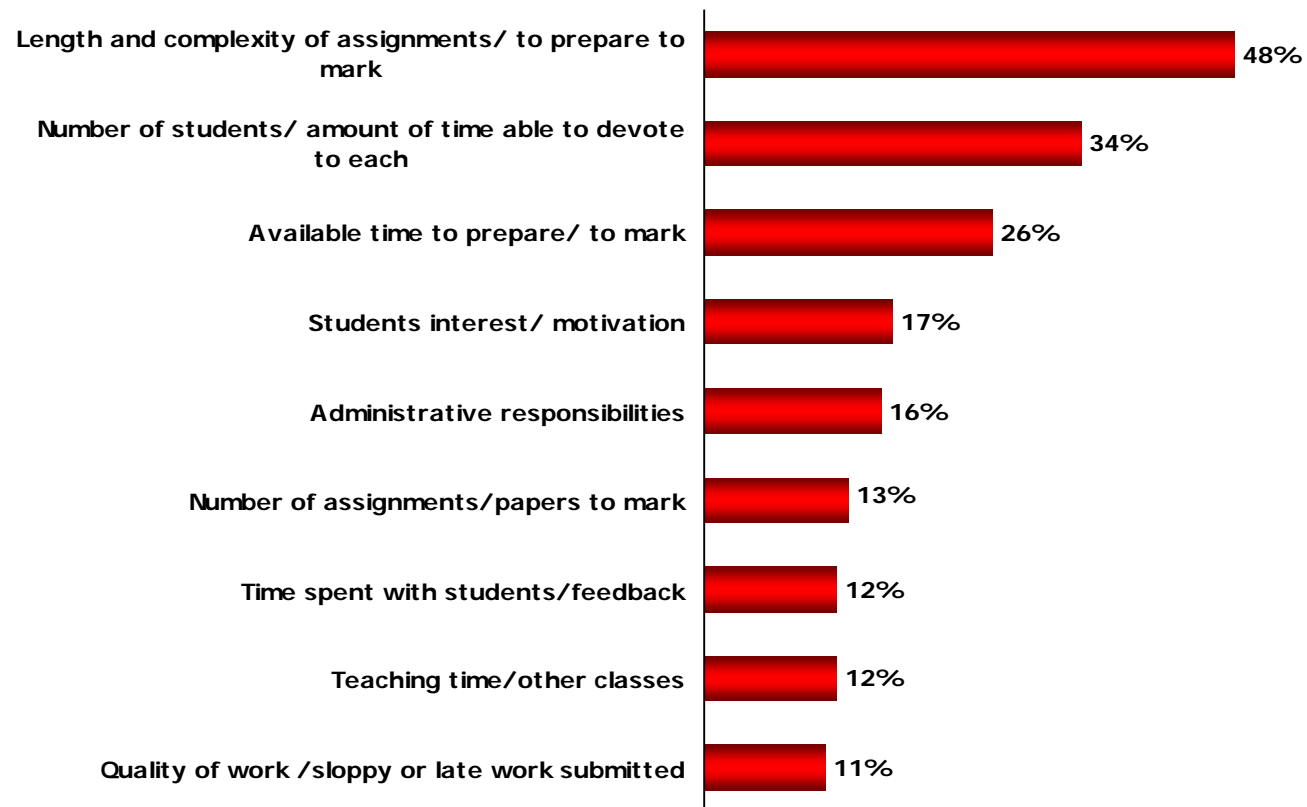
Philadelphia

New York

## Three Factors Affecting Evaluation Time:

### 1. Length /complexity of assignments, 2. Number of students 3. Available marking time

- ▶ Business teachers (58%) are more likely than health sciences (43%) and hospitality and tourism (37%) teachers to say that the length and complexity of assignments is the main factor effecting the time they spend on evaluating students.
- ▶ Whereas, human services teachers (37%) are more likely than technology teachers (24%) to say that available time to prepare/ to mark is one factor that effects the time they spend on evaluating their students.



Q19. Name up to three factors that have an effect on the time you spend evaluating your students. n= 846

# Complementary Functions

Toronto

Edmonton

Calgary

Montreal

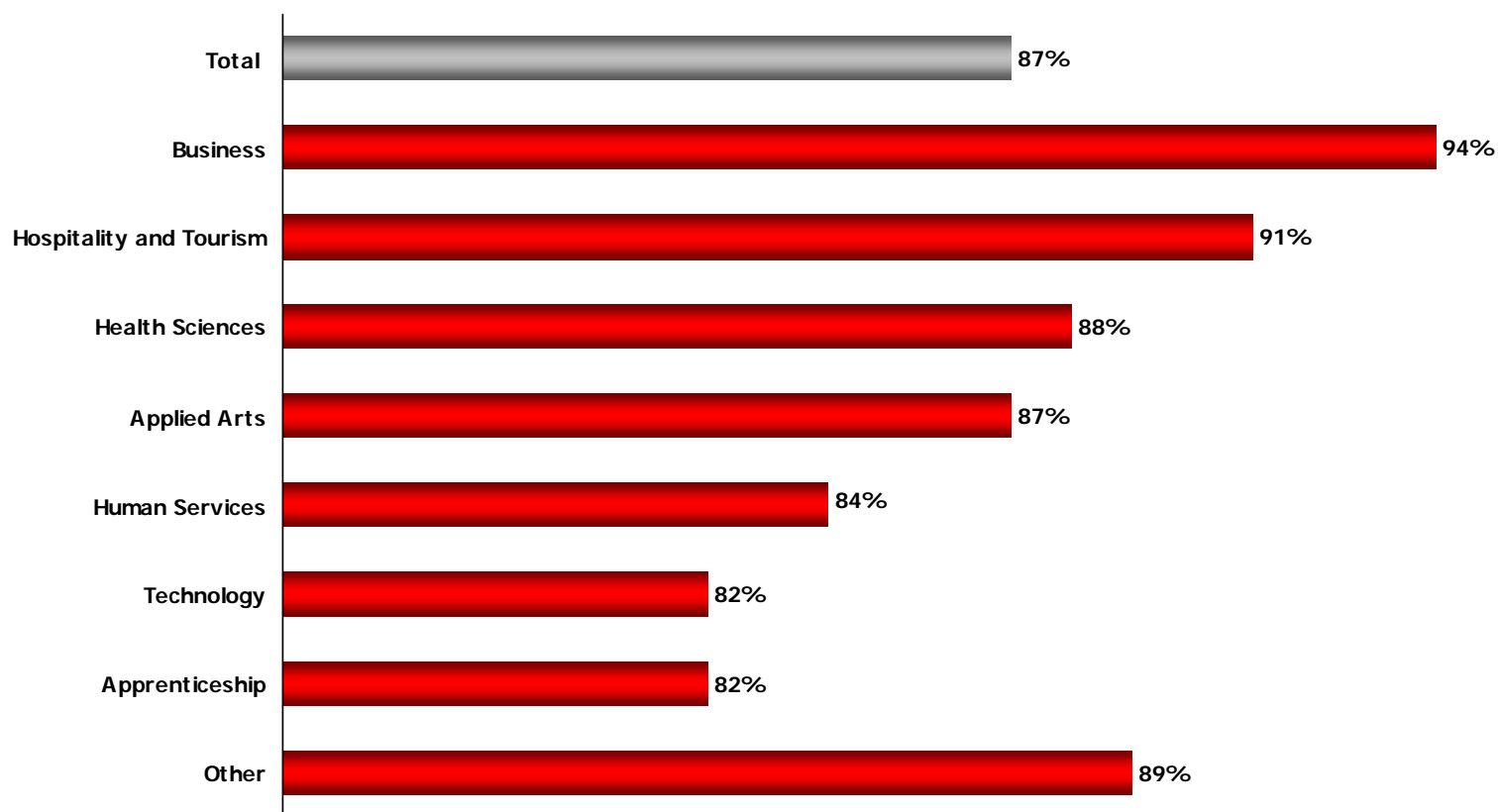
Philadelphia

New York



## The majority of college teachers keep office hours

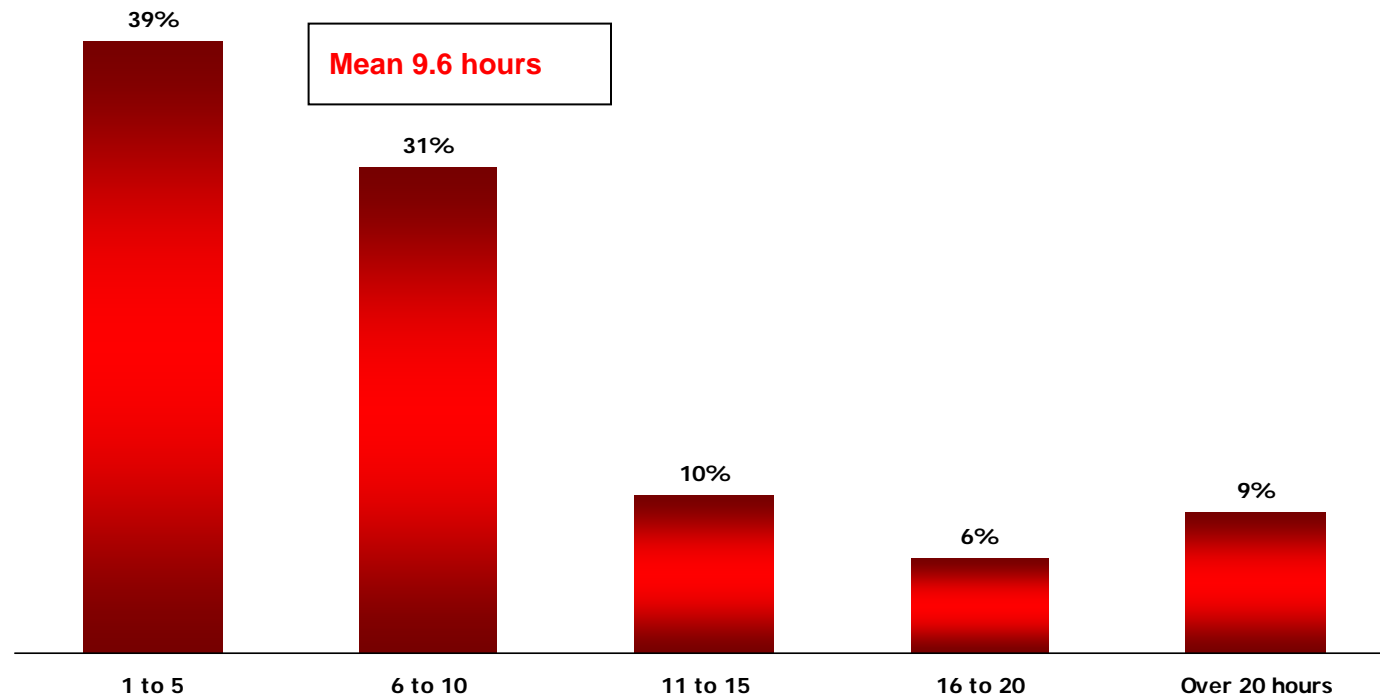
► Business (94%), hospitality and tourism (91%) and health sciences (88%) teachers are the most likely to keep office hours.



Q20A. Do you keep office hours? n=846

## On average, teachers devote 10 hours weekly to office hours

- ▶ Apprenticeship teachers are the most likely to keep the most office hours. On average, apprenticeship teachers devote 14 hours weekly to office hours.
- ▶ Only one in ten say they keep 20 or more office hours on a weekly average. The 20 hours weekly or higher responses are found more often among men teachers (11%) than women teachers (7%).



Q20B. How many office hours do you keep weekly? n=734

Toronto

Edmonton

Calgary

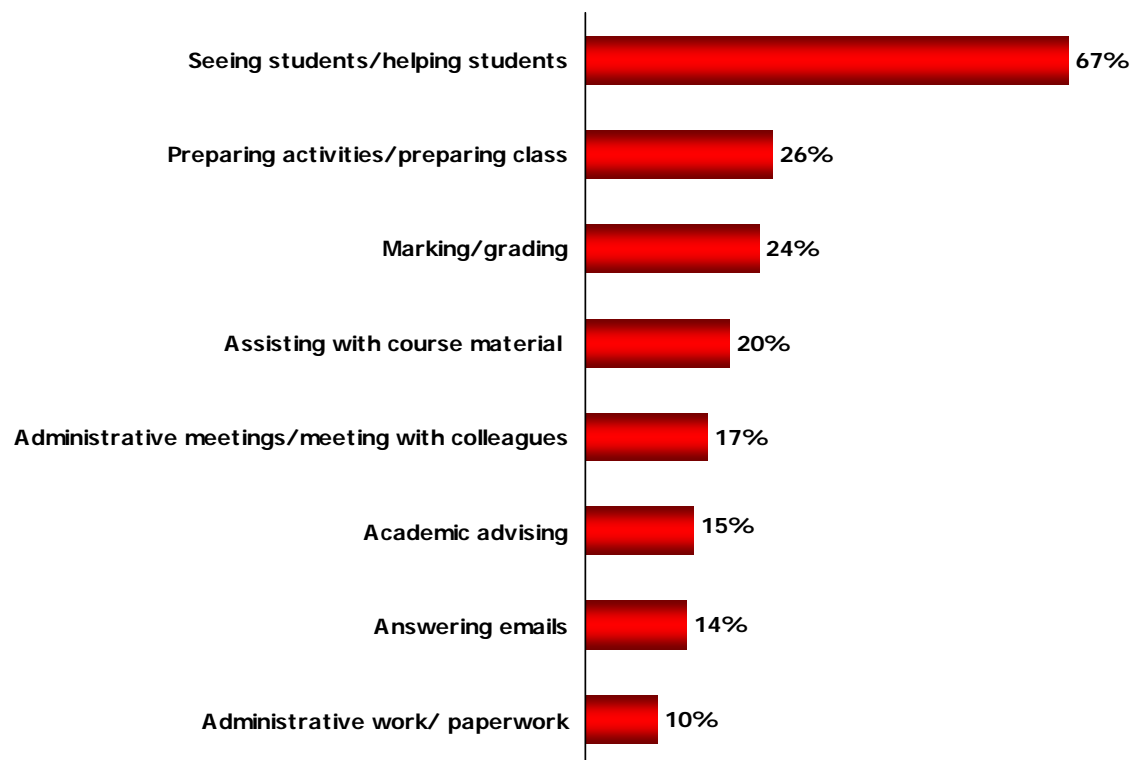
Montreal

Philadelphia

New York

## Seeing students is the most important activity that college teachers engaged in during regular office hours

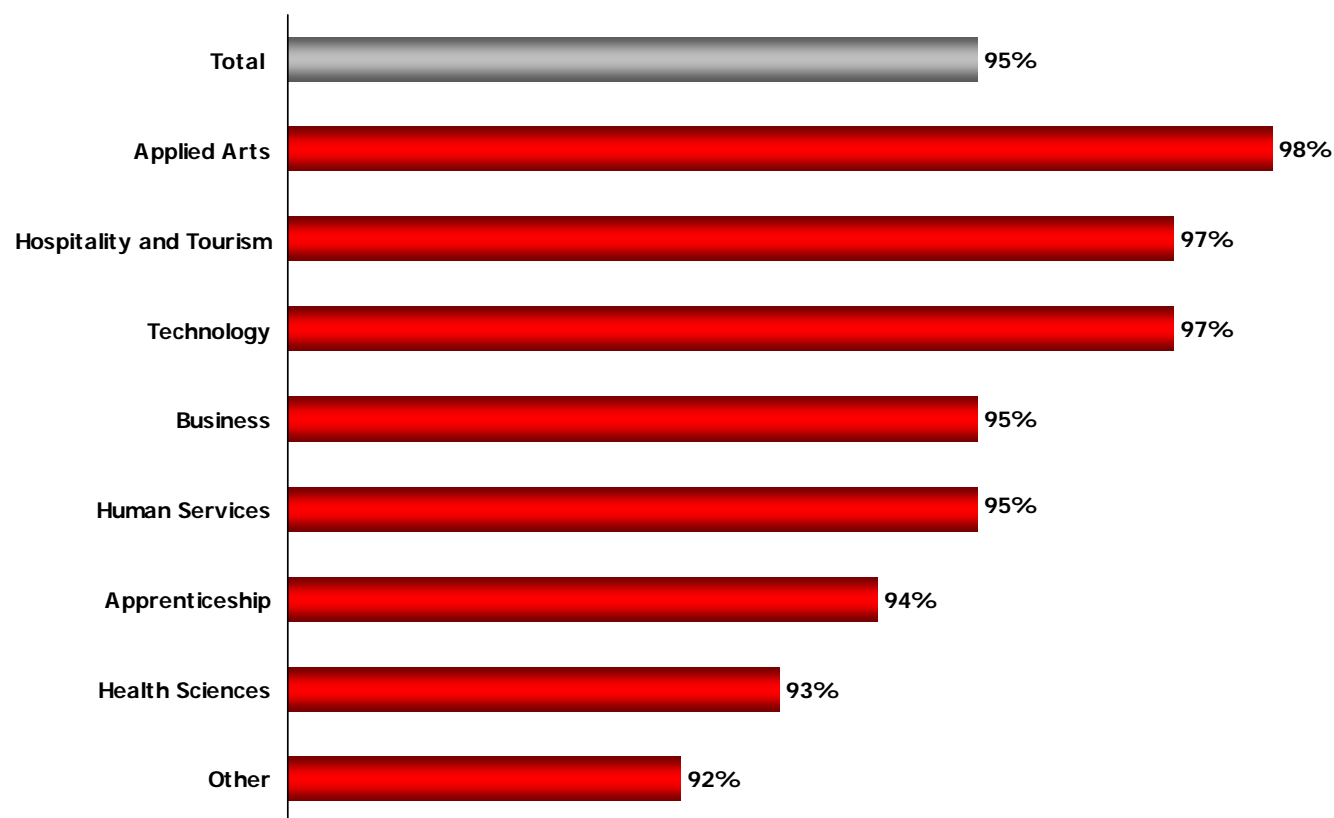
- ▶ Human services (77%) and applied arts (76%) teachers say that seeing students is the most important activity they engage in during their regular office hours, as opposed to those teaching technology (61%) and apprenticeship (48%) teachers.
- ▶ Women teachers report significantly more highly on seeing/helping/interacting with students (71%) than men (63%)
- ▶ Human services teachers are the most likely to say that administrative meetings are part of the important activities they engage in during their regular office hours (29%).



Q21. Please list the three most important activities in which you engage during your regular office hours. n= 734

## The majority of college teachers assist students outside their regular office hours

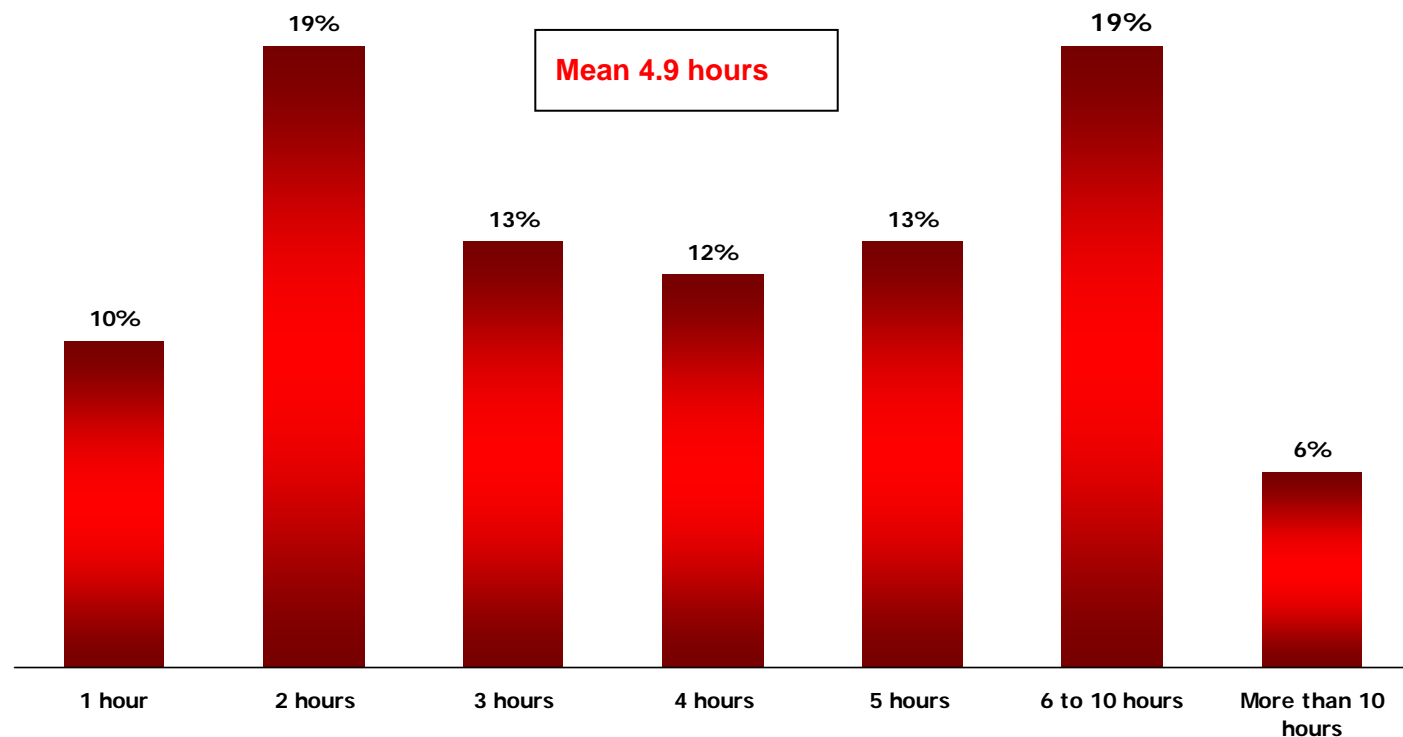
► Applied arts (98%), hospitality and tourism (97%) and technology teachers are the most likely to say they assist students academically outside of their regular office/ teaching hours.



Q22A. Do you assist students academically outside of your regular office hours and/or in-class teaching hours? n=846

## Teachers spend on average five hours weekly assisting students academically outside of their office hours

► Two thirds of College teachers spend between one to five hours weekly (67%) advising students academically outside of their office/teaching hours. Only one in twenty will spend more than 10 hours weekly (6%), with applied arts teachers (11%) being most likely to report 10+ hours per week.



Q22B. If yes, how much time do you typically spend each week on such activities? n=805

Toronto

Edmonton

Calgary

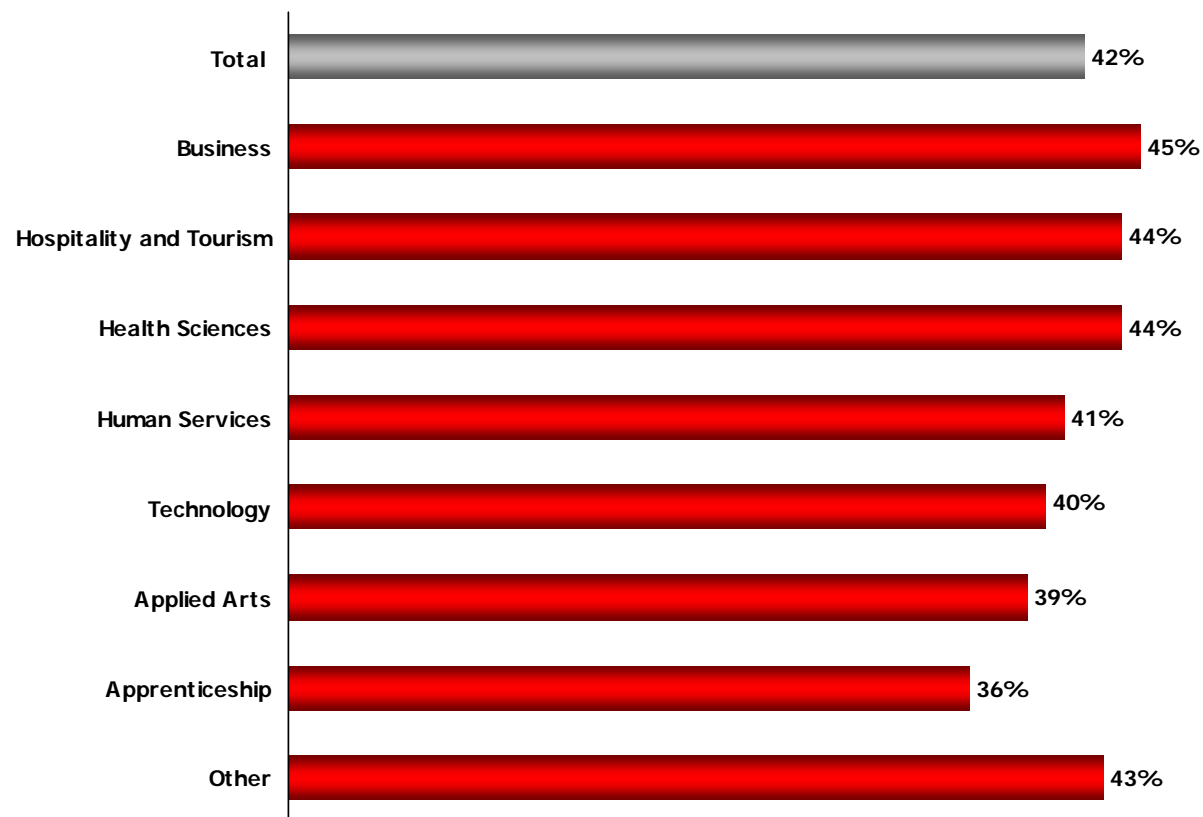
Montreal

Philadelphia

New York

## Two in five college teachers spend the same amount of time each week to assist students outside their regular office hours

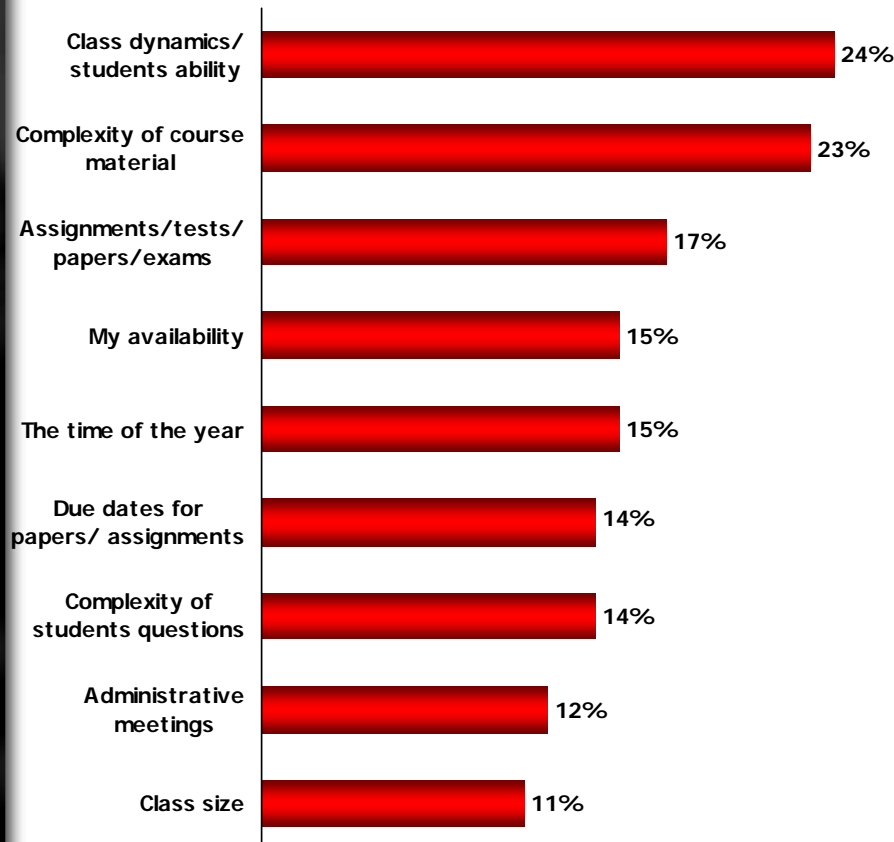
► Just over one third of teachers in Apprenticeship programs report the same weekly hours spent with students outside regular office hours (36%).



Q23. Do you spend approximately the same amount of time each week assisting students outside of your regular office hours or in-class teaching hours during the semester? n=805

## Three Factors Affecting Time to Assist Students Out of Class:

1. Class dynamics, 2. Course material complexity,
3. Assignments/tests



► One quarter of college teachers (24%) say class dynamics/ student ability was one factor affecting the amount of time they spend assisting students outside of class. Of those that said class dynamic/ student ability was a factor, 80% of college teachers mentioned that it strongly increased the amount of time they had to allocate to out-of-class assistance.

► Human services teachers are the most likely to say class dynamic/ student ability is a key factor effecting the amount of time they spend assisting students out side of class (37%).

► Additionally of those that said complexity of course material and assignments/ tests as factors effecting the mount of time they spend with students outside class (17%), 73% of those teachers agree that complexity of course material increased the amount of time they allocated tor out-of- class assistance; and 84% agree that assignments/tests increased the amount of time they can spend with students outside the classroom.

Q24. List up to three factors that have an effect on the amount of time that you spend assisting students out of class? n=805

Toronto

Edmonton

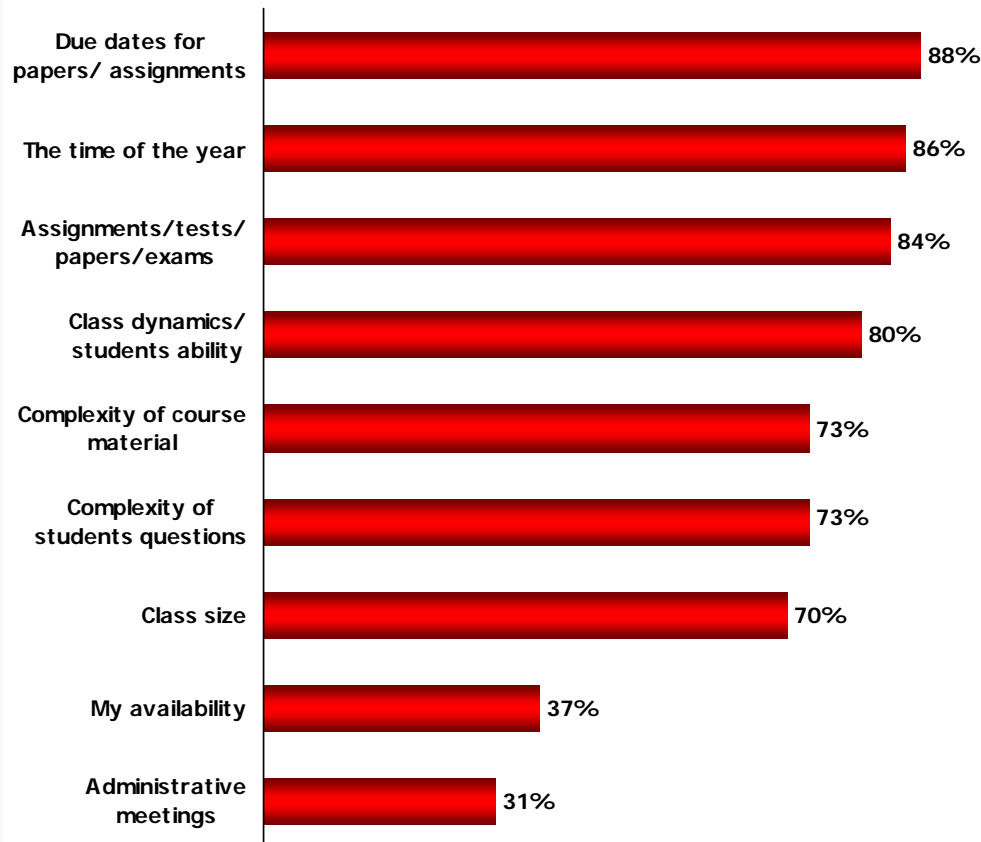
Calgary

Montreal

Philadelphia

New York

## Three Factors Affecting Time Allocated for Out- of- Class Assistance: 1. Due dates, 2. Time of the year, 3. Assignments/tests



► Class dynamic/ students ability, course material complexity and assignments/ tests were seen as the top three factors affecting the amount of time teachers spend with student. Whereas, due dates, time of the year and assignments/ tests are the top three factors affecting time teachers allocate for out- of- class assistance.

► While only 14% of college managers say due dates for papers/assignments affect college teachers time to assist students out-of- class, the majority of college managers say it is the number one factor affecting the amount of time college teachers allocate for out-of-class assistance (88%).

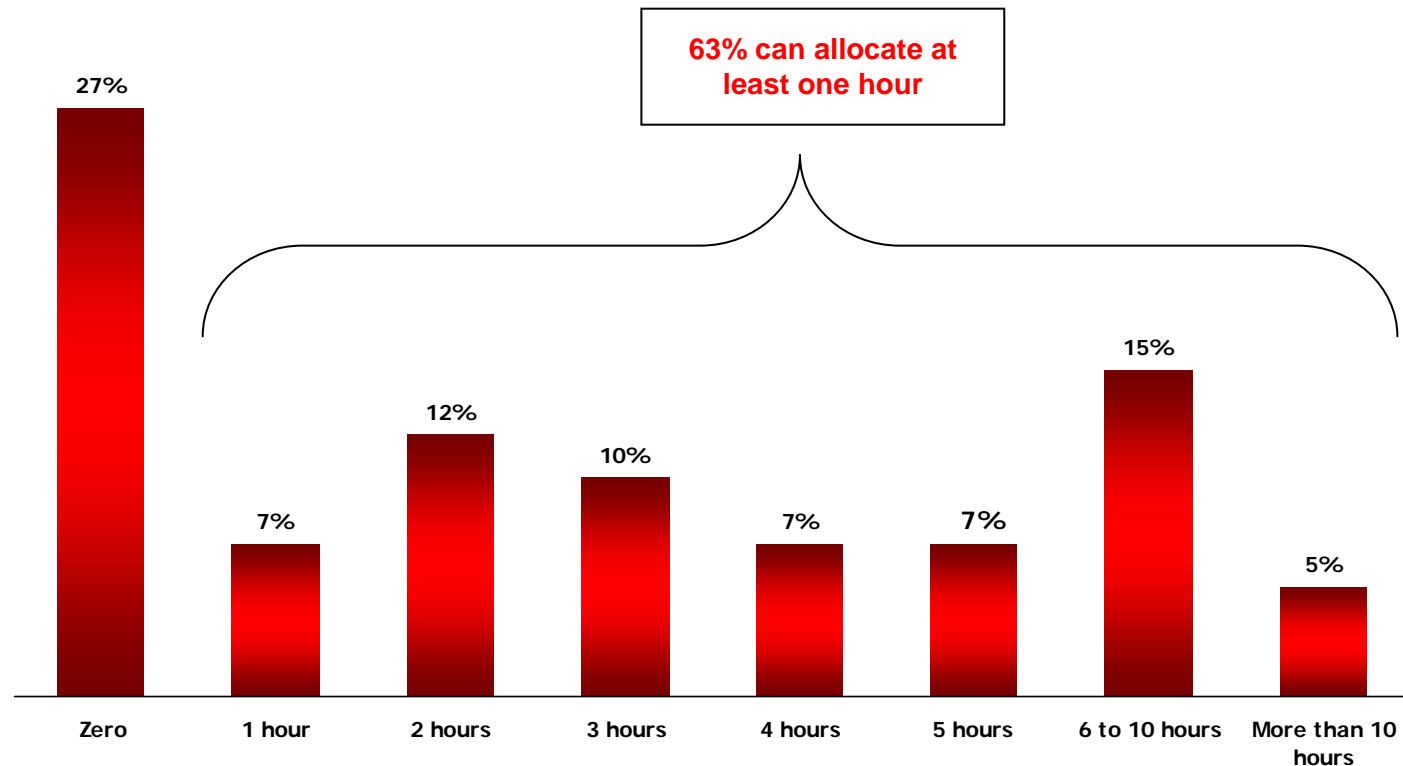
► Additionally, few college managers say the time of year affects the amount of time teachers spend with students 15%, however, the majority of college managers say it is one of the main factors affecting the amount of time teachers allocate for out-of-class assistance (86%).

Q25. How does each factor that you have identified affect the amount of time you allocate for out-of-class assistance. n= 805 (Top 3 box scores 5-7)



## Most college teachers say they can allocate at least one hour or more to support staff on work related tasks if they had access to this assistance

- ▶ College teachers say they could allocate an average of four hours of work related tasks to administrative staff that otherwise they would have to do themselves.
- ▶ One quarter of College teachers (27%) feel they would not hand off any hours on work-related tasks to clerical support at all. This was highest among business teachers, who reported that zero hours would be given to such support (36%) along with apprenticeship teachers (36%).

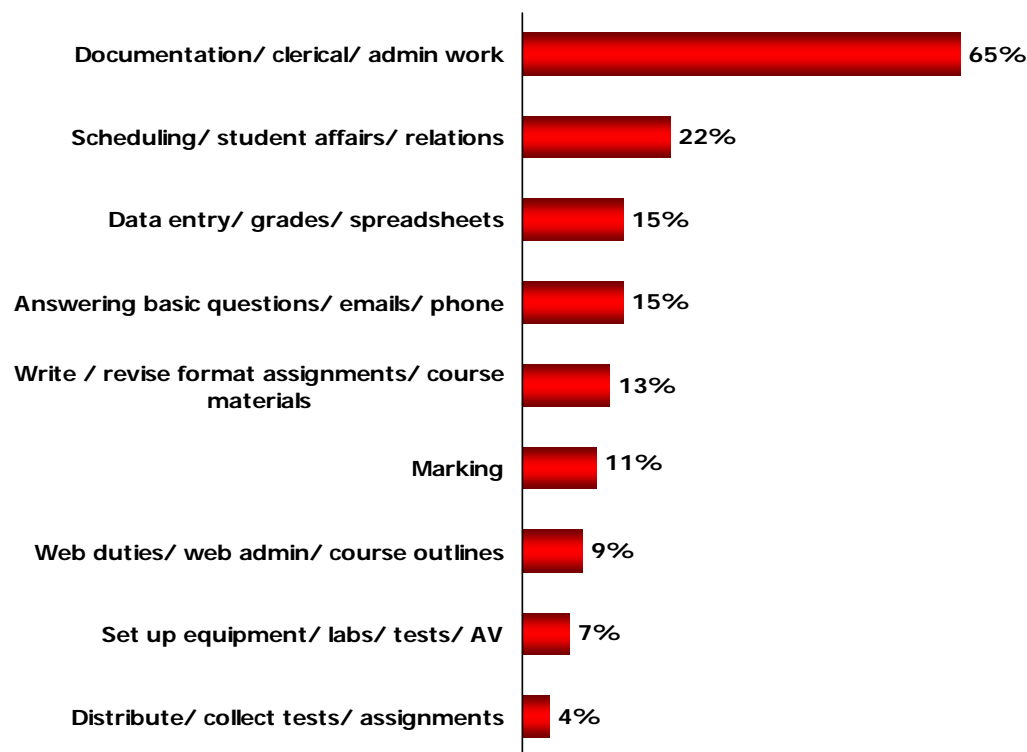


Q26. If you had access to clerical or administrative support assistance, how many hours each week do you think you could productively employ such assistance on work-related tasks that you would otherwise have to do yourself? n=846

## Three Most Time Consuming Tasks; 1. Documentation/clerical work, 2. Scheduling/ student relations/ affairs, 3. Data entry

► Documentation (65%), scheduling (22%), and data entry (15%) were the top three tasks mentioned by college teachers as being time consuming. The third place was mention was tied along with answering basic questions/ emails/phone calls (15%) .

► Health sciences teachers were the highest to report documentation/ clerical/ admin work as something that could be delegated to clerical assistance (80%).

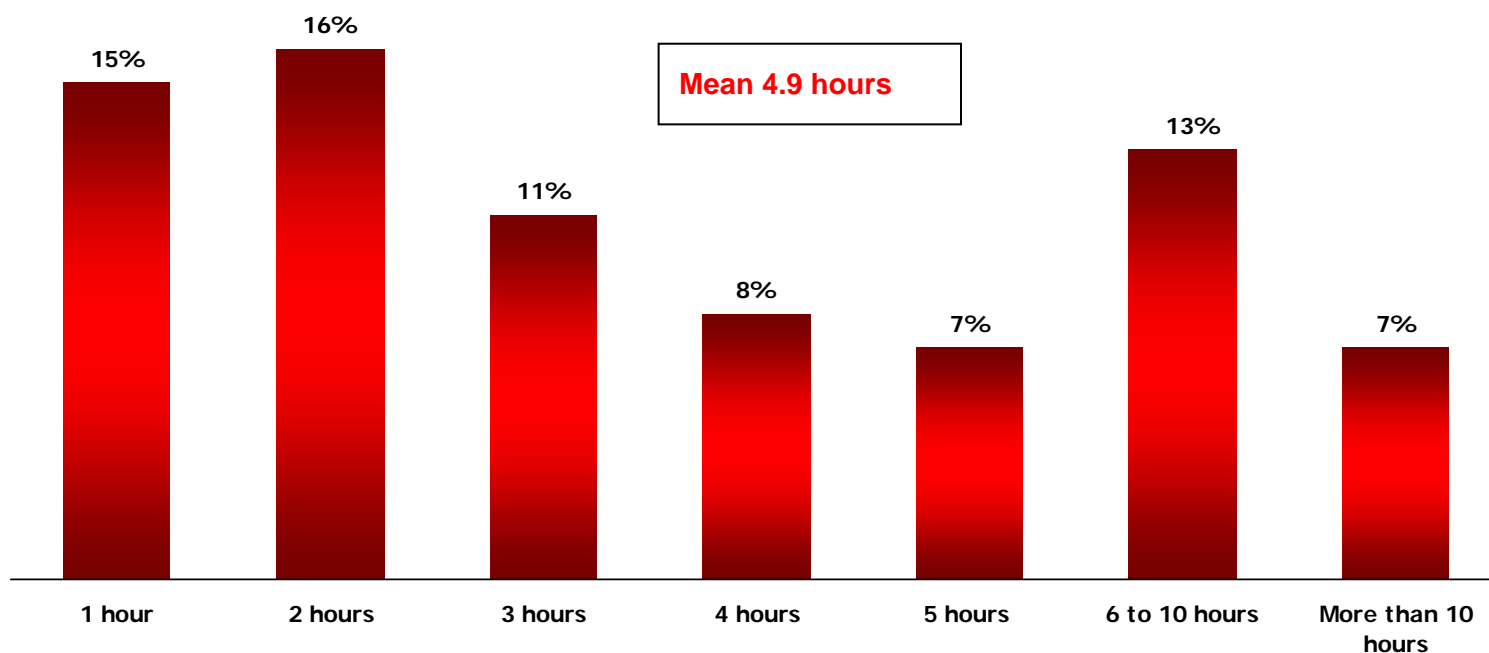


Q27. Please list the three most time-consuming tasks that you would delegate to that assistance? n=620

# Time Spent on Time Consuming Tasks

- ▶ Given the multiple activities mentioned, the first response from all was used to take an average score of hours spent per week on that most time consuming activity.
- ▶ In general, college teachers spend anywhere from one hour a week to more than 10 hours a week working on time consuming tasks, with a mean score of five hours weekly.

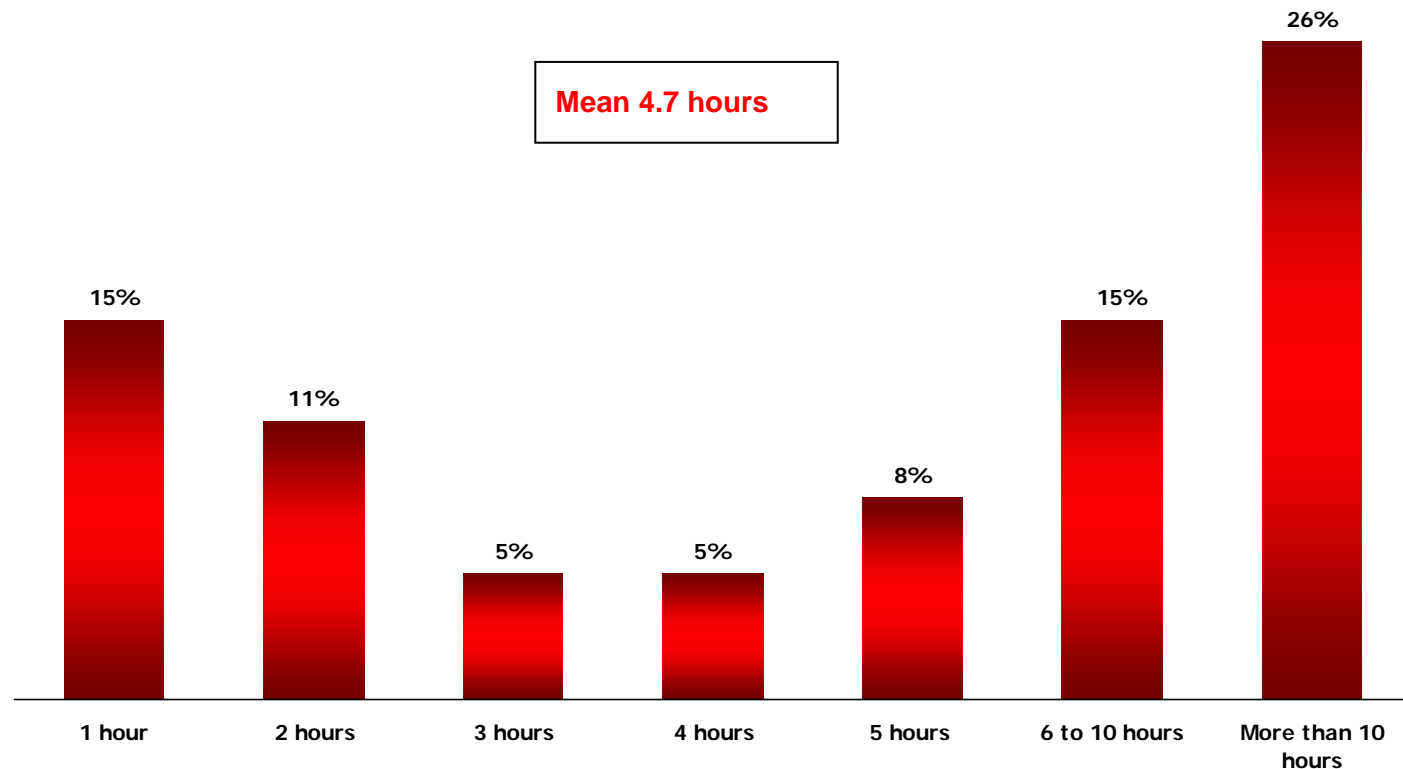
Hours per Week Spend on First Time Consuming Task



Q28. How many hours/week would you typically spend on the first of these activities. n= 620

## One quarter of college teachers spend 10 + hours mentoring junior colleagues and part time faculty per semester (26%)

- ▶ On average, college teachers spend five hours per semester mentoring junior colleagues and part time faculty.
- ▶ Health sciences teachers (33%) are more likely than college teachers overall to spend more than ten hours per semester mentoring junior colleagues and part time faculty.



Q29. How many hours do you spend mentoring junior colleagues and/or part time faculty in a typical semester? n=846

Toronto

Edmonton

Calgary

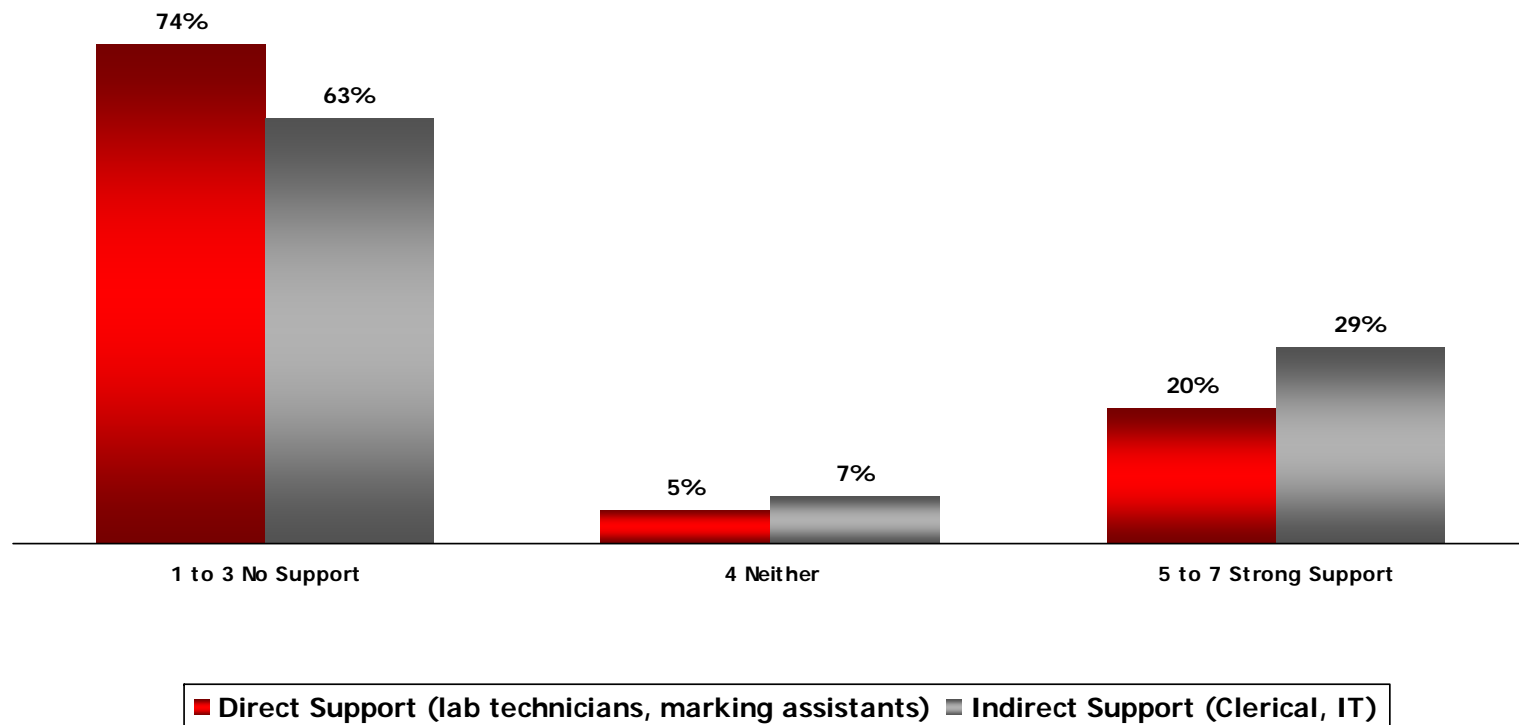
Montreal

Philadelphia

New York

## The majority of teachers say they do not receive direct or indirect support for courses they have been assigned

► Business (83%) and human services (80%) teachers are the most likely to say they do not currently receive any direct support for the courses they are currently assigned to. On the other hand, apprenticeship (36%) and technology (33%) teachers are the highest to report that they do receive direct support for the courses they have been assigned.



Q30A-B. Please rate the support you receive directly (lab technicians, marking assistants, etc.) indirectly (clerical, IT, etc) support

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

# Professional Issues

Toronto

Edmonton

Calgary

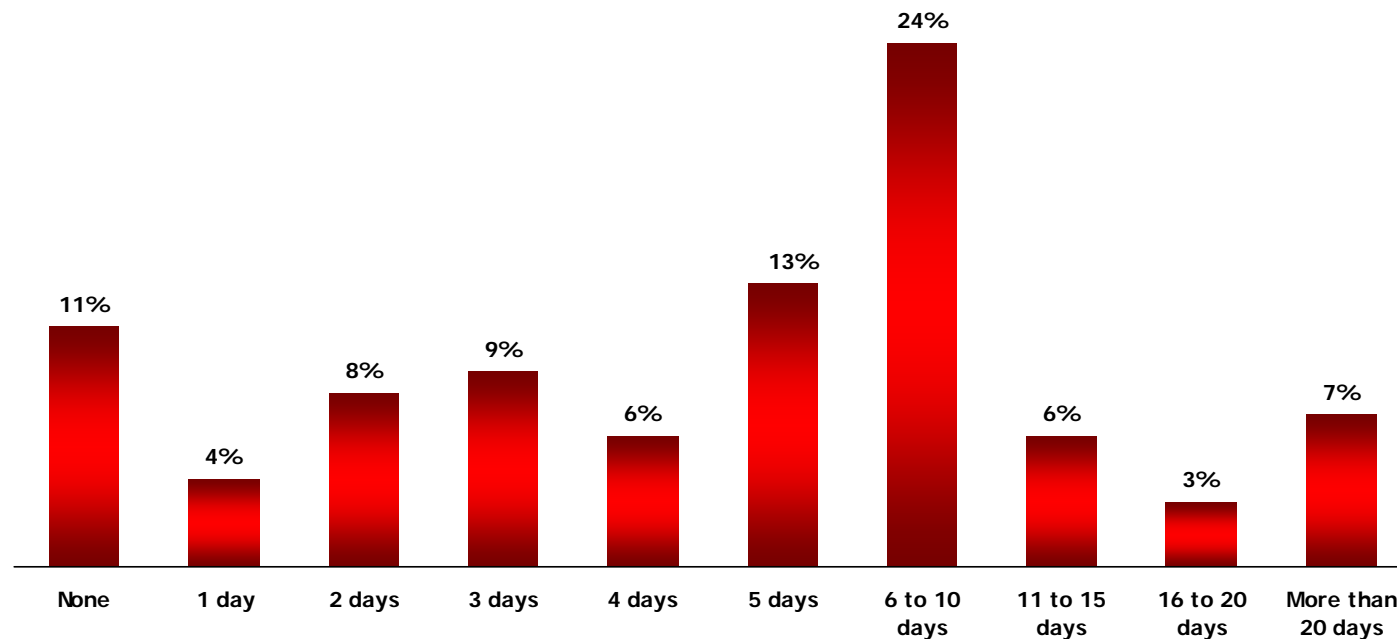
Montreal

Philadelphia

New York

## One quarter of college teachers spent about 6 to 10 days on professional development activities last year

- ▶ One in 10 College teachers did not spend any time on professional development activities last year (11%).
- ▶ Apprenticeship teachers are the most likely to say they had not spent any time on professional development activities last year, followed by technology teachers (27%, 16% respectively).
- ▶ Hospitality and tourism (37%) and health sciences teachers (30%) are more likely to have spent 6 to 10 days on professional development last year than college teachers in general.



Q31. How many days did you spend on professional development activities last year? n=846

Toronto

Edmonton

Calgary

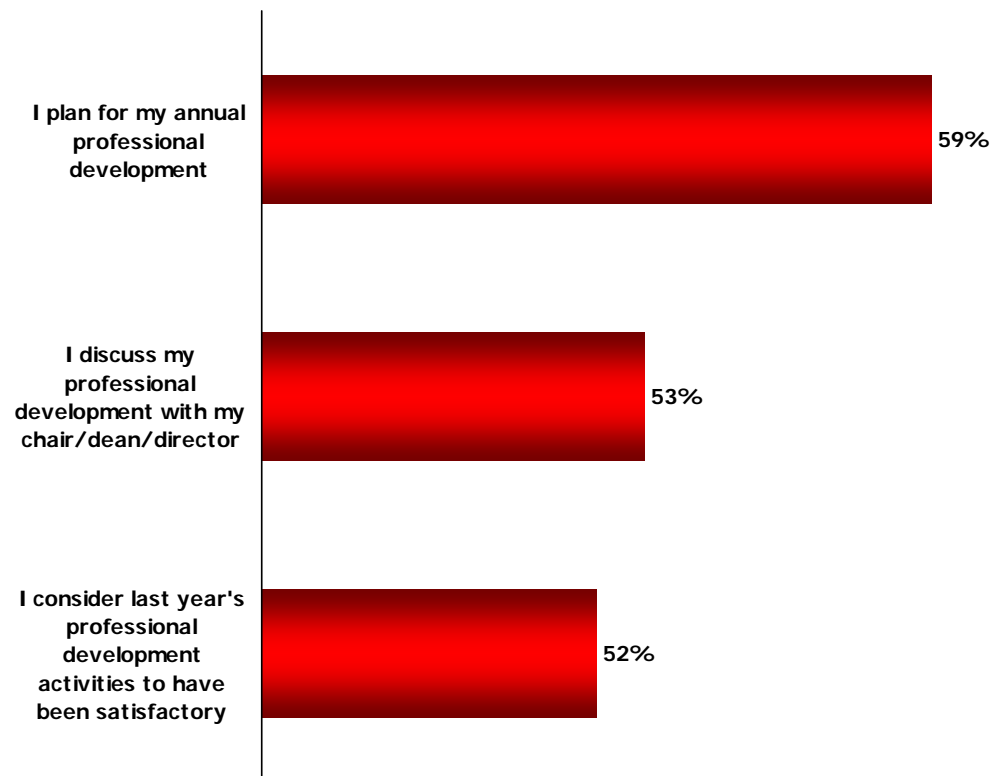
Montreal

Philadelphia

New York

## The majority of college teachers say they plan annually for their Professional Development

- ▶ Business (69%) and health sciences teachers (67%) are more likely to agree they plan for their annual professional development than college teachers overall.
- ▶ Human services (63%) and business (61%) teachers are highest to agree that they discuss their professional development with their chair/dean/director.

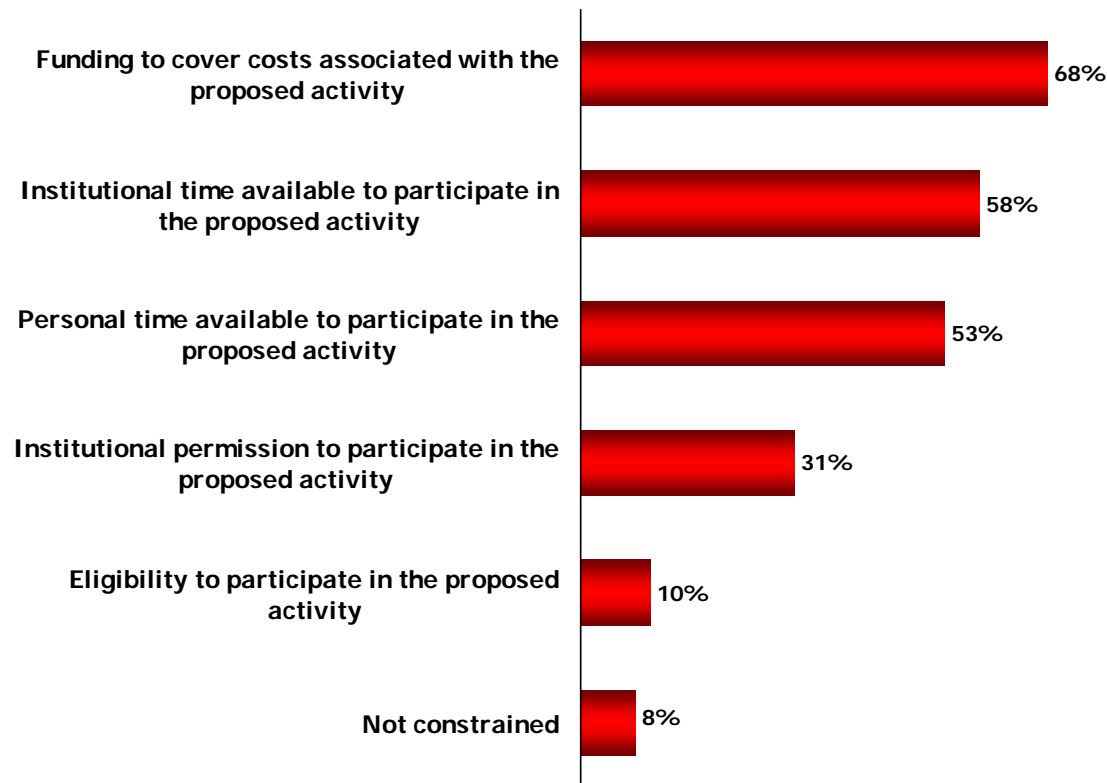


Q32A-C. For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement. n=846 (Top 3 box scores 5-7)



## Funding costs is the leading constraint of professional development activities according to college teachers

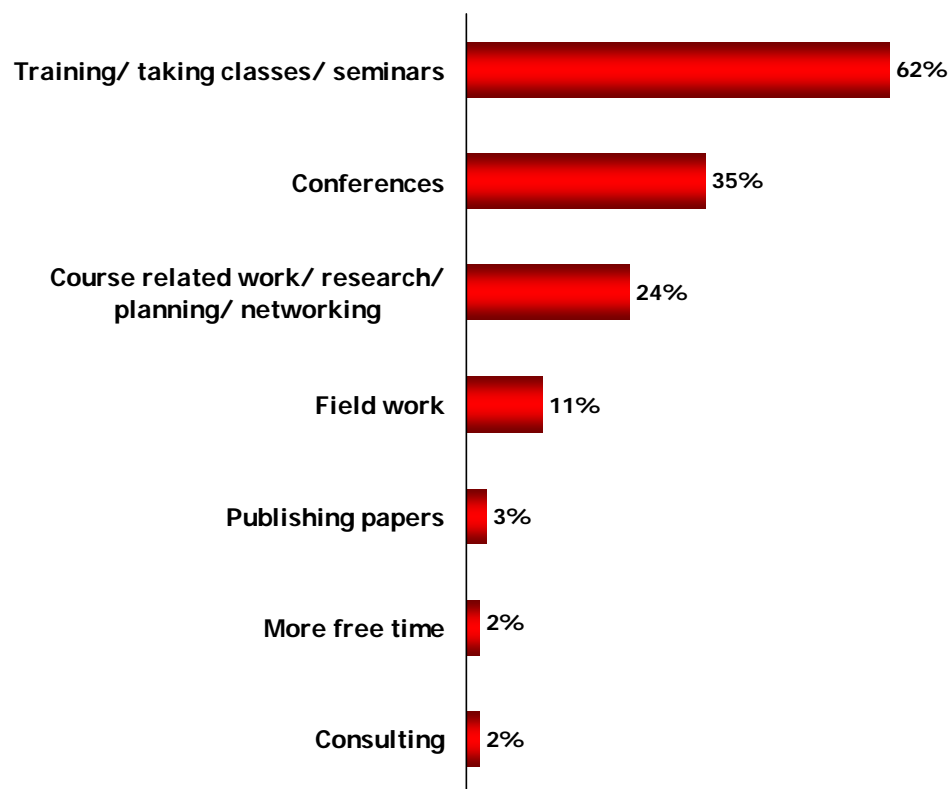
► Human services (77%) along with hospitality and tourism teachers (77%) were significantly more likely to report that their choices for professional development activities were constrained as a result of funding to cover costs associated with the proposed activity, compared to college teachers in general (68%).



Q33. In selection professional development activities, have you felt that your choices were constrained by any of the following.  
n=846

## Two thirds of College teachers say that training is the most useful professional development activity (62%)

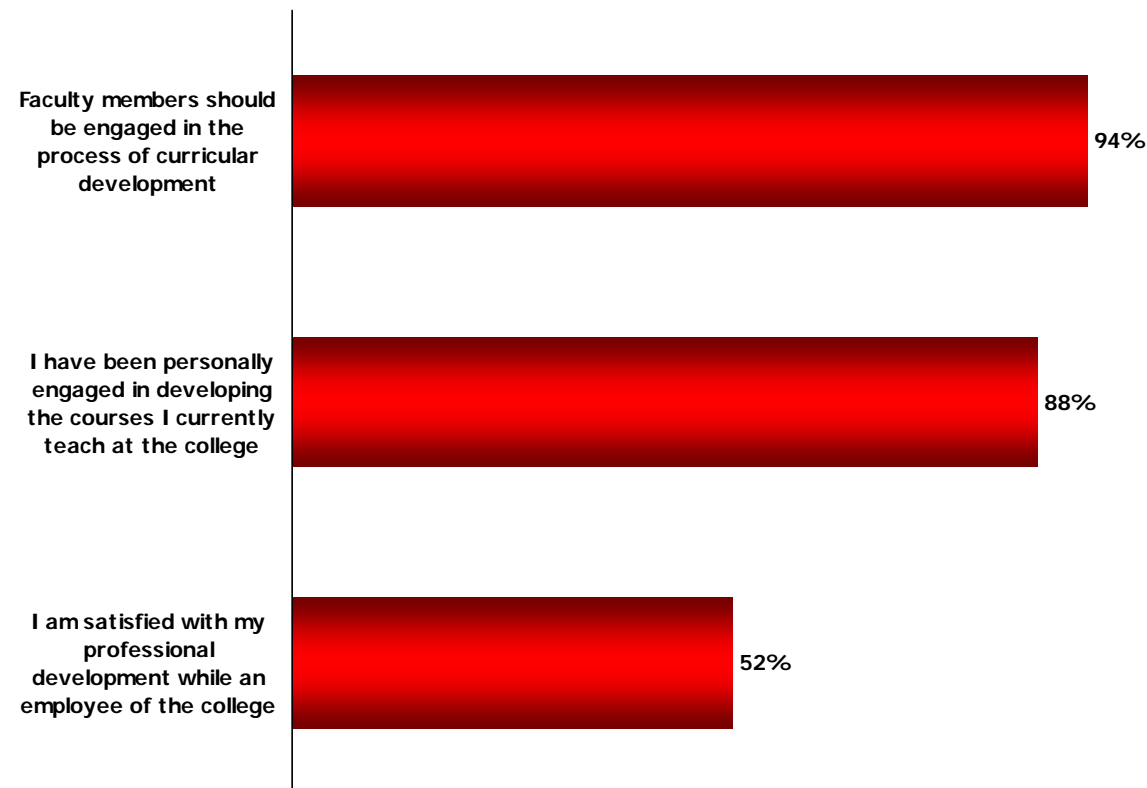
► Business teachers are the most likely to say course related work/ research/ planning/ networking would be the most useful professional development activity in their field they can undertake (33%).



Q34. List three most useful professional development activities relevant to your field that you might undertake. n=846

## Nearly all College teachers agree they should be engaged in the process of curricular development (94%)

- ▶ Applied arts teachers (99%) are nearly unanimous to agree that faculty members should be engaged in the process of curricular development.
- ▶ Additionally, applied arts teachers (95%) agree that they have been personally engaged in developing the course they currently teach at the college.



Q35. For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree. n=846  
(Top 3 box scores of 5-7)

# Other Time Factors

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

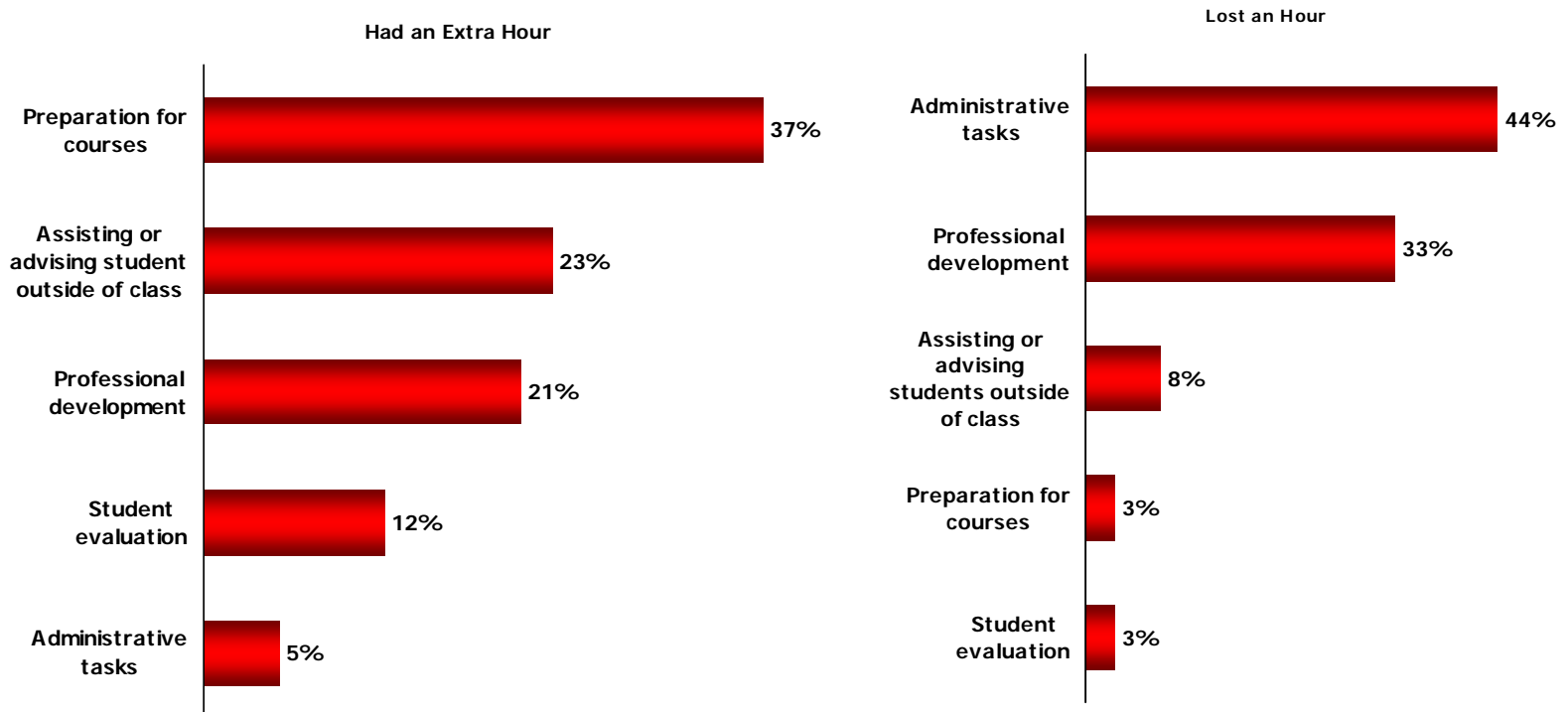
# One extra hour weekly = More prep time for courses

# One lost hour weekly = Less time for admin tasks

► Preparation for courses (37%), assisting or advising students outside of class (23%), and professional development (21%) are the top three things college teacher would do if they had an extra hour each week.

► Applied arts teachers are the most likely to say if they had an extra hour a week they would do student evaluation compared to college teachers in general (21% vs. 12%).

► Technology teachers (55%) would likely reduce administrative tasks in order to meet their obligations, whereas, business teachers (41%) would reduce their professional development.

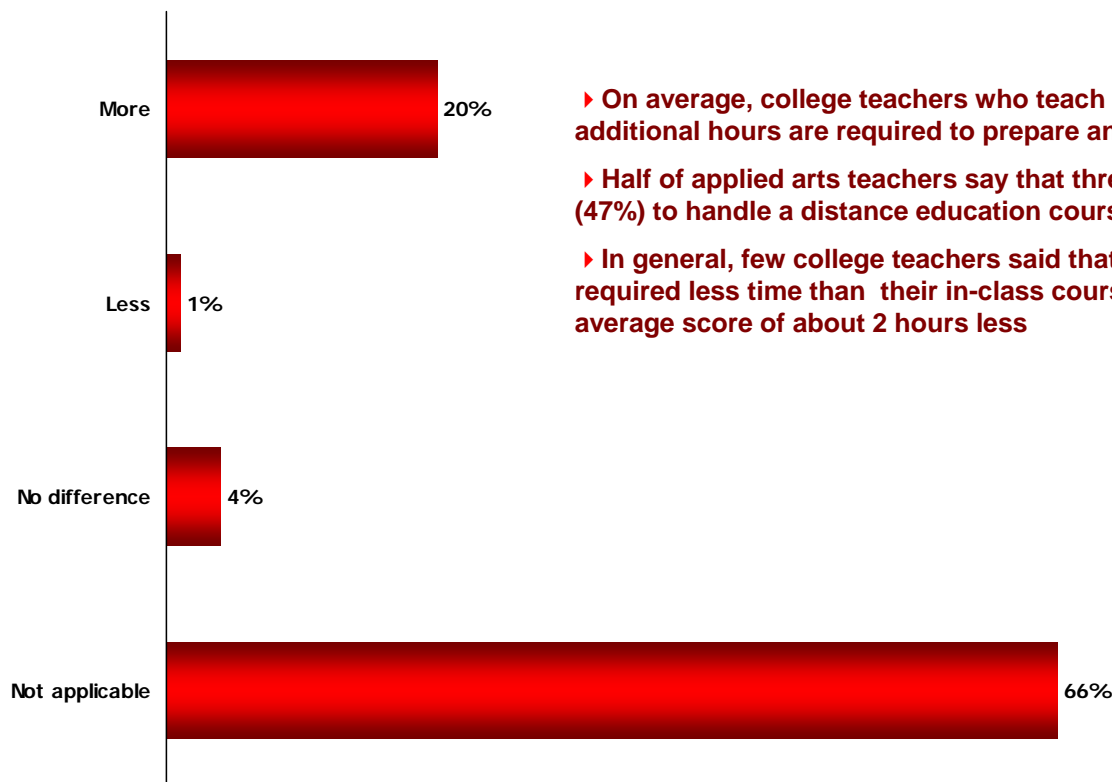


Q36. If you had an extra hour each week, but could only allocate it to one (and only one) component of your work, how would you spend it? n=846

Q37. If you lost an hour each week, but still had to meet all you current obligations, which one (and only one) of the following activities could you reduce with the least adverse impact? n=846

**Two thirds of College teachers do not teach distance education.**

**One in five DE teachers need more time to prepare, manage and evaluate than other courses**



► On average, college teachers who teach a distance education say five additional hours are required to prepare and run the course.

► Half of applied arts teachers say that three additional hours are required (47%) to handle a distance education course.

► In general, few college teachers said that distance education courses required less time than their in-class courses, which was reported at an average score of about 2 hours less

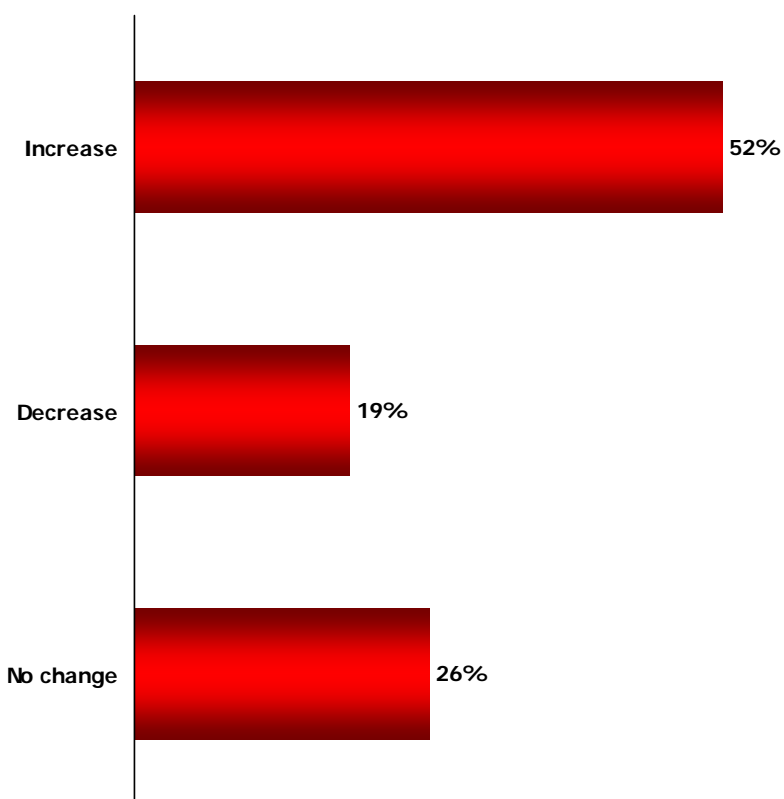
Q38. In your estimation, do the distance education courses that you teach (if any) require more or less total time to prepare, manage and evaluate than your other courses? n=846

Q39A. For a typical week, how much More time does a distance education course require? n=168 (small base size)

Q39B. For a typical week, how much Less time does a distance education course require? n= 9 (small base size)

## If the Internet disappeared, half of College teachers expect the time required to teach regular course would increase

- ▶ College teachers teaching in Health Sciences are the most likely to say that the total number of hours required to teach their regular courses would increase (63%) if the Internet were to disappear.
- ▶ Applied Arts (26%) and Business teachers (26%) are more to say they would require less time to teach their regular courses.



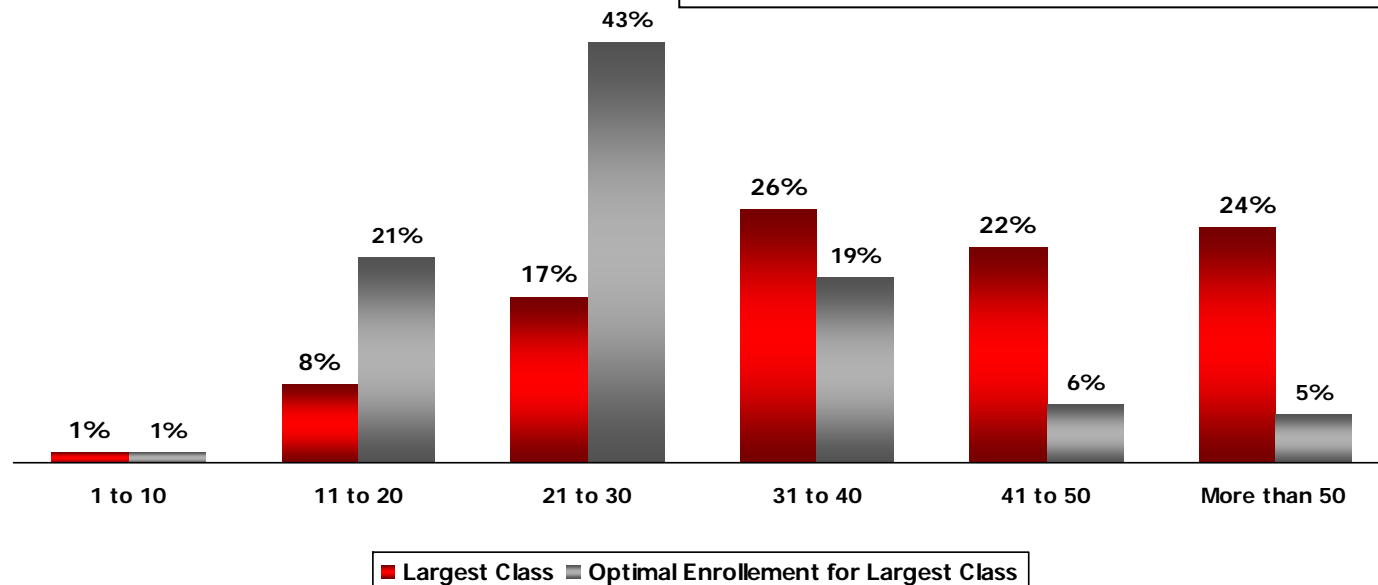
Q40. If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease? n=846

# Largest class = 45 students average size

## Optimal for largest class = 31 students would be preferred

- ▶ In general, Apprenticeship programs have less students in their largest classes compared to other disciplines. College teachers teaching Apprenticeship programs say their largest class has between 11-20 students enrolled (27%).
- ▶ Health Science (29%) and Human Services (28%) have 50 or more students enrolled in their largest class.
- ▶ College teachers in Business (33%), Health Sciences (25%) and Human Services (21%) are the most likely to consider 31 to 40 students as optimal to be enrolled in their largest class.

Mean Enrolled: 45 students in largest class  
Mean Optimal Enrolment : 31 students in largest class



Q41. How many students are currently enrolled in your largest class? n=846

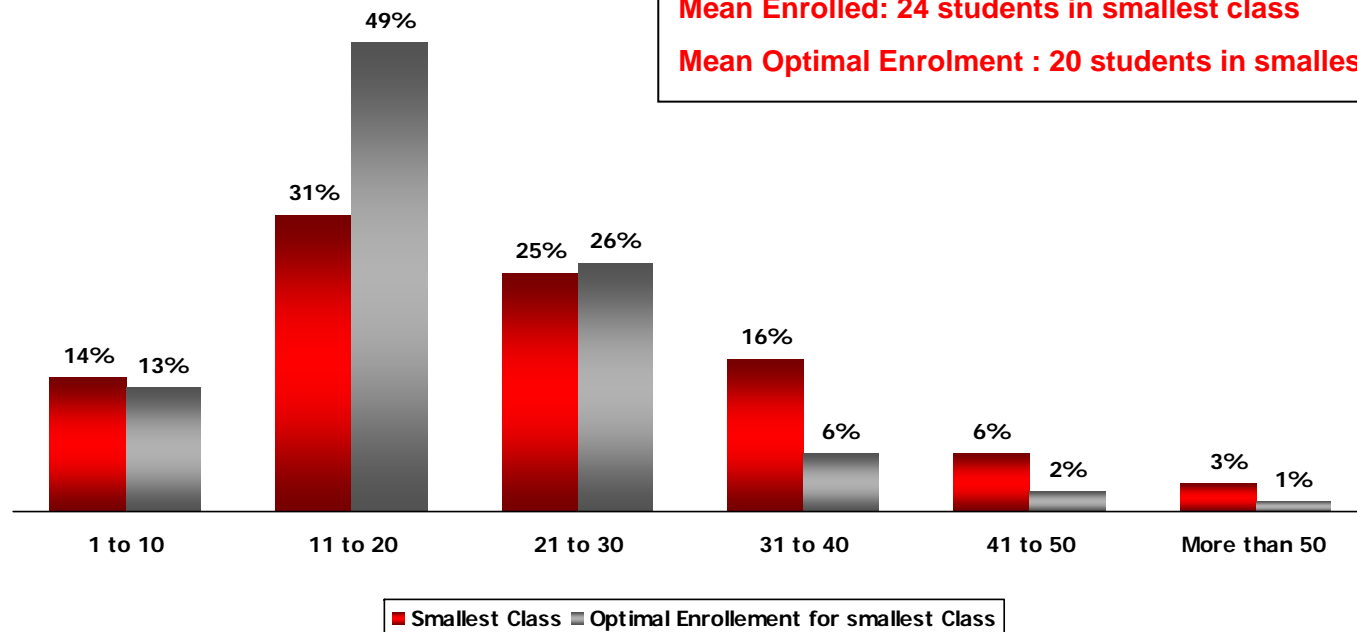
Q42. What would you consider to be the optimal student enrolment for your largest class? n=846



## Smallest class = 24 students average size

## Optimal for smallest class = 20 students would be preferred

- ▶ Nearly two thirds of Apprenticeship teachers say their smallest class has between 11-20 students enrolled (61%).
- ▶ Business teachers (27%) say their smallest class has between 31 to 40 students enrolled.
- ▶ Interestingly, Health Sciences teachers consider smaller classes as ideal, with more than one quarter (27%) saying 1 to 10 students would be optimal for their smallest class.



Q43. How many students are currently enrolled in your smallest class? n=846

Q44. What would you consider to be the optimal student enrolment for your smallest class? n=846

Toronto

Edmonton

Calgary

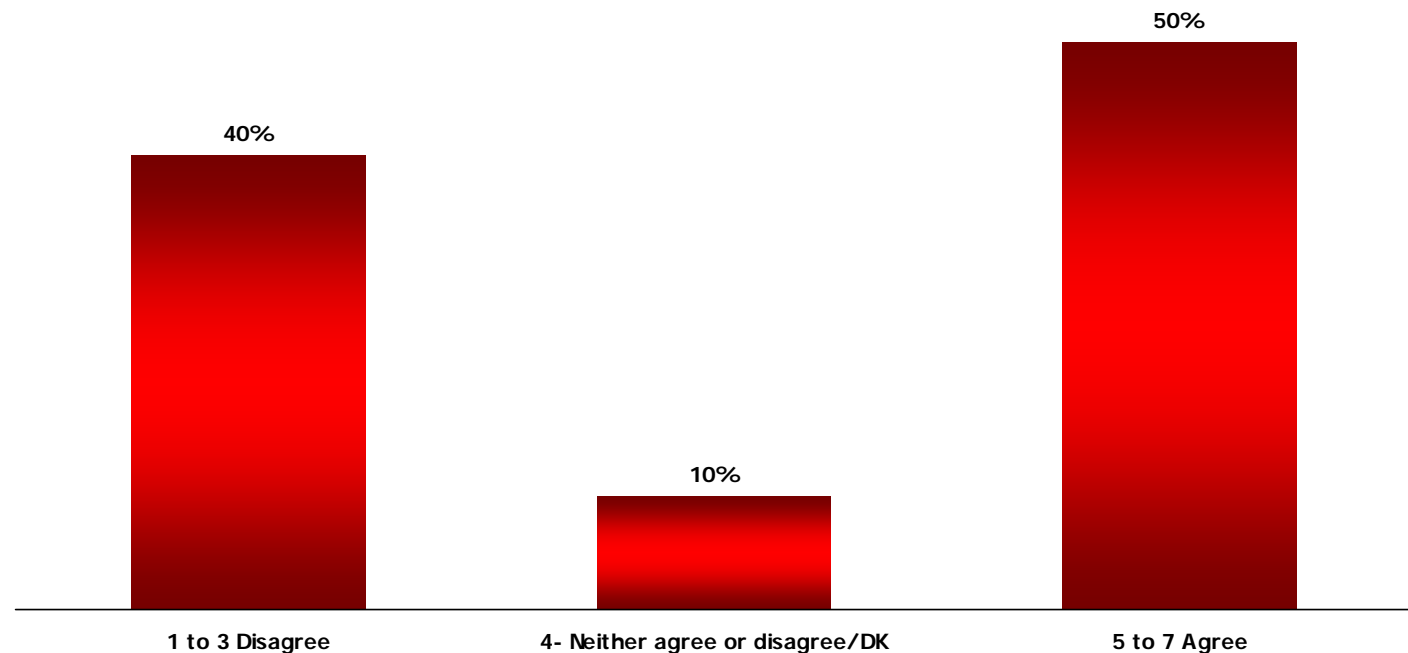
Montreal

Philadelphia

New York

## Half of College teachers agree that they are satisfied with the facilities and equipment used in their courses

- ▶ However, a significant number of college teachers do not agree that they have satisfactory facilities and equipment at their disposal to teach their courses (40%), with one in ten remaining on the fence.
- ▶ Applied Arts teachers (19%) are more likely to say they strongly disagree that they do not have satisfactory facilities and equipment to teach their classes.



Q45. Please indicate on a scale of one to seven whether you agree or disagree with the following statement. I am satisfied with the facilities and equipment that I use in my courses? n=846

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

# Workload Dispute Resolution Mechanisms

Toronto

Edmonton

Calgary

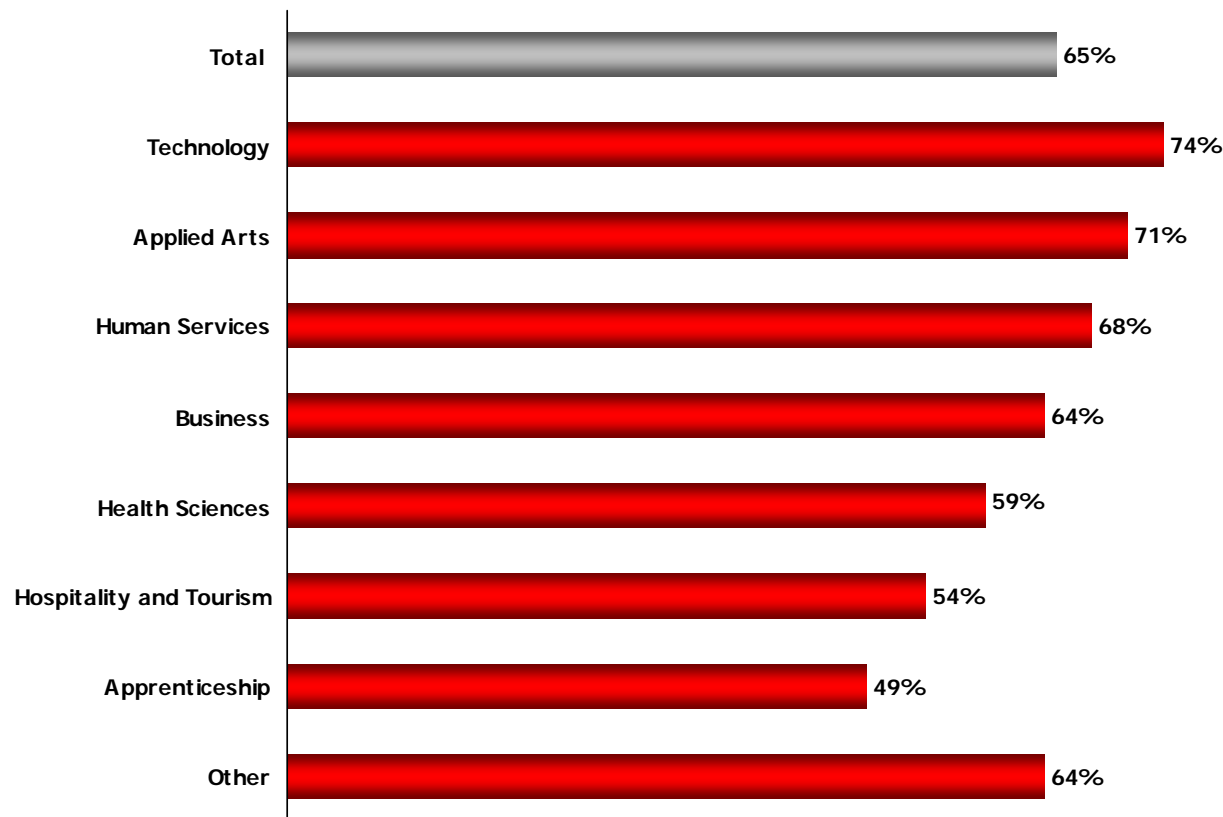
Montreal

Philadelphia

New York

## The majority of college teachers are aware of both the Workload Monitoring Group (WMG) and the Workload Resolution Arbitrator (WRA)

► Technology teachers are the most likely to be aware of the WMG and the WRA (74%). On the other hand, Apprenticeship teachers are least likely to be aware of the WMG and the WRA (49%).



Q46. Are you aware of the functions of both the Workload monitoring Group (WMG) and the Workload Resolution Arbitrator (WRA) to resolve workload disputes? n=846

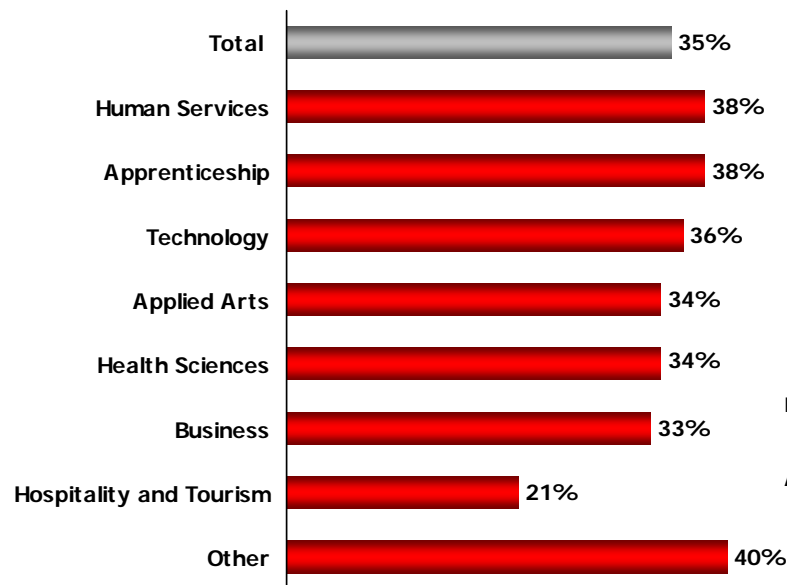
# One third of College teachers have had a workload assignment dispute (35%)

► Within those who have had a workload assignment issues one third (35%) of college teachers say their dispute went to WMG and one in ten (14%) went to WRA.

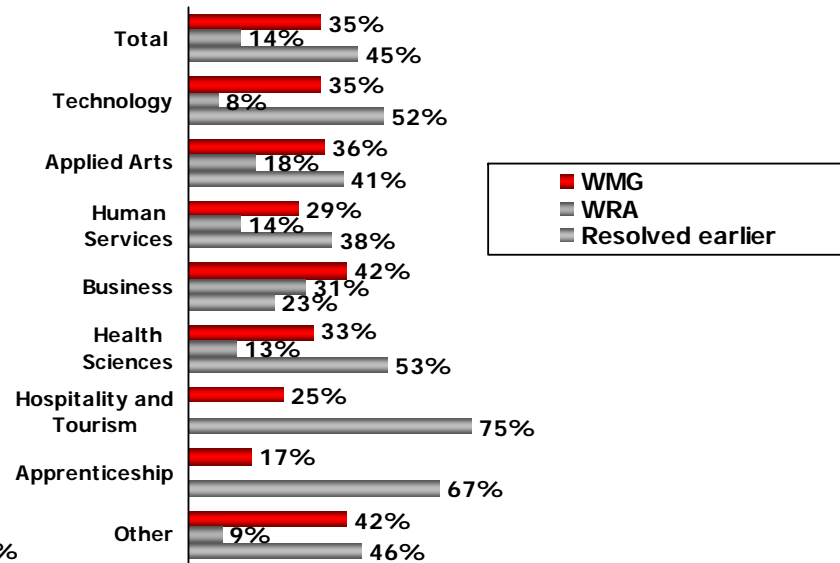
► Business teachers with a workload dispute are the most likely to say their dispute proceeded to WRA (31%) than other disciplines.

► The majority of college teachers were satisfied with the outcome and process in which their workload dispute was resolved (68%, 62% respectively). Applied Arts teachers were the most likely to say that they were dissatisfied with the outcome of their workload dispute (64%).

Number of College Teachers with Workload Dispute



Workload Assignment Dispute Resolutions



Q47. Have you ever disputed your workload assignment? n=551

Q48. Did your dispute proceed to the WMG, WRA, or was it resolved earlier? n=192 Q49. Were you satisfied with the outcome? n=192

Q50. Were you satisfied with the process? n=192

## **Appendix E**

Manager's Survey Tabular – Leger Marketing

**File Name: Appendix E\_Ontario Colleges Workload Task Force Managers Report.pdf**



# Ontario Colleges Workload Task Force Managers

**Dec 2008**

**81815-002**

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

# Summary

## Seniority/ Experience

- ▶ Most college managers agree their teacher's skills and expertise are suited to their assigned workload.
- ▶ Nine out of 10 managers indicate that the teaching methods being used in their departments include lectures (96%), traditional classroom instruction (93%), and labs/shop (89%).
- ▶ Greater flexibility in terms of averaging workload is seen by many college managers as being an improvement to the workload assignment process. Some also mentioned that they would eliminate or modify the SWF.
- ▶ Areas of program delivery that would be better served from college managers suggestions of improving the workload assignment process include more flexibility with introducing alternative deliveries, flexible delivery and apprenticeship.

## Evaluation

- ▶ According to the college managers, evaluation type and number of students/class size are key factors affecting the time that teachers require for performing evaluation.

## Complementary Functions

- ▶ The majority of college managers say their teachers hold office hours. Student follow-up, meetings and academic advising are the top three activities college managers expect their teachers to engage in during their office hours.
- ▶ The majority of college managers expect their teachers to assist students outside of their regular office and teaching hours. However, few managers actually make provisions for additional time for teachers to assist students outside of regular office and teaching hours.

## Other Time Factors

- ▶ If college managers had one less hour to assign to the teachers they are responsible for, they would cut back or administrative tasks to college teachers. One extra weekly hour should go towards assisting or advising students outside of class.
- ▶ According to college managers, the largest class they are responsible for has 76 students enrolled in it, but feel 69 students is an optimal number for student enrollment. On the flip side, college managers say 14 students are enrolled in their smallest class they oversee, however they feel 20 students is an optimal number of students to be enrolled in their smallest class.

## Workload Dispute Resolution Mechanisms

- ▶ Less than half of college managers said their teachers forwarded a workload dispute to the Workload Monitoring Group or the Workload Resolution Arbitrator to resolve a dispute. Of those that did, they were satisfied with the workload resolution process.



# Methodology

## Interviewing

- ▶ The Workload Taskforce for Ontario Colleges commissioned Leger Marketing to conduct a research study with college managers to examine workload within the Ontario Colleges of Applied Arts and Technology. Leger Marketing conducted this study via online surveys. Data was collected between November 14 and December 10, 2008.

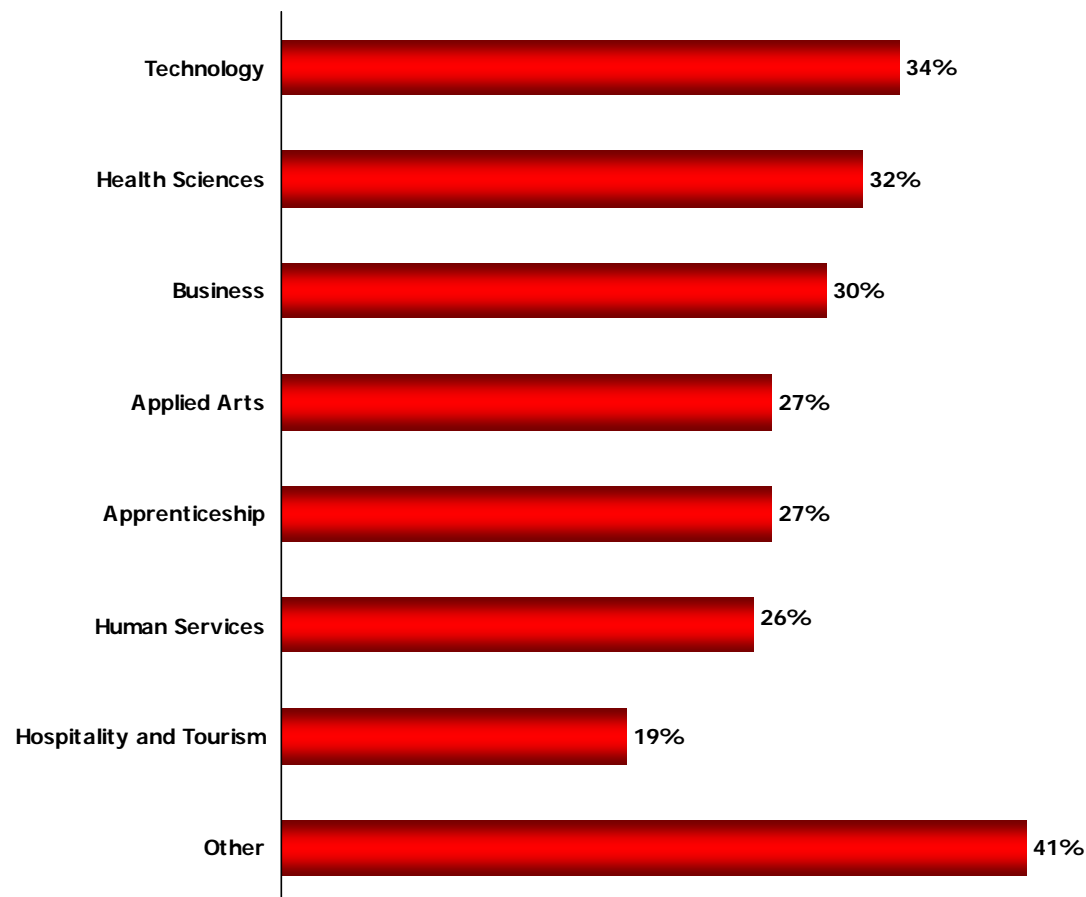
## Respondent Qualification

- ▶ A random selection was achieved by inviting college managers from college across Ontario to complete the survey. All were qualified as being a college manager working in one of Ontario's Colleges.
- ▶ A total of 114 interviews were completed. The margin of error for a sample of this size is +/- 9.2%, 19 times out of 20.

## Quality Control

- ▶ Leger Marketing's experience and expertise in public opinion and market research extend to the quality and standards of every research project. Detailed verification and validation procedures at each stage of the process ensure data accuracy.

## Ontario College Teaching Subject Areas



Q1.What is your primary Subject Area (s) for which you are responsible? n=114

Toronto

Edmonton

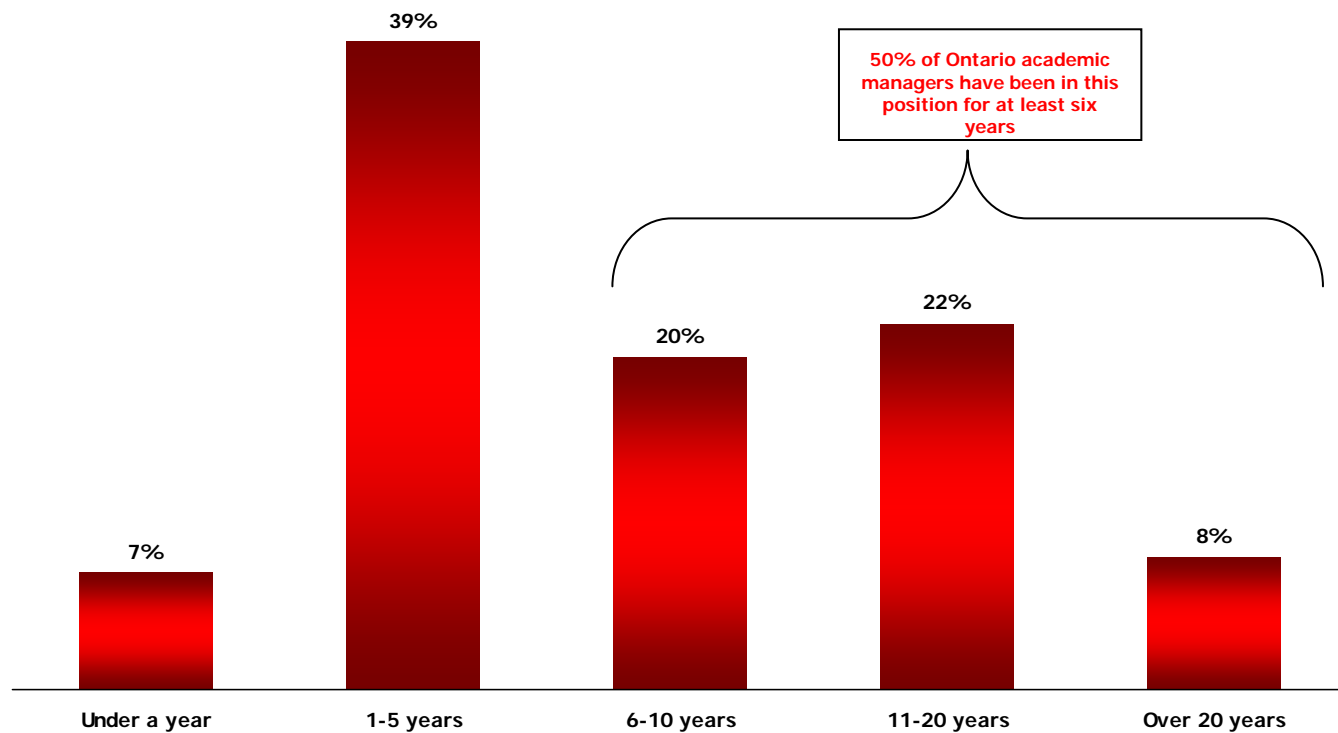
Calgary

Montreal

Philadelphia

New York

**On average, college managers have been in their position for nine years**



Q3. How many years have you been an academic manager at an Ontario Community College? n=114

Toronto

Edmonton

Calgary

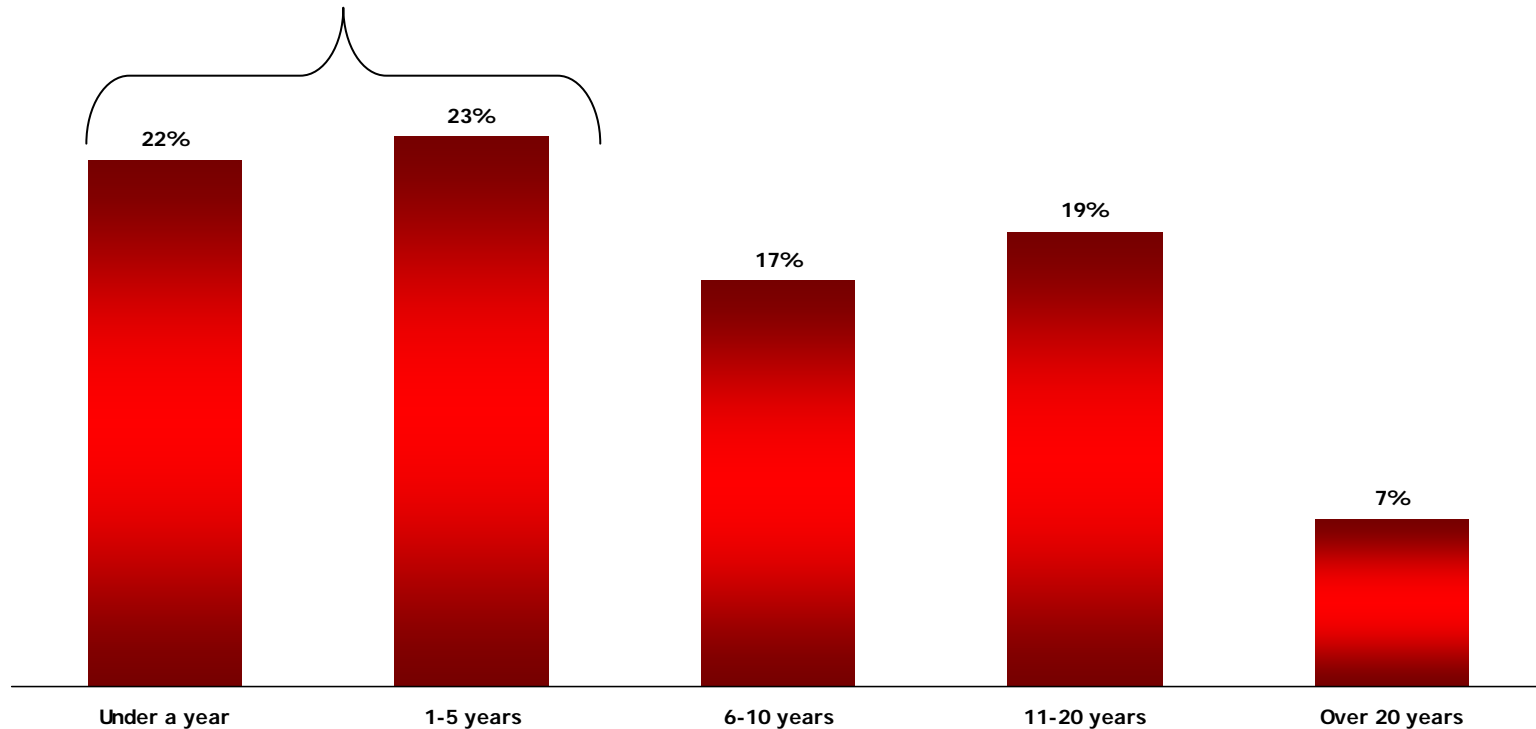
Montreal

Philadelphia

New York

## College managers have spent an average eight years teaching at the college level

45% of Ontario academic managers have spent less than five years teaching in one of Ontario's community colleges



Q4. If applicable, how many years have you spent teaching in Ontario's Community College? n=114

Toronto

Edmonton

Calgary

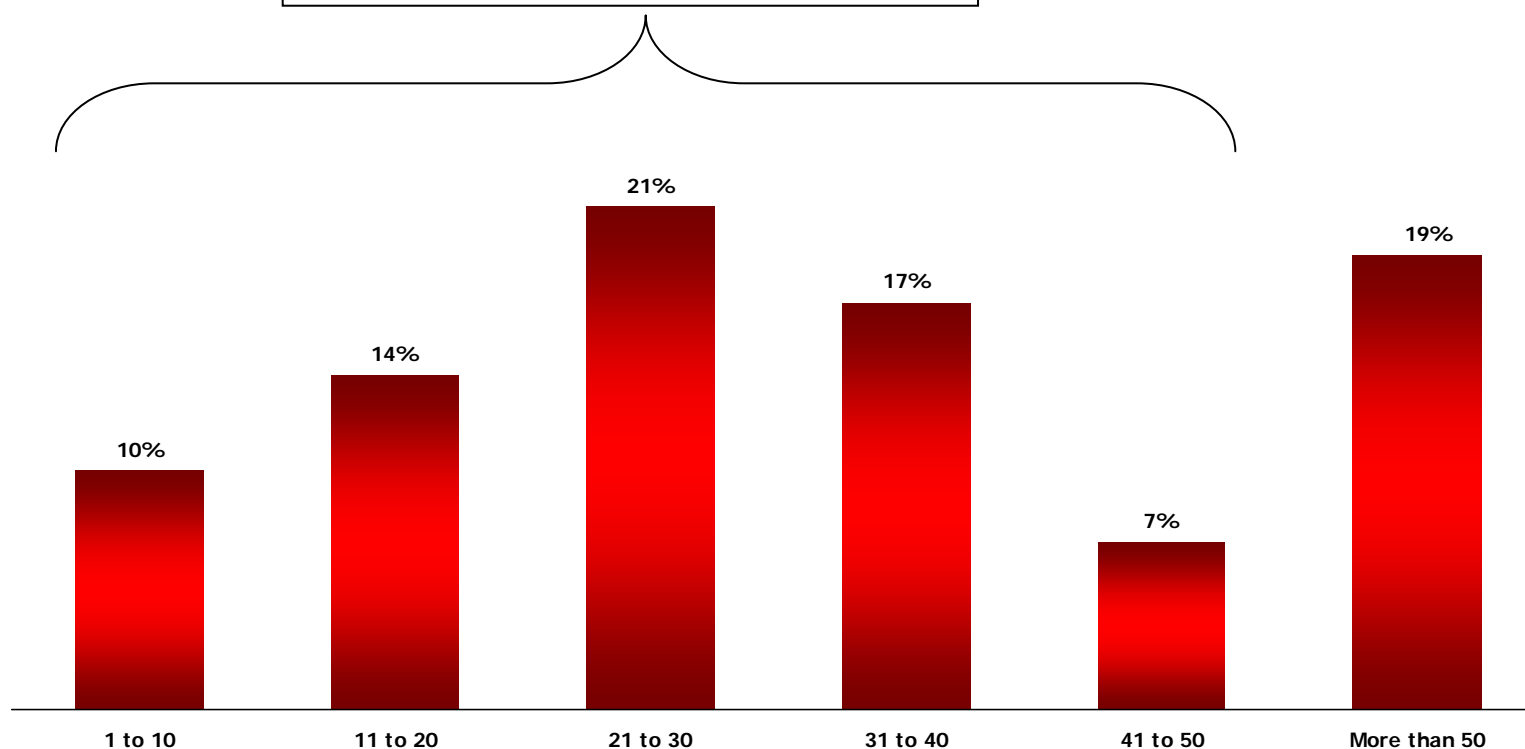
Montreal

Philadelphia

New York

## Ontario college managers supervise an average of 50 full time teachers

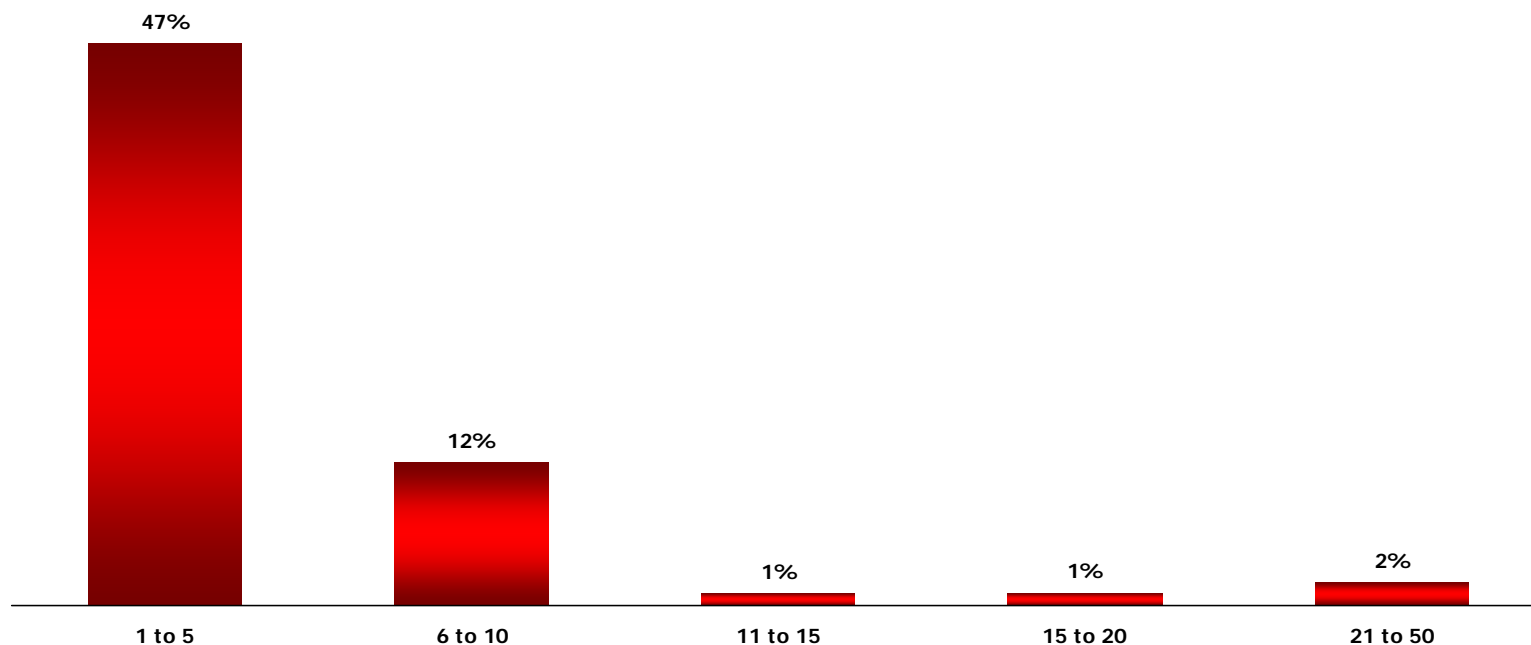
69% of Ontario academic managers supervise 50 or less teachers



Q5. How many full-time teachers do you manage? n=114

## Nearly half of Ontario college managers supervise between 1 to 5 academic managers

► On average, college managers supervise about four academic managers.



Q6. How many academic managers do you supervise? n=114

Toronto

Edmonton

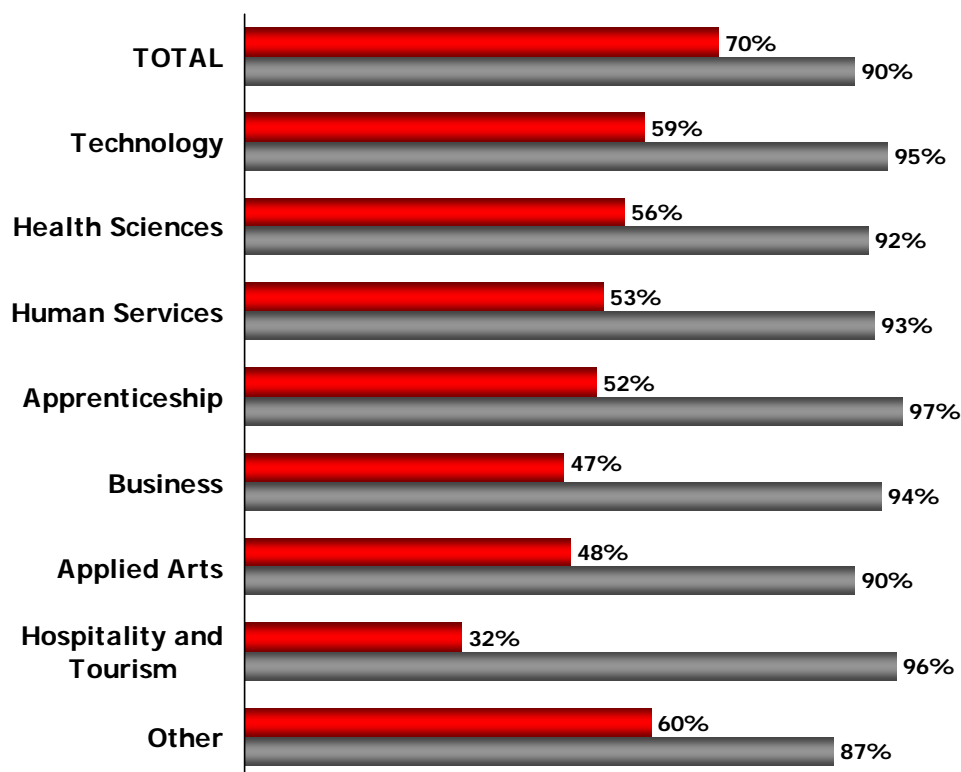
Calgary

Montreal

Philadelphia

New York

**About half of Ontario colleges managers currently assign work directly to teachers, and almost all say they have assigned workload to teachers in the past**



■ Assign work to teachers directly

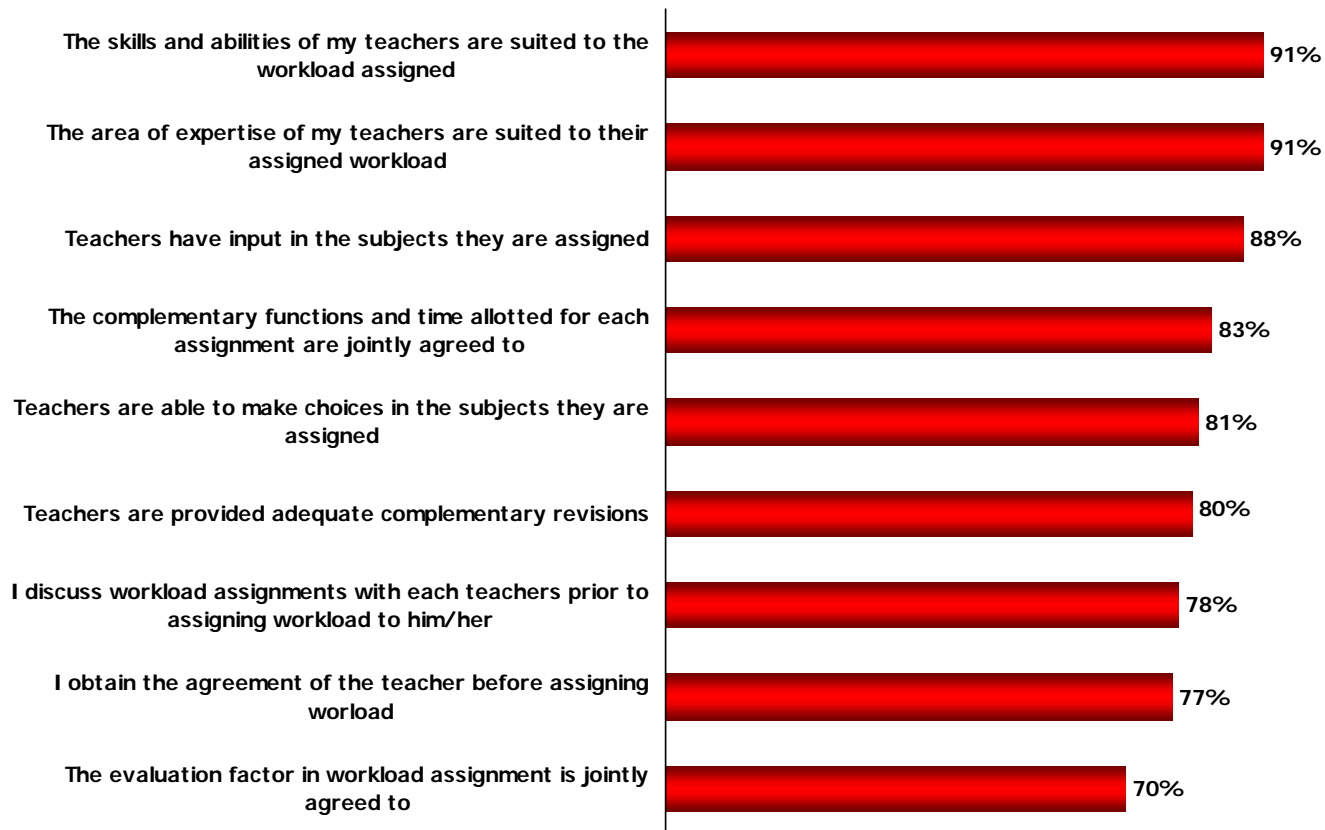
■ Assigned workload to teachers in the past

Q7. Do you assign workload directly to teachers? n=114

Q8. Have you assigned workload to teachers in the past? n=114

# Almost all of Ontario college managers agree their teacher's skills and expertise are suited to their assigned workload

► College managers are less likely to agree that the evaluation factor in workload assignment is jointly agreed to (70%).

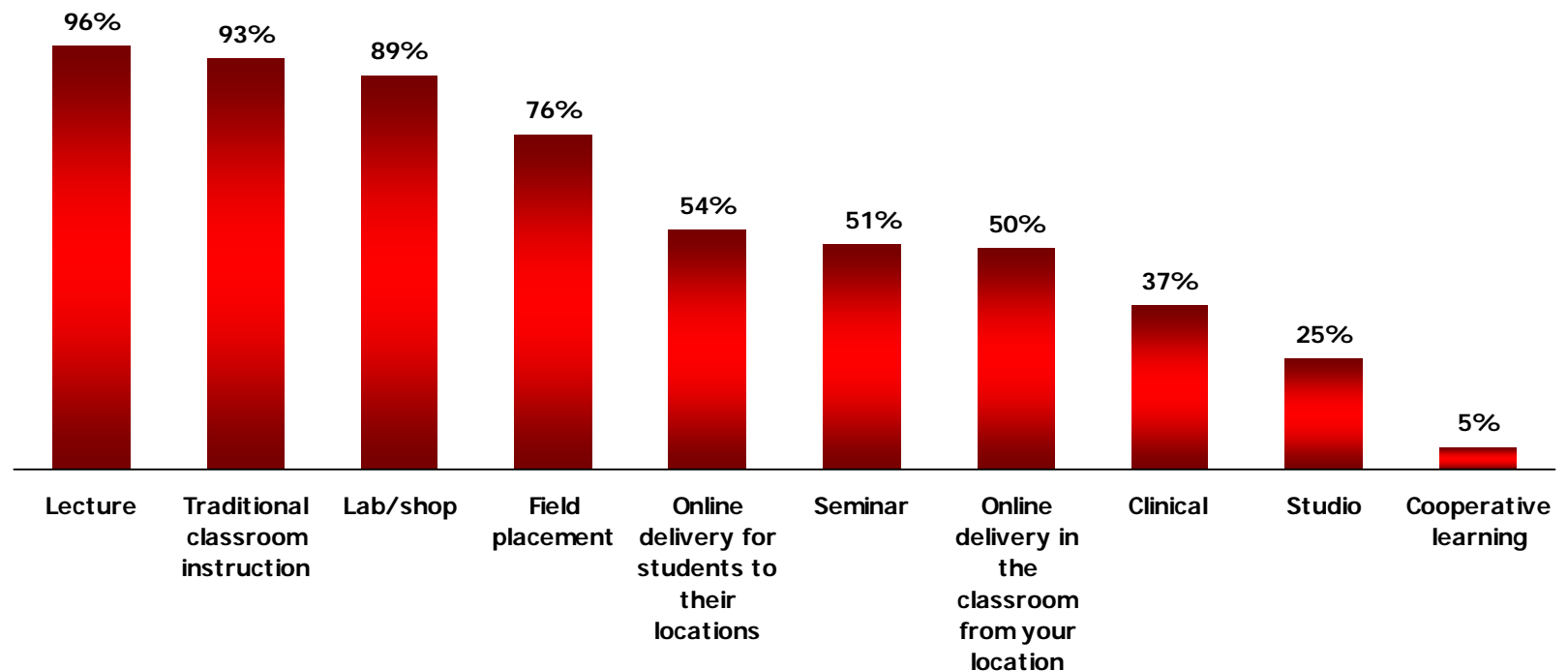


Q9-E. For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement. n=114 (Top 3 box scores of 5-7)



## Top two teaching methods are lectures and classroom instruction

- ▶ Nine out of 10 managers indicate that the teaching methods being used in their departments include lectures (96%), traditional classroom instruction (93%), and labs/shop (89%).
- ▶ Three out of four say that field placement is also used (76%).
- ▶ Half mention online delivery to students locations (54%) or online in the classroom from their own location (51%).
- ▶ Just over one third mention clinical methods (37%). Clinical is a teaching method currently used most by managers of health sciences (89%) and human services (83%).



Q10. Please indicate which of the following teaching methods are being used in your department or division. n=114

Toronto

Edmonton

Calgary

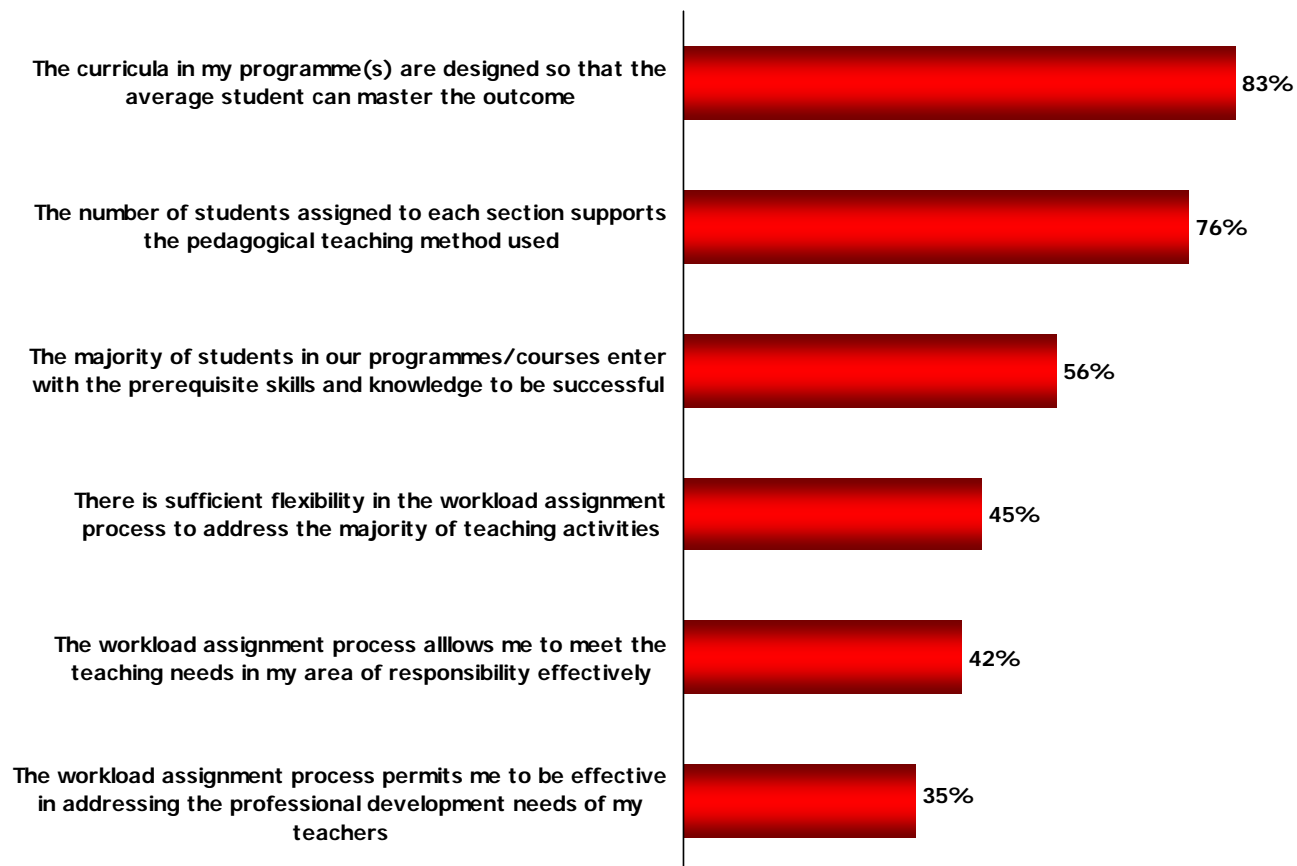
Montreal

Philadelphia

New York

## Most College managers agree that the curricula in their programme (s) are designed for the average student to master the outcome

► College managers are less likely to agree the workload assignment process permits them to be effective in addressing the professional development needs of the teachers in their department (s) (35%).



Q11A-G. For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement. n=114 (Top 3 box scores of 5-7)

Toronto

Edmonton

Calgary

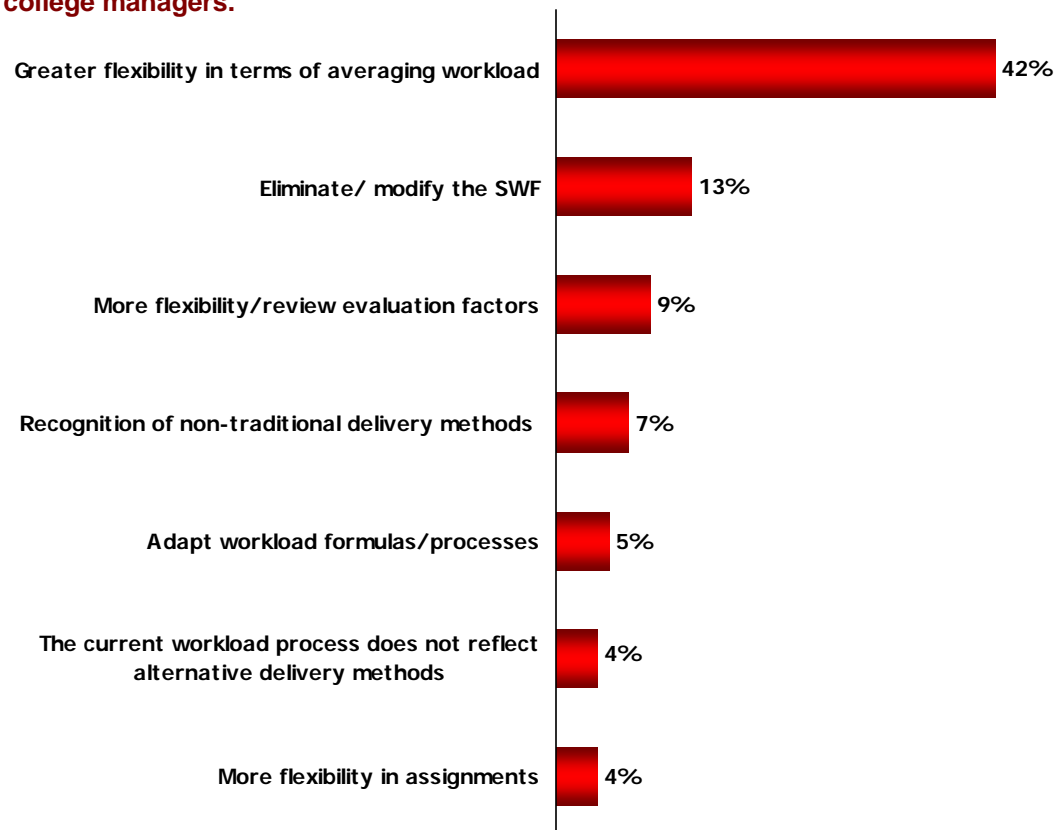
Montreal

Philadelphia

New York

## Number one improvement to workload assignment would be greater flexibility in terms of averaging workload

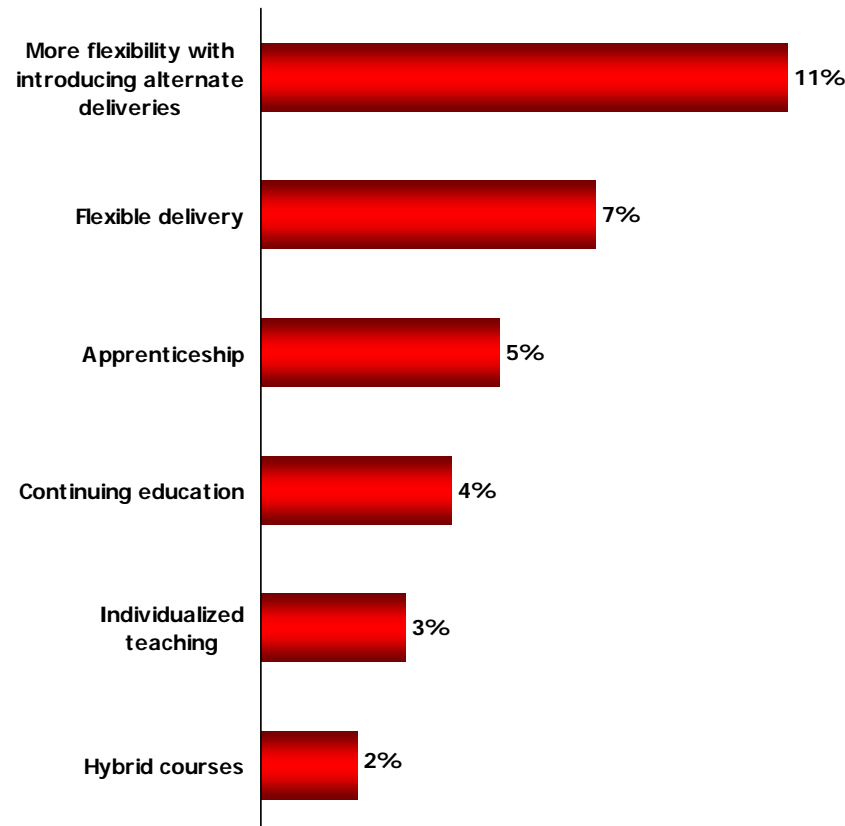
- ▶ College managers mentioned various changes to improve the process of assigning workload assignments. Nearly half of managers would like to see greater flexibility in averaging the workload (over a year, or over two semesters).
- ▶ Eliminate/ modify the SWF (13%) and more flexibility/ reviewing evaluation factors (9%) round out the top three changes suggested by college managers.



Q12. Please list up to three changes if any that you would make to improve the workload assignment process. n=114

## College managers suggest various areas of program delivery that would be better served if changed

- ▶ More flexibility is the number one change college managers think would better serve their department (11%).
- ▶ This is followed by flexible delivery/modular learning (7%), and apprenticeship (5%).
- ▶ As this open ended question gathered wide ranging responses, only the most mentioned responses appear in the chart below. Other uncodable responses tallied to 30 per cent of responses not shown, and 40 per cent of managers gave a DK/Refusal to this question.



Q13. Identify up to three area of program delivery that would be better served with your suggested changes. n=114

# Evaluation

Toronto

Edmonton

Calgary

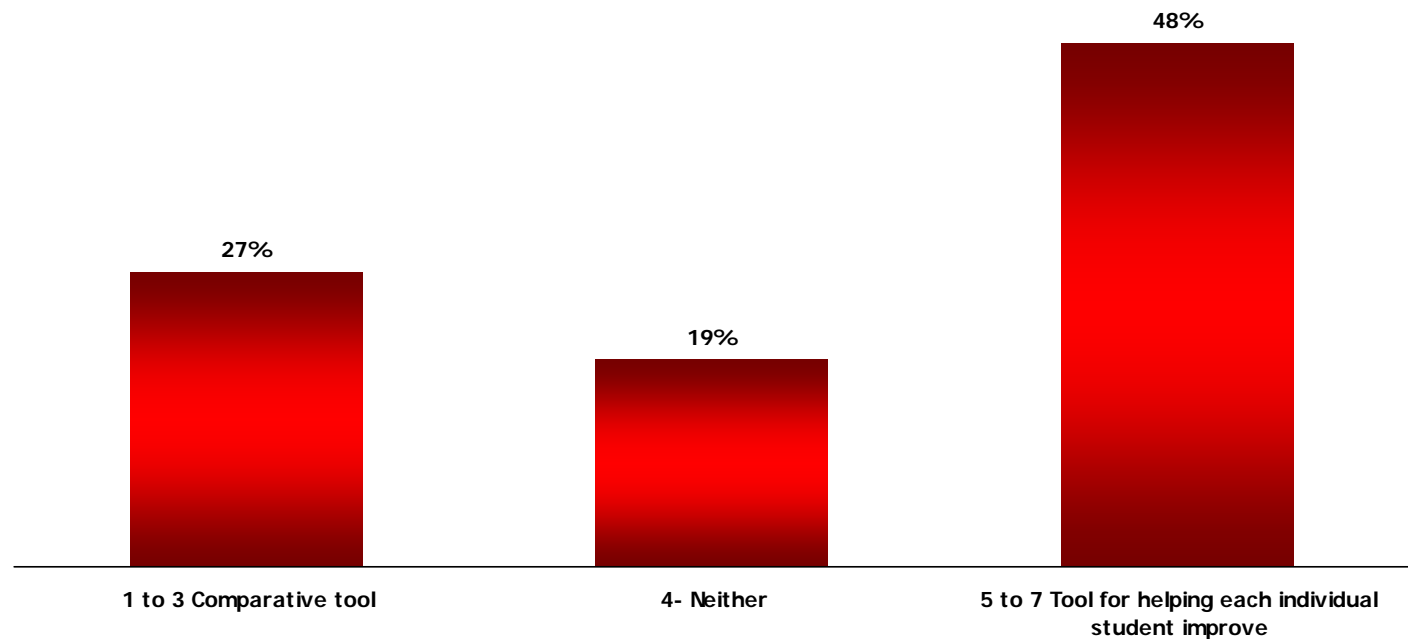
Montreal

Philadelphia

New York

## Most college managers consider their evaluation philosophy to be a tool to help each student improve, regardless of his/her relative performance

► Similar to the results from college teachers (49%), almost half of college managers consider their evaluation philosophy as a tool to help each student individually improve regardless of his/her relative performance (48%).



Q14. Where do you place your own evaluation philosophy? n=114

Toronto

Edmonton

Calgary

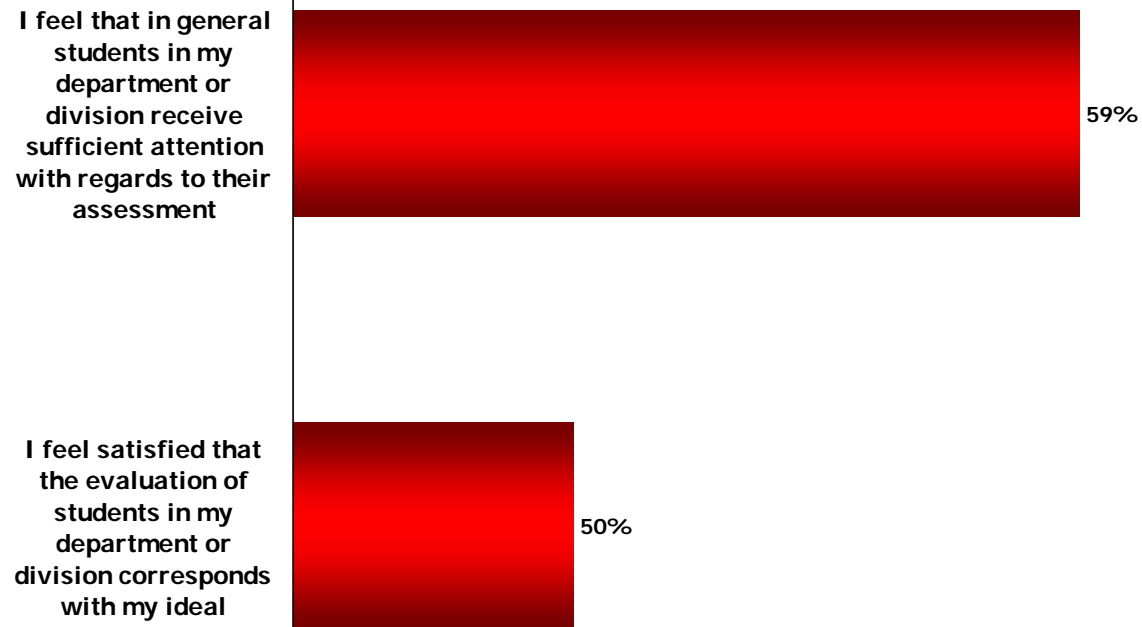
Montreal

Philadelphia

New York

## Most college managers feel students in their department receive sufficient attention regarding their assessment

► Applied arts managers (65%) are more likely than technology (41%) and apprenticeship (32%) managers to agree they are satisfied that the evaluation of students in their department/division corresponds with their ideal.

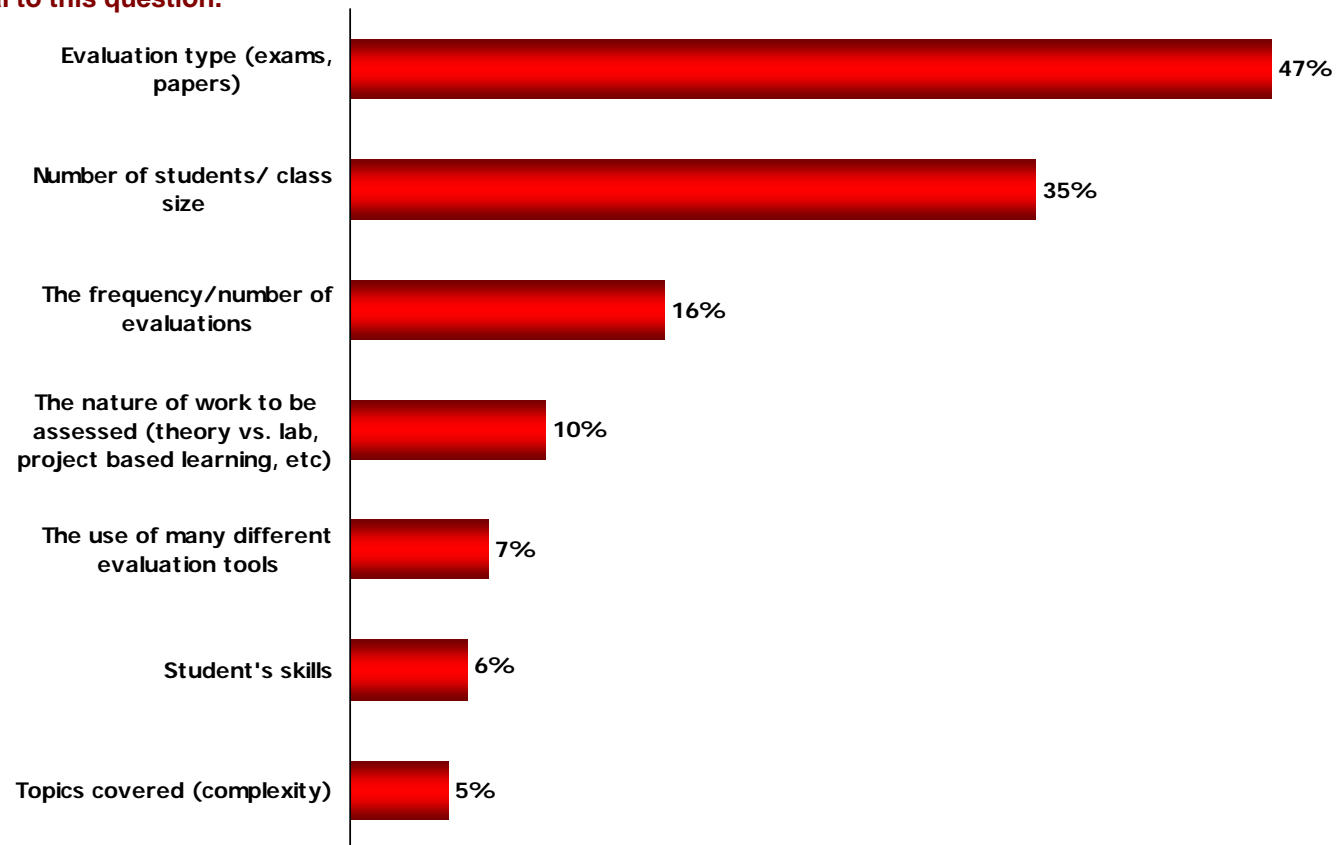


Q15. For each of the following statements, please indicate whether you agree or disagree with the statement in general. n=114  
(Top 3 box scores of 5-7)

## Type of evaluation and the number of students are the top two factors affecting the time teacher's require for evaluation

► College managers mentioned many factors that affect the time teachers require for evaluation. Below are the top factors listed by college managers. The top three factors mentioned by college managers are evaluation type (47%), number of students (35%) and frequency/number of evaluations (16%).

► As this open ended question gathered wide ranging responses, only the most mentioned responses appear in the chart below. Other uncodable responses tallied to 51 per cent of responses not shown, and 18 per cent of managers gave a DK/Refusal to this question.



Q16. Name up to three factors that affect the time that teachers require for evaluation. n=114



# Complementary Functions

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

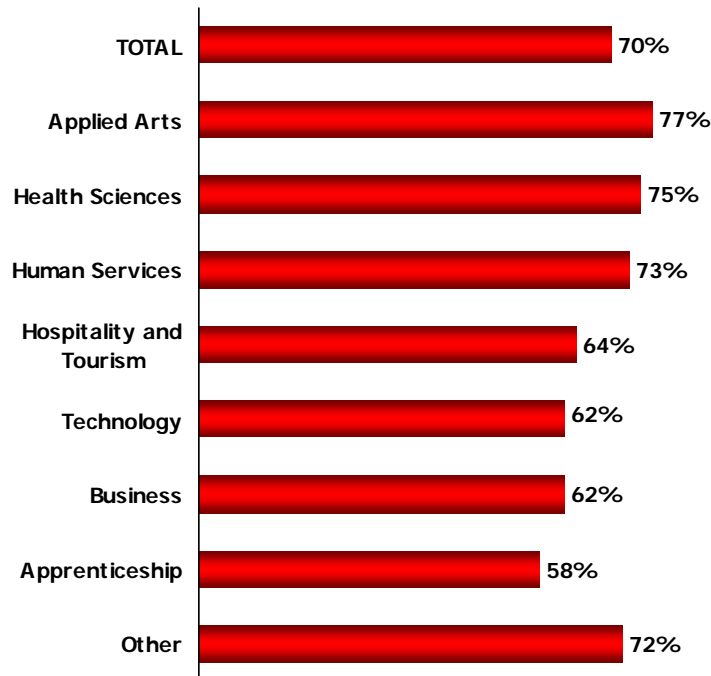
**Over two thirds of college managers say that their teachers keep office hours (70%).**

**Student follow-up is seen as a key activity college teachers should do during their office hours (81%)**

► Applied arts (77%), health sciences (75%) and human services (73%) managers are the most likely to be thought to keep office hours, while apprenticeship managers are the least likely thought to keep office hours (58%).

► Student follow-up (81%), meetings (31%) and academic advising (19%) are the top three activities managers expect teachers to engage during their office hours.

Office Hours Kept by Teachers



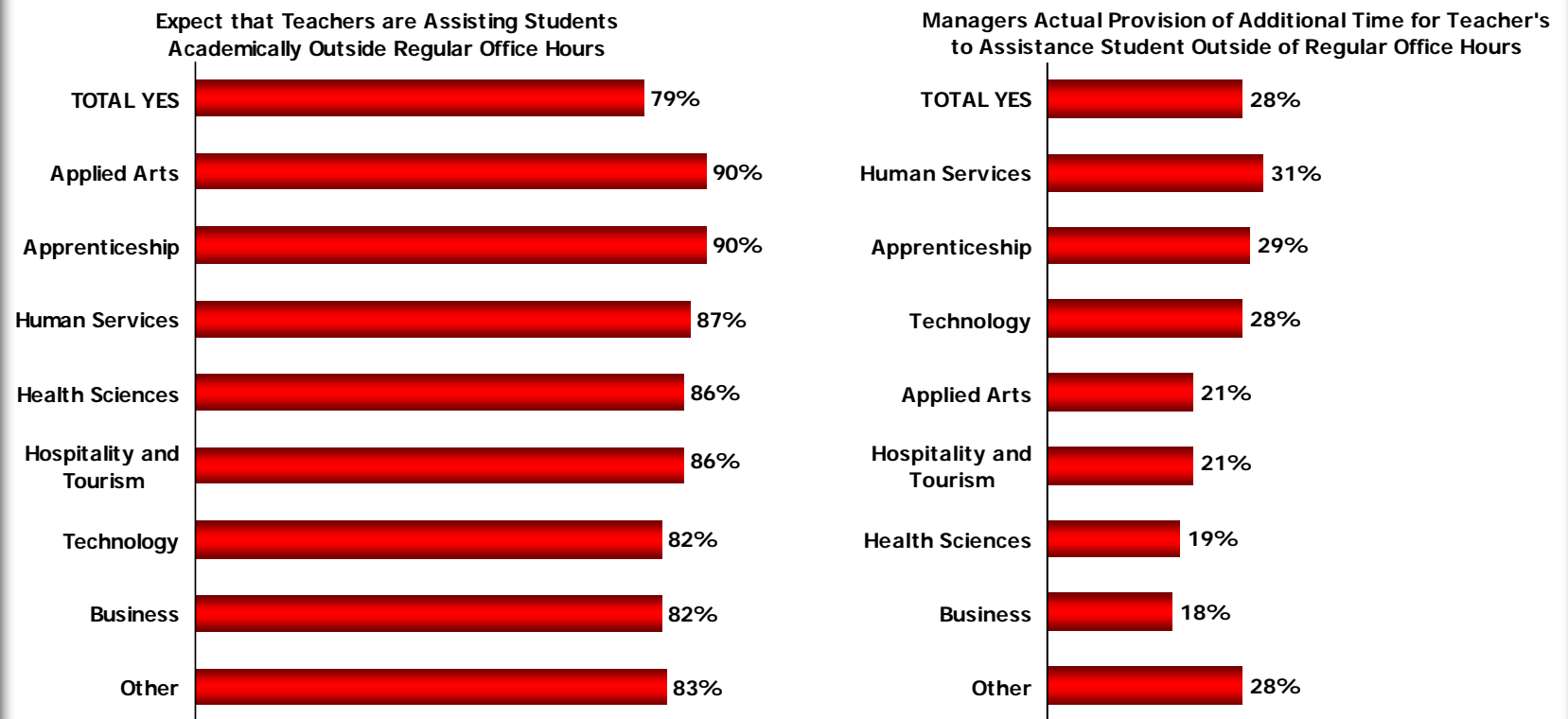
Activities Managers Expect Teachers to Engage in During Office Hours



Q17. Do most of your teachers keep office hours n=114 Q18. Please list up to three activities in which you expect teachers to engage during regular office hours. n=114

## The majority of college managers expect teachers to assist students outside of their regular office hours; however, less than a third provide additional time in teachers' workload

► Applied arts (90%), apprenticeship (90%) and human services (87%) managers are the most likely to expect their teachers to assist students academically outside of their regular office hours and in-class teaching hours. However, only (21%) of Applied arts, (29%) of apprenticeship and (31%) of human services managers actually provide additional time in their teachers' workload to provide student assistance outside of office hours.

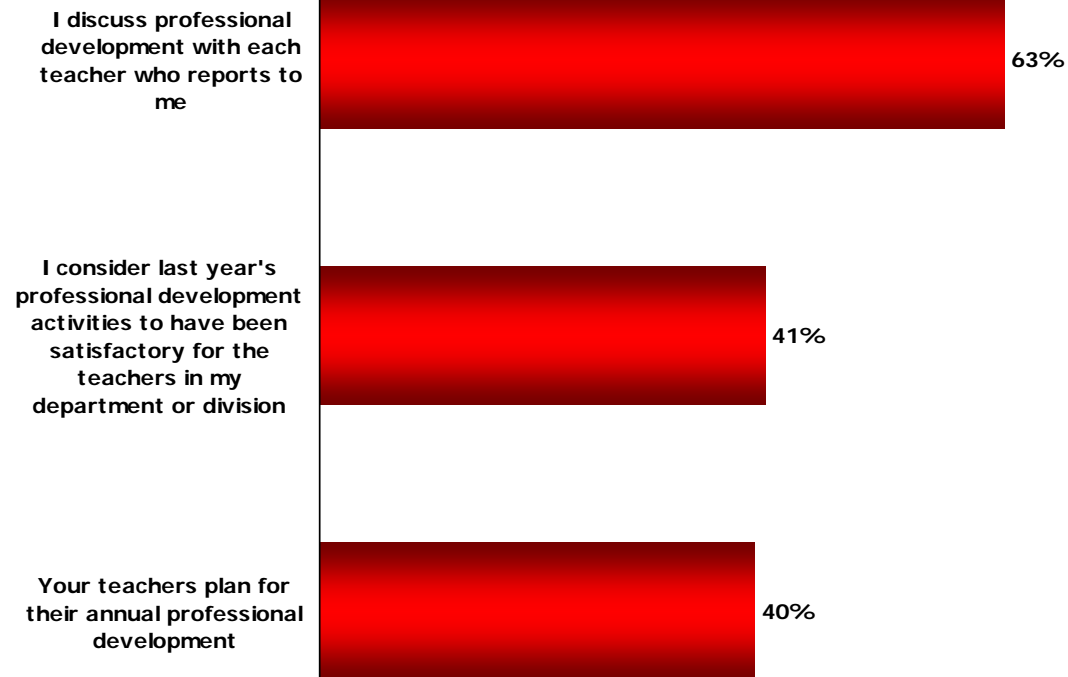


Q19. Is it your expectation that teachers assist students academically outside of their regular office hours and their in-class teaching hours? n=114

Q20. Do you provide additional time in the teacher's workload for assistance outside of regular office hour. n=114

## Nearly two thirds of the college managers agree that they discuss professional development with each teacher who reports to them (63%)

- ▶ Of the three statements, college managers are less likely to agree that teachers in their departments plan for their annual professional development (40%).
- ▶ Applied arts managers are the most likely to agree that their teachers plan for professional development (55%).



Q21. For each of the following statements, please indicate whether you agree or disagree with the statement in general. n=114  
(Top 3 box scores of 5-7)

# Other Time Factors

Toronto

Edmonton

Calgary

Montreal

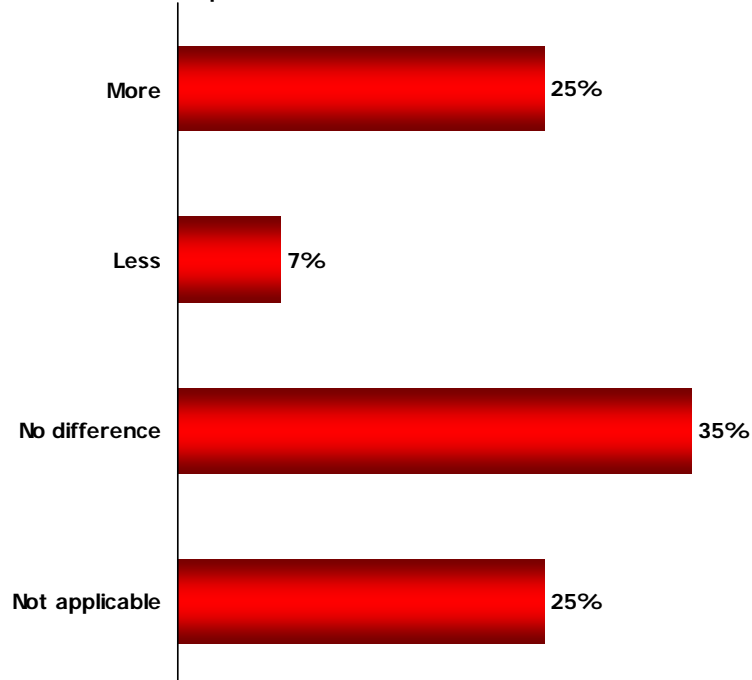
Philadelphia

New York

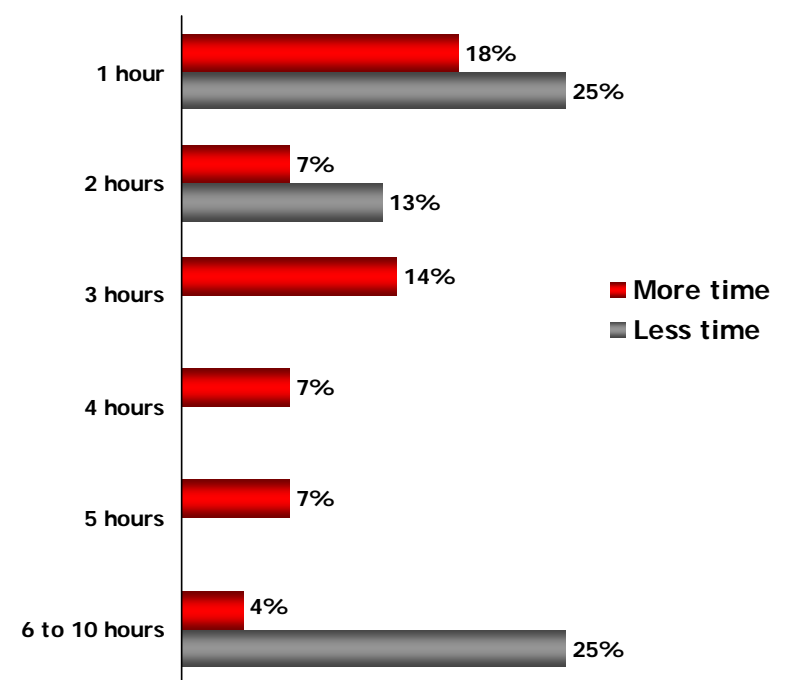
## One quarter of college managers say it takes more time to teach a distance education courses than other courses

- ▶ In general, hospitality & tourism managers and business managers are the most likely to say more time is required to prepare and manage a distance education course compared to other courses (both 27%).
- ▶ The average score for more time is three additional hours on a distance education course.
- ▶ Few college managers say that distance education courses take less time than courses in the classroom to prepare and manage (7%). Of those that did, college managers say gave an average score of 5 hours less to prepare and manage a distance education course.

College Manager's Estimation of Time it Takes to To Prepare for Distance Education Courses



Time Required to Prepare for Distance Education Course



Q22. In your estimation, do the distance education courses that are taught require more or less total time to prepare, manage, and evaluate than your other courses? n=114

Q23A-B. For a typical week, how much more/ less time would a distance education course require? More n= 28 Less n=8 (small base size)

Toronto

Edmonton

Calgary

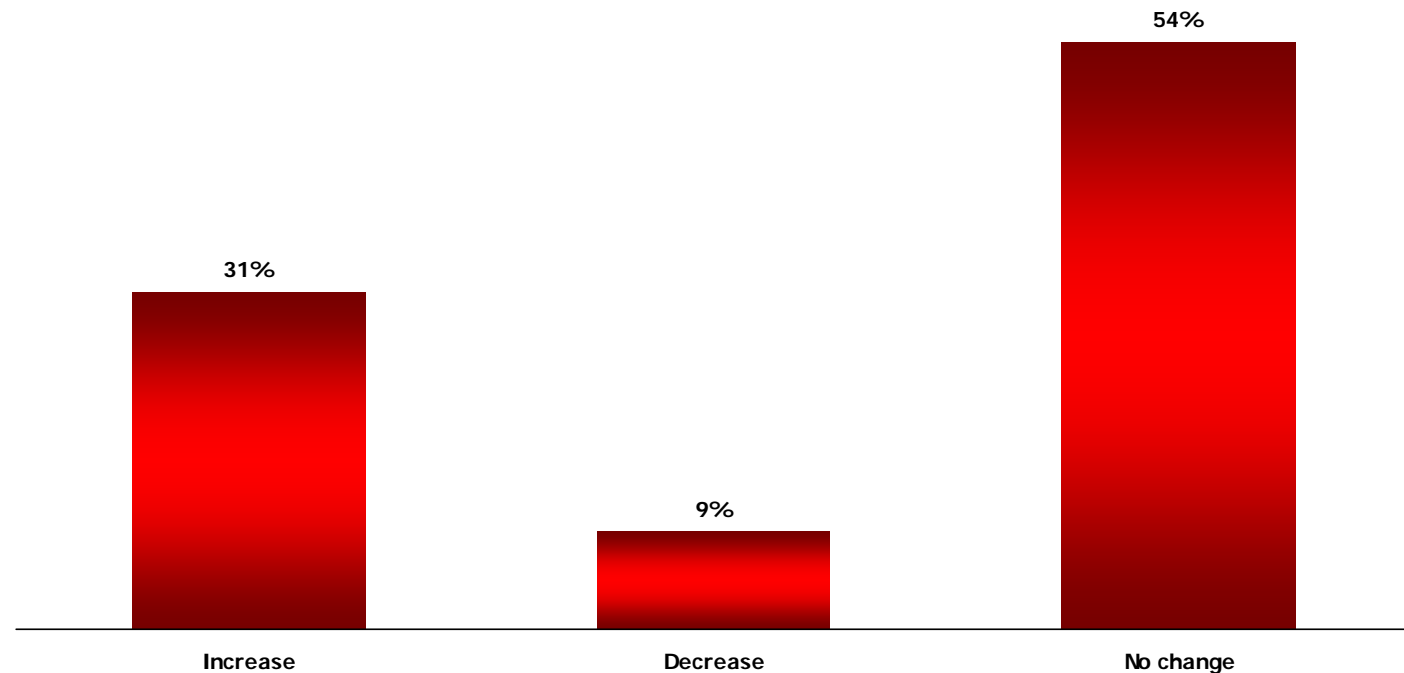
Montreal

Philadelphia

New York

## Over half of college managers think that if the Internet disappeared, the amount of time required to teach regular courses would remain the same

- ▶ Nearly a third of college managers think that the total time required to teach regular courses would increase if the Internet were to disappear (31%).
- ▶ College managers in apprenticeship (42%) and technology (39%) are the most likely to say that the time required to teach regular courses would increase.
- ▶ Applied arts managers are the most likely to say that the total time required to teach regular courses would decrease (16%,) compared to the average one in ten managers shown below (9%).



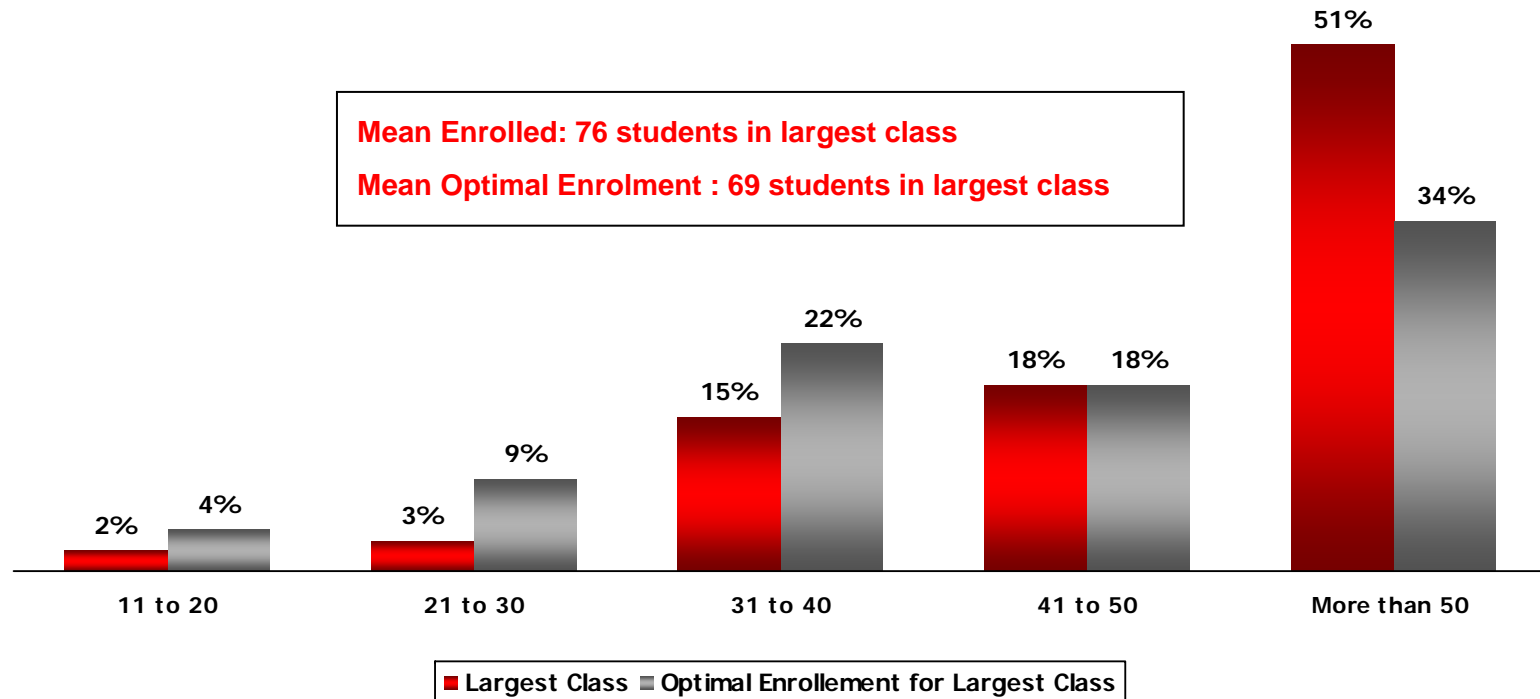
Q24. If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease? n=114

# Largest class = 76 students average size

## Optimal for largest class = 69 students would be preferred

- ▶ Compared to college teachers, college managers are consider the optimal enrolment for the largest class to be more than double of what college teachers think is optimal (managers 69 vs. teachers 31).
- ▶ Technology managers are the most likely to say their largest class under their responsibility has more than 50 students (74%).

Mean Enrolled: 76 students in largest class  
Mean Optimal Enrolment : 69 students in largest class



Q25. How many students are currently enrolled in your largest class in your area of responsibility? n=114

Q26 What would you consider to be the optimal student enrolment for your largest class in your area of responsibility? n=114

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York



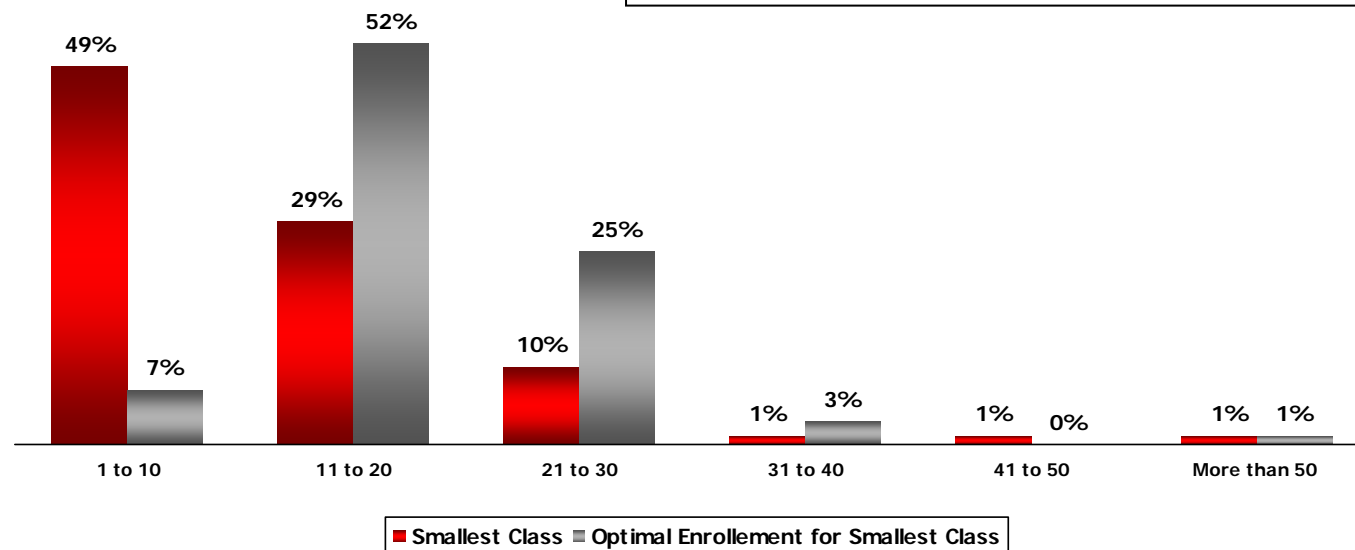
**Smallest class = 14 students average size**

**Optimal for smallest class = 20 students would be preferred**

► Overall, the average scores from both college managers and teachers indicate that the optimal enrolment of students in their smallest class on average should be 20 students.

**Mean Enrolled: 14 students in smallest class**

**Mean Optimal Enrolment : 20 students in smallest class**



Q27. How many students are currently enrolled in your smallest class in your area of responsibility? n=114

Q28. What would you consider to be the optimal student enrolment for your smallest class in your responsibility? n=114

Toronto

Edmonton

Calgary

Montreal

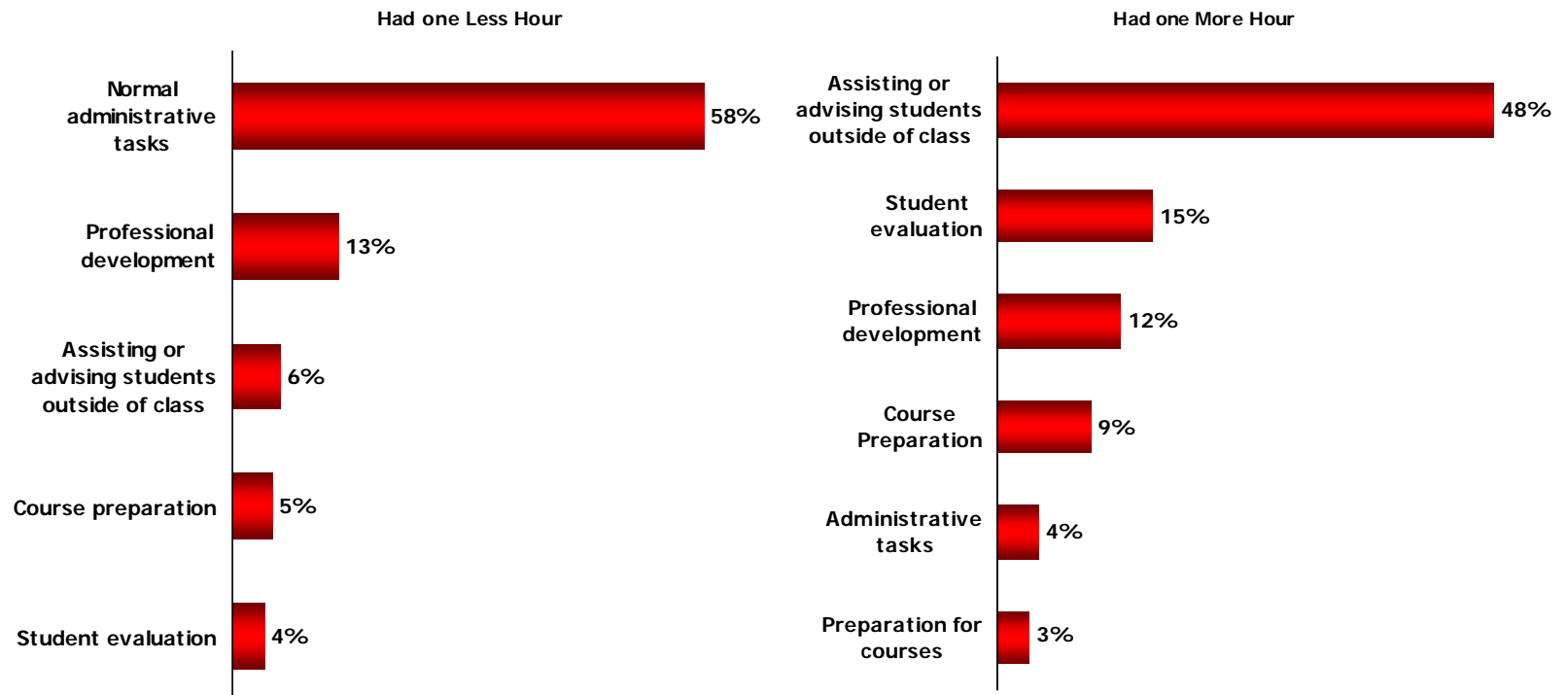
Philadelphia

New York

# One extra hour weekly = More time to assist/advise students

## One lost hour weekly = Less time for admin tasks

- ▶ Over half of managers faced with taking away one hour weekly from teachers would cut it from administrative tasks (58%).
- ▶ Almost half of managers feel that if they gave one more hour weekly to their teachers, it should go towards assisting or advising students outside of class (48%). Over one in ten would put it towards their teachers time for student evaluation (15%) or for professional development (12%).
- ▶ Applied arts teachers are the most likely to say if they had an extra hour a week they would do student evaluation compared to college teachers in general (21% vs. 12%).

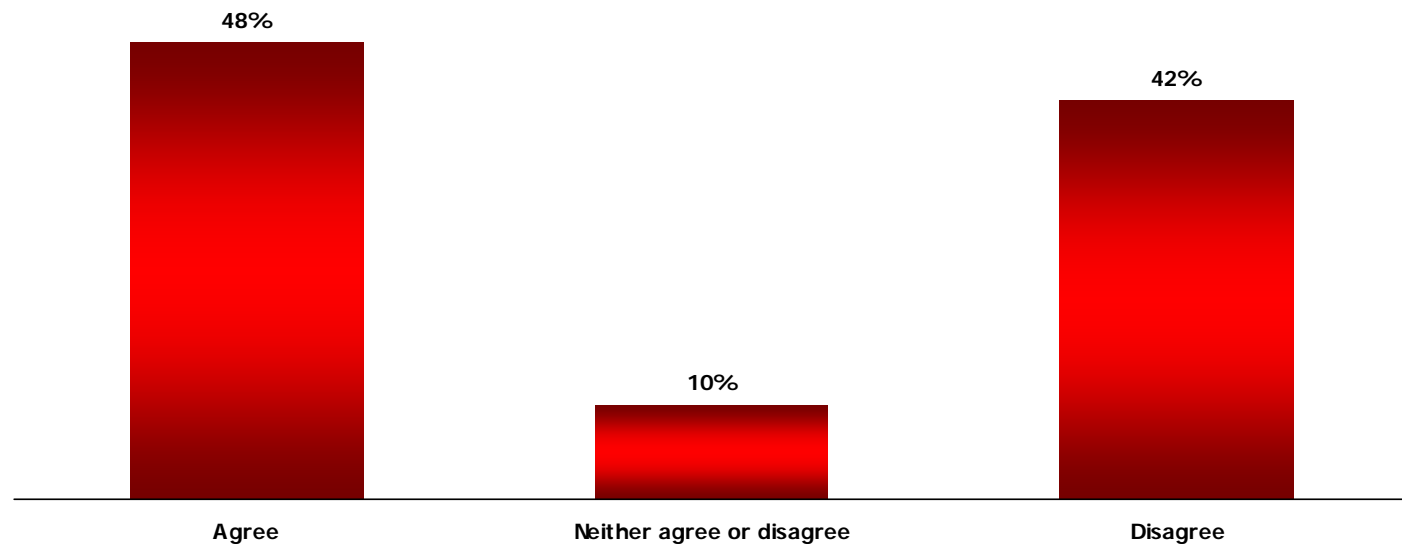


Q29. If you had one less hour to assign to your teachers each week, but still had to meet all current obligations, choose one, but only one of the following activities that you would reduce. n=114

Q30. If you had one more hour to assign your teachers each week but could only allocate it to one component where would you assign it? n=114

## Nearly half of college managers agree they are satisfied with the facilities and equipment available in their departments

► However, two in five college managers say they are dissatisfied with the facilities and equipment in their departments (42%).



Q31. Please indicate on a scale of one to seven whether you agree or disagree. I am satisfied with the facilities and equipment that are available to teachers for the course within my department. n=114

# Workload Dispute Resolution Mechanisms

Toronto

Edmonton

Calgary

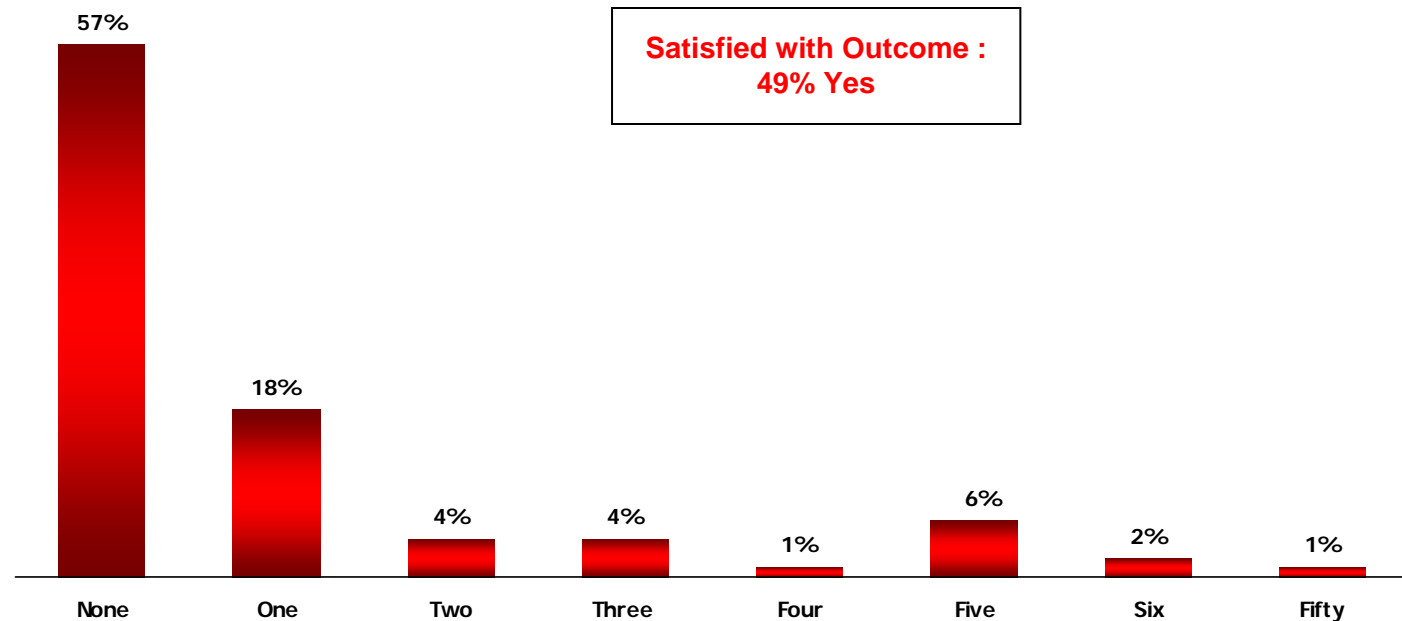
Montreal

Philadelphia

New York

## On a yearly basis, over half of college managers say their teachers do not submit any workload disputes to the Workload Monitoring Group

- ▶ One in five college managers say their teachers forward one workload dispute to the Workload Monitoring Group (18%).
- ▶ Of those who said their teachers submitted a workload dispute to WMG, nearly half were satisfied with the outcome (49%).

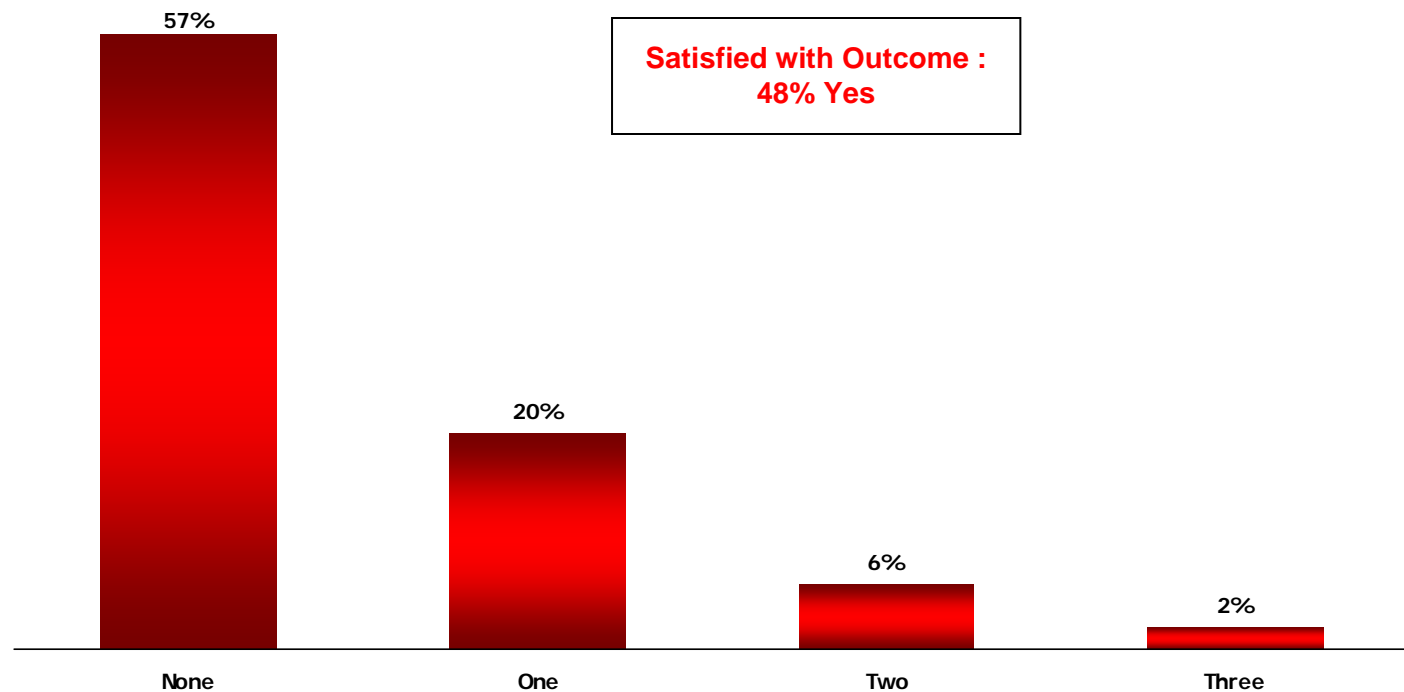


Q32. On a yearly basis how many workload disputes would your teachers forward to the Workload Monitoring Group (WMG) to resolve workload disputes? n=114

Q33. Were you satisfied with the outcome? n=49

## On a yearly basis, one in five workload disputes forwarded by college teachers goes to Workload Resolution Arbitrator according to college managers

- ▶ Overall, college managers say that on a yearly basis no workload disputes go to WRA (57%).
- ▶ The workload disputes that go to WRA, nearly half of college managers say they were satisfied with the resolution process (48%).
- ▶ Overall, over a third of college managers were satisfied with the workload resolution process (37%).



Q34. On a yearly basis how many workload disputes would your teachers forward to the Workload Resolution Arbitrator (WRA)? n=49 Q35. Were you satisfied with the outcome? n=49 Q36. Were you satisfied with the workload resolution process? n=114

Toronto

Edmonton

Calgary

Montreal

Philadelphia

New York

## **Appendix F**

Survey Data Raw Teachers and Managers – Leger Marketing

**File Name: Appendix F\_teachers coded.pdf**

**File Name: Appendix F\_managers coded.pdf**

TABLE OF CONTENTS

BANNER1

Table ACAD Page 1.....Academic Census Data - Bargaining Unit Employees Full Time

Table FAC Page 4.....Faculty or Manager

Table SEXE Page 5.....Please indicate your gender:

Table Q1 Page 6.....Indicate all Subject area(s) for which you are responsible.

Table Q3 Page 8.....How many years have you been an academic manager at an Ontario Community College?

Table Q4 Page 9.....If applicable, how many years have you spent teaching in Ontario's Community Colleges?

Table Q5 Page 10.....How many full-time teachers do you manage?

Table Q6 Page 12.....How many academic managers do you supervise?

Table Q7 Page 13.....Do you assign workload directly to teachers?

Table Q8 Page 14.....Have you assigned workload directly to teachers in the past?

Table Q9A Page 15.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The skills and ability of my teachers are suited to the workload assigned.

Table Q9B Page 16.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The areas of expertise of my teachers are suited to their assigned workload.

Table Q9C Page 18.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I discuss workload assignments with each teacher prior to assigning a workload to him/her.

Table Q9D Page 20.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I obtain the agreement of the teacher before assigning workload.

Table Q9E Page 22.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The evaluation factor in workload assignment is jointly agreed to.

Table Q9F Page 24.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The complementary functions and time allotted for each assignment are jointly agreed to.

Table Q9G Page 26.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers are provided adequate complementary time to make course revisions.

Table Q9H Page 27.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers have input in the subjects they are assigned.

Table Q9I Page 29.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers are able to make choices in the subjects they are assigned.



## TABLE OF CONTENTS

Table Q9SUM Page 31.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

Table Q10 Page 33.....Please indicate which of the following teaching methods are being used in your department or division.

Table Q11A Page 35.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The curricula in my programme(s)/course(s) are designed so that the average student can master the outcome

Table Q11B Page 37.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The number of students assigned to each section supports the pedagogical teaching method used.

Table Q11C Page 39.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The majority of students in our programmes/courses enter with the prerequisite skills and knowledge to be successful.

Table Q11D Page 41.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to meet the teaching needs in my areas of responsibility effectively.

Table Q11E Page 43.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to manage the institution's human resources effectively.

Table Q11F Page 45.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process permits me to be effective in addressing the professional development needs of my teachers.

Table Q11G Page 47.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
There is sufficient flexibility in the workload assignment process to address the majority of teaching activities.

Table Q11SUM Page 49.....For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

Table Q12 Page 51.....Please list up to three changes if any that you would make to improve the workload assignment process:

Table Q13 Page 53.....Identify up to three areas of program delivery that would be better served with your suggested changes.

Table Q14 Page 56.....Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Between these extremes where would you place your evaluation philosophy?

Table Q15A Page 58.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel satisfied that the evaluation of students in my department or division corresponds with my ideal.

Table Q15B Page 60.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel that in general students in my department or division receive sufficient attention with regards to their assessment.

Table Q15SUM Page 62.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

## TABLE OF CONTENTS

Table Q16 Page 63.....Name up to three factors that affect the time that teachers require for evaluation.

Table Q17 Page 64.....Do most of your teachers keep office hours?

Table Q18 Page 65.....Please list up to three activities in which you expect teachers to engage during regular office hours.

Table Q19 Page 67.....Is it your expectation that teachers assist students academically outside of their regular office hours and their in-class teaching hours?

Table Q20 Page 68.....Do you provide additional time in the teacher's workload for assistance outside of regular office hour?

Table Q21A Page 69.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
Your teachers plan for their annual professional development.

Table Q21B Page 71.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I discuss professional development with each teacher who reports to me.

Table Q21C Page 73.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I consider last year's professional development activities to have been satisfactory for the teachers in my department or division.

Table Q21SUM Page 75.....For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

Table Q22 Page 76.....In your estimation, do the distance education courses that are taught (if any) require more or less total time to prepare, manage, and evaluate than your other courses?

Table Q23A Page 77.....For a typical week, how much MORE time would a distance education course require?

Table Q23B Page 78.....For a typical week, how much LESS time would a distance education course require?

Table Q24 Page 79.....If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease?

Table Q25 Page 80.....How many students are currently enrolled in your largest class in your area of responsibility?

Table Q26 Page 81.....What would you consider to be the optimal student enrollment for your largest class in your area of responsibility (balancing pedagogical and efficiency factors)?

Table Q27 Page 82.....How many students are currently enrolled in your smallest class in your area of responsibility?

Table Q28 Page 83.....What would you consider to be the optimal student enrollment for your smallest class in your area of responsibility (balancing pedagogical and efficiency factors)?

Table Q29 Page 84.....If you had one less hour to assign to your teachers each week, but still had to meet all your current obligations, choose one, but only one of the following activities that you would reduce.

Table Q30 Page 85.....If you had one more hour to assign to your teachers each week but could only allocate it to one component where would you assign it?

Table Q31 Page 86.....Please indicate on a scale of one to seven whether you agree or disagree.  
I am satisfied with the facilities and equipment that are available to teachers for the courses within my department.

## TABLE OF CONTENTS

Table Q32 Page 88.....On a yearly basis how many workload disputes would your teachers forward to the Workload Monitoring Group (WMG) to resolve workload disputes?

Table Q33 Page 90.....Were you satisfied with the outcome?

Table Q34 Page 91.....On a yearly basis how many workload disputes would go to a Workload Resolution Arbitrator (WRA)?

Table Q35 Page 92.....Were you satisfied with the outcome?

Table Q36 Page 93.....Were you satisfied with the workload resolution process?

Table Q37 Page 94.....Are there any other comments or feedback you would like to share regarding any aspects of this survey?

## Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Algonquin	5	1	-	4	2	-	1	1	2	1	4
	4.4	3.2	-	11.1	6.7	-	2.6	3.2	4.3	1.8	6.9
Boréal	1	1	1	1	1	-	1	-	1	-	1
	0.9	3.2	2.9	2.8	3.3	-	2.6	-	2.1	-	1.7
Cambrian	3	2	2	2	2	2	2	1	3	1	2
	2.6	6.5	5.9	5.6	6.7	9.1	5.1	3.2	6.4	1.8	3.4
Canadore	2	-	-	-	-	-	1	1	-	2	-
	1.8	-	-	-	-	-	2.6	3.2	-	3.6	-
Centennial	1	-	-	-	-	-	1	-	-	-	1
	0.9	-	-	-	-	-	2.6	-	-	-	1.7
Conestoga	13	1	2	3	3	2	3	2	3	10	3
	11.4	3.2	5.9	8.3	10.0	9.1	7.7	6.5	6.4	17.9 k	5.2
Confederation	5	2	3	4	4	2	2	3	1	2	3
	4.4	6.5	8.8	11.1	13.3	9.1	5.1	9.7	2.1	3.6	5.2
Durham	5	2	-	-	1	-	1	1	3	1	4
	4.4	6.5	-	-	3.3	-	2.6	3.2	6.4	1.8	6.9
Fanshawe	12	2	2	-	-	2	5	2	3	7	5
	10.5	6.5	5.9	-	-	9.1	12.8	6.5	6.4	12.5	8.6
George Brown	7	3	3	3	2	2	4	3	4	2	5
	6.1	9.7	8.8	8.3	6.7	9.1	10.3	9.7	8.5	3.6	8.6

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Georgian	4 3.5	3 9.7	2 5.9	2 5.6	2 6.7	2 9.1	2 5.1	2 6.5	4 8.5	- -	4 6.9
Humber	7 6.1	2 6.5	2 5.9	2 5.6	- -	- -	- -	- -	1 2.1	2 3.6	5 8.6
La Cité	2 1.8	- -	- -	- -	- -	- -	1 2.6	- -	- -	1 1.8	1 1.7
Lambton	2 1.8	- -	1 2.9	- -	- -	1 4.5	1 2.6	1 3.2	2 4.3	2 3.6	- -
Loyalist	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	1 2.1	1 1.8	- -
Mohawk	7 6.1	1 3.2	- -	2 5.6	1 3.3	- -	2 5.1	3 9.7	3 6.4	4 7.1	3 5.2
Niagara	2 1.8	1 3.2	1 2.9	1 2.8	1 3.3	2 9.1	1 2.6	1 3.2	- -	2 3.6	- -
Northern	1 0.9	- -	- -	1 2.8	1 3.3	- -	- -	- -	1 2.1	- -	1 1.7
St. Clair	3 2.6	1 3.2	2 5.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	1 2.1	3 5.4	- -
St. Lawrence	4 3.5	2 6.5	2 5.9	3 8.3	2 6.7	1 4.5	3 7.7	2 6.5	1 2.1	1 1.8	3 5.2
Sault	8 7.0	1 3.2	2 5.9	2 5.6	2 6.7	1 4.5	3 7.7	3 9.7	6 12.8	4 7.1	4 6.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Seneca	11 9.6	5 16.1	5 14.7	3 8.3	1 3.3	2 9.1	2 5.1	2 6.5	3 6.4	5 8.9	6 10.3
Sheridan	5 4.4	- -	2 5.9	1 2.8	2 6.7	- -	- -	- -	2 4.3	3 5.4	2 3.4
Fleming	3 2.6	- -	1 2.9	- -	1 3.3	1 4.5	1 2.6	1 3.2	2 4.3	2 3.6	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Faculty or Manager

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Manager	114	31	34	36	30	22	39	31	47	56	58
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Please indicate your gender:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	56	16	16	11	11	12	23	17	17	56	-
	49.1	51.6	47.1	30.6	36.7	54.5	59.0 Di	54.8 d	36.2	100.0	-
Female	58	15	18	25	19	10	16	14	30	-	58
	50.9	48.4	52.9	69.4 Gh	63.3	45.5	41.0	45.2	63.8 g	-	100.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Indicate all Subject area(s) for which you are responsible.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Technology	39 34.2	16 51.6 i	19 55.9 I	18 50.0 i	17 56.7 I	15 68.2 I	39 100.0 BCDEFHI	25 80.6 bcDeI	13 27.7	23 41.1	16 27.6
Health Sciences	36 31.6	18 58.1 i	17 50.0	36 100.0 BCEFGHI	24 80.0 CGI	14 63.6 I	18 46.2	18 58.1 i	15 31.9	11 19.6	25 43.1 J
Business	34 29.8	18 58.1 I	34 100.0 BDEGHI	17 47.2 i	17 56.7 I	19 86.4 bDeGHI	19 48.7 i	16 51.6 i	12 25.5	16 28.6	18 31.0
Applied Arts	31 27.2	31 100.0 CDEFGHI	18 52.9 i	18 50.0	17 56.7 i	14 63.6 I	16 41.0	15 48.4	14 29.8	16 28.6	15 25.9
Apprenticeship	31 27.2	15 48.4 i	16 47.1 i	18 50.0 i	18 60.0 I	13 59.1 I	25 64.1 I	31 100.0 BCDEFGI	12 25.5	17 30.4	14 24.1
Human Services	30 26.3	17 54.8 i	17 50.0	24 66.7 gI	30 100.0 BCDFGHI	14 63.6 I	17 43.6	18 58.1 i	14 29.8	11 19.6	19 32.8
Hospitality and Tourism	22 19.3	14 45.2 I	19 55.9 I	14 38.9 i	14 46.7 I	22 100.0 BCDEGHI	15 38.5 i	13 41.9 i	8 17.0	12 21.4	10 17.2
Other	47 41.2	14 45.2	12 35.3	15 41.7	14 46.7	8 36.4	13 33.3	12 38.7	47 100.0 BCDEFGH	17 30.4	30 51.7 j

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Indicate all Subject area(s) for which you are responsible.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	6	-	-	-	-	-	-	-	-	3	3
	5.3	-	-	-	-	-	-	-	-	5.4	5.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many years have you been an academic manager at an Ontario Community College?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Under a year	8 7.0	1 3.2	1 2.9	3 8.3	1 3.3	- -	2 5.1	- -	2 4.3	3 5.4	5 8.6
1-5 years	44 38.6	7 22.6	8 23.5	10 27.8	10 33.3	4 18.2	14 35.9	12 38.7	13 27.7	25 44.6	19 32.8
6-10 years	23 20.2	7 22.6	9 26.5	9 25.0	6 20.0	4 18.2	7 17.9	4 12.9	12 25.5	9 16.1	14 24.1
11-20 years	25 21.9	12 38.7	11 32.4	11 30.6	10 33.3	11 50.0	13 33.3	11 35.5	13 27.7	11 19.6	14 24.1
Over 20 years	9 7.9	3 9.7	4 11.8	2 5.6	2 6.7	2 9.1	2 5.1	3 9.7	6 12.8	6 10.7	3 5.2
I prefer not to answer/ refuse	5 4.4	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	1 2.1	2 3.6	3 5.2
MEAN	8.7	11.3	10.5	9.5	10.1	12.3	9.0	10.2	10.7	8.9	8.5
MEDIAN	6.0	10.5	10.0	8.0	10.0	15.0	7.0	10.0	10.0	5.0	6.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

If applicable, how many years have you spent teaching in Ontario's Community Colleges?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Under a year	25	8	5	11	9	4	8	8	15	11	14
	21.9	25.8	14.7	30.6	30.0	18.2	20.5	25.8	31.9	19.6	24.1
1-5 years	26	8	10	11	10	6	9	9	12	12	14
	22.8	25.8	29.4	30.6	33.3	27.3	23.1	29.0	25.5	21.4	24.1
6-10 years	19	7	7	5	5	5	7	6	7	10	9
	16.7	22.6	20.6	13.9	16.7	22.7	17.9	19.4	14.9	17.9	15.5
11-20 years	22	4	5	4	4	4	7	4	6	12	10
	19.3	12.9	14.7	11.1	13.3	18.2	17.9	12.9	12.8	21.4	17.2
Over 20 years	8	1	2	2	-	1	3	1	2	6	2
	7.0	3.2	5.9	5.6	-	4.5	7.7	3.2	4.3	10.7	3.4
I prefer not to answer/ refuse	14	3	5	3	2	2	5	3	5	5	9
	12.3	9.7	14.7	8.3	6.7	9.1	12.8	9.7	10.6	8.9	15.5
MEAN	7.9	5.9	7.1	5.7	4.4	7.1	7.6	5.3	6.0	8.9	6.9
MEDIAN	5.0	3.0	5.0	2.0	2.0	5.5	5.5	2.5	2.5	7.0	5.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many full-time teachers do you manage?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
1-10	11 9.6	3 9.7	6 17.6	6 16.7	6 20.0	3 13.6	4 10.3	5 16.1	5 10.6	4 7.1	7 12.1
11-20	16 14.0	1 3.2	2 5.9	3 8.3	3 10.0	1 4.5	1 2.6	- -	10 21.3 BcfG	7 12.5	9 15.5
21-30	24 21.1	8 25.8 c	2 5.9	7 19.4	5 16.7	2 9.1	7 17.9	4 12.9	9 19.1	13 23.2	11 19.0
31-40	19 16.7	1 3.2	5 14.7	3 8.3	2 6.7	2 9.1	6 15.4	4 12.9	4 8.5	14 25.0 k	5 8.6
41-50	8 7.0	3 9.7	4 11.8	2 5.6	2 6.7	2 9.1	4 10.3	2 6.5	1 2.1	6 10.7	2 3.4
More than 50	22 19.3	10 32.3	9 26.5	10 27.8	8 26.7	7 31.8	13 33.3	12 38.7	10 21.3	9 16.1	13 22.4
I'm not sure	3 2.6	1 3.2	1 2.9	2 5.6	1 3.3	1 4.5	1 2.6	1 3.2	2 4.3	- -	3 5.2
I prefer not to answer/ refuse	11 9.6	4 12.9	5 14.7	3 8.3	3 10.0	4 18.2	3 7.7	3 9.7	6 12.8	3 5.4	8 13.8
MEAN	50.4	92.7 i	79.5	80.9	81.9	105.2 i	77.1	90.7	49.1	50.1	50.9

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How many full-time teachers do you manage?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	30.0	43.5	37.5	30.0	28.5	50.0	40.0	50.0	25.0	32.0	28.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many academic managers do you supervise?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
1-5	54 47.4	15 48.4	17 50.0	17 47.2	14 46.7	12 54.5	20 51.3	16 51.6	20 42.6	26 46.4	28 48.3
6-10	14 12.3	8 25.8	7 20.6	8 22.2	5 16.7	4 18.2	5 12.8	5 16.1	10 21.3	3 5.4	11 19.0 j
11-15	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	- -	1 1.8	- -
15-20	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	- -	1 1.8	- -
21-50	2 1.8	2 6.5	2 5.9	2 5.6	2 6.7	2 9.1	2 5.1	2 6.5	1 2.1	1 1.8	1 1.7
I prefer not to answer	43 37.7	5 16.1	7 20.6	8 22.2	8 26.7	3 13.6	11 28.2	7 22.6	16 34.0 f	25 44.6	18 31.0
MEAN	4.2	6.9	6.2	6.3	6.7	7.4	6.0	6.8	5.0	3.8	4.5
MEDIAN	2.0	5.0	3.0	3.5	2.0	4.0	3.0	3.0	2.0	1.0	2.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Do you assign workload directly to teachers?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	80	15	16	20	16	7	23	16	28	42	38
	70.2	48.4	47.1	55.6	53.3	31.8	59.0 f	51.6	59.6 f	75.0	65.5
No	34	16	18	16	14	15	16	15	19	14	20
	29.8	51.6	52.9	44.4	46.7	68.2 gi	41.0	48.4	40.4	25.0	34.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Have you assigned workload directly to teachers in the past?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Yes	102 89.5	28 90.3	32 94.1	33 91.7	28 93.3	21 95.5	37 94.9	30 96.8	41 87.2	53 94.6	49 84.5
No	11 9.6	3 9.7	2 5.9	3 8.3	2 6.7	1 4.5	2 5.1	1 3.2	6 12.8	2 3.6	9 15.5 j
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	- -	1 1.8	- -

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The skills and ability of my teachers are suited to the workload assigned.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	7 6.1	- -	1 2.9	2 5.6	2 6.7	1 4.5	1 2.6	1 3.2	2 4.3	2 3.6	5 8.6
1- Strongly Disagree	6 5.3	- -	1 2.9	1 2.8	2 6.7	1 4.5	1 2.6	1 3.2	2 4.3	2 3.6	4 6.9
3	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	- -	- -	1 1.7
4- Neither Agree nor Disagree	3 2.6	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	2 5.1	2 6.5	2 4.3	2 3.6	1 1.7
AGREE =====	104 91.2	30 96.8	32 94.1	33 91.7	27 90.0	20 90.9	36 92.3	28 90.3	43 91.5	52 92.9	52 89.7
5	18 15.8	5 16.1	6 17.6	8 22.2	7 23.3	6 27.3	12 30.8	6 19.4	9 19.1	5 8.9	13 22.4 j
6	40 35.1	14 45.2	14 41.2	12 33.3	11 36.7	9 40.9	13 33.3	10 32.3	17 36.2	24 42.9	16 27.6
7- Strongly Agree	46 40.4	11 35.5	12 35.3	13 36.1	9 30.0	5 22.7	11 28.2	12 38.7	17 36.2	23 41.1	23 39.7
MEAN	5.9	6.1	6.0	5.9	5.7	5.6	5.7	5.9	5.9	6.1	5.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The areas of expertise of my teachers are suited to their assigned workload.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	9 7.9	2 6.5	3 8.8	4 11.1	4 13.3	3 13.6	3 7.7	3 9.7	2 4.3	3 5.4	6 10.3
1- Strongly Disagree	5 4.4	- -	1 2.9	1 2.8	2 6.7	- -	1 2.6	1 3.2	2 4.3	1 1.8	4 6.9
2	1 0.9	- -	- -	- -	- -	1 4.5	- -	- -	- -	1 1.8	- -
3	3 2.6	2 6.5	2 5.9	3 8.3	2 6.7	2 9.1	2 5.1	2 6.5	- -	1 1.8	2 3.4
4- Neither Agree nor Disagree	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
AGREE =====	104 91.2	29 93.5	31 91.2	32 88.9	26 86.7	19 86.4	36 92.3	28 90.3	44 93.6	53 94.6	51 87.9
5	16 14.0	2 6.5	4 11.8	6 16.7	4 13.3	3 13.6	10 25.6 b	5 16.1	8 17.0	8 14.3	8 13.8
6	33 28.9	16 51.6	14 41.2	12 33.3	11 36.7	10 45.5	15 38.5	10 32.3	17 36.2	18 32.1	15 25.9
7- Strongly Agree	55 48.2	11 35.5	13 38.2	14 38.9	11 36.7	6 27.3	11 28.2	13 41.9	19 40.4	27 48.2	28 48.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The areas of expertise of my teachers are suited to their assigned workload.

	MAIN SUBJECT AREA								GENDER		
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	6.0	6.1	5.9	5.8	5.7	5.7	5.7	5.9	6.0	6.1	5.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I discuss workload assignments with each teacher prior to assigning a workload to him/her.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DISAGREE	10	-	2	-	1	2	2	2	3	6	4
=====	8.8	-	5.9	-	3.3	9.1	5.1	6.5	6.4	10.7	6.9
1- Strongly Disagree	5	-	1	-	1	1	1	1	-	3	2
	4.4	-	2.9	-	3.3	4.5	2.6	3.2	-	5.4	3.4
2	1	-	-	-	-	-	-	-	1	-	1
	0.9	-	-	-	-	-	-	-	2.1	-	1.7
3	4	-	1	-	-	1	1	1	2	3	1
	3.5	-	2.9	-	-	4.5	2.6	3.2	4.3	5.4	1.7
4- Neither Agree nor Disagree	10	1	1	2	3	1	4	2	6	5	5
	8.8	3.2	2.9	5.6	10.0	4.5	10.3	6.5	12.8	8.9	8.6
AGREE	89	28	29	31	23	17	30	25	35	42	47
=====	78.1	90.3	85.3	86.1	76.7	77.3	76.9	80.6	74.5	75.0	81.0
5	9	5	4	3	2	2	4	5	3	5	4
	7.9	16.1	11.8	8.3	6.7	9.1	10.3	16.1	6.4	8.9	6.9
6	23	7	6	7	6	3	10	9	10	10	13
	20.2	22.6	17.6	19.4	20.0	13.6	25.6	29.0	21.3	17.9	22.4
7- Strongly Agree	57	16	19	21	15	12	16	11	22	27	30
	50.0	51.6	55.9	58.3	50.0	54.5	41.0	35.5	46.8	48.2	51.7
I prefer not to answer	5	2	2	3	3	2	3	2	3	3	2
	4.4	6.5	5.9	8.3	10.0	9.1	7.7	6.5	6.4	5.4	3.4

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I discuss workload assignments with each teacher prior to assigning a workload to him/her.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.9	6.3	6.2	6.4 h	6.1	6.0	5.9	5.8	5.9	5.8	6.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I obtain the agreement of the teacher before assigning workload.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	11 9.6	- -	2 5.9	- -	1 3.3	2 9.1	7 17.9 ei	4 12.9	2 4.3	8 14.3	3 5.2
1- Strongly Disagree	6 5.3	- -	2 5.9	- -	- -	2 9.1	3 7.7	1 3.2	2 4.3	4 7.1	2 3.4
2	3 2.6	- -	- -	- -	1 3.3	- -	2 5.1	2 6.5	- -	2 3.6	1 1.7
3	2 1.8	- -	- -	- -	- -	- -	2 5.1	1 3.2	- -	2 3.6	- -
4- Neither Agree nor Disagree	12 10.5	5 16.1	5 14.7	6 16.7	5 16.7	2 9.1	4 10.3	4 12.9	7 14.9	4 7.1	8 13.8
AGREE =====	88 77.2	24 77.4	25 73.5	28 77.8	22 73.3	16 72.7	26 66.7	21 67.7	36 76.6	42 75.0	46 79.3
5	12 10.5	2 6.5	3 8.8	3 8.3	2 6.7	3 13.6	4 10.3	5 16.1	2 4.3	8 14.3	4 6.9
6	35 30.7	9 29.0	7 20.6	12 33.3	10 33.3	6 27.3	11 28.2	7 22.6	14 29.8	17 30.4	18 31.0
7- Strongly Agree	41 36.0	13 41.9	15 44.1	13 36.1	10 33.3	7 31.8	11 28.2	9 29.0	20 42.6	17 30.4	24 41.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
I obtain the agreement of the teacher before assigning workload.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	3 2.6	2 6.5	2 5.9	2 5.6	2 6.7	2 9.1	2 5.1	2 6.5	2 4.3	2 3.6	1 1.7
MEAN	5.6	6.0 g	5.8	5.9 g	5.8	5.5	5.2	5.3	5.9	5.4	5.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The evaluation factor in workload assignment is jointly agreed to.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	17 14.9	6 19.4	7 20.6	6 16.7	5 16.7	5 22.7	9 23.1	6 19.4	4 8.5	8 14.3	9 15.5
1- Strongly Disagree	4 3.5	2 6.5	3 8.8	3 8.3	2 6.7	2 9.1	2 5.1	2 6.5	2 4.3	1 1.8	3 5.2
2	5 4.4	1 3.2	2 5.9	- -	- -	2 9.1	3 7.7	1 3.2	1 2.1	3 5.4	2 3.4
3	8 7.0	3 9.7	2 5.9	3 8.3	3 10.0	1 4.5	4 10.3	3 9.7	1 2.1	4 7.1	4 6.9
4- Neither Agree nor Disagree	15 13.2	2 6.5	3 8.8	2 5.6	3 10.0	2 9.1	4 10.3	2 6.5	8 17.0	7 12.5	8 13.8
AGREE =====	80 70.2	23 74.2	24 70.6	28 77.8	22 73.3	15 68.2	26 66.7	23 74.2	33 70.2	40 71.4	40 69.0
5	15 13.2	3 9.7	5 14.7	2 5.6	3 10.0	2 9.1	3 7.7	5 16.1	5 10.6	10 17.9	5 8.6
6	25 21.9	6 19.4	8 23.5	11 30.6	7 23.3	6 27.3	9 23.1	7 22.6	7 14.9	14 25.0	11 19.0
7- Strongly Agree	40 35.1	14 45.2	11 32.4	15 41.7	12 40.0	7 31.8	14 35.9	11 35.5	21 44.7	16 28.6	24 41.4
I prefer not to answer	2 1.8	- -	- -	- -	- -	- -	- -	- -	2 4.3	1 1.8	1 1.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The evaluation factor in workload assignment is jointly agreed to.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.4	5.5	5.1	5.6	5.5	5.1	5.2	5.3	5.6	5.3	5.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The complementary functions and time allotted for each assignment are jointly agreed to.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	12 10.5	2 6.5	3 8.8	3 8.3	3 10.0	2 9.1	5 12.8	3 9.7	3 6.4	7 12.5	5 8.6
1- Strongly Disagree	4 3.5	- -	1 2.9	1 2.8	1 3.3	- -	2 5.1	2 6.5	2 4.3	2 3.6	2 3.4
2	3 2.6	- -	1 2.9	- -	1 3.3	2 9.1	1 2.6	- -	- -	2 3.6	1 1.7
3	5 4.4	2 6.5	1 2.9	2 5.6	1 3.3	- -	2 5.1	1 3.2	1 2.1	3 5.4	2 3.4
4- Neither Agree nor Disagree	7 6.1	- -	1 2.9	1 2.8	1 3.3	- -	2 5.1	1 3.2	3 6.4	3 5.4	4 6.9
AGREE =====	94 82.5	29 93.5	30 88.2	32 88.9	26 86.7	20 90.9	32 82.1	27 87.1	40 85.1	45 80.4	49 84.5
5	17 14.9	5 16.1	5 14.7	6 16.7	7 23.3	5 22.7	6 15.4	6 19.4	9 19.1	7 12.5	10 17.2
6	30 26.3	9 29.0	9 26.5	11 30.6	6 20.0	6 27.3	11 28.2	10 32.3	12 25.5	18 32.1	12 20.7
7- Strongly Agree	47 41.2	15 48.4	16 47.1	15 41.7	13 43.3	9 40.9	15 38.5	11 35.5	19 40.4	20 35.7	27 46.6
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	1 1.8	- -

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The complementary functions and time allotted for each assignment are jointly agreed to.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	APPLIED			HEALTH	HUMAN	HOSPITALITY		APPRENTICE-			
	ARTS	BUSINESS	SCIENCES	SERVICES	& TOURISM	TECHNOLOGY	SHIP	OTHER	MALE	FEMALE	
TOTAL											
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.7	6.1	5.9	5.9	5.7	5.8	5.6	5.7	5.8	5.6	5.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers are provided adequate complementary time to make course revisions.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
1- Strongly Disagree	4 3.5	- -	1 2.9	1 2.8	1 3.3	- -	1 2.6	1 3.2	2 4.3	1 1.8	3 5.2
2	1 0.9	- -	- -	- -	1 3.3	- -	- -	- -	1 2.1	1 1.8	- -
3	5 4.4	1 3.2	1 2.9	1 2.8	2 6.7	1 4.5	- -	- -	2 4.3	2 3.6	3 5.2
4- Neither Agree nor Disagree	10 8.8	2 6.5	1 2.9	3 8.3	4 13.3	1 4.5	3 7.7	2 6.5	6 12.8	6 10.7	4 6.9
AGREE =====	91 79.8	28 90.3 i	31 91.2 i	31 86.1	22 73.3	20 90.9 i	33 84.6	26 83.9	34 72.3	44 78.6	47 81.0
5	14 12.3	5 16.1	3 8.8	4 11.1	3 10.0	2 9.1	4 10.3	3 9.7	7 14.9	11 19.6 k	3 5.2
6	23 20.2	6 19.4	7 20.6	9 25.0	5 16.7	5 22.7	11 28.2	7 22.6	6 12.8	7 12.5	16 27.6 j
7- Strongly Agree	54 47.4	17 54.8	21 61.8	18 50.0	14 46.7	13 59.1	18 46.2	16 51.6	21 44.7	26 46.4	28 48.3
I prefer not to answer	3 2.6	- -	- -	- -	- -	- -	2 5.1	2 6.5	2 4.3	2 3.6	1 1.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers have input in the subjects they are assigned.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	10 8.8	1 3.2	1 2.9	1 2.8	2 6.7	1 4.5	2 5.1	2 6.5	5 10.6	5 8.9	5 8.6
1- Strongly Disagree	4 3.5	- -	1 2.9	1 2.8	1 3.3	1 4.5	- -	- -	2 4.3	1 1.8	3 5.2
2	5 4.4	1 3.2	- -	- -	1 3.3	- -	1 2.6	1 3.2	2 4.3	3 5.4	2 3.4
3	1 0.9	- -	- -	- -	- -	- -	1 2.6	1 3.2	1 2.1	1 1.8	- -
4- Neither Agree nor Disagree	3 2.6	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	3 6.4	1 1.8	2 3.4
AGREE =====	100 87.7	29 93.5	31 91.2	34 94.4 i	27 90.0	19 86.4	36 92.3	28 90.3	38 80.9	49 87.5	51 87.9
5	9 7.9	4 12.9	3 8.8	3 8.3	4 13.3	2 9.1	5 12.8	6 19.4	3 6.4	6 10.7	3 5.2
6	22 19.3	5 16.1	5 14.7	6 16.7	3 10.0	3 13.6	8 20.5	3 9.7	12 25.5	11 19.6	11 19.0
7- Strongly Agree	69 60.5	20 64.5	23 67.6	25 69.4	20 66.7	14 63.6	23 59.0	19 61.3	23 48.9	32 57.1	37 63.8

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers have input in the subjects they are assigned.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	1 0.9	- -	1 2.9	- -	- -	1 4.5	- -	- -	1 2.1	1 1.8	- -
MEAN	6.1	6.3	6.4	6.4	6.2	6.2	6.2	6.1	5.8	6.1	6.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers are able to make choices in the subjects they are assigned.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	16 14.0	2 6.5	3 8.8	2 5.6	5 16.7	2 9.1	5 12.8	4 12.9	5 10.6	10 17.9	6 10.3
1- Strongly Disagree	3 2.6	- -	1 2.9	1 2.8	1 3.3	- -	1 2.6	1 3.2	2 4.3	1 1.8	2 3.4
2	4 3.5	1 3.2	- -	- -	- -	1 4.5	1 2.6	1 3.2	1 2.1	3 5.4	1 1.7
3	9 7.9	1 3.2	2 5.9	1 2.8	4 13.3	1 4.5	3 7.7	2 6.5	2 4.3	6 10.7	3 5.2
4- Neither Agree nor Disagree	6 5.3	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	4 10.3	4 12.9	3 6.4	4 7.1	2 3.4
AGREE =====	92 80.7	28 90.3	30 88.2	33 91.7	24 80.0	19 86.4	30 76.9	23 74.2	39 83.0	42 75.0	50 86.2
5	17 14.9	6 19.4	4 11.8	5 13.9	6 20.0	3 13.6	8 20.5	5 16.1	10 21.3	7 12.5	10 17.2
6	35 30.7	8 25.8	12 35.3	12 33.3	7 23.3	8 36.4	11 28.2	7 22.6	15 31.9	17 30.4	18 31.0
7- Strongly Agree	40 35.1	14 45.2	14 41.2	16 44.4	11 36.7	8 36.4	11 28.2	11 35.5	14 29.8	18 32.1	22 37.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
Teachers are able to make choices in the subjects they are assigned.

	MAIN SUBJECT AREA								GENDER		
	=====								=====		
	APPLIED			HEALTH	HUMAN	HOSPITALITY		APPRENTICE-			
	ARTS	BUSINESS	SCIENCES	SERVICES	& TOURISM	TECHNOLOGY	SHIP	OTHER	MALE	FEMALE	
TOTAL											
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.6	6.0	5.9	6.0	5.5	5.8	5.4	5.5	5.5	5.4	5.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
The skills and ability of my teachers are suited to the workload assigned	104 91.2	30 96.8	32 94.1	33 91.7	27 90.0	20 90.9	36 92.3	28 90.3	43 91.5	52 92.9	52 89.7
The areas of expertise of my teachers are suited to their assigned workload	104 91.2	29 93.5	31 91.2	32 88.9	26 86.7	19 86.4	36 92.3	28 90.3	44 93.6	53 94.6	51 87.9
I discuss workload assignments with each teacher prior to assigning a workload to him/her	89 78.1	28 90.3	29 85.3	31 86.1	23 76.7	17 77.3	30 76.9	25 80.6	35 74.5	42 75.0	47 81.0
I obtain the agreement of the teacher before assigning workload	88 77.2	24 77.4	25 73.5	28 77.8	22 73.3	16 72.7	26 66.7	21 67.7	36 76.6	42 75.0	46 79.3
The evaluation factor in workload assignment is jointly agreed to	80 70.2	23 74.2	24 70.6	28 77.8	22 73.3	15 68.2	26 66.7	23 74.2	33 70.2	40 71.4	40 69.0
The complementary functions and time allotted for each assignment are jointly agreed to	94 82.5	29 93.5	30 88.2	32 88.9	26 86.7	20 90.9	32 82.1	27 87.1	40 85.1	45 80.4	49 84.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Teachers are provided adequate complementary time to make course revisions	91 79.8	28 90.3 i	31 91.2 i	31 86.1	22 73.3	20 90.9 i	33 84.6	26 83.9	34 72.3	44 78.6	47 81.0
Teachers have input in the subjects they are assigned	100 87.7	29 93.5	31 91.2	34 94.4 i	27 90.0	19 86.4	36 92.3	28 90.3	38 80.9	49 87.5	51 87.9
Teachers are able to make choices in the subjects they are assigned	92 80.7	28 90.3	30 88.2	33 91.7	24 80.0	19 86.4	30 76.9	23 74.2	39 83.0	42 75.0	50 86.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please indicate which of the following teaching methods are being used in your department or division.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Lecture	109 95.6	31 100.0 i	34 100.0 i	35 97.2	29 96.7	22 100.0 i	39 100.0 i	31 100.0 i	43 91.5	54 96.4	55 94.8
Traditional classroom instruction	106 93.0	30 96.8	32 94.1	34 94.4	29 96.7	22 100.0	39 100.0	31 100.0	45 95.7	54 96.4	52 89.7
Lab/shop	101 88.6	30 96.8 i	32 94.1	35 97.2 i	29 96.7 i	22 100.0 I	39 100.0 I	31 100.0 I	38 80.9	53 94.6 k	48 82.8
Field Placement	87 76.3	27 87.1 i	28 82.4	32 88.9 i	27 90.0 i	19 86.4	29 74.4	23 74.2	32 68.1	42 75.0	45 77.6
Online delivery for students to their locations	62 54.4	21 67.7	24 70.6	27 75.0	23 76.7	13 59.1	25 64.1	23 74.2	28 59.6	25 44.6	37 63.8 j
Seminar	58 50.9	22 71.0	17 50.0	25 69.4	25 83.3 CGi	16 72.7	20 51.3	20 64.5	30 63.8	27 48.2	31 53.4
Online delivery in the classroom from your location	57 50.0	20 64.5	21 61.8	19 52.8	18 60.0	14 63.6	20 51.3	20 64.5	27 57.4	31 55.4	26 44.8
Clinical	42 36.8	15 48.4	14 41.2	32 88.9 BCFGHI	25 83.3 BCFGHI	11 50.0	15 38.5	16 51.6	19 40.4	14 25.0	28 48.3 J

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please indicate which of the following teaching methods are being used in your department or division.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Studio	28 24.6	20 64.5 cDgI	13 38.2	12 33.3	13 43.3	11 50.0	14 35.9	13 41.9	14 29.8	15 26.8	13 22.4
Cooperative learning	6 5.3	- -	- -	2 5.6	- -	- -	3 7.7	3 9.7	2 4.3	2 3.6	4 6.9
Group work / Group assignment	4 3.5	1 3.2	1 2.9	2 5.6	1 3.3	1 4.5	1 2.6	1 3.2	3 6.4	2 3.6	2 3.4
Case study	3 2.6	1 3.2	2 5.9	- -	- -	1 4.5	1 2.6	- -	2 4.3	1 1.8	2 3.4
Discussions / Debate	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	- -	- -	1 1.7
Presentations / Group presentations	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	- -	- -	1 1.7
Other	21 18.4	5 16.1	6 17.6	10 27.8	9 30.0	5 22.7	9 23.1	5 16.1	13 27.7	8 14.3	13 22.4
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The curricula in my programme(s)/course(s) are designed so that the average student can master the outcome

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	8 7.0	1 3.2	3 8.8	2 5.6	3 10.0	2 9.1	3 7.7	3 9.7	3 6.4	4 7.1	4 6.9
1- Strongly Disagree	1 0.9	- -	- -	1 2.8	1 3.3	- -	- -	- -	1 2.1	- -	1 1.7
2	6 5.3	1 3.2	3 8.8	1 2.8	1 3.3	2 9.1	3 7.7	3 9.7	2 4.3	4 7.1	2 3.4
3	1 0.9	- -	- -	- -	1 3.3	- -	- -	- -	- -	- -	1 1.7
4- Neither Agree nor Disagree	10 8.8	2 6.5	5 14.7	4 11.1	3 10.0	3 13.6	3 7.7	2 6.5	3 6.4	6 10.7	4 6.9
AGREE =====	95 83.3	28 90.3	26 76.5	30 83.3	24 80.0	17 77.3	33 84.6	26 83.9	40 85.1	46 82.1	49 84.5
5	14 12.3	3 9.7	4 11.8	3 8.3	3 10.0	2 9.1	8 20.5	4 12.9	4 8.5	6 10.7	8 13.8
6	46 40.4	16 51.6	16 47.1	18 50.0	11 36.7	10 45.5	15 38.5	12 38.7	17 36.2	22 39.3	24 41.4
7- Strongly Agree	35 30.7	9 29.0	6 17.6	9 25.0	10 33.3	5 22.7	10 25.6	10 32.3	19 40.4	18 32.1	17 29.3
									c		

c

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The curricula in my programme(s)/course(s) are designed so that the average student can master the outcome

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
MEAN	5.7	5.9	5.4	5.7	5.6	5.5	5.6	5.7	5.9	5.7	5.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The number of students assigned to each section supports the pedagogical teaching method used.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	13 11.4	1 3.2	2 5.9	2 5.6	4 13.3	2 9.1	3 7.7	3 9.7	6 12.8	6 10.7	7 12.1
1- Strongly Disagree	2 1.8	- -	- -	1 2.8	1 3.3	- -	1 2.6	1 3.2	2 4.3	1 1.8	1 1.7
2	5 4.4	- -	1 2.9	- -	1 3.3	1 4.5	- -	- -	2 4.3	1 1.8	4 6.9
3	6 5.3	1 3.2	1 2.9	1 2.8	2 6.7	1 4.5	2 5.1	2 6.5	2 4.3	4 7.1	2 3.4
4- Neither Agree nor Disagree	12 10.5	3 9.7	4 11.8	3 8.3	2 6.7	2 9.1	5 12.8	4 12.9	6 12.8	8 14.3	4 6.9
AGREE =====	87 76.3	26 83.9	27 79.4	30 83.3	23 76.7	17 77.3	30 76.9	23 74.2	34 72.3	41 73.2	46 79.3
5	20 17.5	7 22.6	4 11.8	8 22.2	5 16.7	3 13.6	9 23.1	5 16.1	6 12.8	8 14.3	12 20.7
6	42 36.8	8 25.8	13 38.2	14 38.9	11 36.7	8 36.4	10 25.6	10 32.3	18 38.3	22 39.3	20 34.5
7- Strongly Agree	25 21.9	11 35.5	10 29.4	8 22.2	7 23.3	6 27.3	11 28.2	8 25.8	10 21.3	11 19.6	14 24.1
I prefer not to answer	2 1.8	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	1 2.1	1 1.8	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The number of students assigned to each section supports the pedagogical teaching method used.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.4	5.8	5.7	5.6	5.4	5.6	5.5	5.5	5.3	5.4	5.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The majority of students in our programmes/courses enter with the prerequisite skills and knowledge to be successful.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	35 30.7	8 25.8	12 35.3	11 30.6	12 40.0	11 50.0 i	15 38.5	12 38.7	10 21.3	17 30.4	18 31.0
1- Strongly Disagree	6 5.3	2 6.5	3 8.8	2 5.6	3 10.0	2 9.1	3 7.7	2 6.5	2 4.3	3 5.4	3 5.2
2	7 6.1	2 6.5	3 8.8	2 5.6	2 6.7	3 13.6	4 10.3	3 9.7	2 4.3	3 5.4	4 6.9
3	22 19.3	4 12.9	6 17.6	7 19.4	7 23.3	6 27.3	8 20.5	7 22.6	6 12.8	11 19.6	11 19.0
4- Neither Agree nor Disagree	13 11.4	2 6.5	4 11.8	4 11.1	2 6.7	2 9.1	5 12.8	4 12.9	5 10.6	7 12.5	6 10.3
AGREE =====	64 56.1	21 67.7 f	18 52.9	21 58.3	16 53.3	9 40.9	19 48.7	15 48.4	31 66.0 f	32 57.1	32 55.2
5	32 28.1	10 32.3	8 23.5	9 25.0	6 20.0	4 18.2	11 28.2	9 29.0	15 31.9	13 23.2	19 32.8
6	24 21.1	11 35.5	10 29.4	9 25.0	9 30.0	5 22.7	6 15.4	5 16.1	10 21.3	15 26.8	9 15.5
7- Strongly Agree	8 7.0	- -	- -	3 8.3	1 3.3	- -	2 5.1	1 3.2	6 12.8	4 7.1	4 6.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The majority of students in our programmes/courses enter with the prerequisite skills and knowledge to be successful.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	2 1.8	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	2 3.4
MEAN	4.4	4.6	4.2	4.5	4.2	3.8	4.1	4.1	4.8 fg	4.5	4.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to meet the teaching needs in my areas of responsibility effectively.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	49 43.0	12 38.7	14 41.2	14 38.9	14 46.7	12 54.5	20 51.3	15 48.4	20 42.6	26 46.4	23 39.7
1- Strongly Disagree	17 14.9	4 12.9	6 17.6	5 13.9	5 16.7	6 27.3	6 15.4	6 19.4	9 19.1	9 16.1	8 13.8
2	13 11.4	3 9.7	4 11.8	3 8.3	4 13.3	3 13.6	6 15.4	4 12.9	3 6.4	6 10.7	7 12.1
3	19 16.7	5 16.1	4 11.8	6 16.7	5 16.7	3 13.6	8 20.5	5 16.1	8 17.0	11 19.6	8 13.8
4- Neither Agree nor Disagree	14 12.3	3 9.7	5 14.7	4 11.1	3 10.0	4 18.2	5 12.8	4 12.9	7 14.9	4 7.1	10 17.2
AGREE =====	48 42.1	15 48.4 f	14 41.2	17 47.2 f	12 40.0	5 22.7	13 33.3	11 35.5	17 36.2	25 44.6	23 39.7
5	17 14.9	6 19.4	5 14.7	6 16.7	4 13.3	3 13.6	4 10.3	5 16.1	6 12.8	10 17.9	7 12.1
6	18 15.8	5 16.1	7 20.6	7 19.4	6 20.0	1 4.5	4 10.3	2 6.5	10 21.3 fh	6 10.7	12 20.7
7- Strongly Agree	13 11.4	4 12.9	2 5.9	4 11.1	2 6.7	1 4.5	5 12.8	4 12.9	1 2.1	9 16.1	4 6.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to meet the teaching needs in my areas of responsibility effectively.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	3 2.6	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	3 6.4	1 1.8	2 3.4
MEAN	4.0	4.2	3.8	4.1	3.8	3.1	3.7	3.7	3.7	4.0	3.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to manage the institution's human resources effectively.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	59 51.8	17 54.8	18 52.9	20 55.6	20 66.7	16 72.7	22 56.4	18 58.1	25 53.2	30 53.6	29 50.0
1- Strongly Disagree	23 20.2	9 29.0	9 26.5	9 25.0	9 30.0	8 36.4	11 28.2	10 32.3	12 25.5	13 23.2	10 17.2
2	18 15.8	1 3.2	3 8.8	2 5.6	4 13.3	3 13.6	4 10.3	3 9.7	5 10.6	10 17.9	8 13.8
3	18 15.8	7 22.6	6 17.6	9 25.0	7 23.3	5 22.7	7 17.9	5 16.1	8 17.0	7 12.5	11 19.0
4- Neither Agree nor Disagree	17 14.9	4 12.9	5 14.7	2 5.6	1 3.3	3 13.6	4 10.3	4 12.9	6 12.8	8 14.3	9 15.5
AGREE =====	37 32.5	10 32.3	11 32.4	14 38.9 f	9 30.0	3 13.6	13 33.3	9 29.0	15 31.9	18 32.1	19 32.8
5	12 10.5	4 12.9	6 17.6	6 16.7	5 16.7	2 9.1	7 17.9	6 19.4	4 8.5	5 8.9	7 12.1
6	16 14.0	3 9.7	5 14.7	6 16.7	4 13.3	1 4.5	2 5.1	1 3.2	10 21.3 fgH	7 12.5	9 15.5
7- Strongly Agree	9 7.9	3 9.7	- -	2 5.6	- -	- -	4 10.3	2 6.5	1 2.1	6 10.7	3 5.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process allows me to manage the institution's human resources effectively.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
MEAN	3.5	3.5	3.3	3.6	3.0	2.6	3.4	3.1	3.4	3.5	3.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process permits me to be effective in addressing the professional development needs of my teachers.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	50 43.9	14 45.2	15 44.1	15 41.7	18 60.0	11 50.0	18 46.2	16 51.6	22 46.8	27 48.2	23 39.7
1- Strongly Disagree	17 14.9	5 16.1	5 14.7	5 13.9	6 20.0	4 18.2	7 17.9	7 22.6	10 21.3	10 17.9	7 12.1
2	15 13.2	3 9.7	5 14.7	4 11.1	4 13.3	4 18.2	6 15.4	4 12.9	4 8.5	10 17.9	5 8.6
3	18 15.8	6 19.4	5 14.7	6 16.7	8 26.7	3 13.6	5 12.8	5 16.1	8 17.0	7 12.5	11 19.0
4- Neither Agree nor Disagree	23 20.2	5 16.1	8 23.5	7 19.4	4 13.3	5 22.7	5 12.8	5 16.1	11 23.4	8 14.3	15 25.9
AGREE =====	40 35.1	12 38.7	11 32.4	14 38.9	8 26.7	6 27.3	16 41.0	10 32.3	13 27.7	21 37.5	19 32.8
5	12 10.5	3 9.7	4 11.8	5 13.9	3 10.0	3 13.6	5 12.8	2 6.5	3 6.4	5 8.9	7 12.1
6	17 14.9	4 12.9	5 14.7	4 11.1	3 10.0	2 9.1	7 17.9	5 16.1	7 14.9	11 19.6	6 10.3
7- Strongly Agree	11 9.6	5 16.1	2 5.9	5 13.9	2 6.7	1 4.5	4 10.3	3 9.7	3 6.4	5 8.9	6 10.3
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
The workload assignment process permits me to be effective in addressing the professional development needs of my teachers.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.8	4.0	3.7	4.0	3.4	3.4	3.8	3.6	3.6	3.7	3.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
There is sufficient flexibility in the workload assignment process to address the majority of teaching activities.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	55 48.2	14 45.2	17 50.0	16 44.4	16 53.3	14 63.6	21 53.8	17 54.8	20 42.6	25 44.6	30 51.7
1- Strongly Disagree	30 26.3	9 29.0	11 32.4	8 22.2	9 30.0	9 40.9	12 30.8	10 32.3	13 27.7	15 26.8	15 25.9
2	13 11.4	2 6.5	4 11.8	3 8.3	3 10.0	3 13.6	3 7.7	4 12.9	3 6.4	5 8.9	8 13.8
3	12 10.5	3 9.7	2 5.9	5 13.9	4 13.3	2 9.1	6 15.4	3 9.7	4 8.5	5 8.9	7 12.1
4- Neither Agree nor Disagree	7 6.1	1 3.2	2 5.9	1 2.8	1 3.3	1 4.5	1 2.6	- -	5 10.6	2 3.6	5 8.6
AGREE =====	51 44.7	16 51.6	15 44.1	19 52.8	13 43.3	7 31.8	17 43.6	14 45.2	21 44.7	29 51.8	22 37.9
5	14 12.3	1 3.2	5 14.7	6 16.7	4 13.3	1 4.5	4 10.3	2 6.5	7 14.9	6 10.7	8 13.8
6	25 21.9	9 29.0	8 23.5	8 22.2	6 20.0	5 22.7	8 20.5	7 22.6	11 23.4	15 26.8	10 17.2
7- Strongly Agree	12 10.5	6 19.4	2 5.9	5 13.9	3 10.0	1 4.5	5 12.8	5 16.1	3 6.4	8 14.3	4 6.9
I prefer not to answer	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
There is sufficient flexibility in the workload assignment process to address the majority of teaching activities.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.8	4.1	3.5	4.1	3.6	3.0	3.7	3.7	3.8	4.0	3.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
The curricula in my programme(s)/course(s) are designed so that the average student can master the outcome	95 83.3	28 90.3	26 76.5	30 83.3	24 80.0	17 77.3	33 84.6	26 83.9	40 85.1	46 82.1	49 84.5
The number of students assigned to each section supports the pedagogical teaching method used	87 76.3	26 83.9	27 79.4	30 83.3	23 76.7	17 77.3	30 76.9	23 74.2	34 72.3	41 73.2	46 79.3
The majority of students in our programmes/ courses enter with the prerequisite skills and knowledge to be successful	64 56.1	21 67.7 f	18 52.9	21 58.3	16 53.3	9 40.9	19 48.7	15 48.4	31 66.0 f	32 57.1	32 55.2
The workload assignment process allows me to meet the teaching needs in my areas of responsibility effectively	48 42.1	15 48.4 f	14 41.2	17 47.2 f	12 40.0	5 22.7	13 33.3	11 35.5	17 36.2	25 44.6	23 39.7
The workload assignment process allows me to manage the institution's human resources effectively	37 32.5	10 32.3	11 32.4	14 38.9 f	9 30.0	3 13.6	13 33.3	9 29.0	15 31.9	18 32.1	19 32.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your department or division, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA								GENDER		
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
The workload assignment process permits me to be effective in addressing the professional development needs of my teachers	40 35.1	12 38.7	11 32.4	14 38.9	8 26.7	6 27.3	16 41.0	10 32.3	13 27.7	21 37.5	19 32.8
There is sufficient flexibility in the workload assignment process to address the majority of teaching activities	51 44.7	16 51.6	15 44.1	19 52.8	13 43.3	7 31.8	17 43.6	14 45.2	21 44.7	29 51.8	22 37.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list up to three changes if any that you would make to improve the workload assignment process:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Greater flexibility in terms of averaging workload (over a year, 2 semesters)	48 42.1	17 54.8	18 52.9	14 38.9	16 53.3	16 72.7 D1	22 56.4	19 61.3	20 42.6	30 53.6 k	18 31.0
Eliminate/ modify the SWF	15 13.2	4 12.9	5 14.7	5 13.9	5 16.7	3 13.6	5 12.8	6 19.4	9 19.1	7 12.5	8 13.8
More flexibility/ review evaluation factors	10 8.8	3 9.7	5 14.7	3 8.3	2 6.7	3 13.6	3 7.7	2 6.5	4 8.5	4 7.1	6 10.3
Recognition of non- traditional delivery methods (accelerated delivery, contract training, etc.)	8 7.0	2 6.5	2 5.9	1 2.8	1 3.3	3 13.6	4 10.3	1 3.2	4 8.5	5 8.9	3 5.2
Adapted workload formulas/ processes	6 5.3	2 6.5	- -	2 5.6	1 3.3	- -	2 5.1	2 6.5	2 4.3	3 5.4	3 5.2
The current workload process does not reflect alternative delivery methods	5 4.4	2 6.5	2 5.9	2 5.6	1 3.3	2 9.1	1 2.6	2 6.5	1 2.1	- -	5 8.6
More flexibility in assignments	5 4.4	2 6.5	2 5.9	4 11.1	4 13.3	2 9.1	3 7.7	4 12.9	4 8.5	2 3.6	3 5.2
Make it less restrictive for faculty members to do more	3 2.6	- -	1 2.9	- -	- -	- -	1 2.6	- -	1 2.1	2 3.6	1 1.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list up to three changes if any that you would make to improve the workload assignment process:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Clinical and field assignments need to be recognized more appropriately as non-teaching supervision	2 1.8	- -	- -	2 5.6	- -	- -	- -	- -	- -	- -	2 3.4
More flexibility to assign more hours when needed	2 1.8	1 3.2	1 2.9	- -	- -	- -	- -	- -	1 2.1	2 3.6	- -
Other	23 20.2	3 9.7	4 11.8	6 16.7	3 10.0	1 4.5	7 17.9	5 16.1	10 21.3 f	8 14.3	15 25.9
Don't know/ refusal	26 22.8	7 22.6	6 17.6	8 22.2	4 13.3	2 9.1	5 12.8	4 12.9	9 19.1	14 25.0	12 20.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Identify up to three areas of program delivery that would be better served with your suggested changes.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
More flexibility with introducing alternate deliveries(online)	12 10.5	- -	2 5.9	2 5.6	3 10.0	1 4.5	5 12.8	4 12.9	6 12.8	7 12.5	5 8.6
Flexible delivery/ modular learning (flexible delivery methods)	8 7.0	6 19.4	6 17.6	5 13.9	7 23.3	6 27.3	6 15.4	5 16.1	4 8.5	4 7.1	4 6.9
Apprenticeship/ better designed placements	6 5.3	3 9.7	2 5.9	4 11.1	2 6.7	2 9.1	4 10.3	5 16.1 i	1 2.1	1 1.8	5 8.6
Continuing education	5 4.4	2 6.5	3 8.8	3 8.3	3 10.0	3 13.6	4 10.3	2 6.5	2 4.3	2 3.6	3 5.2
Individualized teaching/ customized instruction	3 2.6	- -	1 2.9	- -	- -	1 4.5	1 2.6	- -	2 4.3	3 5.4	- -
Hybrid courses	2 1.8	1 3.2	1 2.9	- -	- -	- -	- -	- -	- -	1 1.8	1 1.7
Clinical teaching reflective of reality of clinical world	2 1.8	- -	- -	2 5.6	1 3.3	- -	- -	- -	1 2.1	- -	2 3.4
Project based learning deliveries	2 1.8	1 3.2	- -	- -	- -	- -	- -	- -	1 2.1	1 1.8	1 1.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Identify up to three areas of program delivery that would be better served with your suggested changes.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Updating and revising of program and courses	2 1.8	- -	1 2.9	- -	- -	- -	- -	- -	1 2.1	- -	2 3.4
Schedule/ more flexibility	2 1.8	- -	1 2.9	- -	- -	1 4.5	2 5.1	- -	- -	2 3.6	- -
Class sizes/ lower the student teacher ratio	2 1.8	- -	1 2.9	- -	- -	- -	1 2.6	1 3.2	- -	2 3.6	- -
Workload averaging	2 1.8	- -	- -	- -	1 3.3	- -	1 2.6	- -	1 2.1	2 3.6	- -
Short term assignments	1 0.9	1 3.2	- -	- -	- -	- -	- -	- -	- -	1 1.8	- -
Courses could be designed to meet the needs of the curriculum	1 0.9	- -	- -	1 2.8	1 3.3	- -	1 2.6	- -	- -	- -	1 1.7
Accelerated delivery	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	- -	1 2.1	- -	1 1.7
Mentoring applications	1 0.9	1 3.2	- -	- -	- -	- -	- -	- -	1 2.1	1 1.8	- -
Year-round delivery	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	1 1.8	- -
Online teaching support	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	1 1.8	- -
More time for the course content to be delivered	1 0.9	- -	1 2.9	- -	- -	- -	- -	- -	- -	- -	1 1.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Identify up to three areas of program delivery that would be better served with your suggested changes.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Better utilization of time and space for delivery of course	1 0.9	- -	1 2.9	- -	- -	- -	- -	- -	- -	- -	1 1.7
Standardized course information formats and processes	1 0.9	- -	- -	- -	- -	- -	1 2.6	- -	- -	- -	1 1.7
Standardized record keeping processes	1 0.9	- -	- -	- -	- -	- -	1 2.6	- -	- -	- -	1 1.7
More flexibility in evaluation factors	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	- -	1 1.8	- -
Adequate counsellor resources	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
Other	34 29.8	11 35.5	11 32.4	14 38.9	11 36.7	9 40.9	13 33.3	11 35.5	14 29.8	17 30.4	17 29.3
DK / Refusal	45 39.5	11 35.5	12 35.3	12 33.3	7 23.3	5 22.7	9 23.1	8 25.8	18 38.3	22 39.3	23 39.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Between these extremes where would you place your evaluation philosophy?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1-3	31	10	13	12	10	9	10	9	10	17	14
===	27.2	32.3	38.2	33.3	33.3	40.9	25.6	29.0	21.3	30.4	24.1
1- Comparative tool	1	1	-	1	-	-	-	-	-	1	-
	0.9	3.2	-	2.8	-	-	-	-	-	1.8	-
2	14	5	5	7	5	4	5	5	4	8	6
	12.3	16.1	14.7	19.4	16.7	18.2	12.8	16.1	8.5	14.3	10.3
3	16	4	8	4	5	5	5	4	6	8	8
	14.0	12.9	23.5	11.1	16.7	22.7	12.8	12.9	12.8	14.3	13.8
4- Neither	22	9	5	6	3	2	9	4	10	9	13
	19.3	29.0	14.7	16.7	10.0	9.1	23.1	12.9	21.3	16.1	22.4
5-7	55	12	16	17	17	10	19	16	26	27	28
===	48.2	38.7	47.1	47.2	56.7	45.5	48.7	51.6	55.3	48.2	48.3
5	29	9	11	9	7	7	12	10	13	15	14
	25.4	29.0	32.4	25.0	23.3	31.8	30.8	32.3	27.7	26.8	24.1
6	17	1	3	4	6	-	4	4	7	7	10
	14.9	3.2	8.8	11.1	20.0 b	-	10.3	12.9	14.9	12.5	17.2
7- Individual Student Improvement tool	9	2	2	4	4	3	3	2	6	5	4
	7.9	6.5	5.9	11.1	13.3	13.6	7.7	6.5	12.8	8.9	6.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Between these extremes where would you place your evaluation philosophy?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	6	-	-	1	-	1	1	2	1	3	3
	5.3	-	-	2.8	-	4.5	2.6	6.5	2.1	5.4	5.2
MEAN	4.4	4.0	4.1	4.2	4.5	4.1	4.4	4.3	4.7 b	4.3	4.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel satisfied that the evaluation of students in my department or division corresponds with my ideal.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	32 28.1	5 16.1	10 29.4	9 25.0	9 30.0	7 31.8	13 33.3	11 35.5	14 29.8	19 33.9	13 22.4
1- Strongly Disagree	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
2	14 12.3	4 12.9	7 20.6	4 11.1	5 16.7	5 22.7	8 20.5	8 25.8	6 12.8	9 16.1	5 8.6
3	17 14.9	1 3.2	3 8.8	5 13.9	4 13.3	2 9.1	5 12.8	3 9.7	7 14.9	10 17.9	7 12.1
4- Neither Agree nor Disagree	22 19.3	5 16.1	7 20.6	9 25.0	8 26.7	4 18.2	9 23.1	9 29.0	11 23.4	8 14.3	14 24.1
AGREE =====	57 50.0	20 64.5	16 47.1	18 50.0	13 43.3	10 45.5	16 41.0	10 32.3	21 44.7	28 50.0	29 50.0
		gH									
5	28 24.6	11 35.5	9 26.5	7 19.4	6 20.0	6 27.3	9 23.1	6 19.4	11 23.4	14 25.0	14 24.1
6	23 20.2	8 25.8	5 14.7	9 25.0	6 20.0	3 13.6	5 12.8	3 9.7	6 12.8	12 21.4	11 19.0
7- Strongly Agree	6 5.3	1 3.2	2 5.9	2 5.6	1 3.3	1 4.5	2 5.1	1 3.2	4 8.5	2 3.6	4 6.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel satisfied that the evaluation of students in my department or division corresponds with my ideal.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	3 2.6	1 3.2	1 2.9	- -	- -	1 4.5	1 2.6	1 3.2	1 2.1	1 1.8	2 3.4
MEAN	4.4	4.7 h	4.2	4.5	4.2	4.1	4.1	3.9	4.3	4.3	4.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel that in general students in my department or division receive sufficient attention with regards to their assessment.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	26 22.8	5 16.1	6 17.6	8 22.2	7 23.3	6 27.3	11 28.2	9 29.0	10 21.3	11 19.6	15 25.9
1- Strongly Disagree	1 0.9	- -	- -	1 2.8	1 3.3	- -	- -	- -	1 2.1	- -	1 1.7
2	11 9.6	2 6.5	4 11.8	2 5.6	3 10.0	4 18.2	6 15.4	5 16.1	3 6.4	7 12.5	4 6.9
3	14 12.3	3 9.7	2 5.9	5 13.9	3 10.0	2 9.1	5 12.8	4 12.9	6 12.8	4 7.1	10 17.2
4- Neither Agree nor Disagree	18 15.8	4 12.9	8 23.5	6 16.7	6 20.0	4 18.2	9 23.1	7 22.6	9 19.1	11 19.6	7 12.1
AGREE =====	67 58.8	21 67.7	19 55.9	22 61.1	17 56.7	11 50.0	18 46.2	14 45.2	27 57.4	33 58.9	34 58.6
5	18 15.8	4 12.9	6 17.6	5 13.9	5 16.7	4 18.2	4 10.3	6 19.4	10 21.3	8 14.3	10 17.2
6	37 32.5	11 35.5	9 26.5	14 38.9	10 33.3	5 22.7	13 33.3	7 22.6	11 23.4	19 33.9	18 31.0
7- Strongly Agree	12 10.5	6 19.4 gh	4 11.8	3 8.3	2 6.7	2 9.1	1 2.6	1 3.2	6 12.8	6 10.7	6 10.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I feel that in general students in my department or division receive sufficient attention with regards to their assessment.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	3 2.6	1 3.2	1 2.9	- -	- -	1 4.5	1 2.6	1 3.2	1 2.1	1 1.8	2 3.4
MEAN	4.8	5.2 gh	4.8	4.8	4.6	4.5	4.4	4.3	4.8	4.8	4.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
I feel satisfied that the evaluation of students in my department or division corresponds with my ideal	57 50.0	20 64.5 gH	16 47.1	18 50.0	13 43.3	10 45.5	16 41.0	10 32.3	21 44.7	28 50.0	29 50.0
I feel that in general students in my department or division receive sufficient attention with regards to their assessment	67 58.8	21 67.7	19 55.9	22 61.1	17 56.7	11 50.0	18 46.2	14 45.2	27 57.4	33 58.9	34 58.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Name up to three factors that affect the time that teachers require for evaluation.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Evaluation type (exams, term papers, etc.)	54 47.4	18 58.1	19 55.9	24 66.7	19 63.3	13 59.1	21 53.8	16 51.6	22 46.8	25 44.6	29 50.0
Number of students / class size	40 35.1	9 29.0	8 23.5	14 38.9	14 46.7 c	7 31.8	18 46.2 c	15 48.4 c	15 31.9	22 39.3	18 31.0
The frequency / number of evaluations	18 15.8	7 22.6	5 14.7	6 16.7	5 16.7	3 13.6	7 17.9	5 16.1	10 21.3	12 21.4	6 10.3
The nature of work to be assessed (theory vs lab, project based learning etc.)	11 9.6	3 9.7	2 5.9	6 16.7	3 10.0	1 4.5	8 20.5 f	2 6.5	5 10.6	4 7.1	7 12.1
The use of many different evaluation tools	8 7.0	1 3.2	2 5.9	4 11.1	2 6.7	2 9.1	2 5.1	3 9.7	4 8.5	1 1.8	7 12.1 j
Student's skills	7 6.1	1 3.2	1 2.9	2 5.6	2 6.7	1 4.5	1 2.6	2 6.5	4 8.5	2 3.6	5 8.6
Topics covered (complexity level)	6 5.3	2 6.5	3 8.8	3 8.3	3 10.0	1 4.5	4 10.3	1 3.2	3 6.4	2 3.6	4 6.9
Other	59 51.8	16 51.6	17 50.0	19 52.8	16 53.3	13 59.1	20 51.3	18 58.1	23 48.9	29 51.8	30 51.7
I prefer not to answer	20 17.5	4 12.9	6 17.6	3 8.3	1 3.3	3 13.6	5 12.8	4 12.9	8 17.0 e	12 21.4	8 13.8

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Do most of your teachers keep office hours?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	80	24	21	27	22	14	24	18	34	37	43
	70.2	77.4	61.8	75.0	73.3	63.6	61.5	58.1	72.3	66.1	74.1
No	30	5	12	7	6	7	13	10	11	18	12
	26.3	16.1	35.3	19.4	20.0	31.8	33.3	32.3	23.4	32.1	20.7
I prefer not to answer	4	2	1	2	2	1	2	3	2	1	3
	3.5	6.5	2.9	5.6	6.7	4.5	5.1	9.7	4.3	1.8	5.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list up to three activities in which you expect teachers to engage during regular office hours.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Student follow-up / individual meeting with students	92 80.7	25 80.6	31 91.2	29 80.6	26 86.7	18 81.8	34 87.2	27 87.1	37 78.7	45 80.4	47 81.0
Meetings / department meetings	35 30.7	8 25.8	10 29.4	14 38.9	13 43.3	7 31.8	13 33.3	12 38.7	17 36.2	13 23.2	22 37.9
Academic advising	22 19.3	11 35.5	7 20.6	9 25.0	10 33.3	6 27.3	7 17.9	6 19.4	10 21.3	11 19.6	11 19.0
Course preparation	20 17.5	6 19.4	6 17.6	6 16.7	6 20.0	4 18.2	9 23.1	7 22.6	8 17.0	8 14.3	12 20.7
Administrative duties / curriculum, program planning	19 16.7	5 16.1	8 23.5	6 16.7	5 16.7	3 13.6	9 23.1	8 25.8	8 17.0	10 17.9	9 15.5
On-line support for students / answering e- mails	15 13.2	3 9.7	6 17.6	8 22.2	6 20.0	5 22.7	4 10.3	5 16.1	4 8.5	9 16.1	6 10.3
Evaluation / marking assignments	15 13.2	5 16.1	3 8.8	4 11.1	3 10.0	4 18.2	6 15.4	4 12.9	5 10.6	8 14.3	7 12.1
Research	6 5.3	- -	- -	2 5.6	- -	- -	2 5.1	1 3.2	2 4.3	3 5.4	3 5.2
Other	15 13.2	4 12.9	4 11.8	5 13.9	3 10.0	3 13.6	7 17.9	4 12.9	8 17.0	7 12.5	8 13.8

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list up to three activities in which you expect teachers to engage during regular office hours.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	13	3	1	2	-	1	2	1	7	8	5
	11.4	9.7	2.9	5.6	-	4.5	5.1	3.2	14.9 c	14.3	8.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Is it your expectation that teachers assist students academically outside of their regular office hours and their in-class teaching hours?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	90	28	28	31	26	19	32	28	39	46	44
	78.9	90.3	82.4	86.1	86.7	86.4	82.1	90.3	83.0	82.1	75.9
No	17	2	4	3	2	2	4	2	6	7	10
	14.9	6.5	11.8	8.3	6.7	9.1	10.3	6.5	12.8	12.5	17.2
I prefer not to answer	7	1	2	2	2	1	3	1	2	3	4
	6.1	3.2	5.9	5.6	6.7	4.5	7.7	3.2	4.3	5.4	6.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Do you provide additional time in the teacher's workload for assistance outside of regular office hour?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	90 100.0%	28 100.0%	28 100.0%	31 100.0%	26 100.0%	19 100.0%	32 100.0%	28 100.0%	39 100.0%	46 100.0%	44 100.0%
Yes	25 27.8	6 21.4	5 17.9	6 19.4	8 30.8	4 21.1	9 28.1	8 28.6	11 28.2	15 32.6	10 22.7
No	58 64.4	17 60.7	20 71.4	21 67.7	15 57.7	13 68.4	21 65.6	18 64.3	25 64.1	28 60.9	30 68.2
I prefer not to answer	7 7.8	5 17.9	3 10.7	4 12.9	3 11.5	2 10.5	2 6.3	2 7.1	3 7.7	3 6.5	4 9.1

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
Your teachers plan for their annual professional development.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DISAGREE	45	8	15	12	13	10	19	16	18	27	18
=====	39.5	25.8	44.1	33.3	43.3	45.5	48.7 b	51.6 b	38.3	48.2	31.0
1- Strongly Disagree	13	1	4	4	3	2	3	4	6	7	6
	11.4	3.2	11.8	11.1	10.0	9.1	7.7	12.9	12.8	12.5	10.3
2	12	1	5	3	4	2	5	4	4	7	5
	10.5	3.2	14.7	8.3	13.3	9.1	12.8	12.9	8.5	12.5	8.6
3	20	6	6	5	6	6	11	8	8	13	7
	17.5	19.4	17.6	13.9	20.0	27.3	28.2	25.8	17.0	23.2	12.1
4- Neither Agree nor Disagree	19	5	5	7	4	5	5	5	5	9	10
	16.7	16.1	14.7	19.4	13.3	22.7	12.8	16.1	10.6	16.1	17.2
AGREE	46	17	11	17	13	7	15	10	22	18	28
=====	40.4	54.8	32.4	47.2	43.3	31.8	38.5	32.3	46.8	32.1	48.3
5	29	10	8	11	11	5	11	6	14	12	17
	25.4	32.3	23.5	30.6	36.7	22.7	28.2	19.4	29.8	21.4	29.3
6	10	7	3	4	2	2	3	3	4	4	6
	8.8	22.6	8.8	11.1	6.7	9.1	7.7	9.7	8.5	7.1	10.3
7- Strongly Agree	7	-	-	2	-	-	1	1	4	2	5
	6.1	-	-	5.6	-	-	2.6	3.2	8.5	3.6	8.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
Your teachers plan for their annual professional development.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	4 3.5	1 3.2	3 8.8	- -	- -	- -	- -	- -	2 4.3	2 3.6	2 3.4
MEAN	3.9	4.4 ch	3.5	4.1	3.7	3.7	3.7	3.6	4.0	3.6	4.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I discuss professional development with each teacher who reports to me.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	22 19.3	5 16.1	6 17.6	6 16.7	5 16.7	2 9.1	8 20.5	7 22.6	6 12.8	14 25.0	8 13.8
1- Strongly Disagree	3 2.6	1 3.2	- -	1 2.8	- -	- -	- -	1 3.2	1 2.1	2 3.6	1 1.7
2	6 5.3	1 3.2	3 8.8	1 2.8	1 3.3	1 4.5	- -	- -	- -	4 7.1	2 3.4
3	13 11.4	3 9.7	3 8.8	4 11.1	4 13.3	1 4.5	8 20.5 f	6 19.4	5 10.6	8 14.3	5 8.6
4- Neither Agree nor Disagree	15 13.2	5 16.1	6 17.6	5 13.9	5 16.7	3 13.6	7 17.9	4 12.9	7 14.9	7 12.5	8 13.8
AGREE =====	72 63.2	17 54.8	18 52.9	22 61.1	17 56.7	14 63.6	22 56.4	17 54.8	31 66.0	31 55.4	41 70.7
5	24 21.1	5 16.1	7 20.6	5 13.9	4 13.3	6 27.3	11 28.2	6 19.4	8 17.0	14 25.0	10 17.2
6	26 22.8	6 19.4	6 17.6	9 25.0	9 30.0	3 13.6	6 15.4	5 16.1	13 27.7	9 16.1	17 29.3
7- Strongly Agree	22 19.3	6 19.4	5 14.7	8 22.2	4 13.3	5 22.7	5 12.8	6 19.4	10 21.3	8 14.3	14 24.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I discuss professional development with each teacher who reports to me.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	5 4.4	4 12.9	4 11.8	3 8.3	3 10.0	3 13.6	2 5.1	3 9.7	3 6.4	4 7.1	1 1.7
MEAN	5.0	5.0	4.8	5.2	5.0	5.3	4.8	4.9	5.3	4.7	5.3 j

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I consider last year's professional development activities to have been satisfactory for the teachers in my department or division.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DISAGREE	42	7	13	13	13	6	17	14	14	21	21
=====	36.8	22.6	38.2	36.1	43.3	27.3	43.6	45.2	29.8	37.5	36.2
1- Strongly Disagree	12	1	3	3	2	-	4	4	5	8	4
	10.5	3.2	8.8	8.3	6.7	-	10.3	12.9	10.6	14.3	6.9
2	15	1	4	5	6	2	5	2	4	8	7
	13.2	3.2	11.8	13.9	20.0 b	9.1	12.8	6.5	8.5	14.3	12.1
3	15	5	6	5	5	4	8	8	5	5	10
	13.2	16.1	17.6	13.9	16.7	18.2	20.5	25.8	10.6	8.9	17.2
4- Neither Agree nor Disagree	21	8	6	8	6	5	7	6	10	10	11
	18.4	25.8	17.6	22.2	20.0	22.7	17.9	19.4	21.3	17.9	19.0
AGREE	47	15	13	14	10	10	15	10	21	22	25
=====	41.2	48.4	38.2	38.9	33.3	45.5	38.5	32.3	44.7	39.3	43.1
5	18	8	5	3	3	4	5	3	9	8	10
	15.8	25.8	14.7	8.3	10.0	18.2	12.8	9.7	19.1	14.3	17.2
6	20	4	4	7	3	3	5	3	6	10	10
	17.5	12.9	11.8	19.4	10.0	13.6	12.8	9.7	12.8	17.9	17.2
7- Strongly Agree	9	3	4	4	4	3	5	4	6	4	5
	7.9	9.7	11.8	11.1	13.3	13.6	12.8	12.9	12.8	7.1	8.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
I consider last year's professional development activities to have been satisfactory for the teachers in my department or division.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	4 3.5	1 3.2	2 5.9	1 2.8	1 3.3	1 4.5	- -	1 3.2	2 4.3	3 5.4	1 1.7
MEAN	4.0	4.5	4.1	4.1	3.9	4.5	4.0	3.9	4.2	3.9	4.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate whether you agree or disagree with the statement in general.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Your teachers plan for their annual professional development	46 40.4	17 54.8	11 32.4	17 47.2	13 43.3	7 31.8	15 38.5	10 32.3	22 46.8	18 32.1	28 48.3
I discuss professional development with each teacher who reports to me	72 63.2	17 54.8	18 52.9	22 61.1	17 56.7	14 63.6	22 56.4	17 54.8	31 66.0	31 55.4	41 70.7
I consider last year's professional development activities to have been satisfactory for the teachers in my department or division	47 41.2	15 48.4	13 38.2	14 38.9	10 33.3	10 45.5	15 38.5	10 32.3	21 44.7	22 39.3	25 43.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

In your estimation, do the distance education courses that are taught (if any) require more or less total time to prepare, manage, and evaluate than your other courses?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
More	28 24.6	6 19.4	9 26.5	8 22.2	7 23.3	6 27.3	5 12.8	5 16.1	13 27.7	15 26.8	13 22.4
Less	8 7.0	2 6.5	2 5.9	3 8.3	4 13.3	2 9.1	4 10.3	6 19.4	4 8.5	4 7.1	4 6.9
No difference	40 35.1	14 45.2	16 47.1	14 38.9	13 43.3	10 45.5	14 35.9	10 32.3	18 38.3	14 25.0	26 44.8 j
Not applicable	29 25.4	7 22.6	5 14.7	9 25.0	5 16.7	2 9.1	11 28.2 f	8 25.8	11 23.4	17 30.4	12 20.7
I prefer not to answer	9 7.9	2 6.5	2 5.9	2 5.6	1 3.3	2 9.1	5 12.8	2 6.5	1 2.1	6 10.7	3 5.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For a typical week, how much MORE time would a distance education course require?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	28 100.0%	6 100.0%	9 100.0%	8 100.0%	7 100.0%	6 100.0%	5 100.0%	5 100.0%	13 100.0%	15 100.0%	13 100.0%
1 hour	5 17.9	1 16.7	2 22.2	1 12.5	1 14.3	- -	2 40.0	1 20.0	2 15.4	2 13.3	3 23.1
2 hours	2 7.1	1 16.7	1 11.1	1 12.5	1 14.3	2 33.3	- -	1 20.0	- -	2 13.3	- -
3 hours	4 14.3	1 16.7	- -	- -	2 28.6	- -	- -	1 20.0	3 23.1	3 20.0	1 7.7
4 hours	2 7.1	- -	1 11.1	- -	- -	1 16.7	2 40.0	1 20.0	- -	2 13.3	- -
5 hours	2 7.1	- -	- -	1 12.5	- -	- -	- -	- -	- -	1 6.7	1 7.7
6-10 hours	1 3.6	- -	- -	1 12.5	- -	- -	- -	- -	1 7.7	- -	1 7.7
I prefer not to answer	12 42.9	3 50.0	5 55.6	4 50.0	3 42.9	3 50.0	1 20.0	1 20.0	7 53.8	5 33.3	7 53.8
MEAN	3.1	2.0	2.0	4.5	2.3	2.7	2.5	2.5	3.5	2.8	3.5
MEDIAN	3.0	2.0	1.5	3.5	2.5	2.0	2.5	2.5	3.0	3.0	2.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.



For a typical week, how much LESS time would a distance education course require?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	8 100.0%	2 100.0%	2 100.0%	3 100.0%	4 100.0%	2 100.0%	4 100.0%	6 100.0%	4 100.0%	4 100.0%	4 100.0%
1 hour	2 25.0	2 100.0 egHI	2 100.0 egHI	2 66.7	2 50.0	2 100.0 egHI	2 50.0	2 33.3	1 25.0	2 50.0	- -
2 hours	1 12.5	- -	- -	- -	- -	- -	- -	- -	- -	- -	1 25.0
6-10 hours	2 25.0	- -	- -	- -	1 25.0	- -	1 25.0	1 16.7	1 25.0	1 25.0	1 25.0
I prefer not to answer	3 37.5	- -	- -	1 33.3	1 25.0	- -	1 25.0	3 50.0	2 50.0	1 25.0	2 50.0
MEAN	4.8	1.0	1.0	1.0	4.0	1.0	4.0	4.0	5.5	4.0	6.0
MEDIAN	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	5.5	1.0	6.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Increase	35 30.7	8 25.8	11 32.4	13 36.1	8 26.7	6 27.3	15 38.5	13 41.9	17 36.2	20 35.7	15 25.9
Decrease	10 8.8	5 16.1	3 8.8	3 8.3	2 6.7	1 4.5	1 2.6	1 3.2	4 8.5	3 5.4	7 12.1
No change	61 53.5	17 54.8	18 52.9	19 52.8	18 60.0	14 63.6	23 59.0	17 54.8	21 44.7	31 55.4	30 51.7
I prefer not to answer	8 7.0	1 3.2	2 5.9	1 2.8	2 6.7	1 4.5	- -	- -	5 10.6	2 3.6	6 10.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your largest class in your area of responsibility?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
11-20	2 1.8	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	- -	2 4.3	- -	2 3.4
21-30	3 2.6	- -	- -	- -	- -	- -	- -	1 3.2	3 6.4	2 3.6	1 1.7
31-40	17 14.9	5 16.1	6 17.6	4 11.1	3 10.0	3 13.6	2 5.1	2 6.5	6 12.8	9 16.1	8 13.8
41-50	21 18.4	7 22.6	9 26.5 i	8 22.2 i	5 16.7	3 13.6	4 10.3	3 9.7	3 6.4	10 17.9	11 19.0
More than 50	58 50.9	16 51.6	16 47.1	19 52.8	19 63.3	13 59.1	29 74.4 bcdi	23 74.2 ci	25 53.2	29 51.8	29 50.0
I prefer not to answer	13 11.4	2 6.5	2 5.9	4 11.1	2 6.7	2 9.1	3 7.7	2 6.5	8 17.0	6 10.7	7 12.1
MEAN	75.7	71.2	73.9	75.3	76.8	82.5	95.3 b	94.1	77.7	79.6	71.8
MEDIAN	60.0	60.0	55.0	60.0	60.0	60.0	77.5	80.0	60.0	60.0	60.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

What would you consider to be the optimal student enrollment for your largest class in your area of responsibility (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
11-20	4 3.5	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	- -	4 8.5	2 3.6	2 3.4
21-30	10 8.8	1 3.2	4 11.8	3 8.3	2 6.7	1 4.5	2 5.1	3 9.7	4 8.5	4 7.1	6 10.3
31-40	25 21.9	6 19.4	9 26.5	7 19.4	5 16.7	4 18.2	6 15.4	6 19.4	9 19.1	11 19.6	14 24.1
41-50	20 17.5	4 12.9	4 11.8	3 8.3	5 16.7	1 4.5	8 20.5 f	5 16.1	10 21.3 f	11 19.6	9 15.5
More than 50	39 34.2	14 45.2 i	12 35.3	14 38.9	13 43.3	11 50.0 i	17 43.6 i	12 38.7	11 23.4	21 37.5	18 31.0
I prefer not to answer	16 14.0	5 16.1	4 11.8	8 22.2	4 13.3	4 18.2	5 12.8	5 16.1	9 19.1	7 12.5	9 15.5
MEAN	69.0	65.8	61.5	67.3	66.5	77.6	83.4	67.2	69.0	75.2	62.9
MEDIAN	50.0	60.0	47.5	55.0	55.0	73.5	55.0	50.0	45.0	50.0	45.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your smallest class in your area of responsibility?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
1-10	56 49.1	15 48.4	22 64.7 i	17 47.2	18 60.0	13 59.1	24 61.5	20 64.5	20 42.6	27 48.2	29 50.0
11-20	33 28.9	11 35.5	9 26.5	10 27.8	10 33.3	7 31.8	9 23.1	7 22.6	17 36.2	15 26.8	18 31.0
21-30	11 9.6	3 9.7	- -	5 13.9	- -	- -	4 10.3	2 6.5	- -	9 16.1 k	2 3.4
31-40	1 0.9	- -	1 2.9	- -	- -	- -	- -	- -	- -	- -	1 1.7
41-50	1 0.9	- -	- -	- -	- -	- -	- -	- -	1 2.1	- -	1 1.7
More than 50	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	1 2.1	- -	1 1.7
I prefer not to answer	11 9.6	2 6.5	2 5.9	3 8.3	2 6.7	2 9.1	2 5.1	2 6.5	8 17.0	5 8.9	6 10.3
MEAN	13.6	12.3	10.6	16.2	10.0	9.5	10.6	10.8	14.6	13.0	14.2
MEDIAN	10.0	10.0	10.0	10.0	10.0	10.0	8.0	10.0	10.0	10.0	10.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

What would you consider to be the optimal student enrollment for your smallest class in your area of responsibility (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
1-10	8 7.0	1 3.2	1 2.9	3 8.3	2 6.7	- -	2 5.1	4 12.9	4 8.5	3 5.4	5 8.6
11-20	59 51.8	16 51.6	18 52.9	15 41.7	17 56.7	13 59.1	25 64.1 d	17 54.8	23 48.9	29 51.8	30 51.7
21-30	29 25.4	9 29.0	9 26.5	10 27.8	7 23.3	5 22.7	7 17.9	5 16.1	8 17.0	18 32.1	11 19.0
31-40	3 2.6	- -	1 2.9	1 2.8	- -	- -	1 2.6	1 3.2	1 2.1	- -	3 5.2
More than 50	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	1 2.1	- -	1 1.7
I prefer not to answer	14 12.3	5 16.1	5 14.7	6 16.7	4 13.3	4 18.2	4 10.3	4 12.9	10 21.3	6 10.7	8 13.8
MEAN	20.3	20.3	20.8	22.1	18.0	19.5	18.6	18.6	20.4	19.8	20.7
MEDIAN	20.0	20.0	20.0	20.0	17.5	18.0	16.0	16.0	18.0	20.0	20.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

If you had one less hour to assign to your teachers each week, but still had to meet all your current obligations, choose one, but only one of the following activities that you would reduce.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Normal administrative tasks	66 57.9	19 61.3	20 58.8	22 61.1	18 60.0	13 59.1	21 53.8	18 58.1	31 66.0	26 46.4	40 69.0 j
Professional development	15 13.2	8 25.8 i	6 17.6	9 25.0 i	7 23.3 i	4 18.2	4 10.3	4 12.9	3 6.4	10 17.9	5 8.6
Assisting or advising students outside of class	7 6.1	- -	1 2.9	1 2.8	1 3.3	1 4.5	3 7.7	- -	3 6.4	5 8.9	2 3.4
Course preparation	6 5.3	1 3.2	1 2.9	2 5.6	2 6.7	1 4.5	5 12.8	4 12.9	1 2.1	3 5.4	3 5.2
Student evaluation	5 4.4	- -	1 2.9	- -	- -	- -	2 5.1	2 6.5	2 4.3	4 7.1	1 1.7
Other	7 6.1	1 3.2	2 5.9	1 2.8	1 3.3	2 9.1	3 7.7	2 6.5	3 6.4	3 5.4	4 6.9
I prefer not to answer	8 7.0	2 6.5	3 8.8	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	4 8.5	5 8.9	3 5.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

If you had one more hour to assign to your teachers each week but could only allocate it to one component where would you assign it?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Assisting or advising students outside of class	55 48.2	22 71.0 gi	19 55.9	20 55.6	17 56.7	13 59.1	18 46.2	17 54.8	23 48.9	27 48.2	28 48.3
Student evaluation	17 14.9	3 9.7	5 14.7	6 16.7	5 16.7	3 13.6	6 15.4	4 12.9	7 14.9	6 10.7	11 19.0
Professional development	14 12.3	3 9.7	4 11.8	6 16.7	3 10.0	2 9.1	5 12.8	2 6.5	5 10.6	8 14.3	6 10.3
Course preparation	10 8.8	- -	3 8.8	1 2.8	2 6.7	- -	5 12.8	4 12.9	3 6.4	6 10.7	4 6.9
Normal administrative tasks	5 4.4	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	3 7.7	1 3.2	1 2.1	3 5.4	2 3.4
Other	9 7.9	2 6.5	1 2.9	1 2.8	2 6.7	2 9.1	2 5.1	3 9.7	6 12.8	5 8.9	4 6.9
I prefer not to answer	4 3.5	- -	1 2.9	1 2.8	- -	1 4.5	- -	- -	2 4.3	1 1.8	3 5.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Please indicate on a scale of one to seven whether you agree or disagree.

I am satisfied with the facilities and equipment that are available to teachers for the courses within my department.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
DISAGREE =====	48 42.1	13 41.9	14 41.2	13 36.1	11 36.7	7 31.8	16 41.0	12 38.7	20 42.6	23 41.1	25 43.1
1- Strongly Disagree	10 8.8	4 12.9	2 5.9	2 5.6	3 10.0	2 9.1	5 12.8	3 9.7	5 10.6	7 12.5	3 5.2
2	14 12.3	4 12.9	6 17.6	5 13.9	5 16.7	2 9.1	5 12.8	5 16.1	6 12.8	7 12.5	7 12.1
3	24 21.1	5 16.1	6 17.6	6 16.7	3 10.0	3 13.6	6 15.4	4 12.9	9 19.1	9 16.1	15 25.9
4- Neither Agree nor Disagree	11 9.6	4 12.9	4 11.8	6 16.7	5 16.7	4 18.2	6 15.4	5 16.1	4 8.5	6 10.7	5 8.6
AGREE =====	55 48.2	14 45.2	16 47.1	17 47.2	14 46.7	11 50.0	17 43.6	14 45.2	23 48.9	27 48.2	28 48.3
5	14 12.3	3 9.7	5 14.7	6 16.7	4 13.3	4 18.2	8 20.5	5 16.1	8 17.0	9 16.1	5 8.6
6	22 19.3	5 16.1	6 17.6	7 19.4	5 16.7	4 18.2	4 10.3	4 12.9	5 10.6	9 16.1	13 22.4
7- Strongly Agree	19 16.7	6 19.4	5 14.7	4 11.1	5 16.7	3 13.6	5 12.8	5 16.1	10 21.3	9 16.1	10 17.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please indicate on a scale of one to seven whether you agree or disagree.

I am satisfied with the facilities and equipment that are available to teachers for the courses within my department.

	MAIN SUBJECT AREA								GENDER		
	=====								=====		
	APPLIED			HEALTH	HUMAN	HOSPITALITY		APPRENTICE-			
	ARTS	BUSINESS	SCIENCES	SERVICES	& TOURISM	TECHNOLOGY	SHIP	OTHER	MALE	FEMALE	
TOTAL											
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	4.3	4.2	4.2	4.3	4.2	4.4	4.0	4.2	4.3	4.2	4.4

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

On a yearly basis how many workload disputes would your teachers forward to the Workload Monitoring Group (WMG) to resolve workload disputes?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
None	65 57.0	14 45.2	15 44.1	15 41.7	15 50.0	10 45.5	13 33.3	11 35.5	27 57.4 g	34 60.7	31 53.4
One	21 18.4	3 9.7	4 11.8	6 16.7	3 10.0	3 13.6	13 33.3 bcei	7 22.6	7 14.9	13 23.2	8 13.8
Two	4 3.5	2 6.5	2 5.9	3 8.3	2 6.7	2 9.1	3 7.7	2 6.5	1 2.1	- -	4 6.9
Three	5 4.4	2 6.5	4 11.8	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	1 2.1	3 5.4	2 3.4
Four	1 0.9	- -	- -	1 2.8	- -	- -	- -	- -	- -	- -	1 1.7
Five	7 6.1	5 16.1	3 8.8	5 13.9	4 13.3	1 4.5	3 7.7	4 12.9	5 10.6	2 3.6	5 8.6
Six	2 1.8	- -	- -	- -	- -	- -	1 2.6	1 3.2	- -	1 1.8	1 1.7
Fifty	1 0.9	1 3.2	1 2.9	1 2.8	1 3.3	1 4.5	1 2.6	1 3.2	- -	1 1.8	- -
I prefer not to answer	8 7.0	4 12.9	5 14.7	4 11.1	4 13.3	4 18.2	4 10.3	4 12.9	6 12.8	2 3.6	6 10.3

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

On a yearly basis how many workload disputes would your teachers forward to the Workload Monitoring Group (WMG) to resolve workload disputes?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	1.4	3.3	2.9	2.9	3.1	3.6	2.7	3.3	0.9	1.6	1.1
MEDIAN	0.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Were you satisfied with the outcome?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	49 100.0%	17 100.0%	19 100.0%	21 100.0%	15 100.0%	12 100.0%	26 100.0%	20 100.0%	20 100.0%	22 100.0%	27 100.0%
Yes	24 49.0	6 35.3	9 47.4	11 52.4	7 46.7	5 41.7	12 46.2	8 40.0	11 55.0	9 40.9	15 55.6
No	13 26.5	6 35.3	5 26.3	5 23.8	3 20.0	3 25.0	6 23.1	5 25.0	2 10.0	7 31.8	6 22.2
I prefer not to answer	12 24.5	5 29.4	5 26.3	5 23.8	5 33.3	4 33.3	8 30.8	7 35.0	7 35.0	6 27.3	6 22.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

On a yearly basis how many workload disputes would go to a Workload Resolution Arbitrator (WRA)?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	49 100.0%	17 100.0%	19 100.0%	21 100.0%	15 100.0%	12 100.0%	26 100.0%	20 100.0%	20 100.0%	22 100.0%	27 100.0%
None	28 57.1	8 47.1	8 42.1	13 61.9	9 60.0	5 41.7	17 65.4	12 60.0	11 55.0	12 54.5	16 59.3
One	10 20.4	3 17.6	3 15.8	2 9.5	1 6.7	1 8.3	3 11.5	3 15.0	3 15.0	5 22.7	5 18.5
Two	3 6.1	2 11.8	3 15.8	1 4.8	1 6.7	2 16.7	2 7.7	1 5.0	1 5.0	2 9.1	1 3.7
Four	1 2.0	- -	- -	1 4.8	- -	- -	- -	- -	- -	- -	1 3.7
I prefer not to answer/ refuse	7 14.3	4 23.5	5 26.3	4 19.0	4 26.7	4 33.3	4 15.4	4 20.0	5 25.0	3 13.6	4 14.8
MEAN	0.5	0.5	0.6	0.5	0.3	0.6	0.3	0.3	0.3	0.5	0.5
MEDIAN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Were you satisfied with the outcome?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	21 100.0%	9 100.0%	11 100.0%	8 100.0%	6 100.0%	7 100.0%	9 100.0%	8 100.0%	9 100.0%	10 100.0%	11 100.0%
Yes	10 47.6	5 55.6	6 54.5	3 37.5	2 33.3	3 42.9	4 44.4	4 50.0	4 44.4	6 60.0	4 36.4
No	4 19.0	1 11.1	1 9.1	2 25.0	1 16.7	1 14.3	2 22.2	1 12.5	- -	- -	4 36.4
I prefer not to answer	7 33.3	3 33.3	4 36.4	3 37.5	3 50.0	3 42.9	3 33.3	3 37.5	5 55.6	4 40.0	3 27.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Were you satisfied with the workload resolution process?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114	31	34	36	30	22	39	31	47	56	58
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	42	10	14	10	10	7	11	11	20	22	20
	36.8	32.3	41.2	27.8	33.3	31.8	28.2	35.5	42.6	39.3	34.5
No	14	7	7	6	5	5	7	6	2	7	7
	12.3	22.6	20.6	16.7	16.7	22.7	17.9	19.4	4.3	12.5	12.1
		i	i			i	i	i			
I prefer not to answer	58	14	13	20	15	10	21	14	25	27	31
	50.9	45.2	38.2	55.6	50.0	45.5	53.8	45.2	53.2	48.2	53.4

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Are there any other comments or feedback you would like to share regarding any aspects of this survey?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	114 100.0%	31 100.0%	34 100.0%	36 100.0%	30 100.0%	22 100.0%	39 100.0%	31 100.0%	47 100.0%	56 100.0%	58 100.0%
Please record response	35 30.7	12 38.7	12 35.3	15 41.7	12 40.0	9 40.9	14 35.9	11 35.5	15 31.9	20 35.7	15 25.9
No comments	73 64.0	17 54.8	18 52.9	20 55.6	17 56.7	11 50.0	23 59.0	18 58.1	29 61.7	34 60.7	39 67.2
I prefer not to answer	6 5.3	2 6.5	4 11.8	1 2.8	1 3.3	2 9.1	2 5.1	2 6.5	3 6.4	2 3.6	4 6.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

TABLE OF CONTENTS

BANNER1

Table ACAD Page 1.....Academic Census Data - Bargaining Unit Employees Full Time

Table FAC Page 4.....Faculty or Manager

Table SEXE Page 5.....Please indicate your gender:

Table Q1 Page 6.....What is your primary Subject Area?

Table Q3 Page 7.....How many years have you been teaching at an Ontario Community College?

Table Q4A Page 8.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The method of teaching for the subjects I am assigned is appropriate.

Table Q4B Page 10.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The subject matter of the courses I have been assigned is suited to my expertise.

Table Q4C Page 12.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I am qualified in the teaching methodology demanded by the courses assigned to me.

Table Q4D Page 14.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The majority of students who are registered in my assigned courses enter with the prerequisite knowledge and skills to be successful

Table Q4E Page 16.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The curriculum assigned to me is designed so that the average student can master it.

Table Q4SUM Page 18.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The method of teaching for the subjects I am assigned is appropriate.

Table Q5 Page 19.....Please indicate which of the following teaching methods you use in your first teaching assignment of the week?

Table Q6 Page 22.....Is this the first time you taught this course?

Table Q7 Page 23.....Has there been any major revision made to this course since the last time you taught it?

Table Q8 Page 24.....Have you taught this course previously within the last three years?

Table Q9 Page 25.....How many sections of this course are you currently teaching?

Table Q10A Page 27.....How many hours per week are scheduled for each section of this course?  
First section

Table Q10B Page 29.....How many hours per week are scheduled for each section of this course?  
Second section

Table Q10C Page 31.....How many hours per week are scheduled for each section of this course?  
Third section

## TABLE OF CONTENTS

Table Q10D	Page 33	.....How many hours per week are scheduled for each section of this course? Fourth section
Table Q10E	Page 35	.....How many hours per week are scheduled for each section of this course? Fifth section
Table Q10F	Page 37	.....How many hours per week are scheduled for each section of this course? Sixth section
Table Q10G	Page 39	.....How many hours per week are scheduled for each section of this course? Additional sections (average)
Table Q10SUM	Page 40	.....How many hours per week are scheduled for each section of this course? SUMMARY TABLE OF MEAN
Table Q11A	Page 41	.....How many students are currently enrolled in each section of this course? First section
Table Q11B	Page 43	.....How many students are currently enrolled in each section of this course? Second section
Table Q11C	Page 45	.....How many students are currently enrolled in each section of this course? Third section
Table Q11D	Page 47	.....How many students are currently enrolled in each section of this course? Fourth section
Table Q11E	Page 49	.....How many students are currently enrolled in each section of this course? Fifth section
Table Q11F	Page 51	.....How many students are currently enrolled in each section of this course? Sixth section
Table Q11G	Page 52	.....How many students are currently enrolled in each section of this course? Additional sections (average) students
Table Q11SUM	Page 53	.....How many students are currently enrolled in each section of this course? SUMMARY OF TOTAL STUDENTS
Table Q12	Page 54	.....Please indicate which of the following most accurately describes the status of this course with respect to the last major revision undertaken.
Table Q13	Page 55	.....When during the academic year, do you typically engage in course revision?
Table Q14A	Page 56	.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement. I feel comfortable teaching my courses.
Table Q14B	Page 58	.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement. My familiarity with my course materials makes preparing for class easy.

## TABLE OF CONTENTS

Table Q14C Page 60.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I arrive to class prepared for the day's lessons.

Table Q14D Page 62.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
If I had more time I would prepare for class differently than I do now.

Table Q14E Page 64.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week preparing for class during the semester.

Table Q14F Page 66.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
Courses are reviewed and revised by faculty members to ensure that course materials are current and/or in-class methods engaging.

Table Q14SUM Page 68.....For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
SUMMARY TABLE OF AGREE

Table Q15 Page 69.....Please list the three most important things you do in preparing for a typical class session:

Table Q16 Page 71.....Please list the three factors that most affect the time you require for class preparation.

Table Q17 Page 75.....Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Where would you place your own evaluation philosophy?

Table Q18A Page 77.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I am satisfied that my evaluation of students corresponds with my ideal.

Table Q18B Page 79.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I feel that, in general, my students receive sufficient attention with regards to their assessment.

Table Q18C Page 81.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week evaluating student work during the semester.

Table Q18SUM Page 83.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
ISUMMARY TABLE OF AGREE

Table Q19 Page 84.....Name up to three factors that have an effect on the time you spend evaluating your students.

Table Q20A Page 87.....Do you keep office hours?

Table Q20B Page 88.....How many office hours do you keep weekly?

Table Q21 Page 89.....Please list the three most important activities in which you engage during your regular office hours.

Table Q22A Page 92.....Do you assist students academically outside of your regular office hours and/or in-class teaching hours?

Table Q22B Page 93.....If yes, how much time do you typically spend each week on such activities?

## TABLE OF CONTENTS

Table Q23	Page 95	.....Do you spend approximately the same amount of time each week assisting students outside of your regular office hours or in-class teaching hours during the semester?
Table Q24	Page 96	.....List up to three factors that have an effect on the amount of time that you spend assisting students out of class.
Table Q25	Page 100	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Number of students/ Class size
Table Q25	Page 102	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Number of classes I must teach
Table Q25	Page 104	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Class dynamics/ Class level of students/ Abilities of students/ Preparedness of students
Table Q25	Page 106	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Helping students with programs/ assisting students with programs/ Academic counselling/ Helping students with their career paths/ Advising students
Table Q25	Page 108	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Students personal problems (Family, sickness, emotions)
Table Q25	Page 110	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Assignments/ Tests/ Papers/ Exams
Table Q25	Page 112	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Complexity of course material/ Assisting students with course material/ Helping students with course material
Table Q25	Page 114	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Absenteeism/ Students missing class
Table Q25	Page 116	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Meeting with students/ Seeing students/ Helping students (In general)
Table Q25	Page 118	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Due date of assignments and papers
Table Q25	Page 120	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? The time of the year/ The time of semester
Table Q25	Page 122	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Depending on questions from students/ Complexity of the questions of the students
Table Q25	Page 124	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Availability of students
Table Q25	Page 126	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? My availability/ Time availability/ Scheduling

## TABLE OF CONTENTS

Table Q25	Page 128	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Amount of marking (Exams, tests, assignments, papers)
Table Q25	Page 129	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Availability of office
Table Q25	Page 131	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Availability of work space/ Availability of rooms/ Availability of labs/ availability of equipment/ Availability of resources
Table Q25	Page 133	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Reading e-mails/ Sending e-mails/ Corresponding
Table Q25	Page 135	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Answering phone calls/ Making phone calls/ Checking voice mail
Table Q25	Page 136	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Administrative issues and meetings
Table Q25	Page 138	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Field placement supervising
Table Q25	Page 139	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?Conflicting schedules (between students and teachers)^
Table Q25	Page 141	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Other duties (Unspecified)^
Table Q25	Page 143	.....How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance? Personal problems (Unspecified)^
Table Q26	Page 144	.....If you had access to clerical or administrative support assistance, how many hours each week do you think that you could productively employ such assistance on work-related tasks that you would otherwise have to do yourself?
Table Q27	Page 146	.....Please list the three most time-consuming tasks that you would delegate to that assistance.
Table Q28	Page 148	.....How many hours/week would you typically spend on the first of these activities?
Table Q29	Page 150	.....How many hours do you spend mentoring (formally or informally) junior colleagues and/or part-time faculty in a typical semester?
Table Q30A	Page 152	.....Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned. Direct support (lab technicians, marking assistants, etc)
Table Q30B	Page 154	.....Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned Indirect support (clerical, IT, etc)

## TABLE OF CONTENTS

Table Q31 Page 156.....How many days did you spend on professional development activities last year?

Table Q32A Page 158.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I plan for my annual professional development.

Table Q32B Page 160.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I discuss my professional development with my chair/dean/director.

Table Q32C Page 162.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I consider last year's professional development activities to have been satisfactory.

Table Q32SUM Page 164....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
SUMMARY TABLE OF AGREE

Table Q33 Page 165.....In selecting professional development activities, have you felt that your choices were constrained by any of the following;

Table Q34 Page 166.....List the three most useful professional development activities relevant to your field that you might undertake.

Table Q35A Page 168.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I am satisfied with my professional development while an employee of the college.

Table Q35B Page 170.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
Faculty members should be engaged in the process of curricular development.

Table Q35C Page 172.....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I have been personally engaged in developing the courses I currently teach at the College.

Table Q35SUM Page 174....For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
SUMMARY TABLE OF AGREE

Table Q36 Page 175.....If you had an extra hour each week, but could only allocate it to one (and only one) component of your work, how would you spend it?

Table Q37 Page 176.....If you lost an hour each week, but still had to meet all your current obligations, which one (and only one) of the following activities could you  
reduce with the least adverse impact?

Table Q38 Page 177.....In your estimation, do the distance education courses that you teach (if any) require more or less total time to prepare, manage, and evaluate than  
your other courses?

Table Q39A Page 178.....For a typical week, how much MORE time does a distance education course require?

Table Q39B Page 180.....For a typical week, how much LESS time does a distance education course require?

Table Q40 Page 181.....If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease?

Table Q41 Page 182.....How many students are currently enrolled in your largest class?

Table Q42 Page 184.....What would you consider to be the optimal student enrollment for your largest class (balancing pedagogical and efficiency factors)?

## TABLE OF CONTENTS

Table Q43 Page 186.....How many students are currently enrolled in your smallest class?

Table Q44 Page 188.....What would you consider to be the optimal student enrollment for your smallest class (balancing pedagogical and efficiency factors)?

Table Q45 Page 190.....Please indicate on a scale of one to seven whether you agree or disagree with the following statement.  
I am satisfied with the facilities and equipment that I use in my courses.

Table Q46 Page 192.....Are you aware of the functions of both the Workload Monitoring Group (WMG) and the Workload Resolution Arbitrator (WRA) to resolve workload disputes?

Table Q47 Page 193.....Have you ever disputed your workload assignment?

Table Q48 Page 194.....Did your dispute proceed to the WMG, WRA, or was it resolved earlier?

Table Q49 Page 195.....Were you satisfied with the outcome?

Table Q50 Page 196.....Were you satisfied with the process?

Table Q51 Page 197.....Are there any other comments or feedback you would like to share regarding any aspects of this survey?



## Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Algonquin	66	8	11	10	5	4	18	2	6	35	31
	7.8	8.7	8.8	6.7	6.0	11.4	10.1	6.1	4.6	7.8	7.8
Boréal	15	1	1	6	2	-	3	-	2	6	9
	1.8	1.1	0.8	4.0	2.4	-	1.7	-	1.5	1.3	2.3
Cambrian	47	-	1	9	9	1	11	5	10	19	28
	5.6	-	0.8	6.0	10.8	2.9	6.1	15.2	7.7	4.3	7.0
				c	C		C	c	C		
Canadore	22	1	2	5	3	2	2	1	5	14	8
	2.6	1.1	1.6	3.3	3.6	5.7	1.1	3.0	3.8	3.1	2.0
Centennial	35	5	5	5	3	1	8	3	2	20	15
	4.1	5.4	4.0	3.3	3.6	2.9	4.5	9.1	1.5	4.5	3.8
Conestoga	46	1	8	11	3	-	14	3	5	24	22
	5.4	1.1	6.4	7.3	3.6	-	7.8	9.1	3.8	5.4	5.5
			b	B			B				
Confederation	11	3	1	2	1	-	3	-	1	6	5
	1.3	3.3	0.8	1.3	1.2	-	1.7	-	0.8	1.3	1.3
Durham	27	4	5	5	-	-	6	3	4	15	12
	3.2	4.3	4.0	3.3	-	-	3.4	9.1	3.1	3.4	3.0
Fanshawe	35	4	4	7	3	-	9	2	5	22	13
	4.1	4.3	3.2	4.7	3.6	-	5.0	6.1	3.8	4.9	3.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
George Brown	50 5.9	1 1.1	8 6.4 b	9 6.0 b	5 6.0	10 28.6 BCDEGHI	5 2.8	1 3.0	8 6.2 b	21 4.7	29 7.3
Georgian	33 3.9	4 4.3	7 5.6	5 3.3	3 3.6	2 5.7	6 3.4	1 3.0	5 3.8	21 4.7	12 3.0
Humber	74 8.7	15 16.3 dEH	14 11.2 Eh	8 5.3	2 2.4	2 5.7	15 8.4 e	1 3.0	16 12.3 dEh	48 10.8 k	26 6.5
La Cité	27 3.2	1 1.1	2 1.6	4 2.7	5 6.0	1 2.9	7 3.9	-	6 4.6	14 3.1	13 3.3
Lambton	20 2.4	2 2.2	2 1.6	5 3.3	2 2.4	-	5 2.8	-	4 3.1	6 1.3	14 3.5 j
Loyalist	22 2.6	5 5.4	4 3.2	1 0.7	4 4.8	1 2.9	4 2.2	-	3 2.3	12 2.7	10 2.5
Mohawk	50 5.9	5 5.4	6 4.8	17 11.3 cI	4 4.8	-	11 6.1	4 12.1	3 2.3	27 6.1	23 5.8
Niagara	22 2.6	1 1.1	7 5.6	2 1.3	-	3 8.6	4 2.2	1 3.0	4 3.1	17 3.8 k	5 1.3
Northern	19 2.2	1 1.1	4 3.2	2 1.3	2 2.4	-	7 3.9	-	3 2.3	12 2.7	7 1.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Academic Census Data - Bargaining Unit Employees Full Time

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
St. Clair	27 3.2	5 5.4	3 2.4	3 2.0	1 1.2	- -	11 6.1 eI	3 9.1	1 0.8	14 3.1	13 3.3
St. Lawrence	36 4.3	4 4.3	8 6.4 i	11 7.3 gI	4 4.8	1 2.9	4 2.2	1 3.0	1 0.8	16 3.6	20 5.0
Sault	43 5.1	3 3.3	1 0.8	11 7.3 C	10 12.0 bCg	2 5.7	7 3.9	1 3.0	8 6.2 c	20 4.5	23 5.8
Seneca	60 7.1	6 6.5	12 9.6	8 5.3	- -	4 11.4	16 8.9	- -	14 10.8	29 6.5	31 7.8
Sheridan	40 4.7	10 10.9 dG	6 4.8 g	4 2.7	6 7.2 g	- -	1 0.6	1 3.0	10 7.7 G	18 4.0	22 5.5
Fleming	19 2.2	2 2.2	3 2.4	- -	6 7.2 g	1 2.9	2 1.1	- -	4 3.1	10 2.2	9 2.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Faculty or Manager

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Faculty	846	92	125	150	83	35	179	33	130	446	400
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Please indicate your gender:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	446	46	73	27	29	24	146	33	59	446	-
	52.7	50.0	58.4	18.0	34.9	68.6	81.6	100.0	45.4	100.0	-
		De	DEi		D	bDEI	BCDEI	BCDEFGI	D		
Female	400	46	52	123	54	11	33	-	71	-	400
	47.3	50.0	41.6	82.0	65.1	31.4	18.4	-	54.6	-	100.0
		fG	G	BCEFGI	bCFG				cFG		

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

What is your primary Subject Area?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Applied Arts	92	92	-	-	-	-	-	-	-	46	46
	10.9	100.0	-	-	-	-	-	-	-	10.3	11.5
Business	125	-	125	-	-	-	-	-	-	73	52
	14.8	-	100.0	-	-	-	-	-	-	16.4	13.0
Health Sciences	150	-	-	150	-	-	-	-	-	27	123
	17.7	-	-	100.0	-	-	-	-	-	6.1	30.8
											J
Human Services	83	-	-	-	83	-	-	-	-	29	54
	9.8	-	-	-	100.0	-	-	-	-	6.5	13.5
											J
Hospitality and Tourism	35	-	-	-	-	35	-	-	-	24	11
	4.1	-	-	-	-	100.0	-	-	-	5.4	2.8
Technology	179	-	-	-	-	-	179	-	-	146	33
	21.2	-	-	-	-	-	100.0	-	-	32.7	8.3
											K
Apprenticeship	33	-	-	-	-	-	-	33	-	33	-
	3.9	-	-	-	-	-	-	100.0	-	7.4	-
Other	130	-	-	-	-	-	-	-	130	59	71
	15.4	-	-	-	-	-	-	-	100.0	13.2	17.8
I prefer not to answer	19	-	-	-	-	-	-	-	-	9	10
	2.2	-	-	-	-	-	-	-	-	2.0	2.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many years have you been teaching at an Ontario Community College?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Under a year	25 3.0	1 1.1	5 4.0	9 6.0 bg	2 2.4	1 2.9	3 1.7	1 3.0	3 2.3	14 3.1	11 2.8
1-5 years	187 22.1	16 17.4	24 19.2	49 32.7 BCGI	26 31.3 bGi	8 22.9	28 15.6	9 27.3	25 19.2	82 18.4	105 26.3 J
6-10 years	187 22.1	23 25.0	22 17.6	32 21.3	17 20.5	6 17.1	46 25.7	8 24.2	29 22.3	95 21.3	92 23.0
11-20 years	187 22.1	24 26.1 d	30 24.0	23 15.3	18 21.7	7 20.0	45 25.1 d	9 27.3	26 20.0	96 21.5	91 22.8
Over 20 years	224 26.5	27 29.3	37 29.6	31 20.7	16 19.3	11 31.4	52 29.1	6 18.2	41 31.5 de	142 31.8 K	82 20.5
I prefer not to answer/ refuse	36 4.3	1 1.1	7 5.6	6 4.0	4 4.8	2 5.7	5 2.8	- -	6 4.6	17 3.8	19 4.8
MEAN	13.4	14.6 D	14.0 D	11.1	12.3	13.3	14.4 D	12.2	14.4 D	14.5 K	12.2
MEDIAN	11.0	15.0	13.5	7.0	8.0	12.0	12.0	10.0	12.0	13.0	10.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The method of teaching for the subjects I am assigned is appropriate.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	94 11.1	13 14.1	18 14.4	12 8.0	10 12.0	3 8.6	20 11.2	2 6.1	14 10.8	49 11.0	45 11.3
1- Strongly Disagree	23 2.7	5 5.4	3 2.4	4 2.7	2 2.4	- -	3 1.7	1 3.0	5 3.8	13 2.9	10 2.5
2	25 3.0	4 4.3	4 3.2	3 2.0	3 3.6	- -	7 3.9	- -	3 2.3	12 2.7	13 3.3
3	46 5.4	4 4.3	11 8.8	5 3.3	5 6.0	3 8.6	10 5.6	1 3.0	6 4.6	24 5.4	22 5.5
4- Neither Agree nor Disagree	42 5.0	2 2.2	4 3.2	10 6.7	4 4.8	3 8.6	11 6.1	1 3.0	6 4.6	18 4.0	24 6.0
AGREE =====	698 82.5	76 82.6	101 80.8	125 83.3	68 81.9	29 82.9	143 79.9	30 90.9	110 84.6	373 83.6	325 81.3
5	89 10.5	9 9.8	13 10.4 d	6 4.0	12 14.5 d	5 14.3	18 10.1 d	6 18.2 d	16 12.3 d	56 12.6 k	33 8.3
6	289 34.2	26 28.3	38 30.4	64 42.7 bce	22 26.5	10 28.6	66 36.9	17 51.5 bcefi	42 32.3	158 35.4	131 32.8
7- Strongly Agree	320 37.8	41 44.6 H	50 40.0 h	55 36.7	34 41.0 h	14 40.0	59 33.0	7 21.2	52 40.0 h	159 35.7	161 40.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The method of teaching for the subjects I am assigned is appropriate.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	12 1.4	1 1.1	2 1.6	3 2.0	1 1.2	- -	5 2.8	- -	- -	6 1.3	6 1.5
MEAN	5.8	5.7	5.7	5.9	5.7	5.8	5.7	5.7	5.8	5.7	5.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The subject matter of the courses I have been assigned is suited to my expertise.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	54 6.4	8 8.7	8 6.4	10 6.7	5 6.0	2 5.7	12 6.7	2 6.1	6 4.6	27 6.1	27 6.8
1- Strongly Disagree	27 3.2	5 5.4	4 3.2	3 2.0	4 4.8	- -	6 3.4	2 6.1	3 2.3	16 3.6	11 2.8
2	12 1.4	2 2.2	3 2.4	4 2.7	- -	- -	3 1.7	- -	- -	5 1.1	7 1.8
3	15 1.8	1 1.1	1 0.8	3 2.0	1 1.2	2 5.7	3 1.7	- -	3 2.3	6 1.3	9 2.3
4- Neither Agree nor Disagree	15 1.8	2 2.2	2 1.6	2 1.3	1 1.2	- -	4 2.2	3 9.1	- -	13 2.9 K	2 0.5
AGREE =====	765 90.4	80 87.0	113 90.4	134 89.3	76 91.6	33 94.3	160 89.4	28 84.8	124 95.4 bg	401 89.9	364 91.0
5	42 5.0	4 4.3	7 5.6	7 4.7	2 2.4	4 11.4	10 5.6	2 6.1	6 4.6	27 6.1	15 3.8
6	156 18.4	14 15.2	19 15.2	33 22.0	12 14.5	4 11.4	36 20.1	5 15.2	28 21.5	76 17.0	80 20.0
7- Strongly Agree	567 67.0	62 67.4	87 69.6	94 62.7	62 74.7	25 71.4	114 63.7	21 63.6	90 69.2	298 66.8	269 67.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The subject matter of the courses I have been assigned is suited to my expertise.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	12 1.4	2 2.2	2 1.6	4 2.7	1 1.2	- -	3 1.7	- -	- -	5 1.1	7 1.8
MEAN	6.3	6.2	6.3	6.3	6.4	6.4	6.3	6.1	6.5	6.3	6.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I am qualified in the teaching methodology demanded by the courses assigned to me.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	43 5.1	7 7.6	7 5.6	8 5.3	4 4.8	- -	11 6.1	2 6.1	4 3.1	24 5.4	19 4.8
1- Strongly Disagree	23 2.7	6 6.5	3 2.4	2 1.3	4 4.8	- -	5 2.8	- -	3 2.3	13 2.9	10 2.5
2	9 1.1	- -	1 0.8	3 2.0	- -	- -	3 1.7	1 3.0	1 0.8	4 0.9	5 1.3
3	11 1.3	1 1.1	3 2.4	3 2.0	- -	- -	3 1.7	1 3.0	- -	7 1.6	4 1.0
4- Neither Agree nor Disagree	13 1.5	2 2.2	3 2.4	1 0.7	- -	- -	4 2.2	1 3.0	2 1.5	8 1.8	5 1.3
AGREE =====	781 92.3	82 89.1	114 91.2	140 93.3	78 94.0	34 97.1	162 90.5	30 90.9	122 93.8	408 91.5	373 93.3
5	28 3.3	3 3.3	5 4.0	8 5.3	1 1.2	1 2.9	6 3.4	1 3.0	3 2.3	14 3.1	14 3.5
6	158 18.7	13 14.1	20 16.0	44 29.3 BCegI	14 16.9	7 20.0	32 17.9	8 24.2	15 11.5	86 19.3	72 18.0
7- Strongly Agree	595 70.3	66 71.7 d	89 71.2 d	88 58.7	63 75.9 D	26 74.3	124 69.3 d	21 63.6	104 80.0 Dg	308 69.1	287 71.8

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I am qualified in the teaching methodology demanded by the courses assigned to me.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	9 1.1	1 1.1	1 0.8	1 0.7	1 1.2	1 2.9	2 1.1	- -	2 1.5	6 1.3	3 0.8
MEAN	6.4	6.3	6.4	6.3	6.5	6.7 d	6.4	6.3	6.6 d	6.4	6.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The majority of students who are registered in my assigned courses enter with the prerequisite knowledge and skills to be successful

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	357 42.2	41 44.6	58 46.4	54 36.0	39 47.0	16 45.7	85 47.5	5 15.2	49 37.7	194 43.5	163 40.8
		H	H	H	H	H	dH		H		
1- Strongly Disagree	64 7.6	5 5.4	10 8.0	16 10.7	8 9.6	4 11.4	12 6.7	- -	9 6.9	31 7.0	33 8.3
2	122 14.4	12 13.0	23 18.4	14 9.3	9 10.8	6 17.1	31 17.3	2 6.1	21 16.2	70 15.7	52 13.0
			dh				dh				
3	171 20.2	24 26.1	25 20.0	24 16.0	22 26.5	6 17.1	42 23.5	3 9.1	19 14.6	93 20.9	78 19.5
		hi			hi		hi				
4- Neither Agree nor Disagree	94 11.1	9 9.8	10 8.0	8 5.3	7 8.4	6 17.1	24 13.4	7 21.2	21 16.2	64 14.3	30 7.5
							d	d	cD	K	
AGREE =====	394 46.6	42 45.7	57 45.6	88 58.7	37 44.6	13 37.1	70 39.1	21 63.6	59 45.4	187 41.9	207 51.8
				bcefGi				fG			J
5	209 24.7	27 29.3	30 24.0	42 28.0	17 20.5	9 25.7	39 21.8	13 39.4	29 22.3	104 23.3	105 26.3
								e			
6	125 14.8	12 13.0	19 15.2	28 18.7	8 9.6	4 11.4	24 13.4	7 21.2	20 15.4	62 13.9	63 15.8
				e							

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The majority of students who are registered in my assigned courses enter with the prerequisite knowledge and skills to be successful

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	60 7.1	3 3.3	8 6.4	18 12.0 BGh	12 14.5 Bgh	- -	7 3.9	1 3.0	10 7.7	21 4.7	39 9.8 J
I prefer not to answer/ refuse	1 0.1	- -	- -	- -	- -	- -	- -	- -	1 0.8	1 0.2	- -
MEAN	4.0	4.0	3.9	4.3 fg	4.1	3.6	3.8	4.7 bcFG	4.1	3.9	4.2 j

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The curriculum assigned to me is designed so that the average student can master it.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE	118	18	18	22	10	2	29	3	15	66	52
=====	13.9	19.6 f	14.4	14.7	12.0	5.7	16.2 f	9.1	11.5	14.8	13.0
1- Strongly Disagree	27 3.2	4 4.3	3 2.4	6 4.0	3 3.6	- -	8 4.5	- -	3 2.3	13 2.9	14 3.5
2	35 4.1	6 6.5	5 4.0	6 4.0	3 3.6	2 5.7	9 5.0	1 3.0	3 2.3	21 4.7	14 3.5
3	56 6.6	8 8.7	10 8.0	10 6.7	4 4.8	- -	12 6.7	2 6.1	9 6.9	32 7.2	24 6.0
4- Neither Agree nor Disagree	66 7.8	4 4.3	11 8.8	11 7.3	8 9.6	4 11.4	14 7.8	5 15.2	6 4.6	39 8.7	27 6.8
AGREE	653	69	95	117	63	29	132	25	109	336	317
=====	77.2	75.0	76.0	78.0	75.9	82.9	73.7	75.8	83.8 g	75.3	79.3
5	162 19.1	19 20.7	21 16.8	31 20.7	14 16.9	7 20.0	44 24.6 I	7 21.2	17 13.1	88 19.7	74 18.5
6	281 33.2	26 28.3	44 35.2	52 34.7	27 32.5	10 28.6	46 25.7	15 45.5 g	51 39.2 g	151 33.9	130 32.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The curriculum assigned to me is designed so that the average student can master it.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	210 24.8	24 26.1 h	30 24.0 h	34 22.7 h	22 26.5 h	12 34.3 H	42 23.5 h	3 9.1	41 31.5 H	97 21.7	113 28.3 j
I prefer not to answer/ refuse	9 1.1	1 1.1	1 0.8	- -	2 2.4	- -	4 2.2	- -	- -	5 1.1	4 1.0
MEAN	5.4	5.2	5.4	5.3	5.4	5.7	5.2	5.3	5.7 bdg	5.3	5.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
The method of teaching for the subjects I am assigned is appropriate.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
The method of teaching for the subjects I am assigned is appropriate	698 82.5	76 82.6	101 80.8	125 83.3	68 81.9	29 82.9	143 79.9	30 90.9	110 84.6	373 83.6	325 81.3
The subject matter of the courses I have been assigned is suited to my expertise	765 90.4	80 87.0	113 90.4	134 89.3	76 91.6	33 94.3	160 89.4	28 84.8	124 95.4 bg	401 89.9	364 91.0
I am qualified in the teaching methodology demanded by the courses assigned to me	781 92.3	82 89.1	114 91.2	140 93.3	78 94.0	34 97.1	162 90.5	30 90.9	122 93.8	408 91.5	373 93.3
The majority of students who are registered in my assigned courses enter with the prerequisite knowledge and skills to be successful	394 46.6	42 45.7	57 45.6	88 58.7 bcefGi	37 44.6	13 37.1	70 39.1	21 63.6 fg	59 45.4	187 41.9	207 51.8 J
The curriculum assigned to me is designed so that the average student can master it	653 77.2	69 75.0	95 76.0	117 78.0	63 75.9	29 82.9	132 73.7	25 75.8	109 83.8 g	336 75.3	317 79.3

Comparison Groups: BCDEFghi/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please indicate which of the following teaching methods you use in your first teaching assignment of the week?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Traditional classroom instruction	550 65.0	59 64.1	88 70.4 D	82 54.7	60 72.3 D	25 71.4	119 66.5 d	20 60.6	86 66.2 d	287 64.3	263 65.8
Lecture	534 63.1	62 67.4 d	83 66.4 d	79 52.7	49 59.0	22 62.9	131 73.2 Dei	20 60.6	78 60.0	309 69.3 K	225 56.3
Lab/shop	329 38.9	35 38.0 CEi	23 18.4	63 42.0 CEI	15 18.1	12 34.3	118 65.9 BCDEFI	25 75.8 BCDEFI	31 23.8	205 46.0 K	124 31.0
Seminar	125 14.8	20 21.7 G	19 15.2 G	19 12.7 G	23 27.7 cdG	5 14.3	7 3.9	- -	30 23.1 dG	55 12.3	70 17.5 j
Online delivery in the classroom from your location	76 9.0	5 5.4	16 12.8	14 9.3	7 8.4	5 14.3	12 6.7	- -	15 11.5	32 7.2	44 11.0
Online delivery for students to their locations	73 8.6	8 8.7	10 8.0	16 10.7	7 8.4	6 17.1	9 5.0	- -	15 11.5 g	25 5.6	48 12.0 J
Clinical	50 5.9	- -	1 0.8	43 28.7 CEFI	4 4.8	1 2.9	- -	- -	1 0.8	7 1.6	43 10.8 J
Field Placement	49 5.8	3 3.3	3 2.4	16 10.7 bCGI	17 20.5 BCGI	5 14.3 gi	1 0.6	- -	3 2.3	17 3.8	32 8.0 j

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please indicate which of the following teaching methods you use in your first teaching assignment of the week?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Studio	36 4.3	22 23.9 CEGI	1 0.8	- -	1 1.2	- -	6 3.4	- -	4 3.1	19 4.3	17 4.3
Group work/ Group assignment	23 2.7	3 3.3	5 4.0	5 3.3	3 3.6	1 2.9	1 0.6	- -	4 3.1	11 2.5	12 3.0
Cooperative learning	11 1.3	1 1.1	1 0.8	1 0.7	3 3.6	- -	1 0.6	- -	4 3.1	2 0.4	9 2.3 j
Discussions/ Debate	9 1.1	1 1.1	3 2.4	3 2.0	1 1.2	- -	- -	- -	1 0.8	3 0.7	6 1.5
Case study	5 0.6	1 1.1	2 1.6	- -	- -	- -	- -	- -	1 0.8	3 0.7	2 0.5
Video presentations	4 0.5	- -	1 0.8	- -	- -	- -	- -	- -	2 1.5	1 0.2	3 0.8
In class exercises/ In class problem solving	4 0.5	- -	2 1.6	- -	- -	1 2.9	- -	- -	1 0.8	4 0.9	- -
Presentations/ Group presentations	4 0.5	1 1.1	2 1.6	1 0.7	- -	- -	- -	- -	- -	3 0.7	1 0.3
Visual presentations	3 0.4	1 1.1	- -	1 0.7	1 1.2	- -	- -	- -	- -	2 0.4	1 0.3
Other	77 9.1	11 12.0 g	11 8.8	12 8.0	14 16.9 G	- -	7 3.9	- -	20 15.4 G	32 7.2	45 11.3 j

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please indicate which of the following teaching methods you use in your first teaching assignment of the week?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	4 0.5	- -	1 0.8	1 0.7	- -	- -	1 0.6	- -	1 0.8	3 0.7	1 0.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Is this the first time you taught this course?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	100	5	18	25	6	4	19	6	15	51	49
	11.8	5.4	14.4 b	16.7 Be	7.2	11.4	10.6	18.2	11.5	11.4	12.3
No	739	85	106	125	77	30	159	26	114	393	346
	87.4	92.4 d	84.8	83.3	92.8 d	85.7	88.8	78.8	87.7	88.1	86.5
I prefer not to answer/ refuse	7	2	1	-	-	1	1	1	1	2	5
	0.8	2.2	0.8	-	-	2.9	0.6	3.0	0.8	0.4	1.3

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Has there been any major revision made to this course since the last time you taught it?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	746	87	107	125	77	31	160	27	115	395	351
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	337	37	48	53	35	18	77	12	50	178	159
	45.2	42.5	44.9	42.4	45.5	58.1	48.1	44.4	43.5	45.1	45.3
No	403	50	58	71	41	13	82	14	64	214	189
	54.0	57.5	54.2	56.8	53.2	41.9	51.3	51.9	55.7	54.2	53.8
I prefer not to answer/ refuse	6	-	1	1	1	-	1	1	1	3	3
	0.8	-	0.9	0.8	1.3	-	0.6	3.7	0.9	0.8	0.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Have you taught this course previously within the last three years?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	746	87	107	125	77	31	160	27	115	395	351
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	694	80	103	118	72	27	149	23	107	367	327
	93.0	92.0	96.3	94.4	93.5	87.1	93.1	85.2	93.0	92.9	93.2
No	48	7	3	7	4	4	10	4	8	26	22
	6.4	8.0	2.8	5.6	5.2	12.9	6.3	14.8	7.0	6.6	6.3
I prefer not to answer/ refuse	4	-	1	-	1	-	1	-	-	2	2
	0.5	-	0.9	-	1.3	-	0.6	-	-	0.5	0.6

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



How many sections of this course are you currently teaching?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1-3	677	69	104	129	69	29	142	19	104	342	335
===	80.0	75.0	83.2	86.0	83.1	82.9	79.3	57.6	80.0	76.7	83.8
			H	bH	H	h	h		h		J
1	306	21	42	83	32	14	66	1	43	137	169
	36.2	22.8	33.6	55.3	38.6	40.0	36.9	3.0	33.1	30.7	42.3
		H	H	BCeGHI	bH	H	bH		H		J
2	253	30	42	32	28	8	53	8	48	130	123
	29.9	32.6	33.6	21.3	33.7	22.9	29.6	24.2	36.9	29.1	30.8
			d		d				D		
3	118	18	20	14	9	7	23	10	13	75	43
	13.9	19.6	16.0	9.3	10.8	20.0	12.8	30.3	10.0	16.8	10.8
		d						degi		K	
4-6	132	18	19	15	13	5	31	9	18	84	48
===	15.6	19.6	15.2	10.0	15.7	14.3	17.3	27.3	13.8	18.8	12.0
		d						d		K	
4	70	5	14	7	6	4	19	5	8	45	25
	8.3	5.4	11.2	4.7	7.2	11.4	10.6	15.2	6.2	10.1	6.3
			d				d			k	
5	38	8	4	6	4	1	7	2	5	23	15
	4.5	8.7	3.2	4.0	4.8	2.9	3.9	6.1	3.8	5.2	3.8
6	24	5	1	2	3	-	5	2	5	16	8
	2.8	5.4	0.8	1.3	3.6	-	2.8	6.1	3.8	3.6	2.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many sections of this course are you currently teaching?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
More than 6	17 2.0	1 1.1	1 0.8	3 2.0	1 1.2	1 2.9	5 2.8	2 6.1	2 1.5	12 2.7	5 1.3
I prefer not to answer/ refuse	20 2.4	4 4.3	1 0.8	3 2.0	- -	- -	1 0.6	3 9.1	6 4.6 g	8 1.8	12 3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
First section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	826 100.0%	88 100.0%	124 100.0%	147 100.0%	83 100.0%	35 100.0%	178 100.0%	30 100.0%	124 100.0%	438 100.0%	388 100.0%
1 hour	14 1.7	3 3.4	- -	1 0.7	2 2.4	- -	1 0.6	2 6.7	4 3.2	8 1.8	6 1.5
2 hours	90 10.9	10 11.4	5 4.0	22 15.0 CFH	10 12.0 cf	1 2.9	26 14.6 CFH	1 3.3	14 11.3 cf	51 11.6	39 10.1
3 hours	413 50.0	56 63.6 DfGH	86 69.4 DFGH	62 42.2 gH	57 68.7 DFGH	15 42.9 H	55 30.9 H	2 6.7	73 58.9 DGH	203 46.3	210 54.1 j
4 hours	137 16.6	9 10.2	17 13.7	21 14.3	8 9.6	9 25.7 ei	53 29.8 BCDEI	7 23.3	11 8.9	79 18.0	58 14.9
5 hours	36 4.4	2 2.3	5 4.0	6 4.1	- -	2 5.7	15 8.4 b	1 3.3	5 4.0	22 5.0	14 3.6
6-10 hours	60 7.3	6 6.8	6 4.8	11 7.5	3 3.6	4 11.4	16 9.0	7 23.3 bcdei	7 5.6	39 8.9 k	21 5.4
More than 10 hours	37 4.5	1 1.1	1 0.8	14 9.5 BCg	- -	2 5.7	5 2.8	7 23.3 BCFGi	6 4.8	15 3.4	22 5.7
I prefer not to answer	39 4.7	1 1.1	4 3.2	10 6.8 b	3 3.6	2 5.7	7 3.9	3 10.0	4 3.2	21 4.8	18 4.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
First section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	4.0	3.4	3.4 e	4.5 BCE	3.1	6.0 bCeg	4.0 bcE	7.3 BCDEGI	4.0 e	3.9	4.1
MEDIAN	3.0	3.0	3.0	3.0	3.0	4.0	4.0	6.0	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Second section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	520 100.0%	67 100.0%	82 100.0%	64 100.0%	51 100.0%	21 100.0%	112 100.0%	29 100.0%	81 100.0%	301 100.0%	219 100.0%
1 hour	13 2.5	2 3.0	1 1.2	2 3.1	2 3.9	- -	1 0.9	2 6.9	3 3.7	10 3.3	3 1.4
2 hours	67 12.9	9 13.4	6 7.3	13 20.3 ce	4 7.8	2 9.5	18 16.1	2 6.9	12 14.8	43 14.3	24 11.0
3 hours	266 51.2	41 61.2 dfGH	59 72.0 DFGH	27 42.2 H	37 72.5 DFGH	7 33.3	36 32.1 H	3 10.3	49 60.5 dfGH	141 46.8	125 57.1 j
4 hours	84 16.2	7 10.4	9 11.0	9 14.1	4 7.8	5 23.8	34 30.4 BCDEI	7 24.1	8 9.9	51 16.9	33 15.1
5 hours	15 2.9	1 1.5	1 1.2	2 3.1	- -	- -	6 5.4	2 6.9	3 3.7	8 2.7	7 3.2
6-10 hours	38 7.3	5 7.5	2 2.4	2 3.1	2 3.9	4 19.0	10 8.9 c	9 31.0 bCDEgI	4 4.9	27 9.0	11 5.0
More than 10 hours	7 1.3	1 1.5	1 1.2	3 4.7	- -	1 4.8	- -	1 3.4	- -	3 1.0	4 1.8
I prefer not to answer	30 5.8	1 1.5	3 3.7	6 9.4 b	2 3.9	2 9.5	7 6.3	3 10.3	2 2.5	18 6.0	12 5.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Second section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.5	3.4	3.2	3.6	3.1	4.7 bCEgI	3.6 ei	5.4 BCdEGI	3.2	3.5	3.5
MEDIAN	3.0	3.0	3.0	3.0	3.0	4.0	3.0	4.0	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Third section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	267 100.0%	37 100.0%	40 100.0%	32 100.0%	23 100.0%	13 100.0%	59 100.0%	21 100.0%	33 100.0%	171 100.0%	96 100.0%
1 hour	10 3.7	3 8.1	1 2.5	1 3.1	1 4.3	- -	- -	2 9.5	2 6.1	7 4.1	3 3.1
2 hours	47 17.6	7 18.9	4 10.0	5 15.6	2 8.7	2 15.4	16 27.1 ce	- -	10 30.3 ce	32 18.7	15 15.6
3 hours	128 47.9	21 56.8 gH	28 70.0 DFGH	11 34.4	18 78.3 DFGHi	4 30.8	20 33.9	5 23.8	16 48.5	78 45.6	50 52.1
4 hours	36 13.5	3 8.1	4 10.0	5 15.6	- -	2 15.4	13 22.0 b	4 19.0	4 12.1	25 14.6	11 11.5
5 hours	7 2.6	- -	1 2.5	2 6.3	- -	- -	2 3.4	2 9.5	- -	4 2.3	3 3.1
6-10 hours	12 4.5	1 2.7	- -	- -	1 4.3	2 15.4	3 5.1	4 19.0	1 3.0	8 4.7	4 4.2
More than 10 hours	6 2.2	1 2.7	1 2.5	1 3.1	- -	1 7.7	- -	2 9.5	- -	4 2.3	2 2.1
I prefer not to answer	21 7.9	1 2.7	1 2.5	7 21.9 bce	1 4.3	2 15.4	5 8.5	2 9.5	- -	13 7.6	8 8.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Third section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.4	3.1	3.2	3.4	3.0	4.7 egi	3.3	6.0 bceGI	2.8	3.5	3.4
MEDIAN	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How many hours per week are scheduled for each section of this course?  
Fourth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	149 100.0%	19 100.0%	20 100.0%	18 100.0%	14 100.0%	6 100.0%	36 100.0%	11 100.0%	20 100.0%	96 100.0%	53 100.0%
1 hour	7 4.7	2 10.5	- -	1 5.6	1 7.1	- -	1 2.8	1 9.1	1 5.0	5 5.2	2 3.8
2 hours	29 19.5	1 5.3	3 15.0	2 11.1	1 7.1	- -	12 33.3 Bdeh	1 9.1	8 40.0 Bdeh	21 21.9	8 15.1
3 hours	63 42.3	12 63.2 fGH	13 65.0 FGH	7 38.9	10 71.4 FGH	1 16.7	8 22.2	2 18.2	9 45.0	36 37.5	27 50.9
4 hours	24 16.1	1 5.3	2 10.0	3 16.7	1 7.1	1 16.7	10 27.8 be	3 27.3	2 10.0	18 18.8	6 11.3
5 hours	5 3.4	1 5.3	1 5.0	1 5.6	- -	- -	- -	2 18.2	- -	3 3.1	2 3.8
6-10 hours	5 3.4	- -	- -	- -	- -	1 16.7	3 8.3	1 9.1	- -	4 4.2	1 1.9
More than 10 hours	3 2.0	1 5.3	- -	1 5.6	- -	1 16.7	- -	- -	- -	1 1.0	2 3.8
I prefer not to answer	13 8.7	1 5.3	1 5.0	3 16.7	1 7.1	2 33.3	2 5.6	1 9.1	- -	8 8.3	5 9.4
MEAN	3.3	3.6	3.1	3.7	2.8	7.3 CeGI	3.4	3.7 i	2.6	3.2	3.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Fourth section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	3.0	3.0	3.0	3.0	3.0	5.0	3.0	4.0	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Fifth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	79 100.0%	14 100.0%	6 100.0%	11 100.0%	8 100.0%	2 100.0%	17 100.0%	6 100.0%	12 100.0%	51 100.0%	28 100.0%
1 hour	6 7.6	2 14.3	- -	1 9.1	1 12.5	- -	1 5.9	1 16.7	- -	5 9.8	1 3.6
2 hours	21 26.6	1 7.1	1 16.7	2 18.2	1 12.5	- -	8 47.1 Be	2 33.3	4 33.3	16 31.4	5 17.9
3 hours	31 39.2	8 57.1 dg	5 83.3 DG	2 18.2	5 62.5 dg	- -	3 17.6	- -	7 58.3 dg	17 33.3	14 50.0
4 hours	9 11.4	1 7.1	- -	- -	1 12.5	1 50.0	3 17.6	2 33.3	1 8.3	8 15.7	1 3.6
5 hours	2 2.5	- -	- -	1 9.1	- -	- -	1 5.9	- -	- -	1 2.0	1 3.6
6-10 hours	1 1.3	- -	- -	- -	- -	1 50.0	- -	- -	- -	1 2.0	- -
More than 10 hours	2 2.5	1 7.1	- -	1 9.1	- -	- -	- -	- -	- -	- -	2 7.1
I prefer not to answer	7 8.9	1 7.1	- -	4 36.4	- -	- -	1 5.9	1 16.7	- -	3 5.9	4 14.3
MEAN	3.1	3.6	2.8	4.4	2.8	5.0 CegI	2.7	2.6	2.8	2.7	3.8 j

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Fifth section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	3.0	3.0	3.0	3.0	3.0	5.0	2.0	2.0	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Sixth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	41 100.0%	6 100.0%	2 100.0%	5 100.0%	4 100.0%	1 100.0%	10 100.0%	4 100.0%	7 100.0%	28 100.0%	13 100.0%
1 hour	4 9.8	1 16.7	1 50.0	- -	1 25.0	- -	1 10.0	- -	- -	4 14.3	- -
2 hours	11 26.8	1 16.7	- -	- -	1 25.0	- -	4 40.0	2 50.0	2 28.6	8 28.6	3 23.1
3 hours	11 26.8	2 33.3	1 50.0	- -	1 25.0	- -	2 20.0	1 25.0	4 57.1	9 32.1	2 15.4
4 hours	2 4.9	- -	- -	- -	- -	- -	1 10.0	- -	1 14.3	1 3.6	1 7.7
5 hours	1 2.4	- -	- -	1 20.0	- -	- -	- -	- -	- -	- -	1 7.7
6-10 hours	2 4.9	- -	- -	- -	1 25.0	1 100.0 E	- -	- -	- -	1 3.6	1 7.7
More than 10 hours	2 4.9	1 16.7	- -	1 20.0	- -	- -	- -	- -	- -	- -	2 15.4
I prefer not to answer	8 19.5	1 16.7	- -	3 60.0	- -	- -	2 20.0	1 25.0	- -	5 17.9	3 23.1
MEAN	3.5	4.8	2.0	10.0 Gi	3.0	6.0 GhI	2.4	2.3	2.9	2.5	5.7 J

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Sixth section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	3.0	3.0	2.0	10.0	2.5	6.0	2.0	2.0	3.0	2.0	3.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
Additional sections (average)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	17 100.0%	1 100.0%	1 100.0%	3 100.0%	1 100.0%	1 100.0%	5 100.0%	2 100.0%	2 100.0%	12 100.0%	5 100.0%
1 hour	3 17.6	-	1 100.0 G	-	1 100.0 G	-	1 20.0	-	-	3 25.0	-
2 hours	2 11.8	-	-	-	-	-	2 40.0	-	-	2 16.7	-
3 hours	2 11.8	-	-	-	-	-	1 20.0	-	1 50.0	1 8.3	1 20.0
4 hours	2 11.8	-	-	-	-	-	1 20.0	1 50.0	-	2 16.7	-
6-10 hours	1 5.9	-	-	-	-	1 100.0	-	-	-	1 8.3	-
More than 10 hours	1 5.9	1 100.0	-	-	-	-	-	-	-	1 8.3	-
I prefer not to answer	6 35.3	-	-	3 100.0	-	-	-	1 50.0	1 50.0	2 16.7	4 80.0 J
MEAN	4.9	27.0 G	1.0	-	1.0	6.0 g	2.4	4.0	3.0	5.1	3.0
MEDIAN	3.0	27.0	1.0	-	1.0	6.0	2.0	4.0	3.0	2.5	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours per week are scheduled for each section of this course?  
SUMMARY TABLE OF MEAN

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
1 section	4.0	3.4	3.4 e	4.5 BCE	3.1	6.0 bCeg	4.0 bcE	7.3 BCDEGI	4.0 e	3.9	4.1
2 sections	3.5	3.4	3.2	3.6	3.1	4.7 bCEgI	3.6 ei	5.4 BCdEGI	3.2	3.5	3.5
3 sections	3.4	3.1	3.2	3.4	3.0	4.7 egi	3.3	6.0 bceGI	2.8	3.5	3.4
4 sections	3.3	3.6	3.1	3.7	2.8	7.3 CeGI	3.4	3.7 i	2.6	3.2	3.5
5 sections	3.1	3.6	2.8	4.4	2.8	5.0 CegI	2.7	2.6	2.8	2.7	3.8 j
6 sections	3.5	4.8	2.0	10.0 Gi	3.0	6.0 GhI	2.4	2.3	2.9	2.5	5.7 J
More than 6 sections	4.9	27.0 G	1.0	-	1.0	6.0 g	2.4	4.0	3.0	5.1	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How many students are currently enrolled in each section of this course?  
First section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-10	52 6.1	2 2.2	3 2.4	18 12.0 BCeI	4 4.8	3 8.6	19 10.6 BCI	- -	3 2.3	30 6.7	22 5.5
11-20	157 18.6	10 10.9	5 4.0	33 22.0 bCf	11 13.3 c	3 8.6	48 26.8 BCEF	21 63.6 BCDEFGI	24 18.5 C	94 21.1 k	63 15.8
21-30	225 26.6	38 41.3 CDeH	28 22.4 H	27 18.0 h	21 25.3 H	11 31.4 H	53 29.6 dH	2 6.1	41 31.5 DH	123 27.6	102 25.5
31-40	200 23.6	23 25.0 g	54 43.2 BDeGHI	30 20.0	22 26.5 g	10 28.6	26 14.5	4 12.1	28 21.5	90 20.2	110 27.5 j
41-50	103 12.2	12 13.0 h	25 20.0 dFGH	15 10.0	15 18.1 fgH	2 5.7	15 8.4	1 3.0	15 11.5 h	53 11.9	50 12.5
More than 50	74 8.7	4 4.3	9 7.2	24 16.0 BcegH	5 6.0	4 11.4	13 7.3	1 3.0	11 8.5	35 7.8	39 9.8
I prefer not to answer/ refuse	35 4.1	3 3.3	1 0.8	3 2.0	5 6.0	2 5.7	5 2.8	4 12.1 c	8 6.2 c	21 4.7	14 3.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
First section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	32.3	31.3 H	37.6 BGHI	34.5 gh	33.9 gH	32.5 h	28.0	23.0	31.3 H	31.3	33.3
MEDIAN	30.0	30.0	37.5	30.0	33.0	30.0	25.0	20.0	30.0	28.0	32.0
TOTAL STUDENTS	26169	2787	4661	5071	2646	1071	4874	667	3822	13302	12867

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Second section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	538 100.0%	70 100.0%	83 100.0%	66 100.0%	51 100.0%	21 100.0%	113 100.0%	32 100.0%	87 100.0%	309 100.0%	229 100.0%
1-10	29 5.4	3 4.3	- -	9 13.6 ehi	1 2.0	1 4.8	11 9.7 e	1 3.1	3 3.4	18 5.8	11 4.8
11-20	100 18.6	8 11.4	4 4.8	17 25.8 bCe	5 9.8	2 9.5	31 27.4 BCEfi	18 56.3 BCDEFGI	13 14.9 c	67 21.7 k	33 14.4
21-30	151 28.1	32 45.7 CDeGH	20 24.1	11 16.7	14 27.5	8 38.1 h	30 26.5	4 12.5	27 31.0 dh	86 27.8	65 28.4
31-40	135 25.1	15 21.4	36 43.4 BDfGHi	14 21.2	14 27.5 h	4 19.0	24 21.2	3 9.4	24 27.6 H	73 23.6	62 27.1
41-50	60 11.2	5 7.1	14 16.9 gH	7 10.6	13 25.5 BdGHi	2 9.5	7 6.2	1 3.1	8 9.2	30 9.7	30 13.1
More than 50	37 6.9	5 7.1	9 10.8 e	5 7.6	1 2.0	2 9.5	7 6.2	1 3.1	6 6.9	20 6.5	17 7.4
I prefer not to answer/ refuse	26 4.8	2 2.9	- -	3 4.5	3 5.9	2 9.5	3 2.7	4 12.5	6 6.9	15 4.9	11 4.8
MEAN	31.1	30.1 h	38.1 BDeGHI	28.4	33.7 GH	31.9 h	27.6	23.3	32.0 gH	30.0	32.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Second section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	30.0	26.5	38.0	28.0	34.5	25.0	25.0	20.0	30.0	27.0	30.5
TOTAL STUDENTS	15902	2048	3161	1790	1616	607	3032	652	2593	8817	7085

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Third section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	283 100.0%	40 100.0%	41 100.0%	34 100.0%	23 100.0%	13 100.0%	59 100.0%	23 100.0%	39 100.0%	178 100.0%	105 100.0%
1-10	16 5.7	2 5.0	1 2.4	7 20.6 bcghi	- -	1 7.7	3 5.1	1 4.3	1 2.6	9 5.1	7 6.7
11-20	60 21.2	6 15.0	2 4.9	4 11.8	2 8.7	2 15.4	21 35.6 bcDE	13 56.5 BCDEFI	8 20.5 c	44 24.7 k	16 15.2
21-30	72 25.4	15 37.5 DH	9 22.0	4 11.8	5 21.7	6 46.2 dh	16 27.1 h	2 8.7	12 30.8 dh	42 23.6	30 28.6
31-40	74 26.1	10 25.0	20 48.8 bdFGHi	9 26.5	11 47.8 FgHi	1 7.7	11 18.6	2 8.7	9 23.1	45 25.3	29 27.6
41-50	27 9.5	4 10.0	6 14.6 i	4 11.8	3 13.0	1 7.7	6 10.2	- -	1 2.6	18 10.1	9 8.6
More than 50	13 4.6	1 2.5	3 7.3	3 8.8	- -	1 7.7	1 1.7	1 4.3	3 7.7	8 4.5	5 4.8
I prefer not to answer/ refuse	21 7.4	2 5.0	- -	3 8.8	2 8.7	1 7.7	1 1.7	4 17.4	5 12.8 g	12 6.7	9 8.6
MEAN	29.8	29.0 h	37.0 BGHi	31.3	32.9 gH	27.4	26.4	22.2	29.6	29.2	30.9

Comparison Groups: BCDEFghi/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Third section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	29.0	28.0	35.0	31.0	35.0	24.5	24.5	20.0	28.5	26.5	30.0
TOTAL STUDENTS	7808	1102	1517	971	691	329	1534	421	1007	4843	2965

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Fourth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	165 100.0%	22 100.0%	20 100.0%	20 100.0%	14 100.0%	6 100.0%	37 100.0%	13 100.0%	26 100.0%	103 100.0%	62 100.0%
1-10	11 6.7	1 4.5	- -	6 30.0 b	- -	1 16.7	3 8.1	- -	- -	5 4.9	6 9.7
11-20	38 23.0	1 4.5	3 15.0	1 5.0	1 7.1	1 16.7	16 43.2 BcDE	8 61.5 BCDEfi	6 23.1 b	28 27.2	10 16.1
21-30	29 17.6	8 36.4 cD	2 10.0	1 5.0	2 14.3	4 66.7 CDegi	6 16.2	- -	4 15.4	21 20.4	8 12.9
31-40	47 28.5	7 31.8	12 60.0 dGH	5 25.0	5 35.7	- -	7 18.9	1 7.7	10 38.5 h	27 26.2	20 32.3
41-50	15 9.1	2 9.1	3 15.0	2 10.0	3 21.4	- -	3 8.1	- -	1 3.8	9 8.7	6 9.7
More than 50	3 1.8	- -	- -	1 5.0	- -	- -	1 2.7	1 7.7	- -	1 1.0	2 3.2
I prefer not to answer/ refuse	22 13.3	3 13.6	- -	4 20.0	3 21.4	- -	1 2.7	3 23.1	5 19.2 g	12 11.7	10 16.1
MEAN	28.4	30.1 f	34.4 FGh	27.4	35.1 Fg	20.2	24.9	24.3	28.9 f	27.4	30.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Fourth section

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	28.0	30.0	36.5	30.0	35.0	23.5	20.0	19.0	32.0	25.0	31.5
TOTAL STUDENTS	4066	571	687	439	386	121	897	243	607	2497	1569

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How many students are currently enrolled in each section of this course?  
Fifth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	95 100.0%	17 100.0%	6 100.0%	13 100.0%	8 100.0%	2 100.0%	18 100.0%	8 100.0%	18 100.0%	58 100.0%	37 100.0%
1-10	5 5.3	2 11.8	1 16.7	1 7.7	- -	- -	1 5.6	- -	- -	2 3.4	3 8.1
11-20	20 21.1	2 11.8	- -	3 23.1	- -	- -	7 38.9	4 50.0 b	3 16.7	13 22.4	7 18.9
21-30	18 18.9	3 17.6	2 33.3	2 15.4	2 25.0	2 100.0 BCDEGI	3 16.7	- -	4 22.2	12 20.7	6 16.2
31-40	17 17.9	3 17.6	2 33.3	1 7.7	2 25.0	- -	4 22.2	- -	4 22.2	10 17.2	7 18.9
41-50	9 9.5	3 17.6	1 16.7	- -	2 25.0	- -	2 11.1	- -	- -	8 13.8 k	1 2.7
More than 50	3 3.2	- -	- -	1 7.7	- -	- -	- -	1 12.5	1 5.6	2 3.4	1 2.7
I prefer not to answer/ refuse	23 24.2	4 23.5	- -	5 38.5 g	2 25.0	- -	1 5.6	3 37.5	6 33.3 g	11 19.0	12 32.4
MEAN	32.0	27.1	27.8	63.8	37.2	24.5	25.2	27.4	28.4	29.2	37.2
MEDIAN	25.0	30.0	30.0	22.0	39.0	24.5	24.0	20.0	27.5	25.0	24.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Fifth section

	MAIN SUBJECT AREA								GENDER		
	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE	
TOTAL											
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL STUDENTS	2301	352	167	510	223	49	429	137	341	1371	930

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Sixth section

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	56 100.0%	9 100.0%	2 100.0%	6 100.0%	4 100.0%	1 100.0%	11 100.0%	6 100.0%	13 100.0%	35 100.0%	21 100.0%
1-10	3 5.4	1 11.1	- -	1 16.7	- -	- -	- -	- -	1 7.7	1 2.9	2 9.5
11-20	10 17.9	1 11.1	- -	1 16.7	- -	- -	2 18.2	3 50.0	2 15.4	7 20.0	3 14.3
21-30	8 14.3	2 22.2	1 50.0	1 16.7	- -	1 100.0 BDG	3 27.3	- -	- -	6 17.1	2 9.5
31-40	6 10.7	- -	- -	- -	2 50.0	- -	2 18.2	- -	2 15.4	3 8.6	3 14.3
41-50	6 10.7	1 11.1	1 50.0	- -	1 25.0	- -	1 9.1	- -	2 15.4	6 17.1	- -
I prefer not to answer/ refuse	23 41.1	4 44.4	- -	3 50.0	1 25.0	- -	3 27.3	3 50.0	6 46.2	12 34.3	11 52.4
MEAN	26.6	23.0	35.5	15.7	41.7 DfgH	25.0	28.8	20.0	27.3	29.0	21.2
MEDIAN	25.0	21.0	35.5	13.0	40.0	25.0	25.0	20.0	31.0	25.0	20.0
TOTAL STUDENTS	878	115	71	47	125	25	230	60	191	666	212

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
Additional sections (average) students

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	32 100.0%	4 100.0%	1 100.0%	4 100.0%	1 100.0%	1 100.0%	6 100.0%	4 100.0%	8 100.0%	19 100.0%	13 100.0%
11-20	4 12.5	- -	- -	1 25.0	- -	- -	1 16.7	1 25.0	1 12.5	2 10.5	2 15.4
21-30	4 12.5	- -	1 100.0 G	- -	- -	1 100.0 G	2 33.3	- -	- -	4 21.1	- -
31-40	3 9.4	1 25.0	- -	- -	1 100.0 BG	- -	1 16.7	- -	- -	2 10.5	1 7.7
41-50	1 3.1	- -	- -	- -	- -	- -	- -	- -	1 12.5	- -	1 7.7
More than 50	1 3.1	1 25.0	- -	- -	- -	- -	- -	- -	- -	1 5.3	- -
I prefer not to answer/ refuse	19 59.4	2 50.0	- -	3 75.0	- -	- -	2 33.3	3 75.0	6 75.0	10 52.6	9 69.2
MEAN	55.3	213.5	25.0	14.0	40.0	30.0	25.5	20.0	30.5	67.1	28.8
MEDIAN	25.0	213.5	25.0	14.0	40.0	30.0	25.0	20.0	30.5	25.0	28.0
TOTAL STUDENTS	719	427	25	14	40	30	102	20	61	604	115

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in each section of this course?  
SUMMARY OF TOTAL STUDENTS

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
FIRST SECTION	26169	2787	4661	5071	2646	1071	4874	667	3822	13302	12867
SECOND SECTION	15902	2048	3161	1790	1616	607	3032	652	2593	8817	7085
THIRD SECTION	7808	1102	1517	971	691	329	1534	421	1007	4843	2965
FOURTH SECTION	4066	571	687	439	386	121	897	243	607	2497	1569
FIFTH SECTION	2301	352	167	510	223	49	429	137	341	1371	930
SIXTH SECTION	878	115	71	47	125	25	230	60	191	666	212
MORE THAN 6 SECTIONS	719	427	25	14	40	30	102	20	61	604	115

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please indicate which of the following most accurately describes the status of this course with respect to the last major revision undertaken.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
The course was just revised	415 50.5	50 54.9	63 52.5	68 48.2	46 56.8	16 47.1	87 49.4	12 37.5	63 49.6	207 47.9	208 53.5
The course has not been recently revised, but is still current	269 32.8	26 28.6	39 32.5	48 34.0	25 30.9	15 44.1	58 33.0	9 28.1	42 33.1	155 35.9 k	114 29.3
The course has not been recently revised, and is due for revision	81 9.9	14 15.4	9 7.5	11 7.8	8 9.9	2 5.9	17 9.7	5 15.6	13 10.2	41 9.5	40 10.3
The course has not been recently revised, and is overdue for revision	36 4.4	- -	7 5.8	9 6.4	- -	1 2.9	9 5.1	5 15.6	5 3.9	19 4.4	17 4.4
I prefer not to answer/ refuse	20 2.4	1 1.1	2 1.7	5 3.5	2 2.5	- -	5 2.8	1 3.1	4 3.1	10 2.3	10 2.6

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

When during the academic year, do you typically engage in course revision?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
During teaching weeks	35 4.3	1 1.1	4 3.3	6 4.3	6 7.4 b	3 8.8	10 5.7 b	- -	5 3.9	20 4.6	15 3.9
During non-teaching weeks	210 25.6	27 29.7 f	41 34.2 eFg	39 27.7 f	15 18.5	4 11.8	41 23.3	7 21.9	31 24.4	118 27.3	92 23.7
During both teaching and non-teaching weeks	536 65.3	61 67.0	70 58.3	89 63.1	58 71.6 c	25 73.5	121 68.8	19 59.4	80 63.0	269 62.3	267 68.6
Neither, I do not engage in course revision during the academic year	37 4.5	2 2.2	4 3.3	6 4.3	2 2.5	2 5.9	4 2.3	5 15.6 beg	11 8.7 beg	23 5.3	14 3.6
I prefer not to answer/refuse	3 0.4	- -	1 0.8	1 0.7	- -	- -	- -	1 3.1	- -	2 0.5	1 0.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I feel comfortable teaching my courses.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	34 4.1	2 2.2	5 4.2	5 3.5	4 4.9	2 5.9	10 5.7	2 6.3	4 3.1	17 3.9	17 4.4
1- Strongly Disagree	13 1.6	1 1.1	2 1.7	1 0.7	4 4.9	1 2.9	3 1.7	1 3.1	- -	6 1.4	7 1.8
2	8 1.0	1 1.1	2 1.7	2 1.4	- -	- -	3 1.7	- -	- -	4 0.9	4 1.0
3	13 1.6	- -	1 0.8	2 1.4	- -	1 2.9	4 2.3	1 3.1	4 3.1	7 1.6	6 1.5
4- Neither Agree nor Disagree	20 2.4	1 1.1	5 4.2	3 2.1	- -	- -	6 3.4	1 3.1	2 1.6	16 3.7 k	4 1.0
AGREE =====	755 92.0	85 93.4	108 90.0	129 91.5	76 93.8	32 94.1	158 89.8	29 90.6	121 95.3	393 91.0	362 93.1
5	48 5.8	3 3.3	6 5.0	10 7.1	6 7.4	1 2.9	16 9.1 bi	2 6.3	4 3.1	21 4.9	27 6.9
6	204 24.8	23 25.3	31 25.8	40 28.4	17 21.0	10 29.4	39 22.2	13 40.6 egi	26 20.5	114 26.4	90 23.1
7- Strongly Agree	503 61.3	59 64.8 h	71 59.2	79 56.0	53 65.4 h	21 61.8	103 58.5	14 43.8	91 71.7 cDgH	258 59.7	245 63.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I feel comfortable teaching my courses.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	12 1.5	3 3.3	2 1.7	4 2.8	1 1.2	- -	2 1.1	- -	- -	6 1.4	6 1.5
MEAN	6.3	6.5 h	6.3	6.3	6.3	6.4	6.2	6.1	6.6 cGh	6.3	6.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
My familiarity with my course materials makes preparing for class easy.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	131 16.0	14 15.4	23 19.2 i	27 19.1 i	15 18.5	4 11.8	28 15.9	4 12.5	13 10.2	64 14.8	67 17.2
1- Strongly Disagree	31 3.8	4 4.4	6 5.0	6 4.3	4 4.9	1 2.9	5 2.8	1 3.1	4 3.1	18 4.2	13 3.3
2	32 3.9	2 2.2	7 5.8 i	5 3.5	4 4.9	1 2.9	8 4.5 i	2 6.3	1 0.8	16 3.7	16 4.1
3	68 8.3	8 8.8	10 8.3	16 11.3 h	7 8.6	2 5.9	15 8.5	1 3.1	8 6.3	30 6.9	38 9.8
4- Neither Agree nor Disagree	79 9.6	8 8.8	11 9.2	7 5.0	5 6.2	5 14.7	22 12.5 d	3 9.4	17 13.4 d	56 13.0 K	23 5.9
AGREE =====	601 73.2	68 74.7	83 69.2	105 74.5	60 74.1	25 73.5	125 71.0	25 78.1	96 75.6	306 70.8	295 75.8
5	151 18.4	17 18.7	31 25.8 Ef	26 18.4	8 9.9	4 11.8	31 17.6	7 21.9	24 18.9	79 18.3	72 18.5
6	210 25.6	24 26.4	28 23.3	42 29.8 i	23 28.4	10 29.4	40 22.7	12 37.5 i	24 18.9	102 23.6	108 27.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
My familiarity with my course materials makes preparing for class easy.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	240 29.2	27 29.7	24 20.0	37 26.2	29 35.8 c	11 32.4	54 30.7 c	6 18.8	48 37.8 Cdh	125 28.9	115 29.6
I prefer not to answer/ refuse	10 1.2	1 1.1	3 2.5	2 1.4	1 1.2	- -	1 0.6	- -	1 0.8	6 1.4	4 1.0
MEAN	5.3	5.4	5.0	5.3	5.4	5.5	5.3	5.3	5.5 C	5.3	5.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I arrive to class prepared for the day's lessons.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	25 3.0	2 2.2	5 4.2	4 2.8	3 3.7	2 5.9	4 2.3	2 6.3	2 1.6	14 3.2	11 2.8
1- Strongly Disagree	12 1.5	2 2.2	1 0.8	1 0.7	2 2.5	1 2.9	2 1.1	1 3.1	2 1.6	8 1.9	4 1.0
2	6 0.7	- -	2 1.7	2 1.4	- -	- -	1 0.6	1 3.1	- -	2 0.5	4 1.0
3	7 0.9	- -	2 1.7	1 0.7	1 1.2	1 2.9	1 0.6	- -	- -	4 0.9	3 0.8
4- Neither Agree nor Disagree	10 1.2	1 1.1	3 2.5	1 0.7	1 1.2	- -	3 1.7	- -	1 0.8	5 1.2	5 1.3
AGREE =====	777 94.6	85 93.4	110 91.7	135 95.7	76 93.8	32 94.1	167 94.9	30 93.8	124 97.6 c	410 94.9	367 94.3
5	41 5.0	3 3.3	7 5.8	10 7.1 e	1 1.2	1 2.9	14 8.0 E	- -	5 3.9	23 5.3	18 4.6
6	173 21.1	12 13.2	26 21.7	32 22.7	14 17.3	7 20.6	42 23.9 b	12 37.5 Bei	24 18.9	94 21.8	79 20.3
7- Strongly Agree	563 68.6	70 76.9 cgh	77 64.2	93 66.0	61 75.3 g	24 70.6	111 63.1	18 56.3	95 74.8 g	293 67.8	270 69.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I arrive to class prepared for the day's lessons.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	9 1.1	3 3.3	2 1.7	1 0.7	1 1.2	- -	2 1.1	- -	- -	3 0.7	6 1.5
MEAN	6.5	6.6	6.4	6.5	6.6	6.4	6.4	6.3	6.6	6.5	6.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
If I had more time I would prepare for class differently than I do now.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	143 17.4	19 20.9	25 20.8	21 14.9	13 16.0	6 17.6	32 18.2	3 9.4	21 16.5	87 20.1 k	56 14.4
1- Strongly Disagree	53 6.5	5 5.5	8 6.7	12 8.5	4 4.9	4 11.8	11 6.3	1 3.1	8 6.3	29 6.7	24 6.2
2	58 7.1	8 8.8	9 7.5	6 4.3	5 6.2	2 5.9	15 8.5	2 6.3	8 6.3	39 9.0 k	19 4.9
3	32 3.9	6 6.6	8 6.7	3 2.1	4 4.9	- -	6 3.4	- -	5 3.9	19 4.4	13 3.3
4- Neither Agree nor Disagree	123 15.0	7 7.7	14 11.7	15 10.6	5 6.2	7 20.6	35 19.9 BdE	9 28.1 bdE	31 24.4 BCDE	83 19.2 K	40 10.3
AGREE =====	547 66.6	64 70.3	79 65.8	102 72.3 gi	63 77.8 fGI	20 58.8	109 61.9	19 59.4	75 59.1	257 59.5	290 74.6 J
5	103 12.5	11 12.1	21 17.5 h	18 12.8	11 13.6	3 8.8	20 11.4	2 6.3	12 9.4	54 12.5	49 12.6
6	174 21.2	19 20.9	23 19.2	32 22.7	23 28.4	8 23.5	33 18.8	9 28.1	24 18.9	82 19.0	92 23.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
If I had more time I would prepare for class differently than I do now.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	270 32.9	34 37.4	35 29.2	52 36.9	29 35.8	9 26.5	56 31.8	8 25.0	39 30.7	121 28.0	149 38.3 J
I prefer not to answer/ refuse	8 1.0	1 1.1	2 1.7	3 2.1	- -	1 2.9	- -	1 3.1	- -	5 1.2	3 0.8
MEAN	5.2	5.3	5.0	5.4	5.5	4.9	5.1	5.2	5.0	4.9	5.4 J

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week preparing for class during the semester.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	259 31.5	26 28.6	45 37.5	45 31.9	29 35.8	8 23.5	50 28.4	8 25.0	39 30.7	117 27.1	142 36.5 J
1- Strongly Disagree	68 8.3	8 8.8	11 9.2	9 6.4	10 12.3 f	1 2.9	10 5.7	5 15.6	10 7.9	34 7.9	34 8.7
2	89 10.8	5 5.5	19 15.8 bH	19 13.5 bh	8 9.9	3 8.8	17 9.7	1 3.1	12 9.4	36 8.3	53 13.6 j
3	102 12.4	13 14.3	15 12.5	17 12.1	11 13.6	4 11.8	23 13.1	2 6.3	17 13.4	47 10.9	55 14.1
4- Neither Agree nor Disagree	79 9.6	10 11.0	9 7.5	14 9.9	6 7.4	4 11.8	18 10.2	1 3.1	16 12.6 h	39 9.0	40 10.3
AGREE =====	479 58.3	55 60.4	64 53.3	81 57.4	46 56.8	22 64.7	108 61.4	23 71.9 c	72 56.7	275 63.7 K	204 52.4
5	98 11.9	15 16.5	13 10.8	13 9.2	15 18.5	4 11.8	20 11.4	3 9.4	12 9.4	59 13.7	39 10.0
6	202 24.6	25 27.5	23 19.2	37 26.2	16 19.8	10 29.4	48 27.3	14 43.8 CeI	28 22.0	117 27.1	85 21.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week preparing for class during the semester.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	179 21.8	15 16.5	28 23.3	31 22.0	15 18.5	8 23.5	40 22.7	6 18.8	32 25.2	99 22.9	80 20.6
I prefer not to answer/ refuse	4 0.5	- -	2 1.7	1 0.7	- -	- -	- -	- -	- -	1 0.2	3 0.8
MEAN	4.7	4.7	4.5	4.7	4.4	5.0	4.8	4.9	4.7	4.9 K	4.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
 Courses are reviewed and revised by faculty members to ensure that course materials are current and/or in-class methods engaging.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
DISAGREE =====	144 17.5	14 15.4	24 20.0	20 14.2	17 21.0	3 8.8	37 21.0 f	9 28.1 f	18 14.2	79 18.3	65 16.7
1- Strongly Disagree	56 6.8	5 5.5	9 7.5	8 5.7	6 7.4	1 2.9	15 8.5	4 12.5	6 4.7	26 6.0	30 7.7
2	40 4.9	3 3.3	10 8.3	7 5.0	4 4.9	2 5.9	7 4.0	3 9.4	4 3.1	24 5.6	16 4.1
3	48 5.8	6 6.6	5 4.2	5 3.5	7 8.6	- -	15 8.5	2 6.3	8 6.3	29 6.7	19 4.9
4- Neither Agree nor Disagree	84 10.2	10 11.0	12 10.0	8 5.7	8 9.9	4 11.8	21 11.9 d	5 15.6	15 11.8	47 10.9	37 9.5
AGREE =====	581 70.8	64 70.3	82 68.3	111 78.7 Gh	56 69.1	27 79.4 h	116 65.9	18 56.3	92 72.4	298 69.0	283 72.8
5	106 12.9	7 7.7	15 12.5	16 11.3	9 11.1	5 14.7	23 13.1	6 18.8	23 18.1 b	54 12.5	52 13.4
6	187 22.8	24 26.4 h	29 24.2 h	36 25.5 h	14 17.3	6 17.6	40 22.7 h	3 9.4	29 22.8 h	110 25.5	77 19.8

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
Courses are reviewed and revised by faculty members to ensure that course materials are current and/or in-class methods engaging.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	288 35.1	33 36.3	38 31.7	59 41.8 g	33 40.7	16 47.1	53 30.1	9 28.1	40 31.5	134 31.0	154 39.6 j
I prefer not to answer/ refuse	12 1.5	3 3.3	2 1.7	2 1.4	- -	- -	2 1.1	- -	2 1.6	8 1.9	4 1.0
MEAN	5.3	5.4 h	5.1	5.6 gH	5.3	5.7 h	5.1	4.6	5.3 h	5.2	5.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements about your program, please indicate whether you agree or disagree with the statement.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
I feel comfortable teaching my courses	755 92.0	85 93.4	108 90.0	129 91.5	76 93.8	32 94.1	158 89.8	29 90.6	121 95.3	393 91.0	362 93.1
My familiarity with my course materials makes preparing for class easy	601 73.2	68 74.7	83 69.2	105 74.5	60 74.1	25 73.5	125 71.0	25 78.1	96 75.6	306 70.8	295 75.8
I arrive to class prepared for the day's lessons	777 94.6	85 93.4	110 91.7	135 95.7	76 93.8	32 94.1	167 94.9	30 93.8	124 97.6 c	410 94.9	367 94.3
If I had more time I would prepare for class differently than I do now	547 66.6	64 70.3	79 65.8	102 72.3 gi	63 77.8 fGI	20 58.8	109 61.9	19 59.4	75 59.1	257 59.5	290 74.6 J
I spend approximately the same amount of time each week preparing for class during the semester	479 58.3	55 60.4	64 53.3	81 57.4	46 56.8	22 64.7	108 61.4	23 71.9 c	72 56.7	275 63.7 K	204 52.4
Courses are reviewed and revised by faculty members to ensure that course materials are current and/or in-class methods engaging	581 70.8	64 70.3	82 68.3	111 78.7 Gh	56 69.1	27 79.4 h	116 65.9	18 56.3	92 72.4	298 69.0	283 72.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list the three most important things you do in preparing for a typical class session:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	821 100.0%	91 100.0%	120 100.0%	141 100.0%	81 100.0%	34 100.0%	176 100.0%	32 100.0%	127 100.0%	432 100.0%	389 100.0%
Prepare support/ lab material/ equipment/ hand-outs/ class activities, etc.	356 43.4	35 38.5	50 41.7	68 48.2 f	36 44.4	10 29.4	85 48.3 f	17 53.1 f	51 40.2	188 43.5	168 43.2
Prepare/ select/ research the topic/ collect data (not specific)	299 36.4	29 31.9	40 33.3	50 35.5	32 39.5	12 35.3	69 39.2	9 28.1	51 40.2	159 36.8	140 36.0
Consult syllabus/ previous notes/ read lesson/ chapter	273 33.3	31 34.1 f	46 38.3 Fh	58 41.1 FHi	28 34.6 f	6 17.6	58 33.0 f	6 18.8	36 28.3	147 34.0	126 32.4
Review and update previous material to incorporate latest	232 28.3	24 26.4	41 34.2 G	57 40.4 bfGhI	28 34.6 G	7 20.6	31 17.6	7 21.9	31 24.4	94 21.8	138 35.5 J
Prepare/ review/ update Powerpoint/ overhead slides and other presentation materials	167 20.3	15 16.5	26 21.7	33 23.4	15 18.5	10 29.4	32 18.2	10 31.3	22 17.3	83 19.2	84 21.6
Adapt material/ methods of delivery to the needs of the different classes/ students/ workplace expectations/ insure a variety of teaching methods	127 15.5	12 13.2	15 12.5	20 14.2	16 19.8	5 14.7	24 13.6	4 12.5	26 20.5	61 14.1	66 17.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list the three most important things you do in preparing for a typical class session:

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE-SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Review trade/ professional publications/ Internet search/ consult with other teachers	124 15.1	9 9.9	18 15.0	35 24.8 BcGI	12 14.8	5 14.7	22 12.5	6 18.8	13 10.2	57 13.2	67 17.2
Prepare assignments/ student evaluation	115 14.0	15 16.5 D	17 14.2 D	6 4.3	9 11.1	2 5.9	31 17.6 Df	9 28.1 Df	24 18.9 Df	77 17.8 K	38 9.8
Create/ review/ follow lesson plan	103 12.5	15 16.5 dg	16 13.3	10 7.1	14 17.3 dg	8 23.5 dg	12 6.8	9 28.1 dG	17 13.4	50 11.6	53 13.6
Determine objectives/ learning outcomes/ ensure they are met	87 10.6	13 14.3 g	16 13.3 g	16 11.3	12 14.8 g	4 11.8	10 5.7	3 9.4	10 7.9	44 10.2	43 11.1
Inform students of requirement by posting on blackboard/ Internet, webct, etc.	74 9.0	13 14.3 h	11 9.2	9 6.4	6 7.4	4 11.8	19 10.8 h	1 3.1	10 7.9	26 6.0	48 12.3 J
Grade works	34 4.1	10 11.0 Cdeg	2 1.7	4 2.8	2 2.5	- -	5 2.8	- -	11 8.7 cdeg	16 3.7	18 4.6
Other	32 3.9	4 4.4	5 4.2	6 4.3	3 3.7	- -	8 4.5	1 3.1	5 3.9	18 4.2	14 3.6
I prefer not to answer/ refused	84 10.2	11 12.1	9 7.5	7 5.0	5 6.2	6 17.6	25 14.2 De	2 6.3	15 11.8 d	56 13.0 K	28 7.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list the three factors that most affect the time you require for class preparation.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Familiarity with content/ familiarity with material/ knowledge of the subject	346 40.9	36 39.1	55 44.0	69 46.0	35 42.2	13 37.1	75 41.9	15 45.5	45 34.6	175 39.2	171 42.8
Preparing the class	196 23.2	13 14.1	28 22.4	32 21.3	15 18.1	7 20.0	57 31.8 Bde	10 30.3	31 23.8	114 25.6	82 20.5
Marking/ grading assignment/ yests and other evaluations	169 20.0	29 31.5 cDFG	21 16.8	25 16.7	16 19.3	4 11.4	29 16.2	9 27.3	29 22.3	91 20.4	78 19.5
Other responsibilities/ administrative duties	140 16.5	16 17.4	21 16.8	32 21.3 ghi	21 25.3 ghi	7 20.0	21 11.7	3 9.1	16 12.3	66 14.8	74 18.5
Meeting students needs/ knowing the needs of students	126 14.9	14 15.2	16 12.8	16 10.7	15 18.1	4 11.4	21 11.7	5 15.2	31 23.8 cDG	64 14.3	62 15.5
Condition of teaching resources/ teaching equipment/ teaching tools	117 13.8	14 15.2 e	15 12.0	20 13.3 e	4 4.8	6 17.1	36 20.1 Ei	7 21.2 e	14 10.8	64 14.3	53 13.3
Students dropping off in the office/ helping students out of class time	116 13.7	19 20.7 G	24 19.2 G	19 12.7	13 15.7	3 8.6	15 8.4	5 15.2	16 12.3	63 14.1	53 13.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list the three factors that most affect the time you require for class preparation.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Getting the students involved / attracting student's attention/ Innovative teaching techniques/ keeping the students engaged	73 8.6	5 5.4	18 14.4 bGH	14 9.3	11 13.3 gh	2 5.7	9 5.0	1 3.0	12 9.2	28 6.3	45 11.3 j
Class size/ number of students	66 7.8	10 10.9 d	16 12.8 DG	5 3.3	5 6.0	2 5.7	7 3.9	3 9.1	14 10.8 dg	35 7.8	31 7.8
Changes in technology/ changes in industry/ remaining up to date	55 6.5	8 8.7 d	6 4.8	3 2.0	3 3.6	3 8.6	22 12.3 cDEI	5 15.2 d	5 3.8	30 6.7	25 6.3
Preparing text books/ reading material	54 6.4	5 5.4	15 12.0 Eg	14 9.3 e	2 2.4	2 5.7	7 3.9	- -	8 6.2	25 5.6	29 7.3
Course planning	42 5.0	3 3.3	8 6.4	5 3.3	6 7.2	- -	9 5.0	1 3.0	9 6.9	23 5.2	19 4.8
Lack of time	39 4.6	7 7.6 g	6 4.8	12 8.0 G	3 3.6	1 2.9	3 1.7	1 3.0	4 3.1	14 3.1	25 6.3 j
Meetings with students	38 4.5	6 6.5	6 4.8	8 5.3	5 6.0	1 2.9	5 2.8	1 3.0	5 3.8	15 3.4	23 5.8
Lecture planning/ lesson planning	32 3.8	2 2.2	8 6.4	3 2.0	4 4.8	2 5.7	4 2.2	1 3.0	6 4.6	21 4.7	11 2.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



Please list the three factors that most affect the time you require for class preparation.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Interruption from parties other than students	30 3.5	3 3.3	6 4.8	7 4.7 i	4 4.8	1 2.9	6 3.4	1 3.0	1 0.8	15 3.4	15 3.8
Scheduling of courses/ back to back courses	22 2.6	4 4.3	3 2.4	2 1.3	1 1.2	1 2.9	6 3.4	- -	5 3.8	14 3.1	8 2.0
Preparing other courses/ more than one course to teach/ other courses requirements	20 2.4	2 2.2	3 2.4	7 4.7	1 1.2	2 5.7	2 1.1	- -	2 1.5	7 1.6	13 3.3
Preparing online delivery	19 2.2	4 4.3	1 0.8	5 3.3	3 3.6	- -	3 1.7	- -	3 2.3	5 1.1	14 3.5 j
Administrative meetings	17 2.0	1 1.1	2 1.6	5 3.3	4 4.8	- -	2 1.1	- -	1 0.8	7 1.6	10 2.5
Answering emails/ phone calls (unspecified)	17 2.0	3 3.3	2 1.6	6 4.0	2 2.4	- -	3 1.7	- -	1 0.8	6 1.3	11 2.8
Busy office/ shared office/ office environment	15 1.8	1 1.1	- -	2 1.3	3 3.6	1 2.9	2 1.1	1 3.0	5 3.8	5 1.1	10 2.5
Conferring with colleagues/ talking to colleagues/ helping other colleagues/ Getting advice from colleagues	12 1.4	3 3.3	1 0.8	5 3.3	1 1.2	- -	1 0.6	- -	1 0.8	4 0.9	8 2.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list the three factors that most affect the time you require for class preparation.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Field placement	4	-	-	2	2	-	-	-	-	-	4
supervision	0.5	-	-	1.3	2.4	-	-	-	-	-	1.0
Other	52	5	8	9	3	4	9	3	10	36	16
	6.1	5.4	6.4	6.0	3.6	11.4	5.0	9.1	7.7	8.1 k	4.0
I prefer not to answer/ refuse	94	5	9	11	7	8	28	3	20	58	36
	11.1	5.4	7.2	7.3	8.4	22.9 bcd	15.6 Bcd	9.1	15.4 bcd	13.0	9.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Where would you place your own evaluation philosophy?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-3 ===	281 33.2	24 26.1	47 37.6	57 38.0 b	25 30.1	9 25.7	60 33.5	13 39.4	40 30.8	155 34.8	126 31.5
1- Comparative tool	58 6.9	6 6.5	8 6.4	12 8.0	4 4.8	1 2.9	14 7.8	5 15.2	7 5.4	33 7.4	25 6.3
2	85 10.0	7 7.6	12 9.6	17 11.3	8 9.6	3 8.6	20 11.2	5 15.2	11 8.5	50 11.2	35 8.8
3	138 16.3	11 12.0	27 21.6 h	28 18.7	13 15.7	5 14.3	26 14.5	3 9.1	22 16.9	72 16.1	66 16.5
4- Neither	108 12.8	5 5.4	15 12.0	13 8.7	11 13.3	3 8.6	39 21.8 BcDfI	6 18.2	14 10.8	67 15.0 k	41 10.3
5-7 ===	414 48.9	60 65.2 CDGH	55 44.0	69 46.0	43 51.8	21 60.0 g	74 41.3	13 39.4	71 54.6 g	207 46.4	207 51.8
5	187 22.1	23 25.0	25 20.0	39 26.0 g	29 34.9 cGhi	9 25.7	27 15.1	5 15.2	28 21.5	80 17.9	107 26.8 J
6	133 15.7	22 23.9 DE	22 17.6 de	14 9.3	7 8.4	7 20.0	25 14.0	4 12.1	29 22.3 DE	73 16.4	60 15.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Assume that there are two opposing views of the purpose and role of evaluation. At one extreme, evaluation is seen purely as a comparative tool to assess students according to the relative quantity and quality of their efforts, while the other extreme evaluation is seen purely as a tool for helping each individual student improve, regardless of his/her relative performance. Where would you place your own evaluation philosophy?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Individual student improvement tool	94 11.1	15 16.3 c	8 6.4	16 10.7	7 8.4	5 14.3	22 12.3	4 12.1	14 10.8	54 12.1	40 10.0
I prefer not to answer/ refuse	43 5.1	3 3.3	8 6.4	11 7.3	4 4.8	2 5.7	6 3.4	1 3.0	5 3.8	17 3.8	26 6.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I am satisfied that my evaluation of students corresponds with my ideal.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	190 22.5	30 32.6 gHi	29 23.2 h	35 23.3 h	21 25.3 h	7 20.0	37 20.7 h	3 9.1	26 20.0	93 20.9	97 24.3
1- Strongly Disagree	53 6.3	11 12.0 e	7 5.6	8 5.3	3 3.6	2 5.7	11 6.1	- -	9 6.9	25 5.6	28 7.0
2	61 7.2	4 4.3	11 8.8	13 8.7	9 10.8	3 8.6	13 7.3	1 3.0	7 5.4	31 7.0	30 7.5
3	76 9.0	15 16.3 g	11 8.8	14 9.3	9 10.8	2 5.7	13 7.3	2 6.1	10 7.7	37 8.3	39 9.8
4- Neither Agree nor Disagree	57 6.7	5 5.4	10 8.0	8 5.3	5 6.0	2 5.7	13 7.3	- -	12 9.2	30 6.7	27 6.8
AGREE =====	595 70.3	57 62.0	86 68.8	106 70.7	55 66.3	26 74.3	128 71.5	30 90.9 BCDEGI	92 70.8	322 72.2	273 68.3
5	165 19.5	11 12.0	23 18.4	34 22.7 b	16 19.3	6 17.1	35 19.6	9 27.3	28 21.5	82 18.4	83 20.8
6	254 30.0	26 28.3	36 28.8	50 33.3	23 27.7	9 25.7	58 32.4	15 45.5 i	30 23.1	139 31.2	115 28.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I am satisfied that my evaluation of students corresponds with my ideal.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	176 20.8	20 21.7	27 21.6	22 14.7	16 19.3	11 31.4 d	35 19.6	6 18.2	34 26.2 d	101 22.6	75 18.8
I prefer not to answer/ refuse	4 0.5	- -	- -	1 0.7	2 2.4	- -	1 0.6	- -	- -	1 0.2	3 0.8
MEAN	5.0	4.7	5.0	4.9	4.9	5.2	5.0	5.6 bde	5.1	5.1	4.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I feel that, in general, my students receive sufficient attention with regards to their assessment.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	173 20.4	22 23.9	28 22.4	27 18.0	13 15.7	7 20.0	36 20.1	4 12.1	30 23.1	90 20.2	83 20.8
1- Strongly Disagree	39 4.6	6 6.5 c	1 0.8	5 3.3	5 6.0	1 2.9	9 5.0 c	- -	10 7.7 C	21 4.7	18 4.5
2	52 6.1	4 4.3	10 8.0	7 4.7	5 6.0	1 2.9	11 6.1	2 6.1	10 7.7	26 5.8	26 6.5
3	82 9.7	12 13.0 e	17 13.6 E	15 10.0 e	3 3.6	5 14.3	16 8.9	2 6.1	10 7.7	43 9.6	39 9.8
4- Neither Agree nor Disagree	41 4.8	1 1.1	5 4.0	7 4.7	4 4.8	5 14.3 b	13 7.3 B	1 3.0	4 3.1	24 5.4	17 4.3
AGREE =====	629 74.3	69 75.0	92 73.6	116 77.3	65 78.3	23 65.7	129 72.1	28 84.8	95 73.1	331 74.2	298 74.5
5	162 19.1	15 16.3	18 14.4	32 21.3	18 21.7	6 17.1	29 16.2	10 30.3	31 23.8	80 17.9	82 20.5
6	260 30.7	31 33.7	50 40.0 fI	46 30.7	27 32.5	7 20.0	54 30.2	10 30.3	30 23.1	139 31.2	121 30.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I feel that, in general, my students receive sufficient attention with regards to their assessment.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	207 24.5	23 25.0	24 19.2	38 25.3	20 24.1	10 28.6	46 25.7	8 24.2	34 26.2	112 25.1	95 23.8
I prefer not to answer/ refuse	3 0.4	- -	- -	- -	1 1.2	- -	1 0.6	- -	1 0.8	1 0.2	2 0.5
MEAN	5.2	5.2	5.2	5.3	5.3	5.1	5.2	5.5	5.0	5.2	5.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week evaluating student work during the semester.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	446 52.7	50 54.3	75 60.0	86 57.3	49 59.0	16 45.7	88 49.2	8 24.2	65 50.0	201 45.1	245 61.3
		H	H	H	H		H		H		J
1- Strongly Disagree	183 21.6	24 26.1	31 24.8	33 22.0	26 31.3	5 14.3	28 15.6	3 9.1	29 22.3	72 16.1	111 27.8
		gh	h	h	fGH				h		J
2	125 14.8	13 14.1	26 20.8	23 15.3	9 10.8	5 14.3	30 16.8	3 9.1	16 12.3	63 14.1	62 15.5
			e								
3	138 16.3	13 14.1	18 14.4	30 20.0	14 16.9	6 17.1	30 16.8	2 6.1	20 15.4	66 14.8	72 18.0
				H			h				
4- Neither Agree nor Disagree	73 8.6	5 5.4	6 4.8	10 6.7	6 7.2	3 8.6	18 10.1	6 18.2	16 12.3	46 10.3	27 6.8
									c		
AGREE =====	325 38.4	37 40.2	44 35.2	54 36.0	28 33.7	16 45.7	72 40.2	19 57.6	48 36.9	197 44.2	128 32.0
								cdei		K	
5	97 11.5	11 12.0	14 11.2	14 9.3	12 14.5	1 2.9	26 14.5	5 15.2	12 9.2	64 14.3	33 8.3
		f	f		f		F			K	

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I spend approximately the same amount of time each week evaluating student work during the semester.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
6	127 15.0	15 16.3	17 13.6	25 16.7	11 13.3	7 20.0	25 14.0	9 27.3	17 13.1	74 16.6	53 13.3
7- Strongly Agree	101 11.9	11 12.0	13 10.4	15 10.0	5 6.0	8 22.9 e	21 11.7	5 15.2	19 14.6 e	59 13.2	42 10.5
I prefer not to answer/ refuse	2 0.2	- -	- -	- -	- -	- -	1 0.6	- -	1 0.8	2 0.4	- -
MEAN	3.7	3.6	3.4	3.6	3.3	4.2 ce	3.8 e	4.6 bCDEgi	3.7	4.0 K	3.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
ISUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
I am satisfied that my evaluation of students corresponds with my ideal	595 70.3	57 62.0	86 68.8	106 70.7	55 66.3	26 74.3	128 71.5	30 90.9 BCDEGI	92 70.8	322 72.2	273 68.3
I feel that, in general, my students receive sufficient attention with regards to their assessment	629 74.3	69 75.0	92 73.6	116 77.3	65 78.3	23 65.7	129 72.1	28 84.8	95 73.1	331 74.2	298 74.5
I spend approximately the same amount of time each week evaluating student work during the semester	325 38.4	37 40.2	44 35.2	54 36.0	28 33.7	16 45.7	72 40.2	19 57.6 cdei	48 36.9	197 44.2 K	128 32.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Name up to three factors that have an effect on the time you spend evaluating your students.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Length and complexity of assignments/ to prepare/ to mark (essays vs multiple choice)	407 48.1	43 46.7	73 58.4 Df	64 42.7	38 45.8	13 37.1	87 48.6	14 42.4	70 53.8	221 49.6	186 46.5
Number of students/ amount of time able to devote to each	284 33.6	28 30.4	51 40.8 g	46 30.7	27 32.5	14 40.0	48 26.8	13 39.4	50 38.5 g	153 34.3	131 32.8
Available time to prepare/ to mark/ deadlines/ check for cheating/ plagiarism	222 26.2	30 32.6 i	31 24.8	43 28.7	31 37.3 gI	8 22.9	43 24.0	8 24.2	26 20.0	106 23.8	116 29.0
Students interest/ motivation (incl. time devoted to studies)/ background knowledge/ preparation/ capacity	145 17.1	13 14.1	23 18.4	30 20.0	12 14.5	6 17.1	23 12.8	5 15.2	27 20.8	73 16.4	72 18.0
Administrative responsibilities/ other duties/ paper work/ bureaucracy	132 15.6	22 23.9 chi	15 12.0	27 18.0	16 19.3	5 14.3	26 14.5	3 9.1	14 10.8	69 15.5	63 15.8
Number/ frequency of assignments to prepare/ to mark	107 12.6	13 14.1	18 14.4	19 12.7	10 12.0	8 22.9 h	21 11.7	2 6.1	14 10.8	54 12.1	53 13.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Name up to three factors that have an effect on the time you spend evaluating your students.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Providing feedback/ time spent with students	105 12.4	15 16.3	15 12.0	22 14.7	10 12.0	3 8.6	18 10.1	4 12.1	17 13.1	50 11.2	55 13.8
Teaching time/ (other) classes to prepare, etc.	99 11.7	13 14.1 c	6 4.8	25 16.7 Cg	7 8.4	5 14.3	15 8.4	5 15.2	21 16.2 Cg	41 9.2	58 14.5 j
Quality/ sloppiness of work submitted/ late submissions/ absenteeism	96 11.3	11 12.0 h	17 13.6 h	15 10.0	9 10.8	5 14.3	19 10.6 h	1 3.0	16 12.3 h	47 10.5	49 12.3
The period of the year (weekly, mid term, year end)	57 6.7	9 9.8 c	2 1.6	8 5.3	15 18.1 CDfGi	2 5.7	10 5.6	3 9.1	8 6.2	26 5.8	31 7.8
Inadequate material/ equipment/ resources/ locations/ teaching assistants	45 5.3	3 3.3	7 5.6	9 6.0	4 4.8	4 11.4	9 5.0	5 15.2	4 3.1	26 5.8	19 4.8
Personal and family	14 1.7	2 2.2	2 1.6	1 0.7	1 1.2	1 2.9	1 0.6	2 6.1	4 3.1	8 1.8	6 1.5
Methodologies implemented (multiple choice, practical, group study, programs used, collaboration with other courses)	11 1.3	- -	3 2.4	- -	3 3.6	- -	3 1.7	1 3.0	- -	8 1.8	3 0.8
Other	17 2.0	- -	7 5.6 i	4 2.7	- -	- -	4 2.2	- -	1 0.8	7 1.6	10 2.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Name up to three factors that have an effect on the time you spend evaluating your students.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	107 12.6	8 8.7	9 7.2	16 10.7	8 9.6	5 14.3	32 17.9 bC	8 24.2 c	17 13.1	67 15.0 k	40 10.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Do you keep office hours?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	734	80	117	132	70	32	147	27	115	380	354
	86.8	87.0	93.6 eG	88.0	84.3	91.4	82.1	81.8	88.5	85.2	88.5
No	93	12	4	17	10	2	29	6	11	57	36
	11.0	13.0 c	3.2	11.3 C	12.0 c	5.7	16.2 Cfi	18.2 c	8.5	12.8	9.0
I prefer not to answer/ refuse	19	-	4	1	3	1	3	-	4	9	10
	2.2	-	3.2	0.7	3.6	2.9	1.7	-	3.1	2.0	2.5

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How many office hours do you keep weekly?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	734 100.0%	80 100.0%	117 100.0%	132 100.0%	70 100.0%	32 100.0%	147 100.0%	27 100.0%	115 100.0%	380 100.0%	354 100.0%
1-5	288 39.2	37 46.3 EF	44 37.6 F	49 37.1 F	17 24.3	4 12.5	59 40.1 eF	9 33.3	62 53.9 cDEFgh	128 33.7	160 45.2 J
6-10	227 30.9	20 25.0	35 29.9	39 29.5	23 32.9	14 43.8	54 36.7	6 22.2	34 29.6	132 34.7 k	95 26.8
11-15	71 9.7	11 13.8	19 16.2 DGI	7 5.3	12 17.1 dgi	6 18.8	8 5.4	2 7.4	6 5.2	40 10.5	31 8.8
16-20	41 5.6	3 3.8	6 5.1	7 5.3	7 10.0	3 9.4	6 4.1	3 11.1	4 3.5	21 5.5	20 5.6
Over 20 hours	67 9.1	6 7.5	7 6.0	16 12.1 i	9 12.9	4 12.5	14 9.5	5 18.5	5 4.3	43 11.3 k	24 6.8
I prefer not to answer/ refuse	40 5.4	3 3.8	6 5.1	14 10.6 begi	2 2.9	1 3.1	6 4.1	2 7.4	4 3.5	16 4.2	24 6.8
MEAN	9.6	9.2 i	9.1 i	9.9 I	11.4 cI	12.1 cI	9.7 i	14.1 bCgI	7.1	10.3 k	8.7
MEDIAN	6.0	6.0	6.0	6.0	10.0	8.0	6.0	8.0	5.0	7.0	6.0

Comparison Groups: BCDEFghi/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Please list the three most important activities in which you engage during your regular office hours.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	734 100.0%	80 100.0%	117 100.0%	132 100.0%	70 100.0%	32 100.0%	147 100.0%	27 100.0%	115 100.0%	380 100.0%	354 100.0%
Seeing students/ helping students/ interacting with students/ helping students (general)	489 66.6	61 76.3 gH	77 65.8	90 68.2	54 77.1 GH	19 59.4	89 60.5	13 48.1	79 68.7	239 62.9	250 70.6 j
Preparing activities/ preparing class/ preparing lesson/ preparing next lecture/ preparing labs/ setting up labs	194 26.4	19 23.8	30 25.6	38 28.8	19 27.1	7 21.9	45 30.6 i	10 37.0	22 19.1	104 27.4	90 25.4
Marking/ grading (assignments, essays, tests, exams papers)	174 23.7	21 26.3	28 23.9	31 23.5	10 14.3	4 12.5	35 23.8	8 29.6	32 27.8 ef	86 22.6	88 24.9
Assisting with course material (teaching course material again/ tutoring)	147 20.0	12 15.0	29 24.8 E	29 22.0 E	6 8.6	4 12.5	30 20.4 e	4 14.8	28 24.3 E	73 19.2	74 20.9
Administrative meetings/ meeting with colleagues/ consulting with other faculty members	121 16.5	12 15.0	18 15.4	22 16.7	20 28.6 bcGi	7 21.9	19 12.9	5 18.5	16 13.9	72 18.9	49 13.8
Academic advising	107 14.6	7 8.8	19 16.2	16 12.1	14 20.0 b	8 25.0 b	20 13.6	3 11.1	18 15.7	59 15.5	48 13.6

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

Please list the three most important activities in which you engage during your regular office hours.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Answering emails (other than students and in general)	102 13.9	21 26.3 CeGHi	11 9.4	25 18.9 cgH	9 12.9	5 15.6	15 10.2	1 3.7	14 12.2	42 11.1	60 16.9 j
Administrative work/ paperwork/ departmental work	74 10.1	12 15.0 d	16 13.7 d	7 5.3	6 8.6	4 12.5	14 9.5	4 14.8	10 8.7	44 11.6	30 8.5
Assisting with assignments/ explaining assignments/ helping with assignments	71 9.7	9 11.3	12 10.3	14 10.6	3 4.3	3 9.4	15 10.2	- -	14 12.2 e	27 7.1	44 12.4 j
Email correspondence with students	64 8.7	6 7.5	17 14.5 fg	11 8.3	7 10.0	1 3.1	10 6.8	- -	11 9.6	21 5.5	43 12.1 j
Feedback on tests/ assignments and other types of evaluation	54 7.4	6 7.5	6 5.1	16 12.1 ceg	3 4.3	3 9.4	7 4.8	- -	11 9.6	17 4.5	37 10.5 j
Doing research/ researching course material/ revising material/ updating course material	49 6.7	5 6.3	8 6.8	5 3.8	4 5.7	4 12.5	10 6.8	6 22.2 d	7 6.1	34 8.9 K	15 4.2
Answering phone calls (other than students and in general)	33 4.5	4 5.0	5 4.3	7 5.3	3 4.3	1 3.1	7 4.8	1 3.7	4 3.5	15 3.9	18 5.1
Changing course plans/ adapting course plans	32 4.4	3 3.8	3 2.6	4 3.0	4 5.7	2 6.3	9 6.1	2 7.4	5 4.3	20 5.3	12 3.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list the three most important activities in which you engage during your regular office hours.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Helping weak students/ helping student with weak results/ helping slow students	28 3.8	6 7.5 c	1 0.9	9 6.8 c	- -	- -	5 3.4	- -	6 5.2	13 3.4	15 4.2
Preparing tests/ exams/ assignments and other types of evaluation	25 3.4	1 1.3	5 4.3	4 3.0	2 2.9	2 6.3	6 4.1	2 7.4	3 2.6	14 3.7	11 3.1
Program development	17 2.3	5 6.3 g	3 2.6	2 1.5	3 4.3	2 6.3	1 0.7	- -	1 0.9	9 2.4	8 2.3
Phone calls from students	13 1.8	2 2.5	4 3.4	1 0.8	1 1.4	- -	- -	1 3.7	4 3.5	2 0.5	11 3.1 j
Meetings (other than students and in general)	8 1.1	1 1.3	1 0.9	3 2.3	- -	- -	1 0.7	- -	2 1.7	2 0.5	6 1.7
Other	6 0.8	1 1.3	1 0.9	3 2.3	- -	- -	- -	- -	1 0.9	3 0.8	3 0.8
I prefer not to answer/ refuse	52 7.1	2 2.5	10 8.5	5 3.8	5 7.1	4 12.5	14 9.5 b	2 7.4	8 7.0	36 9.5 K	16 4.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Do you assist students academically outside of your regular office hours and/or in-class teaching hours?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	805	90	119	140	79	34	174	31	120	422	383
	95.2	97.8 i	95.2	93.3	95.2	97.1	97.2	93.9	92.3	94.6	95.8
No	37	2	5	10	3	1	5	2	8	22	15
	4.4	2.2	4.0	6.7	3.6	2.9	2.8	6.1	6.2	4.9	3.8
I prefer not to answer/ refuse	4	-	1	-	1	-	-	-	2	2	2
	0.5	-	0.8	-	1.2	-	-	-	1.5	0.4	0.5

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

If yes, how much time do you typically spend each week on such activities?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	805 100.0%	90 100.0%	119 100.0%	140 100.0%	79 100.0%	34 100.0%	174 100.0%	31 100.0%	120 100.0%	422 100.0%	383 100.0%
1 hour	77 9.6	8 8.9	12 10.1	11 7.9	6 7.6	5 14.7	13 7.5	1 3.2	20 16.7 degH	38 9.0	39 10.2
2 hours	153 19.0	13 14.4	19 16.0	37 26.4 bcEf	10 12.7	4 11.8	42 24.1 be	8 25.8	20 16.7	81 19.2	72 18.8
3 hours	107 13.3	14 15.6	16 13.4	17 12.1	10 12.7	2 5.9	20 11.5	7 22.6	17 14.2	59 14.0	48 12.5
4 hours	99 12.3	8 8.9	15 12.6	15 10.7	14 17.7	3 8.8	24 13.8	3 9.7	16 13.3	43 10.2	56 14.6
5 hours	106 13.2	13 14.4	22 18.5	14 10.0	10 12.7	4 11.8	20 11.5	5 16.1	15 12.5	62 14.7	44 11.5
6-10 hours	150 18.6	16 17.8	22 18.5	25 17.9	17 21.5	12 35.3 di	33 19.0	5 16.1	17 14.2	88 20.9	62 16.2
More than 10 hours	48 6.0	10 11.1 c	4 3.4	7 5.0	6 7.6	1 2.9	11 6.3	- -	6 5.0	27 6.4	21 5.5
I prefer not to answer	65 8.1	8 8.9	9 7.6	14 10.0	6 7.6	3 8.8	11 6.3	2 6.5	9 7.5	24 5.7	41 10.7 J

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

If yes, how much time do you typically spend each week on such activities?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	4.9	5.7 di	4.7	4.5	5.4	5.2	5.1	4.0	4.4	5.1	4.7
MEDIAN	4.0	4.0	4.0	3.0	4.0	5.0	4.0	3.0	3.0	4.0	4.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Do you spend approximately the same amount of time each week assisting students outside of your regular office hours or in-class teaching hours during the semester?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	805 100.0%	90 100.0%	119 100.0%	140 100.0%	79 100.0%	34 100.0%	174 100.0%	31 100.0%	120 100.0%	422 100.0%	383 100.0%
Yes	337 41.9	35 38.9	54 45.4	61 43.6	32 40.5	15 44.1	69 39.7	11 35.5	51 42.5	178 42.2	159 41.5
No	453 56.3	55 61.1	63 52.9	78 55.7	47 59.5	19 55.9	99 56.9	18 58.1	67 55.8	234 55.5	219 57.2
I prefer not to answer/ refuse	15 1.9	- -	2 1.7	1 0.7	- -	- -	6 3.4	2 6.5	2 1.7	10 2.4	5 1.3

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

List up to three factors that have an effect on the amount of time that you spend assisting students out of class.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	805 100.0%	90 100.0%	119 100.0%	140 100.0%	79 100.0%	34 100.0%	174 100.0%	31 100.0%	120 100.0%	422 100.0%	383 100.0%
Number of students/ class size	86 10.7	5 5.6	13 10.9	12 8.6	7 8.9	3 8.8	24 13.8 b	5 16.1	16 13.3 b	51 12.1	35 9.1
Number of classes I must teach	15 1.9	1 1.1	4 3.4	5 3.6	- -	1 2.9	1 0.6	1 3.2	2 1.7	7 1.7	8 2.1
Class dynamics/ class level of students/ abilities of students/ preparedness of students	192 23.9	21 23.3	25 21.0	28 20.0	29 36.7 cDFg	5 14.7	40 23.0	11 35.5 f	29 24.2	110 26.1	82 21.4
Helping students with programs/ assisting students with programs/ academic counselling/ helping students with their career paths/ advising students	20 2.5	2 2.2	3 2.5	2 1.4	2 2.5	1 2.9	4 2.3	- -	5 4.2	7 1.7	13 3.4
Students personal problems (family, sickness, emotions)	48 6.0	9 10.0	5 4.2	7 5.0	10 12.7 cg	2 5.9	6 3.4	- -	8 6.7	20 4.7	28 7.3
Assignments/ tests/ papers/ exams	140 17.4	20 22.2 CH	10 8.4	28 20.0 CH	14 17.7 H	5 14.7	35 20.1 CH	1 3.2	25 20.8 CH	66 15.6	74 19.3
Complexity of course material/ Assisting students with course material/ Helping students with course material	186 23.1	17 18.9	28 23.5	29 20.7	12 15.2	7 20.6	51 29.3 E	9 29.0	30 25.0	108 25.6	78 20.4

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



List up to three factors that have an effect on the amount of time that you spend assisting students out of class.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Absenteeism/ students missing class	45 5.6	4 4.4	9 7.6	4 2.9	2 2.5	2 5.9	16 9.2 de	- -	7 5.8	30 7.1 k	15 3.9
Meeting with students/ seeing students/ helping students (in general)	47 5.8	6 6.7	9 7.6 g	10 7.1 g	5 6.3	2 5.9	4 2.3	2 6.5	9 7.5	22 5.2	25 6.5
Due date of assignments and papers	110 13.7	12 13.3	21 17.6 e	26 18.6 e	6 7.6	3 8.8	27 15.5	- -	13 10.8	50 11.8	60 15.7
The time of the year/ the time of semester	120 14.9	19 21.1 cH	12 10.1	16 11.4 h	21 26.6 CDgH	8 23.5 h	24 13.8 h	1 3.2	19 15.8 H	57 13.5	63 16.4
Depending on questions from students/ complexity of the questions of the students	111 13.8	10 11.1	19 16.0	21 15.0	8 10.1	5 14.7	21 12.1	7 22.6	19 15.8	59 14.0	52 13.6
Availability of students	45 5.6	3 3.3	8 6.7	11 7.9	5 6.3	1 2.9	5 2.9	3 9.7	9 7.5	22 5.2	23 6.0
My availability/ time availability/ scheduling	123 15.3	16 17.8 F	20 16.8 F	24 17.1 F	16 20.3 F	1 2.9	21 12.1 f	6 19.4 f	14 11.7 f	61 14.5	62 16.2
Amount of marking (exams, tests, assignments, papers)	28 3.5	6 6.7	5 4.2	5 3.6	2 2.5	- -	7 4.0	- -	2 1.7	17 4.0	11 2.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

List up to three factors that have an effect on the amount of time that you spend assisting students out of class.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Availability of office	16	2	2	1	3	-	2	3	3	9	7
	2.0	2.2	1.7	0.7	3.8	-	1.1	9.7	2.5	2.1	1.8
Availability of work space/ availability of rooms/ availability of labs/ availability of equipment/ availability of resources	38	3	5	7	3	1	11	3	4	20	18
	4.7	3.3	4.2	5.0	3.8	2.9	6.3	9.7	3.3	4.7	4.7
Reading e-mails/ sending e-mails/ corresponding	39	6	8	11	2	2	5	-	5	17	22
	4.8	6.7	6.7	7.9	2.5	5.9	2.9	-	4.2	4.0	5.7
Answering phone calls/ making phone calls/ checking voice mail	5	-	2	1	1	1	-	-	-	3	2
	0.6	-	1.7	0.7	1.3	2.9	-	-	-	0.7	0.5
Administrative issues and meetings	97	12	19	21	14	4	16	-	9	49	48
	12.0	13.3	16.0 i	15.0	17.7 i	11.8	9.2	-	7.5	11.6	12.5
Field placement supervising	4	-	-	2	1	1	-	-	-	-	4
	0.5	-	-	1.4	1.3	2.9	-	-	-	-	1.0
Conflicting schedules (between students and teachers)	37	5	1	12	4	2	2	2	8	11	26
	4.6	5.6	0.8	8.6 CG	5.1	5.9	1.1	6.5	6.7 cg	2.6	6.8 J
Other duties (unspecified)	17	2	-	4	2	3	6	-	-	9	8
	2.1	2.2	-	2.9	2.5	8.8	3.4	-	-	2.1	2.1
Personal problems (unspecified)	8	1	2	2	-	-	2	1	-	6	2
	1.0	1.1	1.7	1.4	-	-	1.1	3.2	-	1.4	0.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

List up to three factors that have an effect on the amount of time that you spend assisting students out of class.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Nothing in particular	2 0.2	- -	1 0.8	- -	- -	- -	1 0.6	- -	- -	1 0.2	1 0.3
Other	15 1.9	2 2.2	1 0.8	7 5.0 cg	1 1.3	2 5.9	1 0.6	- -	- -	5 1.2	10 2.6
I prefer not to answer/ refuse	93 11.6	10 11.1	17 14.3 d	8 5.7	6 7.6	5 14.7	24 13.8 d	6 19.4	12 10.0	59 14.0 k	34 8.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Number of students/ Class size

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	86 100.0%	5 100.0%	13 100.0%	12 100.0%	7 100.0%	3 100.0%	24 100.0%	5 100.0%	16 100.0%	51 100.0%	35 100.0%
DISAGREE	19	-	4	5	-	-	8	-	1	11	8
=====	22.1	-	30.8	41.7 i	-	-	33.3 i	-	6.3	21.6	22.9
1- Strongly Decreases amount of time allocated	8 9.3	- -	1 7.7	2 16.7	- -	- -	4 16.7	- -	1 6.3	6 11.8	2 5.7
2	5 5.8	- -	2 15.4	1 8.3	- -	- -	2 8.3	- -	- -	2 3.9	3 8.6
3	6 7.0	- -	1 7.7	2 16.7	- -	- -	2 8.3	- -	- -	3 5.9	3 8.6
4- Neither	5 5.8	1 20.0	- -	- -	- -	- -	1 4.2	1 20.0	2 12.5	3 5.9	2 5.7
AGREE	60	4	9	7	6	2	15	4	13	36	24
=====	69.8	80.0	69.2	58.3	85.7	66.7	62.5	80.0	81.3	70.6	68.6
5	6 7.0	- -	2 15.4	- -	- -	- -	2 8.3	- -	2 12.5	4 7.8	2 5.7
6	15 17.4	1 20.0	2 15.4	1 8.3	3 42.9	- -	3 12.5	2 40.0	3 18.8	10 19.6	5 14.3
7- Strongly Increases amount of time allocated	39 45.3	3 60.0	5 38.5	6 50.0	3 42.9	2 66.7	10 41.7	2 40.0	8 50.0	22 43.1	17 48.6

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Number of students/ Class size

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	2 2.3	- -	- -	- -	1 14.3	1 33.3	- -	- -	- -	1 2.0	1 2.9
MEAN	5.3	6.2	5.0	4.8	6.5	7.0	4.8	6.0	5.8	5.3	5.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Number of classes I must teach

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	15 100.0%	1 100.0%	4 100.0%	5 100.0%	- -	1 100.0%	1 100.0%	1 100.0%	2 100.0%	7 100.0%	8 100.0%
DISAGREE =====	11 73.3	- -	2 50.0	4 80.0	- -	1 100.0 c	1 100.0 c	1 100.0 c	2 100.0 c	7 100.0 K	4 50.0
1- Strongly Decreases amount of time allocated	2 13.3	- -	- -	1 20.0	- -	1 100.0 D	- -	- -	- -	1 14.3	1 12.5
2	2 13.3	- -	- -	2 40.0	- -	- -	- -	- -	- -	- -	2 25.0
3	7 46.7	- -	2 50.0	1 20.0	- -	- -	1 100.0 cD	1 100.0 cD	2 100.0 cD	6 85.7 K	1 12.5
4- Neither	1 6.7	- -	1 25.0	- -	- -	- -	- -	- -	- -	- -	1 12.5
AGREE =====	3 20.0	1 100.0 CD	1 25.0	1 20.0	- -	- -	- -	- -	- -	- -	3 37.5
5	1 6.7	1 100.0	- -	- -	- -	- -	- -	- -	- -	- -	1 12.5
6	1 6.7	- -	1 25.0	- -	- -	- -	- -	- -	- -	- -	1 12.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Number of classes I must teach

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Increases amount of time allocated	1 6.7	- -	- -	1 20.0	- -	- -	- -	- -	- -	- -	1 12.5
MEAN	3.3	5.0	4.0	3.0	-	1.0	3.0	3.0	3.0	2.7	3.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Class dynamics/ Class level of students/ Abilities of students/ Preparedness of students

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	192 100.0%	21 100.0%	25 100.0%	28 100.0%	29 100.0%	5 100.0%	40 100.0%	11 100.0%	29 100.0%	110 100.0%	82 100.0%
DISAGREE =====	27 14.1	3 14.3	3 12.0	5 17.9	3 10.3	1 20.0	5 12.5	4 36.4	2 6.9	21 19.1 k	6 7.3
1- Strongly Decreases amount of time allocated	9 4.7	1 4.8	2 8.0	3 10.7	2 6.9	- -	- -	- -	1 3.4	6 5.5	3 3.7
2	10 5.2	2 9.5	1 4.0	1 3.6	- -	- -	1 2.5	3 27.3	1 3.4	8 7.3	2 2.4
3	8 4.2	- -	- -	1 3.6	1 3.4	1 20.0	4 10.0	1 9.1	- -	7 6.4 k	1 1.2
4- Neither	9 4.7	1 4.8	1 4.0	2 7.1	2 6.9	- -	2 5.0	- -	1 3.4	5 4.5	4 4.9
AGREE =====	153 79.7	17 81.0	21 84.0	21 75.0	22 75.9	3 60.0	33 82.5	7 63.6	26 89.7	83 75.5	70 85.4
5	28 14.6	5 23.8	4 16.0	3 10.7	5 17.2	1 20.0	6 15.0	2 18.2	2 6.9	13 11.8	15 18.3
6	35 18.2	6 28.6	4 16.0	5 17.9	8 27.6	1 20.0	4 10.0	2 18.2	5 17.2	19 17.3	16 19.5
7- Strongly Increases amount of time allocated	90 46.9	6 28.6	13 52.0	13 46.4	9 31.0	1 20.0	23 57.5 be	3 27.3	19 65.5 BEfh	51 46.4	39 47.6

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.



How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Class dynamics/ Class level of students/ Abilities of students/ Preparedness of students

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	3 1.6	- -	- -	- -	2 6.9	1 20.0	- -	- -	- -	1 0.9	2 2.4
MEAN	5.7	5.3	5.7	5.4	5.5	5.3	5.9 h	4.7	6.2 h	5.5	5.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?

Helping students with programs/ assisting students with programs/ Academic counselling/ Helping students with their career paths/ Advising students

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	20 100.0%	2 100.0%	3 100.0%	2 100.0%	2 100.0%	1 100.0%	4 100.0%	-	5 100.0%	7 100.0%	13 100.0%
DISAGREE	4	-	1	2	-	-	1	-	-	2	2
=====	20.0	-	33.3	100.0	-	-	25.0	-	-	28.6	15.4
				cG							
1- Strongly Decreases amount of time allocated	3 15.0	-	-	2 100.0	-	-	1 25.0	-	-	1 14.3	2 15.4
				G							
3	1 5.0	-	1 33.3	-	-	-	-	-	-	1 14.3	-
4- Neither	4 20.0	1 50.0	-	-	-	1 100.0	1 25.0	-	1 20.0	1 14.3	3 23.1
						GI					
AGREE	12	1	2	-	2	-	2	-	4	4	8
=====	60.0	50.0	66.7	-	100.0	-	50.0	-	80.0	57.1	61.5
					g						
5	4 20.0	-	1 33.3	-	1 50.0	-	1 25.0	-	1 20.0	1 14.3	3 23.1
6	2 10.0	-	-	-	-	-	1 25.0	-	-	2 28.6	-
7- Strongly Increases amount of time allocated	6 30.0	1 50.0	1 33.3	-	1 50.0	-	-	-	3 60.0	1 14.3	5 38.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?

Helping students with programs/ assisting students with programs/ Academic counselling/ Helping students with their career paths/ Advising students

	MAIN SUBJECT AREA								GENDER		
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	4.8	5.5	5.0	1.0	6.0 d	4.0	4.0	-	6.0 D	4.6	4.9

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Students personal problems (Family, sickness, emotions)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	48 100.0%	9 100.0%	5 100.0%	7 100.0%	10 100.0%	2 100.0%	6 100.0%	-	8 100.0%	20 100.0%	28 100.0%
DISAGREE	2	1	-	-	-	-	1	-	-	1	1
=====	4.2	11.1	-	-	-	-	16.7	-	-	5.0	3.6
1- Strongly Decreases amount of time allocated	1 2.1	1 11.1	-	-	-	-	-	-	-	-	1 3.6
3	1 2.1	-	-	-	-	-	1 16.7	-	-	1 5.0	-
4- Neither	7 14.6	3 33.3	1 20.0	1 14.3	-	-	1 16.7	-	1 12.5	2 10.0	5 17.9
AGREE	37	5	4	6	9	2	4	-	6	17	20
=====	77.1	55.6	80.0	85.7	90.0	100.0 B	66.7	-	75.0	85.0	71.4
5	10 20.8	1 11.1	1 20.0	2 28.6	3 30.0	1 50.0	1 16.7	-	1 12.5	4 20.0	6 21.4
6	9 18.8	2 22.2	1 20.0	2 28.6	1 10.0	1 50.0	-	-	1 12.5	5 25.0	4 14.3
7- Strongly Increases amount of time allocated	18 37.5	2 22.2	2 40.0	2 28.6	5 50.0	-	3 50.0	-	4 50.0	8 40.0	10 35.7
I prefer not to answer/ refuse	2 4.2	-	-	-	1 10.0	-	-	-	1 12.5	-	2 7.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Students personal problems (Family, sickness, emotions)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.7	4.9	5.8	5.7	6.2	5.5	5.5	-	6.1	5.9	5.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Assignments/ Tests/ Papers/ Exams

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	140 100.0%	20 100.0%	10 100.0%	28 100.0%	14 100.0%	5 100.0%	35 100.0%	1 100.0%	25 100.0%	66 100.0%	74 100.0%
DISAGREE	9	-	-	3	1	-	2	-	3	3	6
=====	6.4	-	-	10.7	7.1	-	5.7	-	12.0	4.5	8.1
1- Strongly Decreases amount of time allocated	3 2.1	- -	- -	1 3.6	1 7.1	- -	- -	- -	1 4.0	1 1.5	2 2.7
2	4 2.9	- -	- -	1 3.6	- -	- -	2 5.7	- -	1 4.0	2 3.0	2 2.7
3	2 1.4	- -	- -	1 3.6	- -	- -	- -	- -	1 4.0	- -	2 2.7
4- Neither	11 7.9	- -	3 30.0	- -	3 21.4	1 20.0	2 5.7	- -	2 8.0	6 9.1	5 6.8
AGREE	118 84.3	20 100.0	7 70.0	25 89.3	9 64.3	3 60.0	31 88.6	1 100.0	20 80.0	57 86.4	61 82.4
=====		cEgi						cEgi			
5	23 16.4	2 10.0	- -	1 3.6	5 35.7	1 20.0	11 31.4	- -	3 12.0	13 19.7	10 13.5
					d		bD				
6	33 23.6	5 25.0	2 20.0	7 25.0	2 14.3	1 20.0	5 14.3	- -	9 36.0	15 22.7	18 24.3
7- Strongly Increases amount of time allocated	62 44.3	13 65.0	5 50.0	17 60.7	2 14.3	1 20.0	15 42.9	1 100.0	8 32.0	29 43.9	33 44.6
		Efi		Efi			e	BCDEFGI			

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Assignments/ Tests/ Papers/ Exams

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	2 1.4	- -	- -	- -	1 7.1	1 20.0	- -	- -	- -	- -	2 2.7
MEAN	5.9	6.6 Efgi	5.9	6.1 e	4.9	5.5	5.8	7.0	5.6	5.9	5.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Complexity of course material/ Assisting students with course material/ Helping students with course material

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	186	17	28	29	12	7	51	9	30	108	78
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DISAGREE	35	5	7	7	3	1	6	2	3	18	17
=====	18.8	29.4	25.0	24.1	25.0	14.3	11.8	22.2	10.0	16.7	21.8
1- Strongly Decreases amount of time allocated	16	2	4	2	2	1	3	1	-	6	10
	8.6	11.8	14.3	6.9	16.7	14.3	5.9	11.1	-	5.6	12.8
2	11	1	3	3	1	-	2	-	1	6	5
	5.9	5.9	10.7	10.3	8.3	-	3.9	-	3.3	5.6	6.4
3	8	2	-	2	-	-	1	1	2	6	2
	4.3	11.8	-	6.9	-	-	2.0	11.1	6.7	5.6	2.6
4- Neither	13	2	2	-	1	2	2	-	4	9	4
	7.0	11.8	7.1	-	8.3	28.6	3.9	-	13.3	8.3	5.1
AGREE	136	10	19	22	7	4	43	7	22	81	55
=====	73.1	58.8	67.9	75.9	58.3	57.1	84.3 b	77.8	73.3	75.0	70.5
5	43	5	5	3	3	-	17	-	9	27	16
	23.1	29.4	17.9	10.3	25.0	-	33.3 D	-	30.0	25.0	20.5
6	39	2	6	12	2	1	5	3	7	22	17
	21.0	11.8	21.4	41.4 bG	16.7	14.3	9.8	33.3	23.3	20.4	21.8

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.



How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Complexity of course material/ Assisting students with course material/ Helping students with course material

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Increases amount of time allocated	54 29.0	3 17.6	8 28.6	7 24.1	2 16.7	3 42.9	21 41.2 bi	4 44.4	6 20.0	32 29.6	22 28.2
I prefer not to answer/ refuse	2 1.1	- -	- -	- -	1 8.3	- -	- -	- -	1 3.3	- -	2 2.6
MEAN	5.1	4.5	4.8	5.2	4.5	5.1	5.5 b	5.6	5.3	5.2	5.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Absenteeism/ Students missing class

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	45 100.0%	4 100.0%	9 100.0%	4 100.0%	2 100.0%	2 100.0%	16 100.0%	- -	7 100.0%	30 100.0%	15 100.0%
DISAGREE	3	-	1	-	-	1	1	-	-	3	-
=====	6.7	-	11.1	-	-	50.0	6.3	-	-	10.0	-
2	2	-	1	-	-	-	1	-	-	2	-
	4.4	-	11.1	-	-	-	6.3	-	-	6.7	-
3	1	-	-	-	-	1	-	-	-	1	-
	2.2	-	-	-	-	50.0	-	-	-	3.3	-
4- Neither	5	-	-	1	-	-	1	-	2	1	4
	11.1	-	-	25.0	-	-	6.3	-	28.6	3.3	26.7 j
AGREE	37	4	8	3	2	1	14	-	5	26	11
=====	82.2	100.0	88.9	75.0	100.0	50.0	87.5	-	71.4	86.7	73.3
5	13	2	1	-	-	-	6	-	4	10	3
	28.9	50.0	11.1	-	-	-	37.5	-	57.1 c	33.3	20.0
6	11	1	3	2	1	1	3	-	-	7	4
	24.4	25.0	33.3	50.0	50.0	50.0	18.8	-	-	23.3	26.7
7- Strongly Increases amount of time allocated	13	1	4	1	1	-	5	-	1	9	4
	28.9	25.0	44.4	25.0	50.0	-	31.3	-	14.3	30.0	26.7

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Absenteeism/ Students missing class

	MAIN SUBJECT AREA								GENDER		
	=====								=====		
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	5.5	5.8	5.9	5.8	6.5	4.5	5.6	-	5.0	5.5	5.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Meeting with students/ Seeing students/ Helping students (In general)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	47 100.0%	6 100.0%	9 100.0%	10 100.0%	5 100.0%	2 100.0%	4 100.0%	2 100.0%	9 100.0%	22 100.0%	25 100.0%
DISAGREE =====	10 21.3	- -	2 22.2	3 30.0	2 40.0	- -	1 25.0	- -	2 22.2	7 31.8	3 12.0
1- Strongly Decreases amount of time allocated	2 4.3	- -	- -	1 10.0	1 20.0	- -	- -	- -	- -	1 4.5	1 4.0
2	3 6.4	- -	1 11.1	- -	- -	- -	1 25.0	- -	1 11.1	3 13.6	- -
3	5 10.6	- -	1 11.1	2 20.0	1 20.0	- -	- -	- -	1 11.1	3 13.6	2 8.0
4- Neither	5 10.6	2 33.3	1 11.1	- -	1 20.0	1 50.0	- -	- -	- -	1 4.5	4 16.0
AGREE =====	30 63.8	4 66.7	6 66.7	7 70.0	2 40.0	1 50.0	3 75.0	1 50.0	6 66.7	12 54.5	18 72.0
5	6 12.8	1 16.7	2 22.2	2 20.0	- -	- -	1 25.0	- -	- -	3 13.6	3 12.0
6	6 12.8	- -	- -	- -	2 40.0	- -	1 25.0	1 50.0	2 22.2	4 18.2	2 8.0
7- Strongly Increases amount of time allocated	18 38.3	3 50.0	4 44.4	5 50.0	- -	1 50.0	1 25.0	- -	4 44.4	5 22.7	13 52.0 j

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Meeting with students/ Seeing students/ Helping students (In general)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	2 4.3	- -	- -	- -	- -	- -	- -	1 50.0	1 11.1	2 9.1	- -
MEAN	5.2	5.7	5.2	5.2	4.0	5.5	5.0	6.0	5.6	4.7	5.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Due date of assignments and papers

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	110	12	21	26	6	3	27	-	13	50	60
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	100.0%
DISAGREE	8	1	1	2	-	-	3	-	1	3	5
=====	7.3	8.3	4.8	7.7	-	-	11.1	-	7.7	6.0	8.3
1- Strongly Decreases amount of time allocated	3	1	-	-	-	-	2	-	-	1	2
	2.7	8.3	-	-	-	-	7.4	-	-	2.0	3.3
2	3	-	-	1	-	-	1	-	1	2	1
	2.7	-	-	3.8	-	-	3.7	-	7.7	4.0	1.7
3	2	-	1	1	-	-	-	-	-	-	2
	1.8	-	4.8	3.8	-	-	-	-	-	-	3.3
4- Neither	5	1	1	-	-	-	3	-	-	4	1
	4.5	8.3	4.8	-	-	-	11.1	-	-	8.0	1.7
AGREE	97	10	19	24	6	3	21	-	12	43	54
=====	88.2	83.3	90.5	92.3	100.0 G	100.0 G	77.8	-	92.3	86.0	90.0
5	12	3	2	2	1	-	3	-	1	5	7
	10.9	25.0	9.5	7.7	16.7	-	11.1	-	7.7	10.0	11.7
6	26	2	7	3	2	1	7	-	3	14	12
	23.6	16.7	33.3	11.5	33.3	33.3	25.9	-	23.1	28.0	20.0
7- Strongly Increases amount of time allocated	59	5	10	19	3	2	11	-	8	24	35
	53.6	41.7	47.6	73.1 g	50.0	66.7	40.7	-	61.5	48.0	58.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Due date of assignments and papers

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	6.0	5.6	6.1	6.4	6.3	6.7	5.6	-	6.2	6.0	6.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
The time of the year/ The time of semester

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	120 100.0%	19 100.0%	12 100.0%	16 100.0%	21 100.0%	8 100.0%	24 100.0%	1 100.0%	19 100.0%	57 100.0%	63 100.0%
DISAGREE =====	8 6.7	- -	1 8.3	2 12.5	1 4.8	- -	1 4.2	- -	3 15.8	5 8.8	3 4.8
1- Strongly Decreases amount of time allocated	2 1.7	- -	- -	- -	1 4.8	- -	- -	- -	1 5.3	1 1.8	1 1.6
2	3 2.5	- -	- -	1 6.3	- -	- -	- -	- -	2 10.5	2 3.5	1 1.6
3	3 2.5	- -	1 8.3	1 6.3	- -	- -	1 4.2	- -	- -	2 3.5	1 1.6
4- Neither	9 7.5	2 10.5	1 8.3	1 6.3	2 9.5	- -	2 8.3	- -	1 5.3	3 5.3	6 9.5
AGREE =====	103 85.8	17 89.5	10 83.3	13 81.3	18 85.7	8 100.0 i	21 87.5	1 100.0 i	15 78.9	49 86.0	54 85.7
5	14 11.7	1 5.3	2 16.7	1 6.3	2 9.5	3 37.5	2 8.3	- -	3 15.8	8 14.0	6 9.5
6	28 23.3	9 47.4 EI	5 41.7 ei	3 18.8	2 9.5	- -	7 29.2 i	1 100.0 BCDEGI	1 5.3	15 26.3	13 20.6
7- Strongly Increases amount of time allocated	61 50.8	7 36.8	3 25.0	9 56.3	14 66.7 bc	5 62.5	12 50.0	- -	11 57.9	26 45.6	35 55.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
The time of the year/ The time of semester

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	6.0	6.1	5.7	5.9	6.1	6.3	6.1	6.0	5.6	5.9	6.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Depending on questions from students/ Complexity of the questions of the students

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	111 100.0%	10 100.0%	19 100.0%	21 100.0%	8 100.0%	5 100.0%	21 100.0%	7 100.0%	19 100.0%	59 100.0%	52 100.0%
DISAGREE	12	-	-	5	-	2	2	1	2	7	5
=====	10.8	-	-	23.8	-	40.0	9.5	14.3	10.5	11.9	9.6
1- Strongly Decreases amount of time allocated	1 0.9	-	-	1 4.8	-	-	-	-	-	-	1 1.9
2	3 2.7	-	-	1 4.8	-	-	-	1 14.3	1 5.3	2 3.4	1 1.9
3	8 7.2	-	-	3 14.3	-	2 40.0	2 9.5	-	1 5.3	5 8.5	3 5.8
4- Neither	14 12.6	1 10.0	3 15.8	3 14.3	-	1 20.0	3 14.3	2 28.6	1 5.3	6 10.2	8 15.4
AGREE	81	9	16	13	7	2	16	4	13	46	35
=====	73.0	90.0 df	84.2	61.9	87.5	40.0	76.2	57.1	68.4	78.0	67.3
5	12 10.8	2 20.0	3 15.8	-	2 25.0	-	2 9.5	2 28.6	1 5.3	7 11.9	5 9.6
6	24 21.6	1 10.0	5 26.3	6 28.6	1 12.5	1 20.0	4 19.0	2 28.6	4 21.1	17 28.8 k	7 13.5
7- Strongly Increases amount of time allocated	45 40.5	6 60.0	8 42.1	7 33.3	4 50.0	1 20.0	10 47.6	-	8 42.1	22 37.3	23 44.2

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Depending on questions from students/ Complexity of the questions of the students

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	4 3.6	- -	- -	- -	1 12.5	- -	- -	- -	3 15.8	- -	4 7.7
MEAN	5.7	6.2 h	5.9 fh	5.2	6.3 h	4.6	5.8	4.6	5.9	5.7	5.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Availability of students

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	45 100.0%	3 100.0%	8 100.0%	11 100.0%	5 100.0%	1 100.0%	5 100.0%	3 100.0%	9 100.0%	22 100.0%	23 100.0%
DISAGREE =====	16 35.6	2 66.7	4 50.0	3 27.3	- -	- -	1 20.0	1 33.3	5 55.6	8 36.4	8 34.8
1- Strongly Decreases amount of time allocated	2 4.4	- -	- -	1 9.1	- -	- -	- -	1 33.3	- -	1 4.5	1 4.3
2	6 13.3	1 33.3	1 12.5	1 9.1	- -	- -	- -	- -	3 33.3	3 13.6	3 13.0
3	8 17.8	1 33.3	3 37.5	1 9.1	- -	- -	1 20.0	- -	2 22.2	4 18.2	4 17.4
4- Neither	8 17.8	- -	- -	2 18.2	3 60.0 i	- -	1 20.0	1 33.3	1 11.1	4 18.2	4 17.4
AGREE =====	21 46.7	1 33.3	4 50.0	6 54.5	2 40.0	1 100.0 bCDEhI	3 60.0	1 33.3	3 33.3	10 45.5	11 47.8
5	3 6.7	- -	- -	- -	- -	- -	1 20.0	1 33.3	1 11.1	2 9.1	1 4.3
6	12 26.7	- -	3 37.5	4 36.4	- -	1 100.0 CDGI	2 40.0	- -	2 22.2	7 31.8	5 21.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Availability of students

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Increases amount of time allocated	6 13.3	1 33.3	1 12.5	2 18.2	2 40.0	- -	- -	- -	- -	1 4.5	5 21.7
MEAN	4.4	4.0	4.5	4.7	5.2	6.0	4.8	3.3	3.7	4.3	4.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
My availability/ Time availability/ Scheduling

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	123 100.0%	16 100.0%	20 100.0%	24 100.0%	16 100.0%	1 100.0%	21 100.0%	6 100.0%	14 100.0%	61 100.0%	62 100.0%
DISAGREE =====	53 43.1	8 50.0 e	9 45.0	12 50.0 e	3 18.8	-	9 42.9	3 50.0	8 57.1 e	28 45.9	25 40.3
1- Strongly Decreases amount of time allocated	15 12.2	3 18.8	2 10.0	2 8.3	2 12.5	-	2 9.5	1 16.7	2 14.3	8 13.1	7 11.3
2	9 7.3	1 6.3	1 5.0	2 8.3	- -	-	2 9.5	-	3 21.4	5 8.2	4 6.5
3	29 23.6	4 25.0	6 30.0 e	8 33.3 e	1 6.3	-	5 23.8	2 33.3	3 21.4	15 24.6	14 22.6
4- Neither	18 14.6	3 18.8	2 10.0	2 8.3	1 6.3	-	4 19.0	3 50.0 de	2 14.3	12 19.7	6 9.7
AGREE =====	45 36.6	4 25.0	7 35.0	9 37.5	12 75.0 BCdgI	1 100.0 BCDeGI	8 38.1	-	3 21.4	20 32.8	25 40.3
5	15 12.2	2 12.5	2 10.0	- -	6 37.5 ci	-	4 19.0	-	1 7.1	9 14.8	6 9.7
6	12 9.8	-	1 5.0	5 20.8	2 12.5	1 100.0 CDEGI	2 9.5	-	1 7.1	6 9.8	6 9.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
My availability/ Time availability/ Scheduling

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Increases amount of time allocated	18 14.6	2 12.5	4 20.0	4 16.7	4 25.0	- -	2 9.5	- -	1 7.1	5 8.2	13 21.0 j
I prefer not to answer/ refuse	7 5.7	1 6.3	2 10.0	1 4.2	- -	- -	- -	- -	1 7.1	1 1.6	6 9.7 j
MEAN	4.0	3.5	4.1	4.2	4.9 hi	6.0	4.0	3.2	3.3	3.8	4.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Amount of marking (Exams, tests, assignments, papers)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	28 100.0%	6 100.0%	5 100.0%	5 100.0%	2 100.0%	-	7 100.0%	-	2 100.0%	17 100.0%	11 100.0%
DISAGREE =====	18 64.3	5 83.3	3 60.0	2 40.0	1 50.0	-	5 71.4	-	1 50.0	12 70.6	6 54.5
1- Strongly Decreases amount of time allocated	8 28.6	-	-	2 40.0	1 50.0	-	3 42.9	-	1 50.0	3 17.6	5 45.5
2	7 25.0	4 66.7 g	2 40.0	-	-	-	1 14.3	-	-	6 35.3	1 9.1
3	3 10.7	1 16.7	1 20.0	-	-	-	1 14.3	-	-	3 17.6	-
AGREE =====	10 35.7	1 16.7	2 40.0	3 60.0	1 50.0	-	2 28.6	-	1 50.0	5 29.4	5 45.5
6	1 3.6	-	-	-	-	-	1 14.3	-	-	1 5.9	-
7- Strongly Increases amount of time allocated	9 32.1	1 16.7	2 40.0	3 60.0	1 50.0	-	1 14.3	-	1 50.0	4 23.5	5 45.5
MEAN	3.6	3.0	4.2	4.6	4.0	-	3.0	-	4.0	3.4	3.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Availability of office

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	16 100.0%	2 100.0%	2 100.0%	1 100.0%	3 100.0%	-	2 100.0%	3 100.0%	3 100.0%	9 100.0%	7 100.0%
DISAGREE =====	9 56.3	2 100.0 eh	1 50.0	1 100.0 eh	1 33.3	-	1 50.0	1 33.3	2 66.7	5 55.6	4 57.1
1- Strongly Decreases amount of time allocated	1 6.3	1 50.0	-	-	-	-	-	-	-	-	1 14.3
2	4 25.0	-	1 50.0	1 100.0 e	1 33.3	-	1 50.0	-	-	1 11.1	3 42.9
3	4 25.0	1 50.0	-	-	-	-	-	1 33.3	2 66.7	4 44.4	-
4- Neither	2 12.5	-	-	-	-	-	-	1 33.3	1 33.3	1 11.1	1 14.3
AGREE =====	5 31.3	-	1 50.0	-	2 66.7	-	1 50.0	1 33.3	-	3 33.3	2 28.6
5	3 18.8	-	-	-	1 33.3	-	1 50.0	1 33.3	-	2 22.2	1 14.3
7- Strongly Increases amount of time allocated	2 12.5	-	1 50.0	-	1 33.3	-	-	-	-	1 11.1	1 14.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Availability of office

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.6	2.0	4.5	2.0	4.7	-	3.5	4.0	3.3	3.9	3.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Availability of work space/ Availability of rooms/ Availability of labs/ availability of equipment/ Availability of resources

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	38 100.0%	3 100.0%	5 100.0%	7 100.0%	3 100.0%	1 100.0%	11 100.0%	3 100.0%	4 100.0%	20 100.0%	18 100.0%
DISAGREE =====	13 34.2	1 33.3	2 40.0	4 57.1	1 33.3	- -	5 45.5	- -	- -	6 30.0	7 38.9
1- Strongly Decreases amount of time allocated	2 5.3	- -	- -	2 28.6	- -	- -	- -	- -	- -	- -	2 11.1
2	7 18.4	1 33.3	2 40.0	1 14.3	- -	- -	3 27.3	- -	- -	4 20.0	3 16.7
3	4 10.5	- -	- -	1 14.3	1 33.3	- -	2 18.2	- -	- -	2 10.0	2 11.1
4- Neither	4 10.5	- -	1 20.0	- -	- -	- -	1 9.1	2 66.7 g	- -	3 15.0	1 5.6
AGREE =====	20 52.6	2 66.7	2 40.0	3 42.9	2 66.7	1 100.0 CDGh	5 45.5	1 33.3	4 100.0 CDGh	10 50.0	10 55.6
5	6 15.8	1 33.3	- -	- -	1 33.3	1 100.0 beGh	2 18.2	1 33.3	- -	4 20.0	2 11.1
6	4 10.5	- -	- -	- -	- -	- -	3 27.3	- -	1 25.0	3 15.0	1 5.6

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Availability of work space/ Availability of rooms/ Availability of labs/ availability of equipment/ Availability of resources

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Increases amount of time allocated	10 26.3	1 33.3	2 40.0	3 42.9	1 33.3	- -	- -	- -	3 75.0	3 15.0	7 38.9
I prefer not to answer/ refuse	1 2.6	- -	- -	- -	- -	- -	- -	- -	- -	1 5.0	- -
MEAN	4.5	4.7	4.4	4.0	5.0	5.0	4.0	4.3	6.8 GH	4.5	4.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Reading e-mails/ Sending e-mails/ Corresponding

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	39 100.0%	6 100.0%	8 100.0%	11 100.0%	2 100.0%	2 100.0%	5 100.0%	-	5 100.0%	17 100.0%	22 100.0%
DISAGREE	8	2	-	5	-	-	1	-	-	2	6
=====	20.5	33.3	-	45.5	-	-	20.0	-	-	11.8	27.3
1- Strongly Decreases amount of time allocated	2 5.1	1 16.7	-	1 9.1	-	-	-	-	-	-	2 9.1
2	3 7.7	-	-	2 18.2	-	-	1 20.0	-	-	1 5.9	2 9.1
3	3 7.7	1 16.7	-	2 18.2	-	-	-	-	-	1 5.9	2 9.1
4- Neither	2 5.1	-	1 12.5	-	-	-	-	-	1 20.0	1 5.9	1 4.5
AGREE	27 69.2	4 66.7	6 75.0	5 45.5	2 100.0	2 100.0	4 80.0	-	4 80.0	13 76.5	14 63.6
=====					D	D					
5	2 5.1	-	-	-	-	-	2 40.0	-	-	1 5.9	1 4.5
6	7 17.9	1 16.7	1 12.5	1 9.1	-	-	2 40.0	-	2 40.0	4 23.5	3 13.6
7- Strongly Increases amount of time allocated	18 46.2	3 50.0	5 62.5	4 36.4	2 100.0 bcDI	2 100.0 bcDI	-	-	2 40.0	8 47.1	10 45.5

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Reading e-mails/ Sending e-mails/ Corresponding

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	2 5.1	- -	1 12.5	1 9.1	- -	- -	- -	- -	- -	1 5.9	1 4.5
MEAN	5.5	5.2	6.4	4.5	7.0	7.0	4.8	-	6.0	5.9	5.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Answering phone calls/ Making phone calls/ Checking voice mail

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	5 100.0%	-	2 100.0%	1 100.0%	1 100.0%	1 100.0%	-	-	-	3 100.0%	2 100.0%
DISAGREE =====	3 60.0	-	1 50.0	1 100.0	1 100.0	-	-	-	-	1 33.3	2 100.0 j
2	1 20.0	-	1 50.0	-	-	-	-	-	-	1 33.3	-
3	2 40.0	-	-	1 100.0	1 100.0	-	-	-	-	-	2 100.0
4- Neither	1 20.0	-	-	-	-	1 100.0	-	-	-	1 33.3	-
AGREE =====	1 20.0	-	1 50.0	-	-	-	-	-	-	1 33.3	-
6	1 20.0	-	1 50.0	-	-	-	-	-	-	1 33.3	-
MEAN	3.6	-	4.0	3.0	3.0	4.0	-	-	-	4.0	3.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Administrative issues and meetings

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	97 100.0%	12 100.0%	19 100.0%	21 100.0%	14 100.0%	4 100.0%	16 100.0%	-	9 100.0%	49 100.0%	48 100.0%
DISAGREE =====	57 58.8	9 75.0	10 52.6	13 61.9	7 50.0	3 75.0	9 56.3	-	6 66.7	30 61.2	27 56.3
1- Strongly Decreases amount of time allocated	18 18.6	4 33.3	3 15.8	3 14.3	2 14.3	2 50.0	3 18.8	-	1 11.1	10 20.4	8 16.7
2	25 25.8	3 25.0	3 15.8	7 33.3	4 28.6	-	3 18.8	-	5 55.6 c	12 24.5	13 27.1
3	14 14.4	2 16.7	4 21.1	3 14.3	1 7.1	1 25.0	3 18.8	-	-	8 16.3	6 12.5
4- Neither	8 8.2	1 8.3	2 10.5	2 9.5	-	-	2 12.5	-	1 11.1	3 6.1	5 10.4
AGREE =====	30 30.9	2 16.7	7 36.8	5 23.8	6 42.9	1 25.0	5 31.3	-	2 22.2	16 32.7	14 29.2
5	7 7.2	1 8.3	1 5.3	1 4.8	1 7.1	-	2 12.5	-	-	4 8.2	3 6.3
6	5 5.2	1 8.3	2 10.5	1 4.8	-	-	1 6.3	-	-	3 6.1	2 4.2
7- Strongly Increases amount of time allocated	18 18.6	-	4 21.1	3 14.3	5 35.7	1 25.0	2 12.5	-	2 22.2	9 18.4	9 18.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Administrative issues and meetings

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	2 2.1	- -	- -	1 4.8	1 7.1	- -	- -	- -	- -	- -	2 4.2
MEAN	3.5	2.6	3.9	3.3	4.1	3.0	3.5	-	3.2	3.5	3.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Field placement supervising

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	4 100.0%	- -	- -	2 100.0%	1 100.0%	1 100.0%	- -	- -	- -	- -	4 100.0%
DISAGREE =====	1 25.0	- -	- -	1 50.0	- -	- -	- -	- -	- -	- -	1 25.0
3	1 25.0	- -	- -	1 50.0	- -	- -	- -	- -	- -	- -	1 25.0
4- Neither	1 25.0	- -	- -	- -	- -	1 100.0	- -	- -	- -	- -	1 25.0
AGREE =====	2 50.0	- -	- -	1 50.0	1 100.0	- -	- -	- -	- -	- -	2 50.0
5	1 25.0	- -	- -	1 50.0	- -	- -	- -	- -	- -	- -	1 25.0
7- Strongly Increases amount of time allocated	1 25.0	- -	- -	- -	1 100.0	- -	- -	- -	- -	- -	1 25.0
MEAN	4.8	-	-	4.0	7.0	4.0	-	-	-	-	4.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?Conflicting schedules  
(between students and teachers)^

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	37 100.0%	5 100.0%	1 100.0%	12 100.0%	4 100.0%	2 100.0%	2 100.0%	2 100.0%	8 100.0%	11 100.0%	26 100.0%
DISAGREE =====	19 51.4	1 20.0	1 100.0 BDi	5 41.7	3 75.0	2 100.0 BDi	1 50.0	1 50.0	5 62.5	5 45.5	14 53.8
1- Strongly Decreases amount of time allocated	6 16.2	-	-	2 16.7	2 50.0	1 50.0	-	-	1 12.5	1 9.1	5 19.2
2	6 16.2	-	1 100.0 DI	1 8.3	-	1 50.0	1 50.0	-	2 25.0	3 27.3	3 11.5
3	7 18.9	1 20.0	-	2 16.7	1 25.0	-	-	1 50.0	2 25.0	1 9.1	6 23.1
4- Neither	1 2.7	-	-	1 8.3	-	-	-	-	-	-	1 3.8
AGREE =====	17 45.9	4 80.0	-	6 50.0	1 25.0	-	1 50.0	1 50.0	3 37.5	6 54.5	11 42.3
5	7 18.9	2 40.0	-	3 25.0	1 25.0	-	1 50.0	-	-	2 18.2	5 19.2
6	6 16.2	1 20.0	-	3 25.0	-	-	-	1 50.0	-	3 27.3	3 11.5
7- Strongly Increases amount of time allocated	4 10.8	1 20.0	-	-	-	-	-	-	3 37.5	1 9.1	3 11.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?Conflicting schedules  
(between students and teachers)^

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.8	5.2 ef	2.0	3.9	2.5	1.5	3.5	4.5	4.0	4.1	3.7

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Other duties (Unspecified)^

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	17 100.0%	2 100.0%	-	4 100.0%	2 100.0%	3 100.0%	6 100.0%	-	-	9 100.0%	8 100.0%
DISAGREE =====	11 64.7	2 100.0 d	-	2 50.0	-	2 66.7	5 83.3	-	-	8 88.9 k	3 37.5
1- Strongly Decreases amount of time allocated	1 5.9	1 50.0	-	-	-	-	-	-	-	1 11.1	-
2	6 35.3	1 50.0	-	2 50.0	-	1 33.3	2 33.3	-	-	4 44.4	2 25.0
3	4 23.5	-	-	-	-	1 33.3	3 50.0	-	-	3 33.3	1 12.5
4- Neither	1 5.9	-	-	1 25.0	-	-	-	-	-	-	1 12.5
AGREE =====	5 29.4	-	-	1 25.0	2 100.0 DfG	1 33.3	1 16.7	-	-	1 11.1	4 50.0
5	1 5.9	-	-	-	1 50.0	-	-	-	-	-	1 12.5
7- Strongly Increases amount of time allocated	4 23.5	-	-	1 25.0	1 50.0	1 33.3	1 16.7	-	-	1 11.1	3 37.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
Other duties (Unspecified)^

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	3.6	1.5	-	3.8	6.0	4.0	3.3	-	-	2.8	4.6

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How does each of the factors that you have identified affect the amount of time you allocate for out-of-class assistance?  
 Personal problems (Unspecified)^

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	8 100.0%	1 100.0%	2 100.0%	2 100.0%	- -	- -	2 100.0%	1 100.0%	- -	6 100.0%	2 100.0%
DISAGREE =====	5 62.5	- -	2 100.0	- -	- -	- -	2 100.0	1 100.0	- -	4 66.7	1 50.0
1- Strongly Decreases amount of time allocated	1 12.5	- -	- -	- -	- -	- -	1 50.0	- -	- -	1 16.7	- -
3	4 50.0	- -	2 100.0	- -	- -	- -	1 50.0	1 100.0	- -	3 50.0	1 50.0
4- Neither	1 12.5	- -	- -	1 50.0	- -	- -	- -	- -	- -	1 16.7	- -
AGREE =====	2 25.0	1 100.0	- -	1 50.0	- -	- -	- -	- -	- -	1 16.7	1 50.0
7- Strongly Increases amount of time allocated	2 25.0	1 100.0	- -	1 50.0	- -	- -	- -	- -	- -	1 16.7	1 50.0
MEAN	3.9	7.0	3.0	5.5	-	-	2.0	3.0	-	3.5	5.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

If you had access to clerical or administrative support assistance, how many hours each week do you think that you could productively employ such assistance on work-related tasks that you would otherwise have to do yourself?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Zero	226 26.7	20 21.7	45 36.0 bdeF	36 24.0 f	18 21.7	4 11.4	54 30.2 F	12 36.4 f	33 25.4 f	116 26.0	110 27.5
1 hour	55 6.5	5 5.4	9 7.2	6 4.0	3 3.6	2 5.7	14 7.8	1 3.0	12 9.2	28 6.3	27 6.8
2 hours	103 12.2	14 15.2 h	14 11.2 h	24 16.0 H	9 10.8	5 14.3	18 10.1	1 3.0	17 13.1 h	50 11.2	53 13.3
3 hours	81 9.6	16 17.4 cgi	9 7.2	16 10.7	10 12.0	4 11.4	12 6.7	4 12.1	9 6.9	39 8.7	42 10.5
4 hours	63 7.4	5 5.4	12 9.6	12 8.0	3 3.6	1 2.9	18 10.1 ef	4 12.1	7 5.4	41 9.2 k	22 5.5
5 hours	62 7.3	5 5.4	6 4.8	14 9.3	11 13.3 ch	5 14.3	12 6.7	1 3.0	7 5.4	29 6.5	33 8.3
6-10 hours	130 15.4	18 19.6	17 13.6	22 14.7	12 14.5	7 20.0	22 12.3	4 12.1	27 20.8 g	74 16.6	56 14.0
More than 10 hours	42 5.0	2 2.2	5 4.0	6 4.0	6 7.2	3 8.6	9 5.0	2 6.1	5 3.8	26 5.8	16 4.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



If you had access to clerical or administrative support assistance, how many hours each week do you think that you could productively employ such assistance on work-related tasks that you would otherwise have to do yourself?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer	84 9.9	7 7.6	8 6.4	14 9.3	11 13.3	4 11.4	20 11.2	4 12.1	13 10.0	43 9.6	41 10.3
MEAN	3.9	4.0	3.4	3.7	4.7	6.1 cdgi	3.7	3.4	3.9	4.2	3.6
MEDIAN	2.0	3.0	2.0	3.0	3.0	4.0	2.0	3.0	2.0	3.0	2.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please list the three most time-consuming tasks that you would delegate to that assistance.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	620 100.0%	72 100.0%	80 100.0%	114 100.0%	65 100.0%	31 100.0%	125 100.0%	21 100.0%	97 100.0%	330 100.0%	290 100.0%
Documentation/ clerical/ assistant/ administrative work	401 64.7	47 65.3	52 65.0	91 79.8 bcFGI	46 70.8 g	16 51.6	66 52.8	13 61.9	61 62.9	193 58.5	208 71.7 J
Scheduling/ student affairs (drop/add etc.)/ student relations/ potential students	133 21.5	21 29.2 h	16 20.0	30 26.3 h	15 23.1	7 22.6	23 18.4	2 9.5	16 16.5	67 20.3	66 22.8
Data Entry (grades, excel spreadsheets, numbers)	92 14.8	11 15.3	18 22.5 E	16 14.0	4 6.2	4 12.9	19 15.2 e	3 14.3	16 16.5 e	47 14.2	45 15.5
Answering basic questions/ filtering questions for Prof. review/ answering emails/ phone	92 14.8	10 13.9	14 17.5	16 14.0	12 18.5	4 12.9	15 12.0	2 9.5	18 18.6	49 14.8	43 14.8
Write/ format/ proofread and revise assignments/ tests/ course materials	83 13.4	4 5.6	9 11.3	24 21.1 Bfg	8 12.3	2 6.5	14 11.2	2 9.5	17 17.5 b	32 9.7	51 17.6 J
Marking	66 10.6	5 6.9	15 18.8 be	10 8.8	5 7.7	3 9.7	12 9.6	4 19.0	9 9.3	43 13.0 k	23 7.9
Web duties/ web administration/ course outlines	54 8.7	11 15.3 g	11 13.8 g	11 9.6	7 10.8	- -	6 4.8	- -	6 6.2	28 8.5	26 9.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Please list the three most time-consuming tasks that you would delegate to that assistance.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE-SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Setting up/ maintaining equipment (Lab, AV, etc.)/ tests	44 7.1	7 9.7	2 2.5	6 5.3	3 4.6	3 9.7	14 11.2 C	4 19.0	5 5.2	30 9.1 k	14 4.8
Distributing/ collecting tests/ assignments	22 3.5	3 4.2	3 3.8	5 4.4	3 4.6	- -	3 2.4	1 4.8	4 4.1	9 2.7	13 4.5
Marketing duties	10 1.6	1 1.4	- -	2 1.8	1 1.5	1 3.2	3 2.4	1 4.8	1 1.0	6 1.8	4 1.4
None/ not applicable/ would not delegate	7 1.1	- -	1 1.3	- -	1 1.5	1 3.2	2 1.6	- -	2 2.1	5 1.5	2 0.7
I prefer not to answer/ refuse	125 20.2	13 18.1	14 17.5	15 13.2	13 20.0	10 32.3	30 24.0 d	6 28.6	19 19.6	75 22.7	50 17.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours/week would you typically spend on the first of these activities?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	620 100.0%	72 100.0%	80 100.0%	114 100.0%	65 100.0%	31 100.0%	125 100.0%	21 100.0%	97 100.0%	330 100.0%	290 100.0%
Zero	2 0.3	- -	- -	- -	- -	- -	1 0.8	- -	1 1.0	1 0.3	1 0.3
1 hour	95 15.3	12 16.7	11 13.8	19 16.7	13 20.0	5 16.1	17 13.6	- -	16 16.5	49 14.8	46 15.9
2 hours	101 16.3	11 15.3	15 18.8	22 19.3	9 13.8	3 9.7	19 15.2	3 14.3	17 17.5	49 14.8	52 17.9
3 hours	65 10.5	13 18.1 ce	5 6.3	14 12.3	3 4.6	3 9.7	13 10.4	2 9.5	11 11.3	28 8.5	37 12.8
4 hours	51 8.2	8 11.1	9 11.3	9 7.9	- -	2 6.5	14 11.2	2 9.5	7 7.2	27 8.2	24 8.3
5 hours	45 7.3	4 5.6	8 10.0	6 5.3	7 10.8	3 9.7	10 8.0	1 4.8	5 5.2	29 8.8	16 5.5
6-10 hours	79 12.7	3 4.2	12 15.0 b	16 14.0 b	10 15.4 b	5 16.1	16 12.8 b	4 19.0	12 12.4 b	45 13.6	34 11.7
More than 10 hours	40 6.5	5 6.9	6 7.5	7 6.1	4 6.2	2 6.5	8 6.4	2 9.5	4 4.1	23 7.0	17 5.9
I prefer not to answer	142 22.9	16 22.2	14 17.5	21 18.4	19 29.2	8 25.8	27 21.6	7 33.3	24 24.7	79 23.9	63 21.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many hours/week would you typically spend on the first of these activities?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	4.9	4.0	5.7	4.6	5.1	5.7	4.7	7.1 bi	4.2	5.1	4.6
MEDIAN	3.0	3.0	4.0	3.0	3.0	4.0	3.0	4.5	3.0	3.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many hours do you spend mentoring (formally or informally) junior colleagues and/or part-time faculty in a typical semester?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 hour	127	16	19	25	12	4	28	3	18	75	52
	15.0	17.4	15.2	16.7	14.5	11.4	15.6	9.1	13.8	16.8	13.0
2 hours	94	4	18	16	5	5	27	6	9	54	40
	11.1	4.3	14.4	10.7	6.0	14.3	15.1	18.2	6.9	12.1	10.0
			Be				Bei	b			
3 hours	42	5	6	9	7	2	5	1	5	20	22
	5.0	5.4	4.8	6.0	8.4	5.7	2.8	3.0	3.8	4.5	5.5
4 hours	40	1	3	11	3	2	12	3	5	18	22
	4.7	1.1	2.4	7.3	3.6	5.7	6.7	9.1	3.8	4.0	5.5
				B			B				
5 hours	64	9	10	11	7	4	15	-	7	35	29
	7.6	9.8	8.0	7.3	8.4	11.4	8.4	-	5.4	7.8	7.3
6-10 hours	127	20	18	14	16	8	24	4	21	63	64
	15.0	21.7	14.4	9.3	19.3	22.9	13.4	12.1	16.2	14.1	16.0
		d			d						
More than 10 hours	222	27	32	50	15	7	39	8	41	114	108
	26.2	29.3	25.6	33.3	18.1	20.0	21.8	24.2	31.5	25.6	27.0
				Eg					e		
I prefer not to answer	130	10	19	14	18	3	29	8	24	67	63
	15.4	10.9	15.2	9.3	21.7	8.6	16.2	24.2	18.5	15.0	15.8
					df				d		

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many hours do you spend mentoring (formally or informally) junior colleagues and/or part-time faculty in a typical semester?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEAN	9.1	9.9	8.2	9.6	8.5	8.3	8.3	9.2	10.5 cg	8.8	9.4
MEDIAN	5.0	6.0	5.0	5.0	5.0	5.0	5.0	4.0	10.0	5.0	6.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned.

Direct support (lab technicians, marking assistants, etc)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1-3	624	76	109	103	74	28	104	19	95	311	313
===	73.8	82.6	87.2	68.7	89.2	80.0	58.1	57.6	73.1	69.7	78.3
		dGH	DGHI	g	DGHI	Gh			G		J
1- No Support	488	60	104	72	66	18	68	8	78	231	257
	57.7	65.2	83.2	48.0	79.5	51.4	38.0	24.2	60.0	51.8	64.3
		DGH	BDFGHI	H	bDFGHI	h			dGH		J
2	98	12	5	24	7	7	24	6	12	52	46
	11.6	13.0	4.0	16.0	8.4	20.0	13.4	18.2	9.2	11.7	11.5
		c		C		c	C	c			
3	38	4	-	7	1	3	12	5	5	28	10
	4.5	4.3	-	4.7	1.2	8.6	6.7	15.2	3.8	6.3	2.5
							e	e		K	
4- Neither	46	1	7	4	3	1	16	2	10	31	15
	5.4	1.1	5.6	2.7	3.6	2.9	8.9	6.1	7.7	7.0	3.8
							Bd		b	k	
5-7	167	14	8	42	5	6	59	12	20	100	67
===	19.7	15.2	6.4	28.0	6.0	17.1	33.0	36.4	15.4	22.4	16.8
		ce		bCEI			BCEfi	bCEi	ce	k	
5	73	7	3	18	1	2	25	5	11	42	31
	8.6	7.6	2.4	12.0	1.2	5.7	14.0	15.2	8.5	9.4	7.8
		e		CE			CE	ce	cE		

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned.  
Direct support (lab technicians, marking assistants, etc)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
6	44 5.2	3 3.3	2 1.6	11 7.3 cei	1 1.2	3 8.6	19 10.6 bCEI	3 9.1	2 1.5	28 6.3	16 4.0
7- Strong Support	50 5.9	4 4.3	3 2.4	13 8.7 c	3 3.6	1 2.9	15 8.4 c	4 12.1	7 5.4	30 6.7	20 5.0
I prefer not to answer/ refuse	9 1.1	1 1.1	1 0.8	1 0.7	1 1.2	- -	- -	- -	5 3.8	4 0.9	5 1.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned  
Indirect support (clerical, IT, etc)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1-3	532	62	84	93	50	25	104	20	79	267	265
===	62.9	67.4	67.2	62.0	60.2	71.4	58.1	60.6	60.8	59.9	66.3
1 - No Support	217	17	42	34	22	10	47	10	26	107	110
	25.7	18.5	33.6 Bdi	22.7	26.5	28.6	26.3	30.3	20.0	24.0	27.5
2	211	29	28	43	21	11	36	8	32	106	105
	24.9	31.5 g	22.4	28.7	25.3	31.4	20.1	24.2	24.6	23.8	26.3
3	104	16	14	16	7	4	21	2	21	54	50
	12.3	17.4 h	11.2	10.7	8.4	11.4	11.7	6.1	16.2	12.1	12.5
4- Neither	62	6	6	13	6	2	16	4	8	42	20
	7.3	6.5	4.8	8.7	7.2	5.7	8.9	12.1	6.2	9.4 k	5.0
5-7	247	24	33	43	27	8	59	9	41	136	111
===	29.2	26.1	26.4	28.7	32.5	22.9	33.0	27.3	31.5	30.5	27.8
5	134	15	19	25	14	5	29	4	21	66	68
	15.8	16.3	15.2	16.7	16.9	14.3	16.2	12.1	16.2	14.8	17.0
6	55	5	3	10	6	1	19	4	7	38	17
	6.5	5.4	2.4	6.7	7.2	2.9	10.6 Cf	12.1	5.4	8.5 k	4.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please rate the support you receive directly (lab technicians, marking assistants, etc.) and indirectly (clerical, IT, etc) support you currently receive for courses you have been assigned  
Indirect support (clerical, IT, etc)

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strong Support	58 6.9	4 4.3	11 8.8	8 5.3	7 8.4	2 5.7	11 6.1	1 3.0	13 10.0	32 7.2	26 6.5
I prefer not to answer/ refuse	5 0.6	- -	2 1.6	1 0.7	- -	- -	- -	- -	2 1.5	1 0.2	4 1.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many days did you spend on professional development activities last year?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
None	95 11.2	9 9.8	9 7.2	9 6.0	7 8.4	2 5.7	28 15.6 cdf	9 27.3 bcDef	20 15.4 cd	58 13.0	37 9.3
1	37 4.4	4 4.3	7 5.6	6 4.0	5 6.0	- -	7 3.9	2 6.1	6 4.6	21 4.7	16 4.0
2	67 7.9	7 7.6	10 8.0	13 8.7	9 10.8	4 11.4	14 7.8	- -	7 5.4	28 6.3	39 9.8
3	79 9.3	8 8.7	7 5.6	17 11.3	11 13.3	5 14.3	14 7.8	- -	14 10.8	31 7.0	48 12.0 j
4	51 6.0	8 8.7	5 4.0	13 8.7	4 4.8	- -	11 6.1	4 12.1	5 3.8	19 4.3	32 8.0 j
5	110 13.0	11 12.0 f	20 16.0 F	22 14.7 F	13 15.7 F	1 2.9	22 12.3 f	3 9.1	17 13.1 f	52 11.7	58 14.5
6-10	199 23.5	18 19.6	34 27.2 H	45 30.0 Hi	19 22.9 h	13 37.1 Hi	39 21.8 h	3 9.1	24 18.5	107 24.0	92 23.0
11-15	50 5.9	7 7.6	9 7.2	5 3.3	2 2.4	2 5.7	12 6.7	2 6.1	10 7.7	33 7.4 k	17 4.3

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How many days did you spend on professional development activities last year?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
16-20	21	2	4	6	1	2	3	1	2	12	9
	2.5	2.2	3.2	4.0	1.2	5.7	1.7	3.0	1.5	2.7	2.3
More than 20	60	10	8	6	3	2	13	2	13	37	23
	7.1	10.9	6.4	4.0	3.6	5.7	7.3	6.1	10.0	8.3	5.8
I prefer not to answer/ refuse	77	8	12	8	9	4	16	7	12	48	29
	9.1	8.7	9.6	5.3	10.8	11.4	8.9	21.2 d	9.2	10.8	7.3
MEAN	9.6	9.9 e	11.1	7.5	5.8	9.0	11.3	8.3	10.3	10.9	8.2
MEDIAN	5.0	5.0	5.0	5.0	5.0	6.0	5.0	4.0	5.0	5.0	5.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I plan for my annual professional development.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	195 23.0	23 25.0	23 18.4	31 20.7	23 27.7	6 17.1	40 22.3	10 30.3	35 26.9	103 23.1	92 23.0
1- Strongly Disagree	73 8.6	8 8.7	8 6.4	9 6.0	6 7.2	2 5.7	20 11.2	6 18.2	13 10.0	43 9.6	30 7.5
2	67 7.9	9 9.8	8 6.4	9 6.0	6 7.2	3 8.6	14 7.8	2 6.1	13 10.0	40 9.0	27 6.8
3	55 6.5	6 6.5	7 5.6	13 8.7 g	11 13.3 fg	1 2.9	6 3.4	2 6.1	9 6.9	20 4.5	35 8.8 j
4- Neither Agree nor Disagree	136 16.1	13 14.1	15 12.0	14 9.3	11 13.3	5 14.3	44 24.6 bCDe	9 27.3 d	22 16.9	87 19.5 K	49 12.3
AGREE =====	498 58.9	56 60.9 h	86 68.8 GHi	101 67.3 GHi	48 57.8	23 65.7 h	89 49.7	13 39.4	70 53.8	245 54.9	253 63.3 j
5	143 16.9	12 13.0	29 23.2 beg	33 22.0 eg	9 10.8	5 14.3	24 13.4	5 15.2	24 18.5	65 14.6	78 19.5
6	144 17.0	21 22.8	20 16.0	26 17.3	12 14.5	6 17.1	29 16.2	7 21.2	19 14.6	78 17.5	66 16.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I plan for my annual professional development.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	211 24.9	23 25.0 H	37 29.6 H	42 28.0 H	27 32.5 gH	12 34.3 H	36 20.1 H	1 3.0	27 20.8 H	102 22.9	109 27.3
I prefer not to answer/ refuse	17 2.0	- -	1 0.8	4 2.7	1 1.2	1 2.9	6 3.4	1 3.0	3 2.3	11 2.5	6 1.5
MEAN	4.8	4.8 h	5.1 gHi	5.0 gHi	4.9 h	5.2 H	4.6	3.9	4.5	4.7	4.9

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I discuss my professional development with my chair/dean/director.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	263 31.1	26 28.3	34 27.2	43 28.7	20 24.1	10 28.6	64 35.8 e	12 36.4	47 36.2	142 31.8	121 30.3
1- Strongly Disagree	129 15.2	10 10.9	18 14.4	25 16.7	9 10.8	4 11.4	27 15.1	9 27.3	23 17.7	75 16.8	54 13.5
2	83 9.8	10 10.9	9 7.2	13 8.7	6 7.2	5 14.3	22 12.3	2 6.1	14 10.8	43 9.6	40 10.0
3	51 6.0	6 6.5	7 5.6	5 3.3	5 6.0	1 2.9	15 8.4 d	1 3.0	10 7.7	24 5.4	27 6.8
4- Neither Agree nor Disagree	113 13.4	13 14.1	13 10.4	17 11.3	9 10.8	5 14.3	26 14.5	7 21.2	22 16.9	64 14.3	49 12.3
AGREE =====	449 53.1	53 57.6 i	76 60.8 GhI	86 57.3 gi	52 62.7 GhI	19 54.3	82 45.8	13 39.4	57 43.8	228 51.1	221 55.3
5	131 15.5	12 13.0	21 16.8	32 21.3 i	12 14.5	5 14.3	28 15.6	5 15.2	16 12.3	65 14.6	66 16.5
6	129 15.2	21 22.8 g	16 12.8	24 16.0	12 14.5	6 17.1	19 10.6	7 21.2	19 14.6	66 14.8	63 15.8

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I discuss my professional development with my chair/dean/director.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	189 22.3	20 21.7 H	39 31.2 dgHI	30 20.0 H	28 33.7 dgHI	8 22.9 H	35 19.6 H	1 3.0	22 16.9 H	97 21.7	92 23.0
I prefer not to answer/ refuse	21 2.5	- -	2 1.6	4 2.7	2 2.4	1 2.9	7 3.9	1 3.0	4 3.1	12 2.7	9 2.3
MEAN	4.4	4.6 h	4.7 ghi	4.4	4.9 GHI	4.5	4.2	3.7	4.1	4.4	4.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I consider last year's professional development activities to have been satisfactory.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	270 31.9	31 33.7	36 28.8	44 29.3	31 37.3	10 28.6	59 33.0	11 33.3	44 33.8	136 30.5	134 33.5
1- Strongly Disagree	134 15.8	18 19.6	21 16.8	21 14.0	11 13.3	3 8.6	32 17.9	8 24.2	19 14.6	75 16.8	59 14.8
2	69 8.2	9 9.8	8 6.4	11 7.3	9 10.8	2 5.7	12 6.7	1 3.0	15 11.5 h	32 7.2	37 9.3
3	67 7.9	4 4.3	7 5.6	12 8.0	11 13.3 b	5 14.3	15 8.4	2 6.1	10 7.7	29 6.5	38 9.5
4- Neither Agree nor Disagree	105 12.4	13 14.1	12 9.6	12 8.0	11 13.3	6 17.1	24 13.4	8 24.2 d	19 14.6	59 13.2	46 11.5
AGREE =====	441 52.1	46 50.0	74 59.2 hi	87 58.0 h	38 45.8	18 51.4	89 49.7	13 39.4	61 46.9	237 53.1	204 51.0
5	113 13.4	10 10.9	14 11.2	18 12.0	10 12.0	6 17.1	29 16.2	3 9.1	20 15.4	65 14.6	48 12.0
6	155 18.3	18 19.6	26 20.8	27 18.0	10 12.0	5 14.3	33 18.4	6 18.2	24 18.5	85 19.1	70 17.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
I consider last year's professional development activities to have been satisfactory.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
7- Strongly Agree	173 20.4	18 19.6	34 27.2 ghI	42 28.0 GhI	18 21.7	7 20.0	27 15.1	4 12.1	17 13.1	87 19.5	86 21.5
I prefer not to answer/ refuse	30 3.5	2 2.2	3 2.4	7 4.7	3 3.6	1 2.9	7 3.9	1 3.0	6 4.6	14 3.1	16 4.0
MEAN	4.4	4.3	4.7	4.7 i	4.3	4.6	4.2	4.0	4.2	4.4	4.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree with the statement.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
I plan for my annual professional development	498 58.9	56 60.9 h	86 68.8 GHi	101 67.3 GHi	48 57.8	23 65.7 h	89 49.7	13 39.4	70 53.8	245 54.9	253 63.3 j
I discuss my professional development with my chair/dean/ director	449 53.1	53 57.6 i	76 60.8 GhI	86 57.3 gi	52 62.7 GhI	19 54.3	82 45.8	13 39.4	57 43.8	228 51.1	221 55.3
I consider last year's professional development activities to have been satisfactory	441 52.1	46 50.0	74 59.2 hi	87 58.0 h	38 45.8	18 51.4	89 49.7	13 39.4	61 46.9	237 53.1	204 51.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

In selecting professional development activities, have you felt that your choices were constrained by any of the following;

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Funding to cover costs associated with the proposed activity	575 68.0	60 65.2	81 64.8	110 73.3 h	64 77.1 gHi	27 77.1 h	117 65.4	17 51.5	84 64.6	290 65.0	285 71.3
Institutional time available to participate in the proposed activity	489 57.8	56 60.9	65 52.0	94 62.7	46 55.4	21 60.0	101 56.4	18 54.5	73 56.2	235 52.7	254 63.5 J
Personal time available to participate in the proposed activity	444 52.5	47 51.1	61 48.8	85 56.7	45 54.2	18 51.4	84 46.9	16 48.5	77 59.2 g	211 47.3	233 58.3 J
Institutional permission to participate in the proposed activity	260 30.7	32 34.8	36 28.8	38 25.3	33 39.8 d	8 22.9	59 33.0	10 30.3	39 30.0	139 31.2	121 30.3
Eligibility (because of membership, or qualifications) to participate in the proposed activity	87 10.3	9 9.8	14 11.2	15 10.0	9 10.8	7 20.0	18 10.1	3 9.1	10 7.7	48 10.8	39 9.8
Not constrained	66 7.8	5 5.4	16 12.8 D	6 4.0	7 8.4	3 8.6	15 8.4	3 9.1	11 8.5	47 10.5 K	19 4.8
I prefer not to answer/ refuse	29 3.4	3 3.3	3 2.4	5 3.3	1 1.2	- -	7 3.9	1 3.0	9 6.9 e	21 4.7 k	8 2.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

List the three most useful professional development activities relevant to your field that you might undertake.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Training/ taking courses/ classes/ workshops/ seminars	522 61.7	58 63.0	70 56.0	99 66.0	48 57.8	20 57.1	120 67.0	18 54.5	78 60.0	262 58.7	260 65.0
Conferences	293 34.6	33 35.9 H	38 30.4 H	72 48.0 CGH	31 37.3 H	11 31.4 H	49 27.4 H	2 6.1	52 40.0 gH	117 26.2	176 44.0 J
Course related work/ research (reading)/ course planning/ networking (business/ peers)	201 23.8	19 20.7	41 32.8 bDg	27 18.0	23 27.7	8 22.9	38 21.2	6 18.2	33 25.4	107 24.0	94 23.5
Field work	93 11.0	12 13.0	13 10.4	18 12.0	7 8.4	6 17.1	17 9.5	5 15.2	15 11.5	49 11.0	44 11.0
Publishing papers/ works	28 3.3	3 3.3	7 5.6 g	7 4.7	- -	1 2.9	2 1.1	- -	8 6.2 g	15 3.4	13 3.3
More free time/ sabbatical/ trading shifts, classes/ R and R	16 1.9	2 2.2	1 0.8	4 2.7	3 3.6	1 2.9	1 0.6	- -	4 3.1	7 1.6	9 2.3
Consulting	13 1.5	3 3.3	4 3.2	1 0.7	1 1.2	1 2.9	2 1.1	- -	1 0.8	8 1.8	5 1.3
Academic works out of course (for school board, gov't, colleges, etc.)	9 1.1	2 2.2	2 1.6	3 2.0	1 1.2	- -	1 0.6	- -	- -	3 0.7	6 1.5

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

List the three most useful professional development activities relevant to your field that you might undertake.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Student capacities	1	-	-	-	-	-	1	-	-	1	-
	0.1	-	-	-	-	-	0.6	-	-	0.2	-
Other	30	3	4	4	2	3	4	2	7	17	13
	3.5	3.3	3.2	2.7	2.4	8.6	2.2	6.1	5.4	3.8	3.3
I prefer not to answer/ refuse	172	16	24	21	19	9	42	9	26	111	61
	20.3	17.4	19.2	14.0	22.9	25.7	23.5	27.3	20.0	24.9	15.3
							d			K	

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I am satisfied with my professional development while an employee of the college.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	269 31.8	34 37.0	36 28.8	44 29.3	28 33.7	8 22.9	58 32.4	12 36.4	40 30.8	135 30.3	134 33.5
1- Strongly Disagree	93 11.0	7 7.6	12 9.6	12 8.0	8 9.6	2 5.7	24 13.4	6 18.2	17 13.1	55 12.3	38 9.5
2	83 9.8	11 12.0	16 12.8	14 9.3	7 8.4	3 8.6	18 10.1	3 9.1	8 6.2	42 9.4	41 10.3
3	93 11.0	16 17.4 c	8 6.4	18 12.0	13 15.7 c	3 8.6	16 8.9	3 9.1	15 11.5	38 8.5	55 13.8 j
4- Neither Agree nor Disagree	130 15.4	11 12.0	15 12.0	18 12.0	16 19.3	9 25.7	32 17.9	3 9.1	24 18.5	75 16.8	55 13.8
AGREE =====	439 51.9	47 51.1	73 58.4	86 57.3	38 45.8	18 51.4	88 49.2	17 51.5	64 49.2	232 52.0	207 51.8
5	152 18.0	13 14.1	17 13.6	41 27.3 bCEi	10 12.0	7 20.0	35 19.6	8 24.2	20 15.4	75 16.8	77 19.3
6	146 17.3	18 19.6	26 20.8	25 16.7	14 16.9	4 11.4	29 16.2	4 12.1	24 18.5	77 17.3	69 17.3
7- Strongly Agree	141 16.7	16 17.4	30 24.0 dg	20 13.3	14 16.9	7 20.0	24 13.4	5 15.2	20 15.4	80 17.9	61 15.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.



For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I am satisfied with my professional development while an employee of the college.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	8 0.9	- -	1 0.8	2 1.3	1 1.2	- -	1 0.6	1 3.0	2 1.5	4 0.9	4 1.0
MEAN	4.4	4.4	4.7	4.5	4.4	4.6	4.2	4.1	4.4	4.4	4.4

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
Faculty members should be engaged in the process of curricular development.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	22 2.6	- -	4 3.2	4 2.7	4 4.8	1 2.9	5 2.8	1 3.0	3 2.3	12 2.7	10 2.5
1- Strongly Disagree	13 1.5	- -	2 1.6	3 2.0	3 3.6	1 2.9	2 1.1	1 3.0	1 0.8	8 1.8	5 1.3
2	6 0.7	- -	2 1.6	1 0.7	1 1.2	- -	1 0.6	- -	1 0.8	3 0.7	3 0.8
3	3 0.4	- -	- -	- -	- -	- -	2 1.1	- -	1 0.8	1 0.2	2 0.5
4- Neither Agree nor Disagree	15 1.8	1 1.1	3 2.4	3 2.0	1 1.2	1 2.9	3 1.7	- -	2 1.5	6 1.3	9 2.3
AGREE =====	798 94.3	91 98.9 cdegi	117 93.6	142 94.7	77 92.8	33 94.3	168 93.9	31 93.9	121 93.1	422 94.6	376 94.0
5	47 5.6	5 5.4	6 4.8	7 4.7	5 6.0	2 5.7	13 7.3	2 6.1	6 4.6	28 6.3	19 4.8
6	137 16.2	6 6.5	28 22.4 Bi	24 16.0 b	18 21.7 B	4 11.4	28 15.6 b	9 27.3 b	15 11.5	72 16.1	65 16.3
7- Strongly Agree	614 72.6	80 87.0 CDEGHi	83 66.4	111 74.0	54 65.1	27 77.1	127 70.9	20 60.6	100 76.9	322 72.2	292 73.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
Faculty members should be engaged in the process of curricular development.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	11 1.3	- -	1 0.8	1 0.7	1 1.2	- -	3 1.7	1 3.0	4 3.1	6 1.3	5 1.3
MEAN	6.5	6.8 CdEgh	6.4	6.5	6.3	6.5	6.5	6.4	6.6	6.5	6.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I have been personally engaged in developing the courses I currently teach at the College.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	64 7.6	3 3.3	7 5.6	16 10.7 b	5 6.0	3 8.6	12 6.7	7 21.2 bceg	11 8.5	34 7.6	30 7.5
1- Strongly Disagree	29 3.4	1 1.1	2 1.6	8 5.3 b	2 2.4	1 2.9	6 3.4	5 15.2 bce	4 3.1	17 3.8	12 3.0
2	18 2.1	- -	1 0.8	6 4.0	2 2.4	1 2.9	3 1.7	1 3.0	4 3.1	8 1.8	10 2.5
3	17 2.0	2 2.2	4 3.2	2 1.3	1 1.2	1 2.9	3 1.7	1 3.0	3 2.3	9 2.0	8 2.0
4- Neither Agree nor Disagree	27 3.2	2 2.2	4 3.2	3 2.0	2 2.4	3 8.6	6 3.4	2 6.1	5 3.8	17 3.8	10 2.5
AGREE =====	742 87.7	87 94.6 DH1	111 88.8	127 84.7	74 89.2	29 82.9	159 88.8 h	24 72.7	112 86.2	389 87.2	353 88.3
5	67 7.9	6 6.5	10 8.0	14 9.3	3 3.6	2 5.7	12 6.7	4 12.1	13 10.0	30 6.7	37 9.3
6	125 14.8	9 9.8	23 18.4	23 15.3	15 18.1	3 8.6	22 12.3	7 21.2	19 14.6	67 15.0	58 14.5
7- Strongly Agree	550 65.0	72 78.3 CDHI	78 62.4 h	90 60.0 h	56 67.5 H	24 68.6 h	125 69.8 H	13 39.4	80 61.5 h	292 65.5	258 64.5

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
I have been personally engaged in developing the courses I currently teach at the College.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	13 1.5	- -	3 2.4	4 2.7	2 2.4	- -	2 1.1	- -	2 1.5	6 1.3	7 1.8
MEAN	6.2	6.6 DH <sub>i</sub>	6.3 H	6.0 h	6.3 H	6.1 h	6.3 H	5.2	6.1 H	6.2	6.2

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For each of the following statements, please indicate on a scale of one to seven whether you agree or disagree.  
SUMMARY TABLE OF AGREE

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
I am satisfied with my professional development while an employee of the college	439 51.9	47 51.1	73 58.4	86 57.3	38 45.8	18 51.4	88 49.2	17 51.5	64 49.2	232 52.0	207 51.8
Faculty members should be engaged in the process of curricular development	798 94.3	91 98.9 cdegi	117 93.6	142 94.7	77 92.8	33 94.3	168 93.9	31 93.9	121 93.1	422 94.6	376 94.0
I have been personally engaged in developing the courses I currently teach at the College	742 87.7	87 94.6 DHi	111 88.8	127 84.7	74 89.2	29 82.9	159 88.8 h	24 72.7	112 86.2	389 87.2	353 88.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

If you had an extra hour each week, but could only allocate it to one (and only one) component of your work, how would you spend it?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Preparation for courses	310 36.6	28 30.4	48 38.4	60 40.0	33 39.8	14 40.0	63 35.2	15 45.5	44 33.8	150 33.6	160 40.0
Assisting or advising students outside of class	196 23.2	18 19.6	27 21.6	35 23.3	19 22.9	11 31.4	48 26.8	7 21.2	27 20.8	115 25.8	81 20.3
Professional development	175 20.7	17 18.5	28 22.4	30 20.0	14 16.9	5 14.3	41 22.9	9 27.3	30 23.1	96 21.5	79 19.8
Student evaluation	100 11.8	19 20.7 cFG	13 10.4	20 13.3 g	9 10.8	2 5.7	12 6.7	- -	19 14.6 g	46 10.3	54 13.5
Administrative tasks	40 4.7	7 7.6	5 4.0	3 2.0	6 7.2	1 2.9	11 6.1	1 3.0	5 3.8	25 5.6	15 3.8
Other	14 1.7	2 2.2	2 1.6	2 1.3	- -	1 2.9	2 1.1	- -	4 3.1	6 1.3	8 2.0
I prefer not to answer/ refuse	11 1.3	1 1.1	2 1.6	- -	2 2.4	1 2.9	2 1.1	1 3.0	1 0.8	8 1.8	3 0.8

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

If you lost an hour each week, but still had to meet all your current obligations, which one (and only one) of the following activities could you reduce with the least adverse impact?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Administrative tasks	368 43.5	41 44.6 c	38 30.4	66 44.0 c	35 42.2	17 48.6	99 55.3 CdeI	18 54.5 c	50 38.5	217 48.7 K	151 37.8
Professional development	277 32.7	36 39.1 GH	51 40.8 GH	52 34.7 gH	32 38.6 gH	10 28.6 h	42 23.5 h	3 9.1	45 34.6 gH	118 26.5	159 39.8 J
Assisting or advising students outside of class	65 7.7	6 6.5	14 11.2 d	7 4.7	7 8.4	3 8.6	9 5.0	6 18.2	13 10.0	38 8.5	27 6.8
Student evaluation	28 3.3	1 1.1	7 5.6 i	3 2.0	1 1.2	1 2.9	11 6.1 beI	3 9.1	1 0.8	20 4.5 k	8 2.0
Preparation for courses	27 3.2	1 1.1	7 5.6	6 4.0	2 2.4	1 2.9	4 2.2	1 3.0	2 1.5	15 3.4	12 3.0
Other	7 0.8	- -	- -	3 2.0	1 1.2	1 2.9	- -	- -	2 1.5	2 0.4	5 1.3
None	29 3.4	4 4.3	4 3.2	4 2.7	2 2.4	1 2.9	5 2.8	1 3.0	6 4.6	15 3.4	14 3.5
I prefer not to answer/ refuse	45 5.3	3 3.3	4 3.2	9 6.0	3 3.6	1 2.9	9 5.0	1 3.0	11 8.5	21 4.7	24 6.0

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.



In your estimation, do the distance education courses that you teach (if any) require more or less total time to prepare, manage, and evaluate than your other courses?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
More	168 19.9	17 18.5	27 21.6	24 16.0	14 16.9	12 34.3 d	36 20.1	7 21.2	29 22.3	97 21.7	71 17.8
Less	9 1.1	- -	2 1.6	4 2.7	- -	1 2.9	- -	- -	2 1.5	4 0.9	5 1.3
No difference	37 4.4	4 4.3	7 5.6	4 2.7	5 6.0	- -	9 5.0	- -	7 5.4	24 5.4	13 3.3
Not applicable	561 66.3	61 66.3 F	83 66.4 F	113 75.3 Fgi	55 66.3 F	14 40.0	114 63.7 F	22 66.7 f	83 63.8 f	276 61.9	285 71.3 J
I prefer not to answer/ refuse	71 8.4	10 10.9 d	6 4.8	5 3.3	9 10.8 d	8 22.9 cDi	20 11.2 cD	4 12.1	9 6.9	45 10.1	26 6.5

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

For a typical week, how much MORE time does a distance education course require?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	168 100.0%	17 100.0%	27 100.0%	24 100.0%	14 100.0%	12 100.0%	36 100.0%	7 100.0%	29 100.0%	97 100.0%	71 100.0%
1 hour	4 2.4	1 5.9	- -	- -	1 7.1	- -	1 2.8	- -	1 3.4	- -	4 5.6
2 hours	32 19.0	3 17.6	5 18.5	8 33.3 f	3 21.4	1 8.3	5 13.9	- -	7 24.1	11 11.3	21 29.6 J
3 hours	31 18.5	8 47.1 CdEgi	3 11.1	3 12.5	1 7.1	3 25.0	6 16.7	1 14.3	5 17.2	17 17.5	14 19.7
4 hours	15 8.9	- -	5 18.5	2 8.3	- -	1 8.3	5 13.9	- -	2 6.9	11 11.3	4 5.6
5 hours	20 11.9	- -	5 18.5	1 4.2	1 7.1	2 16.7	8 22.2 d	- -	3 10.3	15 15.5	5 7.0
6-10 hours	26 15.5	2 11.8	3 11.1	4 16.7	2 14.3	3 25.0	5 13.9	2 28.6	5 17.2	17 17.5	9 12.7
More than 10 hours	10 6.0	1 5.9	3 11.1	1 4.2	2 14.3	- -	1 2.8	- -	2 6.9	5 5.2	5 7.0
I prefer not to answer	30 17.9	2 11.8	3 11.1	5 20.8	4 28.6	2 16.7	5 13.9	4 57.1 bcgi	4 13.8	21 21.6	9 12.7
MEAN	5.2	4.0	6.3	4.8	6.5	4.9	4.7	5.7	5.3	5.6	4.6

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

For a typical week, how much MORE time does a distance education course require?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	4.0	3.0	4.0	3.0	4.0	4.5	4.0	6.0	3.0	4.0	3.0

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

For a typical week, how much LESS time does a distance education course require?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	9 100.0%	- -	2 100.0%	4 100.0%	- -	1 100.0%	- -	- -	2 100.0%	4 100.0%	5 100.0%
1 hour	1 11.1	- -	1 50.0	- -	- -	- -	- -	- -	- -	1 25.0	- -
2 hours	3 33.3	- -	- -	1 25.0	- -	1 100.0 D	- -	- -	1 50.0	1 25.0	2 40.0
3 hours	1 11.1	- -	- -	- -	- -	- -	- -	- -	1 50.0	- -	1 20.0
4 hours	1 11.1	- -	1 50.0	- -	- -	- -	- -	- -	- -	1 25.0	- -
I prefer not to answer	3 33.3	- -	- -	3 75.0	- -	- -	- -	- -	- -	1 25.0	2 40.0
MEAN	2.3	-	2.5	2.0	-	2.0	-	-	2.5	2.3	2.3
MEDIAN	2.0	-	2.5	2.0	-	2.0	-	-	2.5	2.0	2.0

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

If the internet were to disappear, would you expect the amount of total time required to teach your regular courses to increase or decrease?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
Increase	440 52.0	42 45.7	63 50.4	95 63.3 BceI	39 47.0	17 48.6	96 53.6	18 54.5	59 45.4	230 51.6	210 52.5
Decrease	162 19.1	24 26.1 gh	33 26.4 GH	27 18.0	15 18.1	5 14.3	24 13.4	3 9.1	27 20.8	65 14.6	97 24.3 J
No change	220 26.0	24 26.1	26 20.8	25 16.7	22 26.5	13 37.1 d	57 31.8 cD	12 36.4 d	37 28.5 d	141 31.6 K	79 19.8
I prefer not to answer/ refuse	24 2.8	2 2.2	3 2.4	3 2.0	7 8.4 dg	- -	2 1.1	- -	7 5.4 g	10 2.2	14 3.5

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your largest class?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-10	9 1.1	- -	- -	4 2.7	- -	- -	4 2.2	- -	1 0.8	5 1.1	4 1.0
11-20	65 7.7	3 3.3	3 2.4	13 8.7 ce	2 2.4	2 5.7	19 10.6 bCE	9 27.3 BCdefgi	13 10.0 bce	43 9.6 k	22 5.5
21-30	144 17.0	29 31.5 CDeG	8 6.4	19 12.7	15 18.1 c	7 20.0	29 16.2 C	7 21.2 c	26 20.0 C	78 17.5	66 16.5
31-40	218 25.8	25 27.2	42 33.6 dg	33 22.0	20 24.1	11 31.4	37 20.7	10 30.3	39 30.0	101 22.6	117 29.3 j
41-50	183 21.6	19 20.7 H	40 32.0 gHI	33 22.0 H	19 22.9 H	6 17.1 h	39 21.8 H	1 3.0	21 16.2 H	100 22.4	83 20.8
More than 50	201 23.8	15 16.3	31 24.8	44 29.3 bhi	23 27.7 h	8 22.9	46 25.7 h	4 12.1	25 19.2	105 23.5	96 24.0
I prefer not to answer/ refuse	26 3.1	1 1.1	1 0.8	4 2.7	4 4.8	1 2.9	5 2.8	2 6.1	5 3.8	14 3.1	12 3.0
MEAN	45.4	40.9 h	49.1 bHi	50.1 bhi	50.0 bHi	44.9 h	44.7 h	32.7	41.1	45.2	45.7

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your largest class?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	40.0	37.0	42.0	42.5	43.0	38.5	40.0	30.0	35.0	40.0	40.0
TOTAL STUDENTS	37243	3724	6084	7310	3947	1525	7772	1015	5142	19515	17728

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

What would you consider to be the optimal student enrollment for your largest class (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-10	9 1.1	- -	- -	8 5.3 i	- -	- -	- -	- -	1 0.8	1 0.2	8 2.0 j
11-20	176 20.8	27 29.3 CDE	8 6.4	14 9.3	10 12.0	6 17.1	46 25.7 CDE	20 60.6 BCDEFGI	41 31.5 CDE	121 27.1 K	55 13.8
21-30	366 43.3	47 51.1 H	64 51.2 dH	58 38.7 h	35 42.2 h	14 40.0	74 41.3 h	7 21.2	59 45.4 H	175 39.2	191 47.8 j
31-40	161 19.0	9 9.8	41 32.8 BefGHI	38 25.3 BgHI	17 20.5 bh	6 17.1	28 15.6	2 6.1	16 12.3	74 16.6	87 21.8
41-50	52 6.1	4 4.3	4 3.2	16 10.7 ci	4 4.8	3 8.6	14 7.8	1 3.0	5 3.8	29 6.5	23 5.8
More than 50	42 5.0	4 4.3	4 3.2	9 6.0	9 10.8 ci	1 2.9	12 6.7	- -	3 2.3	23 5.2	19 4.8
I prefer not to answer/ refuse	40 4.7	1 1.1	4 3.2	7 4.7	8 9.6 bg	5 14.3 b	5 2.8	3 9.1	5 3.8	23 5.2	17 4.3
MEAN	31.3	28.2 h	34.3 bHI	33.4 BHI	37.3 BHI	30.3 H	31.7 HI	21.6	26.9 H	31.3	31.3

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.



What would you consider to be the optimal student enrollment for your largest class (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	30.0	25.0	30.0	30.0	30.0	30.0	30.0	20.0	25.0	25.0	30.0
TOTAL STUDENTS	25191	2566	4147	4772	2794	909	5510	649	3360	13222	11969

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your smallest class?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-10	117 13.8	11 12.0	10 8.0	25 16.7 c	7 8.4	6 17.1	38 21.2 bCEI	5 15.2	15 11.5	70 15.7	47 11.8
11-20	265 31.3	32 34.8 c	27 21.6	45 30.0	23 27.7	7 20.0	64 35.8 Cf	20 60.6 BCDEFGI	40 30.8	142 31.8	123 30.8
21-30	215 25.4	26 28.3 H	46 36.8 DeGH	28 18.7 h	20 24.1 H	10 28.6 H	39 21.8 H	2 6.1	40 30.8 dH	113 25.3	102 25.5
31-40	134 15.8	15 16.3	34 27.2 beGHI	27 18.0	12 14.5	5 14.3	21 11.7	3 9.1	16 12.3	69 15.5	65 16.3
41-50	48 5.7	3 3.3	5 4.0	9 6.0	12 14.5 BcgI	4 11.4	8 4.5	- -	4 3.1	20 4.5	28 7.0
More than 50	28 3.3	3 3.3	2 1.6	8 5.3	2 2.4	1 2.9	6 3.4	- -	6 4.6	13 2.9	15 3.8
I prefer not to answer/ refuse	39 4.6	2 2.2	1 0.8	8 5.3 c	7 8.4 cg	2 5.7	3 1.7	3 9.1	9 6.9 Cg	19 4.3	20 5.0
MEAN	24.4	24.1 H	26.8 GH	26.1	27.2 GH	24.2 h	21.9	17.1	24.1 H	23.3	25.8 j

Comparison Groups: BCDEFGHI/JK

Independent T-Test for Means, Independent Z-Test for Percentages

Upper case letters indicate significance at the 99% level.

Lower case letters indicate significance at the 95% level.

How many students are currently enrolled in your smallest class?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	22.0	21.5	25.0	22.0	25.0	24.0	19.0	15.5	22.0	21.0	24.0
TOTAL STUDENTS	19723	2169	3318	3710	2070	797	3861	513	2911	9930	9793

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

What would you consider to be the optimal student enrollment for your smallest class (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
1-10	107 12.6	11 12.0	6 4.8	40 26.7 BCEFGHI	8 9.6	3 8.6	23 12.8 c	2 6.1	14 10.8	49 11.0	58 14.5
11-20	412 48.7	50 54.3 cD	49 39.2	51 34.0	41 49.4 d	14 40.0	100 55.9 CD	28 84.8 BCDEFGI	68 52.3 cD	236 52.9 K	176 44.0
21-30	223 26.4	24 26.1 H	55 44.0 BDEGHI	35 23.3 H	19 22.9 H	13 37.1 H	39 21.8 H	1 3.0	34 26.2 H	116 26.0	107 26.8
31-40	49 5.8	5 5.4	14 11.2 Gi	10 6.7	5 6.0	3 8.6	5 2.8	- -	5 3.8	21 4.7	28 7.0
41-50	13 1.5	- -	- -	6 4.0	3 3.6	1 2.9	2 1.1	- -	1 0.8	3 0.7	10 2.5 j
More than 50	4 0.5	1 1.1	- -	1 0.7	- -	- -	2 1.1	- -	- -	3 0.7	1 0.3
I prefer not to answer/ refuse	38 4.5	1 1.1	1 0.8	7 4.7 c	7 8.4 bc	1 2.9	8 4.5 c	2 6.1	8 6.2 bc	18 4.0	20 5.0
MEAN	20.3	20.0 h	23.3 BDGHI	19.7	21.4 H	22.8 gHi	19.3	16.2	19.4 h	19.9	20.8

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

What would you consider to be the optimal student enrollment for your smallest class (balancing pedagogical and efficiency factors)?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
MEDIAN	20.0	20.0	25.0	20.0	20.0	21.0	18.0	16.0	20.0	20.0	20.0
TOTAL STUDENTS	16429	1821	2888	2823	1626	776	3294	503	2361	8530	7899

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please indicate on a scale of one to seven whether you agree or disagree with the following statement.  
I am satisfied with the facilities and equipment that I use in my courses.

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846 100.0%	92 100.0%	125 100.0%	150 100.0%	83 100.0%	35 100.0%	179 100.0%	33 100.0%	130 100.0%	446 100.0%	400 100.0%
DISAGREE =====	340 40.2	39 42.4	46 36.8	54 36.0	36 43.4	13 37.1	77 43.0	17 51.5	50 38.5	175 39.2	165 41.3
1- Strongly Disagree	106 12.5	17 18.5 ch	10 8.0	16 10.7	11 13.3	5 14.3	24 13.4	2 6.1	18 13.8	54 12.1	52 13.0
2	101 11.9	11 12.0	14 11.2	14 9.3	13 15.7 i	4 11.4	28 15.6 I	7 21.2 i	8 6.2	55 12.3	46 11.5
3	133 15.7	11 12.0	22 17.6	24 16.0	12 14.5	4 11.4	25 14.0	8 24.2	24 18.5	66 14.8	67 16.8
4- Neither Agree nor Disagree	79 9.3	7 7.6	8 6.4	17 11.3	7 8.4	5 14.3	16 8.9	3 9.1	14 10.8	41 9.2	38 9.5
AGREE =====	422 49.9	46 50.0	70 56.0	79 52.7	38 45.8	17 48.6	86 48.0	13 39.4	65 50.0	228 51.1	194 48.5
5	158 18.7	15 16.3	22 17.6	27 18.0	16 19.3	5 14.3	40 22.3	6 18.2	26 20.0	85 19.1	73 18.3
6	192 22.7	22 23.9	35 28.0	39 26.0	15 18.1	9 25.7	34 19.0	5 15.2	28 21.5	104 23.3	88 22.0
7- Strongly Agree	72 8.5	9 9.8	13 10.4	13 8.7	7 8.4	3 8.6	12 6.7	2 6.1	11 8.5	39 8.7	33 8.3

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Please indicate on a scale of one to seven whether you agree or disagree with the following statement.  
I am satisfied with the facilities and equipment that I use in my courses.

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
I prefer not to answer/ refuse	5 0.6	- -	1 0.8	- -	2 2.4	- -	- -	- -	1 0.8	2 0.4	3 0.8
MEAN	4.1	4.0	4.4 g	4.3	4.0	4.1	3.9	3.8	4.2	4.2	4.1

Comparison Groups: BCDEFGHI/JK  
Independent T-Test for Means, Independent Z-Test for Percentages  
Upper case letters indicate significance at the 99% level.  
Lower case letters indicate significance at the 95% level.

Are you aware of the functions of both the Workload Monitoring Group (WMG) and the Workload Resolution Arbitrator (WRA) to resolve workload disputes?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	551	65	80	89	56	19	132	16	83	292	259
	65.1	70.7 h	64.0	59.3	67.5	54.3	73.7 DfH	48.5	63.8	65.5	64.8
No	286	27	45	61	24	16	46	15	45	148	138
	33.8	29.3	36.0	40.7 G	28.9	45.7 g	25.7	45.5 g	34.6	33.2	34.5
I prefer not to answer/ refuse	9	-	-	-	3	-	1	2	2	6	3
	1.1	-	-	-	3.6	-	0.6	6.1	1.5	1.3	0.8

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.



Have you ever disputed your workload assignment?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	551	65	80	89	56	19	132	16	83	292	259
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	192	22	26	30	21	4	48	6	33	110	82
	34.8	33.8	32.5	33.7	37.5	21.1	36.4	37.5	39.8	37.7	31.7
No	346	41	52	58	34	13	82	9	50	177	169
	62.8	63.1	65.0	65.2	60.7	68.4	62.1	56.3	60.2	60.6	65.3
I prefer not to answer/ refuse	13	2	2	1	1	2	2	1	-	5	8
	2.4	3.1	2.5	1.1	1.8	10.5	1.5	6.3	-	1.7	3.1

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Did your dispute proceed to the WMG, WRA, or was it resolved earlier?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	192	22	26	30	21	4	48	6	33	110	82
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
WMG	68	8	11	10	6	1	17	1	14	37	31
	35.4	36.4	42.3	33.3	28.6	25.0	35.4	16.7	42.4	33.6	37.8
WRA	27	4	8	4	3	-	4	-	3	14	13
	14.1	18.2	30.8	13.3	14.3	-	8.3	-	9.1	12.7	15.9
			gi								
Resolved earlier	87	9	6	16	8	3	25	4	15	54	33
	45.3	40.9	23.1	53.3	38.1	75.0	52.1	66.7	45.5	49.1	40.2
				c		c	C	c			
I prefer not to answer/ refuse	10	1	1	-	4	-	2	1	1	5	5
	5.2	4.5	3.8	-	19.0	-	4.2	16.7	3.0	4.5	6.1

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Were you satisfied with the outcome?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	192	22	26	30	21	4	48	6	33	110	82
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	130	8	17	19	15	4	35	3	27	79	51
	67.7	36.4	65.4	63.3	71.4	100.0	72.9	50.0	81.8	71.8	62.2
			b	b	b	BCDEGHI	B		B		
No	56	14	9	11	4	-	12	1	5	29	27
	29.2	63.6	34.6	36.7	19.0	-	25.0	16.7	15.2	26.4	32.9
		cdEGhI		i							
I prefer not to answer/ refuse	6	-	-	-	2	-	1	2	1	2	4
	3.1	-	-	-	9.5	-	2.1	33.3	3.0	1.8	4.9

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Were you satisfied with the process?

	MAIN SUBJECT AREA									GENDER	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	192	22	26	30	21	4	48	6	33	110	82
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	118	14	15	15	10	4	33	3	22	70	48
	61.5	63.6	57.7	50.0	47.6	100.0 BCDEGHI	68.8	50.0	66.7	63.6	58.5
No	64	8	10	14	9	-	12	1	10	35	29
	33.3	36.4	38.5	46.7 g	42.9	-	25.0	16.7	30.3	31.8	35.4
I prefer not to answer/ refuse	10	-	1	1	2	-	3	2	1	5	5
	5.2	-	3.8	3.3	9.5	-	6.3	33.3	3.0	4.5	6.1

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

Are there any other comments or feedback you would like to share regarding any aspects of this survey?

	MAIN SUBJECT AREA									GENDER	
	=====									=====	
	TOTAL	APPLIED ARTS	BUSINESS	HEALTH SCIENCES	HUMAN SERVICES	HOSPITALITY & TOURISM	TECHNOLOGY	APPRENTICE- SHIP	OTHER	MALE	FEMALE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
TOTAL ANSWERING	846	92	125	150	83	35	179	33	130	446	400
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Please record response	430	55	64	78	41	11	95	12	62	219	211
	50.8	59.8 Fh	51.2 f	52.0 f	49.4	31.4	53.1 f	36.4	47.7	49.1	52.8
I prefer not to answer/ refuse	416	37	61	72	42	24	84	21	68	227	189
	49.2	40.2	48.8	48.0	50.6	68.6 Bcdg	46.9	63.6 b	52.3	50.9	47.3

Comparison Groups: BCDEFGHI/JK  
 Independent T-Test for Means, Independent Z-Test for Percentages  
 Upper case letters indicate significance at the 99% level.  
 Lower case letters indicate significance at the 95% level.

## Appendix G

### FULL-TIME & PART-TIME ACADEMIC STAFF EMPLOYEES

Year	Full-time*	Sessional	Partial Loads	Part-time Credit	Part-time Non-Credit
1996	6774	467	612	5747	2500
1997	6499	519	762	5786	2517
1998	6288	634	873	5735	2436
1999	6346	518	674	5331	1822
2000	6277	927	1261	6001	1679
2001	6373	735	1420	5578	1684
2002	6391	987	1592	5368	1559
2003	6576	990	1645	5411	1907
2004**	6634	821	2035	5981	1576
2005	6738	913	2010	6113	1798
2006	6840	940	2408	6591	1387
2007	6986	953	2708	6324	1646

**Notes:**

\* Full-time numbers include Professors, Instructors, Counsellors & Librarians

\*\* In 2004, colleges did not report sessionals over 18 hours per week.

## **Appendix H**

Survey Data – SPSS Files for Teachers and Managers – Leger Marketing

File Name: Appendix H\_81815002 managers.sav

File Name: Appendix H\_81815002 teachers.sav

## **Appendix I**

Survey Questionnaires for Teachers and Managers – Leger Marketing

File Name: Appendix I\_Screen Shots of Ontario College Workload Task Force Teachers.pdf

File Name: Appendix I\_Screen Shots of Ontario College Workload Task Force Managers.pdf

## **Addendum**

Open Ended Questions – Leger Marketing

**File Name:**   managers\_q12.pdf  
                  teachers\_q19.pdf  
                  teachers\_q27.pdf  
                  teachers\_q34.pdf  
                  teachers\_q36.pdf  
                  teachers\_q51.pdf



	<b>Please list up to three changes if any that you would make to improve the workload assignment</b>
Q12	REDUCE THE AMOUNT OF COMPLEMENTARY TIME THAT SHOULD BE ASSUMED IN PREPARATION CLARIFY THE EXTENT TO WHICH 'SPECIAL NEEDS' REALLY REQUIRES ADDITIONAL PREP OR EVALUATION STRENGTHEN THE INDIVIDUAL FACULTY MEMBERS RIGHT TO DIRECT HIS/HER WORKLOAD OUTSIDE UNION INTERVENTION. A GOOD EXAMPLE IS FACULTY WHO WISHED TO
Q12	PARTIAL HOUR ASSIGNMENTS AVERAGING
Q12	GREATER FLEXIBILITY IN TERMS OF AVERAGING WORKLOAD CLINICAL AND FIELD ASSIGNMENTS NEED TO BE RECOGNIZED MORE APPROPRIATELY AS NON TEACHING SUPERVISION THAT IS CLINICAL AND FIELD ASSIGNMENTS NEED TO BE RECOGNIZED MORE APPROPRIATELY AS NON TEACHING SUPERVISION THAT IS FUNDAMENTALLY DIFFERENT FROM THE CLASSROOM GREATER FLEXIBILITY IN TERMS OF AVERAGING WORKLOAD CLINICAL AND FIELD ASSIGNMENTS NEED TO BE RECOGNIZED MORE APPROPRIATELY AS NON TEACHING SUPERVISION THAT IS
Q12	MORE FLEXIBILITY TO ASSIGN MORE HOURS WHEN NEEDED.
Q12	RECOGNITION OF ONLINE/HYBRID ACCURATE DEFINITION OF "A SECTION" ABILITY TO ASSIGN
Q12	MAKE IT TOTALLY AUTOMATED CLARIFY SPECIFICS OF EVALUATION FACTORS IN COLLECTIVE
Q12	THE WORKLOAD FORMULA IS DESIGNED FOR A STANDARD, OLD-FASHIONED LECTURE SITUATION AND DOES NOT ADAPT WELL TO NEW OR DIFFERENT KINDS OF TEACHING AND LEARNING SITUATIONS. COMPLEMENTARY HOURS DO NOT ALWAYS WORK TO ADDRESS THOSE SITUATIONS. E.G., A THEATRE ARTS TEACHER WHO IS MANAGING REHEARSALS AS PART OF CLASS AND SOME TAKE LONGER THAN OTHERS; SOME INVOLVE A FEW STUDENTS AT A TIME BUT ALL STUDENTS ARE REGISTERED AND ATTEND SOME OF THE TIME . . . THERE IS NO EASY
Q12	ALLOW AVERAGING OUT FOR SOME TYPES OF COURSES. .
Q12	GREATER FLEXIBILITY ALLOW FOR AVERAGING OF TCH OVER THE YEAR
Q12	RECOGNITION OF NON-TRADITIONAL DELIVERY METHODS (E.G., ACCELERATED DELIVERY;
Q12	ROLLING AVERAGE OF HOURS.
Q12	ASSIGN A MAXIMUM NUMBER OF COURSES PER SEMESTER; NOT BASED ON TEACHING TIME, EVALUATION FACTOR, ETC. AVERAGE TEACHING TIME ACROSS THE YEAR AVERAGE TEACHING
Q12	IT WOULD BE INTERESTING IF THE FACULTY COULD SELF SELECT WORK LOAD TOGETHER RATHER THAN BEING ASSIGN SPECIFIC TASKS. FOR EXAMPLE- GIVE A LIST OF WHAT NEEDS TO BE ACCOMPLISHED AND AN ESTIMATE OF HOURS AND THEN PRESENT IT TO THE FACULTY. ASK THEM TO DIVIDE THE WORK UP EVENLY, UTILIZING THE EXPERTISE OF THEIR COLLEAGUES.
Q12	THE CURRENT WORK LOAD PROCESS DOES NOT LEND ITSELF TO REFLECT PROJECT BASED LEARNING AS WELL AS MENTORSHIP ACTIVITIES AS OPPOSED TO TRADITIONAL DELIVERIES. THERE IS NO EASY WAY TO ACCURATELY REFLECT THESE HOURS VIA THE CURRENT SWF PROCESS - THE RECENT WORK LOAD PILOT PROJECT DID ALLOW US TO ADDRESS THESE REQUIREMENTS AND BOTH FACULTY AND ADMINISTRATION WE PLEASED WITH THE METHODOLOGIES UTILIZED. THE LAB COMPONENT OF DELIVERIES IS ALSO NOT FACTORED IN A MANNER THAT REFLECTS FACULTY INVOLVEMENT - CREATES AN IMBALANCE BETWEEN THOSE FACULTY TEACHING INTENSIVE COURSES VERSUS THE LAB DELIVERIES WHICH HAVE LIMITED AFTER CLASS TIME COMMITMENTS. THE NUMBER OF PREPS IMPACT ASSIGNMENTS EVEN WHEN THE LABS ARE FACTORED AT TYPE 3, SO ONE FACULTY POTENTIALLY CAN TEACH 10 TO
Q12	BASE WORKLOAD ASSIGNMENT ON A SIMPLE ANNUAL TEACHING PLAN WITHIN THE OVERALL MAX TEACHING LOAD OF THE COLLECTIVE AGREEMENT ALLOW AVERAGING AND HORSE TRADING GET RID OF THE RESTRICTIVE SWF. IT DOES NOT SUIT OUR ADULT EDUCATIONS
Q12	IMPROVED SCHEDULE FOR OFFERINGS FOR THE COURSES CHANGES TO THE SCHEDULING SYSTEM CHANGES TO PROGRAM BASED ON A REVIEW
Q12	AVERAGING OF WORKLOAD WITHIN A SEMESTER AND WITHIN AN ACADEMIC YEAR GREATER CLARIFICATION AROUND EVALUATION FACTORS , SIGNIFICANT VARIATION WITHIN ESSAY REQUIRE PROFESSIONAL DEVELOPMENT DAYS TO BE DOCUMENTED AND CONSIDERED PART OF
Q12	REMOVE SWFS WITH THE AGREEMENT OF FACULTY, ESPECIALLY IN NON TRADITIONAL
Q12	FLEXIBILITY IN TEACHING HOURS PER SEMESTER NO CHRONOLOGICAL ORDERING OF COURSE
Q12	WORKLOAD AVERAGING (AS PER WORKLOAD PILOT RECENTLY RUN) WOULD BE BENEFICIAL, TO ALLOW THE EQUIVALENT OF 36 WEEK MAXIMUM ASSIGNMENT TO BE RUN IN FEWER WEEKS THAT MATCH WITH DELIVERY SCHEDULES AT THE COLLEGES ACKNOWLEDGE AND DEAL WITH
Q12	ABILITY TO HEAVY AND LIGHT LOAD, BUT NOT EXCEED TOTAL HOURS (AVERAGING) BE ABLE TO ASSIGN TASKS FOR NON TEACHING WEEKS

Q12	HAVE SUITABLE (DOCUMENTED) OPTIONS FOR FACULTY TO ASSIST THEM IN SEEKING AND OBTAINING RELEVANT, USEFUL AND APPLICABLE PROFESSIONAL DEVELOPMENT HAVE OPTION TO REQUIRE CENTRALIZED RECORD KEEPING OF COURSE INFORMATION (I.E. ALL COURSE INFO IN ONE PLACE) - TO ALLOW SUBSTITUTE FACULTY TO QUICKLY STEP IN WHEN NEEDED REQUIRE STANDARDIZED COURSE OUTLINES, ATTENDANCE & EXAMINATION RECORDING PROCESSES TO
Q12	ELIMINATE THE SWF
Q12	HAVE A WORKLOAD THAT IS ASSIGNED FOR THE YEAR USING BASIC GUIDELINES VS. A SPECIFIC FORMULA E.G. TEACH X NUMBER OF HOURS A YEAR AGREE THAT FACULTY ARE RESPONSIBLE FOR CREATING, ADJUSTING AND PLANNING THE CURRICULUM AS PART OF THEIR ROLE WITH NO
Q12	REMOVE SESSIONAL CONTRACTS ALLOW FOR MORE HOURS PER WEEK AND A SHORTER TEACHING YEAR. THIS WOULD ALLOW FOR 30 TO 40 HOURS WEEKS WHICH COULD INCLUDE PRACTICAL APPLICATION THEORY TAUGHT. UPPER LIMIT TO THE NUMBER OF DIFFERENT
Q12	NEW COMPUTER PROGRAM FOR INPUTTING SWFS
Q12	MORE FLEXIBILITY IN ASSIGNING OF WORKLOADS ACADEMIC UPGRADING ACTIVITIES DO NOT FIT THE TRADITIONAL SWF. FIND A MECHANISM THAT DOES.
Q12	SOME FLEXIBILITY AROUND AVERAGING.
Q12	MORE FLEXIBILITY IN EVALUATION FACTORS
Q12	ROLLING AVERAGES
Q12	THERE SHOULD BE SOME WAY TO ASSIGN WORK OUTSIDE OF THE 36 WEEKS OF THE SWF PERIOD AND THE VACATION PERIOD WHICH ARE RECOGNIZED TIME PERIODS WITHIN THE COLLECTIVE AGREEMENT, INCLUDING BETTER LANGUAGE ON PROFESSIONAL DEVELOPMENT OBLIGATIONS (NOT JUST OPPORTUNITIES) FOR PROFESSORS. MORE FLEXIBILITY IN ASSIGNING TEACHING RESPONSIBILITIES AND WORKLOAD WOULD HELP SUPPORT ALTERNATE DELIVERY METHODS- ACCELERATED, WEEKEND, ONLINE- THAT FALL OUTSIDE OF THE "TRADITIONAL" FACE-TO-FACE, MONDAY TO FRIDAY, 14 WEEKS OF INSTRUCTION. THIS IS ESSENTIAL TO MEETING THE NEEDS AND PREFERENCES OF FUTURE STUDENTS. COULD WORKLOAD PILOTS MOVE FROM PILOTS TO RECOGNIZED ALTERNATIVE WORK ASSIGNMENTS? IF THE CURRENT SWF METHODOLOGY REMAINS LARGELY UNCHANGED, SOME DIRECTION NEEDS TO BE DETERMINED FOR THE WORKLOAD MEASURE FOR ONLINE, VIDEOCONFERENCE, WEBCONFERENCE,
Q12	MORE COLLEGIAL, LESS FORMULISTIC APPROACH TO TEACHING ASSIGNMENTS (AS WAS PROPOSED IN THE WORKLOAD PILOTS) AVERAGING OF TEACHING HOURS ACROSS THE ACADEMIC YEAR WHERE PROGRAMME DELIVERY WARNS IT AND WITH THE CONSENT OF THE FACULTY MEMBER. MORE LIMITED ROLE OF WMG (SHOULD NOT BE A MAKE WORK PROJECT
Q12	WITH CHANGES TO STUDENT DEMOGRAPHICS, MORE FLEXIBILITY IN ASSIGNMENTS IS NECESSARY - MANAGEMENT NEEDS TO BE ABLE TO VARY THE LOAD WITH THE ASSIGNMENT PERIOD WITHOUT CHANGING THE SWF WITH THE CURRENT ECONOMIC CRISIS, THERE HAS BEEN A MARKED DOWNTURN IN APPRENTICESHIP. WE NEED TO BE ABLE TO COMPRESS WORKLOAD TO REMAIN IN THE BUSINESS - FEWER INTAKES MEAN WE HAVE TO MAXIMIZE
Q12	PROVIDE MORE FLEXIBILITY IN TEACHING ASSIGNMENT. PERHAPS AVERAGING OF HOURS ALLOW FOR FLEXIBILITY IN DELIVERY MODELS.
Q12	MORE FLEXIBILITY WITH AVERAGING WORKLOADS OVER PERIODS WITHIN A TERM OR OVER TERMS REMOVAL OF CALCULATED WORK LOAD FORMULAE THAT WERE BASED ON A TIME WHEN TEACHING/LEARNING METHODOLOGIES WERE DIFFERENT FROM TODAY
Q12	MAKE IT LESS RESTRICTIVE FOR FACULTY MEMBERS TO DO MORE IF THEY FEEL THEY WANT TO.
Q12	LESS RESTRICTIONS, MORE FREEDOM TO ASSIGN PILOT PROJECTS FOR DELIVERY
Q12	PLEASE NOTE THAT WORKLOAD ASSIGNMENT IN A COUNSELING OFFICE RELATES TO THE NUMBER OF STUDENTS SEEKING HELP. WITH LIMITED RESOURCES, COUNSELORS OFTEN NEED TO PRIORITIZE WHAT SERVICES MOST NEED TO BE DELIVERED, AND MUST RESPOND IN A SHORT TERM COUNSELING MODEL. WE ARE UNABLE TO TURN AWAY STUDENTS IN NEED. WE HAVE AN OBLIGATION TO SERVE STUDENTS WITH DISABILITIES. IT MIGHT BE HELPFUL IF THERE
Q12	MORE TIME NEEDED FOR FACULTY TO PROPERLY DEVELOP THEIR COURSES AND OUTCOMES. THE FACTOR ALLOWED AFTER THE "FIRST TIME" IS NOT SUFFICIENT.

Q12	THE FACULTY WORKLOAD SYSTEM IS NOT DESIGNED TO ALLOW FOR FLEXIBLE DELIVERY OF CURRICULA BECAUSE IT IS BASED ON ANTIQUATED SYSTEMS AND THINKING. IT WAS DESIGNED SOLELY FOR THE SUPPORT OF FACULTY IN REDUCING THEIR WORKLOAD UNDER HISTORICAL FACTORS OF WHICH MANY NO LONGER EXIST. THE SYSTEM NEEDS TO BE OPENED AND EXAMINED AS TO FLEXIBILITY FACTORS, MORE INFLUENCE FROM THE ACADEMIC LEADER IN APPLYING FACTORS THAT ARE REALISTIC FOR TODAY'S EDUCATIONAL NEEDS AND STUDENT
Q12	TEACHING ONLY SO MANY WEEKS PER YEAR. HAVING TO BUILD A WORK LOAD TO 37 AND UP.
Q12	ALLOW AVERAGING FOR FULL TIME FACULTY WORKLOADS.
Q12	ALLOW AVERAGING REMOVE EVALUATION FACTOR
Q12	OPPORTUNITY FOR CO-LEADING CLASSES OPPORTUNITY TO CAPTURE DIFFERENT DELIVERY MODELS IE: POST GRADUATES CERTIFICATES WHICH A FT DELIVERY
Q12	ALLOW FOR AVERAGING OVER A PRESCRIBED PERIOD TO SUPPORT MODULAR DELIVERY, WILL INCREASE THE RATIO OF CHAIRS TO FULL-TIME FACULTY IN ORDER TO INCREASE FACE TIME BETWEEN CHAIRS AND FACULTY --- MOST CHAIRS HAVE TOO WIDE OF A SPAN OF OPERATIONAL RESPONSIBILITY AND CANNOT DEDICATE A HIGH ENOUGH PERCENTAGE OF THEIR TIME TO
Q12	ALLOW FOR TIME IN CONTRACT / WORKLOAD PROCESS TO DO PERFORMANCE REVIEWS PARTIAL LOAD SHOULD BE SWFD AND SUBJECT TO SAME CONTRACT BUT AT REDUCED RATES AS PER PRESENT CONTRACT. THIS WILL IDENTIFY ACTUAL HOURS EXPECTED INCLUDING
Q12	DIFFERENT TYPES OF FACULTY INCREASED FLEXIBILITY ABILITY TO ADDRESS EQUITY DIFFERENTLY DIFFERENT TYPES OF FACULTY INCREASED FLEXIBILITY ABILITY TO ADDRESS EQUITY DIFFERENTLY DIFFERENT TYPES OF FACULTY INCREASED FLEXIBILITY ABILITY TO
Q12	FLEXIBILITY IE) MODULATED COURSES ROLLING AVERAGES EXTENDED DAY AND DAYS OF
Q12	DON'T KNOW - IT DOESN'T APPLY TO LIBRARIANS OR LEARNING STRATEGISTS - WHICH I THINK IS
Q12	I FEEL THAT THE SWF PROCESS EFFECTIVELY DEALS WITH THE MAJORITY OF TEACHING WORKLOAD ISSUES. THE PREP FACTORS ARE TIED TO TEACHING HOURS AND REASONABLY ADDRESS MOST ISSUES. THE EVALUATION FACTORS COULD BE EXPANDED TO INCLUDE MORE TYPES OF EVALUATION; HOWEVER, ON THE WHOLE THEY CAPTURE THE MAJORITY OF
Q12	EVALUATION FACTOR NEEDS TO TAKE INTO ACCOUNT QUANTITY OF STUDENT WORK-NOT JUST TYPE NON-TEACHING WEEKS WITHIN THE 36 OR 38 SHOULD BE SUBJECT TO A WORKLOAD
Q12	THE CURRENT APPROACH TO FIELD/CLINICAL SUPERVISION UNDER THE CONTRACT IS UNWORKABLE AND NOT STUDENT CENTERED. FOR PROGRAMS SUCH AS PRACTICAL NURSING, WHERE 60% OF THE PROGRAM IS CLINICAL, AND STUDENT TO FACULTY RATIO IS SMALL (6 TO 8: 1) THE ARBITRATED DECISION THAT 2 DAYS OF CLINICAL IS EQUIVALENT TO A FULL WEEK OF WORK MEANS THAT WE HAVE TO HAVE 2 TEACHERS FOR EACH CLINICAL GROUP. FURTHER, THE POSITION THAT WE CANNOT RE-NEW SESSIONAL CONTRACTS PAST A 2 YEAR PERIOD DESTABILIZES THE CONTINUITY OF INSTRUCTION. THESE ARE NOT FT POSITIONS - ONLY 13 WEEKS
Q12	ADD MORE FLEXIBILITY FOR NON-CLASSROOM DELIVERY RECOGNIZE AUTOMATED MARKING/ EVALUATION METHODS ELIMINATE CAPS ON NUMBERS OF NEW PREPS, NUMBER OF SECTIONS,
Q12	NE PAS ASSIGNER DES FCT α DES PROFESSEURS EN ILD (INVALIDITÉ DE LONGUE DURÉE) QUI SERONT PAR LA SUITE ANNULÉ. CETTE FAÇON DE FAIRE RETARDE LE PROCESSUS DE RÉVISION DES FCT ET DE LA DOTATION DU PERSONNEL α TEMPS PARTIEL QUI PRENDRONT LA CHARGE. NE PAS ASSIGNER DES FCT α DES PROFESSEURS QUI NE SONT PAS EN SALLE DE CLASSE (PROF DE SERVICES, CONGÉ DE PERFECTIONNEMENT, CONGÉ SANS SOLDE ETC.) QUI SERONT PAR LA SUITE ANNULÉ. CETTE FAÇON DE FAIRE RETARDE LE PROCESSUS DE RÉVISION DES FCT ET DE LA DOTATION DU PERSONNEL α TEMPS PARTIEL QUI PRENDRONT LA CHARGE. ÊTRE CAPABLE
Q12	MORE TEACHER FULL TIME ONLINE COURSES DEVELOPING MORE COURSE GUIDE AND THE ACADEMIC MATERIAL ASSOCIATED WITH IT.
Q12	REDUCE THE NUMBER OF CONSTRAINTS I.E. MAXIMA. A FEW SIGNIFICANT ONES SHOULD BE
Q12	WORKLOAD AVERAGING REMOVE THE SWF ALLOW FOR STRAIGHT LOADING WITH FACTORS.
Q12	MORE FLEXIBILITY IN ASSIGNMENTS ABILITY TO ASSIGN MODULAR TEACHING ASSIGNMENTS MORE FLEXIBILITY IN ASSIGNMENTS ABILITY TO ASSIGN MODULAR TEACHING ASSIGNMENTS MORE FLEXIBILITY IN ASSIGNMENTS ABILITY TO ASSIGN MODULAR TEACHING ASSIGNMENTS
Q12	WORKLOADING ON-LINE COURSES GREATER LATITUDE IN MAX. WEEKLY CONTACT HOURS WORKLOADING ADJUSTMENTS TO ALLOW FOR APPLIED RESEARCH ACTIVITIES

Q12	TOO MANY HOURS ARE BEING CONSUMED BY COMPLEMENTARY AND COORDINATOR HOURS, RATHER THAN OUR CORE BUSINESS OF TEACHING. THERE NEEDS TO BE FLEXIBILITY TO ASSIGN MORE THAN 47 HOURS/WEEK, ESPECIALLY WHERE A FACULTY MEMBER IS WILLING TO
Q12	ELIMINATE THE SWF PROCESS\FORMULA, INCLUDE DIFFERENTIATED STAFFING WAGE LEVELS. CREATE PARAMETERS IN WORKLOAD ASSIGNMENTS THAT REFLECT THE WORKPLACE OF 2008 IE TEACHERS SHOULD BE SCHEDULED TO TEACH A FULL ASSIGNMENT THAT OCCUPIES 40 HOURS WEEKS AND SHOULD BE EXPECTED TO BE AT THEIR SCHOOL AT 30 HOURS PER WEEK TO MEET WITH STUDENTS NEEDS TO BE MORE LOCAL FLEXIBILITY IN ASSIGNMENTS
Q12	PROBLEM BASED LEARNING IS USED IN OUR AREA. THE CURRICULUM IS DESIGNED BY OUR UNIVERSITY PARTNER WITH SOME INPUT FROM COLLEGE FACULTY. THE EVALUATION MEASURES ARE MORE RIGOROUS THAN THE SWF ALLOWS. WE HAVE INCREASED THE EVALUATION FACTORS AFTER A GRIEVANCE WAS PLACED HOWEVER, THE TEACHERS PUT MORE TIME IN THAN THE SWF ALLOWS. I WOULD LIKE TO SEE OTHER EVALUATION FACTORS AVAILABLE TO ADDRESS THE FACULTY CONCERNS AND RECOGNITION OUR FACULTY USE FIRSTCLASS TO COMMUNICATE WITH STUDENTS OUTSIDE OF CLASS TIME. THE AMOUNT OF TIME THEY ARE ON CMC HAS GROWN CONSIDERABLY AND TEACHERS ARE FEELING OVERLOADED. THE COUNT THEIR COMPLEMENTARY HOURS FOR THIS USE BUT ARE ASKING FOR RECOGNITION OF THE TIME THEY SPEND ONLINE WITH STUDENTS. MUCH OF THIS IS
Q12	I WOULD SUGGEST THAT THERE BE FAR MORE FLEXIBILITY FOR FACULTY TO TEACH TO THE OUTCOMES OF THE COURSE WITHOUT BEING CONFINED TO SWF'S AT VARIOUS TIMES IN THE SEMESTER THE TCH MAY EXCEED 18 HOURS TCH AND THIS IS ESPECIALLY TRUE WHEN PREPARING STUDENTS TO ENTER THE FIELD IN THEIR 8TH WEEK OF THE SEMESTER. THE CURRENT SWF IS UNPROFESSIONAL. FACULTY NEED TO BE TRUSTED THAT THEY ARE TEACHING
Q12	AVERAGE WORKLOAD OVER ENTIRE SEMESTER AVERAGE WORKLOAD OVER TWO SEMESTERS
Q12	AVERAGE WORKLOAD BETWEEN SEMESTERS ALLOW ASSIGNMENT OF CURRICULUM DEVELOPMENT IN NON-TEACHING PERIODS WITHOUT IT BEING DOUBLE COUNTED ON THE NEXT
Q12	FLEXIBILITY TO HAVE UNEQUAL WORKLOADS FROM TERM TO TERM FLEXIBILITY WITH
Q12	INCREASED FLEXIBILITY IN ASSIGNING WORKLOAD-I.E.. WHAT CONSTITUTES "TOP OF THE SWF" DESIGNATION AND WHAT IS COMPLEMENTARY- INCREASED CLARITY IN THOSE AREAS REVISIT THE FACTORS ASSIGNED BOTH FOR PREP AND EVALUATION. IN LIGHT OF ON LINE COURSE DEVELOPMENT, CURRENT FACTORS DO NOT CAPTURE PRESENT ASSIGNED WORKLOAD- PREP OR EVALUATION IT SEEMS THAT EVERYTHING MUST BE SWF'D. THIS IS CHALLENGING IN LIGHT OF TEACHERS WHO MAY WANT TO TEACH IN DISTANCE ED TO MAKE MORE \$\$, OR THOSE WHO WANT TO TAKE PART IN PROGRAM MARKETING INITIATIVES. I HAVE SOME PROFESSORS WHO
Q12	ELIMINATE SWF IF SWF CONTINUES TO EXIST, ELIMINATE PRESCRIPTIVENESS OF FACTORS AND CREATE GREATER FLEXIBILITY IF SWF CONTINUES TO EXIST, ALL ASSIGNMENT OF WORK DURING NON-TEACHING PERIODS WITHOUT "MUTUAL CONSENT"
Q12	NOT APPLICABLE FOR MY POSITION
Q12	SIMPLY APPROACH LEAVING TIME FOR DISCRETIONARY ACTIVITIES INCREASE ALLOTMENT FOR NEW COURSE DEVELOPMENT, DECREASE FOR MAINTENANCE
Q12	ASSIGN WORKLOAD FOR THE ENTIRE YEAR REVIEW EVALUATION FACTORS
Q12	THE WORKLOAD FOR A TEACHING PERIOD WOULD REFLECT A PERIOD OR SEMESTER AND NOT JUST A WEEK. THERE WOULD BE A METHOD FOR ASSIGNING RELATED WORK OUTSIDE OF THE TEACHING PERIOD BUT WITHIN THE ACADEMIC YEAR EVALUATION FACTORS WOULD NOT
Q12	AVERAGE WORKLOAD OVER THE 36 WEEKS ELIMINATE THE MAX FOR TCH PER WEEK AND TOTAL PER WEEK ALLOW WORK TO BE SCHEDULED WITHOUT A SWF OR...GET RID OF THE SWF
Q12	AVERAGING OF HOURS OVER THE COURSE OF THE YEAR. SOME SEMESTERS HAVE LIGHTER OR HEAVIER LOADS AND AVERAGING WOULD HELP ELIMINATE THE SWF, IT IS AN OUTDATED MODEL OF WORKLOAD IMPOSED BY AN ARBITRATOR THAT NOW SEES FACULTY IN THE CLASSROOM ON AVERAGE ONLY 12.6 HOURS PER WEEK. THERE IS NO PROVISION FOR STRAIGHT CURRICULUM DEVELOPMENT, RESEARCH ETC. WITHOUT TEACHING CONTACT. THE MODEL DOES NOT ADDRESS CONDENSED PROGRAMS EITHER. THE SWF DOES NOT WORK IN TODAY'S CLASSROOMS. WORK SHOULD BE ABLE TO BE ASSIGNED IN THE NON-TEACHING PERIOD AT THE COLLEGE'S DISCRETION, WHETHER THAT BE COURSE DEVELOPMENT, STUDENT RECRUITMENT,

Q12	MORE EQUITABILITY BETWEEN ASSIGNMENTS POSSIBILITY OF WORKING OUT ASSIGNMENTS CLOSER TO START DATE OF CLASSES WOULD BE PREFERABLE NOT TO HAVE TO MANIPULATE ASSIGNMENTS TO ACHIEVE ACCEPTABLE TOTAL SWF HOURS
Q12	FLEXIBILITY OF WORKLOAD OVER ENTIRE ACADEMIC YEAR RATHER THAN ON A SEMESTER-BY-SEMESTER BASIS ADDED FLEXIBILITY AROUND WHEN VACATIONS ARE TAKEN BY FACULTY RECOGNITION OF BUDGET FRAMERS OF THE EQUAL IMPORTANCE OF PD AND CURRICULUM
Q12	ALLOW FOR AVERAGING FIX THE DEFINITIONS OF THE THREE TYPES OF EVALUATIONS ADD AT LEAST ONE MORE TYPE OF EVALUATION
Q12	ALLOW FOR MORE FLEXIBILITY IN THE WORKLOAD FORMULA ALLOW FOR MORE 'PILOT' PROJECTS THAT CURRENTLY DON'T FIT THE SWF ALLOW FOR MORE FLEXIBILITY IN THE WORKLOAD FORMULA ALLOW FOR MORE 'PILOT' PROJECTS THAT CURRENTLY DON'T FIT THE SWF ALLOW FOR MORE FLEXIBILITY IN THE WORKLOAD FORMULA ALLOW FOR MORE 'PILOT'
Q12	FLEXIBILITY TO AVERAGE TOTAL ANNUAL WORKLOAD SO THAT SOME HEAVIER DELIVERY PERIODS COULD BE OFFSET BY LIGHTER PERIODS FLEXIBILITY TO ASSIGN STUDIO/CLINICAL/LAB COMPONENTS SO THAT PEDAGOGICAL NEEDS COULD BE MORE EFFECTIVELY ADDRESSED WITHOUT CREATING PROHIBITIVE DELIVERY COSTS. FLEXIBILITY TO ASSIGN GREATER TEACHING HOURS PER WEEK FOR FEWER WEEKS PER YEAR ON MUTUAL
Q12	THE ABILITY TO AVERAGE WORKLOAD OVER THE YEAR. THE ABILITY TO MAKE ADJUSTMENTS IN THE PREPARATION FACTOR TO ACCOMMODATE COMMON YEAR CURRICULUM, FOR REGULATED CURRICULUM CONTENT WHICH IS NOT DEVELOPED BY FACULTY, ETC.
Q12	CHANGE THE SWF SO THAT IT CAN BE DONE ANNUALLY INSTEAD OF EACH SEMESTER EVALUATION FACTORS ARE TOO RESTRICTIVE
Q12	MORE FLEXIBILITY RE: SWF FORMULA
Q12	THE SWF IS TOO DETAILED, I COME FROM A UNIVERSITY BACKGROUND AND PREFER THE %
Q12	WORKLOAD SHOULD BE SET FOR THE ENTIRE YEAR WHENEVER POSSIBLE.
Q12	YEARLY PLANNING PROCESS AS OPPOSED TO SEMESTER
Q12	NONE IT IS FINE AS IS
Q12	STANDARD 18 HOURS CONTACT WITH NO PREP, EVAL, AND COMP HOURS WITH FORMULAS. JUST TEACH 18 HOURS. ALLOW THE FACULTY TO CHOOSE THE 18 HOURS THEY WANT TO TEACH AMONGST THEMSELVES. IF THEY CANNOT CHOOSE THEN WE WOULD USE SENIORITY AND CAPABILITY FOR THE COURSES. STANDARD 18 HOURS CONTACT WITH NO PREP, EVAL, AND COMP HOURS WITH FORMULAS. JUST TEACH 18 HOURS. ALLOW THE FACULTY TO CHOOSE THE 18 HOURS THEY WANT TO TEACH AMONGST THEMSELVES. IF THEY CANNOT CHOOSE THEN WE WOULD USE SENIORITY AND CAPABILITY FOR THE COURSES. STANDARD 18 HOURS CONTACT WITH NO PREP, EVAL, AND COMP HOURS WITH FORMULAS. JUST TEACH 18 HOURS. ALLOW THE
Q12	AVERAGING OF HOURS SHOULD BE CONSIDERED MORE ACCOUNTABILITY FOR THE 6 HOURS
Q12	ALLOW AVERAGING OVER AN ACADEMIC YEAR TO FACILITATE SPECIAL EVENTS/PROJECTS ETC. LOWER 6 WEEK NOTIFICATION PERIOD UNLESS THERE ARE NEW PREPS
Q12	THE WORKLOAD ARTICLE NEEDS TO ALLOW FOR AVERAGING OF ASSIGNMENT BY WEEK WITHIN A SEMESTER BECAUSE WE ARE DESIGNING DELIVERY TO MAXIMIZE THE FACULTY SWF INSTEAD OF DOING WHAT IS IN THE BEST INTEREST OF THE STUDENTS (EG. A ONE MONTH BLOCK PLACEMENT MIGHT BE IDEAL BUT WE GIVE STUDENTS ONE DAY A WEEK INSTEAD BECAUSE OF THE SWF -- AS MANAGER I HAVE TO TELL THE FACULTY THAT THEY CAN'T DO THE BLOCK EVEN THOUGH IT IS THE SAME AMOUNT OF WORK ... ACCORDING TO SWF THEY WOULD BE IN
Q12	LOOK AT REPEAT COURSES - SPECIFICALLY LABS - WHERE NO ADDITIONAL PREP IS REQUIRED YET FACTOR IS HIGH AND THUS SOME TEACHERS HAVE REALLY LOW WORKLOADS BUT PROCESS DOES NOT REFLECT THIS REVIEW EVALUATION AND PREP FACTORS - GENERALLY
Q12	HAVE ALTERNATIVE FORMULAS FOR NON TRADITIONAL PROGRAMS HAVE DIFFERENT PROCESSES FOR FACULTY WHO HAVE BEEN TEACHING THE SAME COURSE FOR MORE THAN 10 YEARS CHANGE FORMULA FOR THOSE FACULTY WHO ARE USING A VARIETY OF TEACHING AND

	<b><u>Name up to three factors that have an effect on the time you spend evaluating your students</u></b>
Q19	IN LAPTOP PROGRAM, ASSIGNMENTS AND TESTS ARE DONE USING A TAX PREPARATION SOFTWARE. THE TIME TO MARK A COMPUTERIZED TEST AND/OR ASSIGNMENT IS UP TO 3 TIMES LONGER THAN MARKING A MANUALLY PREPARED TEST AND/OR ASSIGNMENT. I DO NOT USE MULTIPLE CHOICE TESTING. CORRECTING PROBLEM BASED EXAMS WITH A NUMBER OF ANALYTICAL QUESTIONS REQUIRES MUCH MORE TIME THAN MERELY CORRECTING NUMERICAL EXAMS OR USING SCANTRON. THE EXTRA EVALUATION FACTOR IS NOT REPRESENTATIVE OF THE EXTRA WORK. I BELIEVE THAT COMPREHENSIVE ASSIGNMENTS/PROJECTS ARE AN EFFECTIVE WAY TO TEACH AND ASSESS THE STUDENTS. HOWEVER, LARGE, COMPREHENSIVE
Q19	THE TYPE OF ASSIGNMENT OR TEST BEING GRADED (REVIEW AND EVALUATION OF TECHNICAL DRAWINGS IS VERY TIME CONSUMING SINCE THERE IS OFTEN NO RIGHT OR WRONG ANSWERS BUT DIFFERENT DEGREES OF CORRECTNESS). IF THE STUDENT WILL BE USING THE FEEDBACK FROM ONE EVALUATION TO COMPLETE OR IMPROVE ON HIS/HER NEXT SUBMISSION, THE TIME SPENT ON WRITTEN COMMENTS AND SUGGESTED REVISIONS CAN BE VERY TIME CONSUMING. TIME SPENT EVALUATING TESTS AND ASSIGNMENTS AT THE COLLEGE IS OFTEN INTERRUPTED BY STUDENTS NEEDING ASSISTANCE OR HELP ON ASSIGNMENTS. I CAN ALWAYS GET MORE
Q19	MEETINGS WITH FACULTY, MANAGERS AND STUDENTS INTRUDE ON EVALUATION TIME
Q19	PREPARING AND REVIEWING MULTIPLE CHOICE EXAMS- VERY TIME CONSUMING PREPARING WRITTEN ASSIGNMENTS AND RUBRICS. REVIEWING AND MARKING ASSIGNMENTS. MANY ASSIGNMENTS COME IN AT SPECIFIC TIME DURING THE SEMESTER. THIS GREATLY INCREASES THE TIME SPENT EVALUATING DURING PARTICULAR WEEKS. WRITING EVALUATIONS BASED ON STUDENTS DEMONSTRATING MEETING THE LEARNING OUTCOMES- BOTH FORMATIVE AND SUMMATIVE- AS IN WRITING EVALUATIONS OF CLINICAL STUDENTS. IF YOU SHOULD HAVE A STUDENT WHO IS HAVING MUCH DIFFICULTY MEETING THE LEARNING OUTCOMES IN THE CLINICAL AREA- REGULAR EVALUATION MEETINGS- SOMETIMES DAILY NEED TO BE SCHEDULED. DEVELOPING A DETAILED LEARNING CONTRACT FOR THE STUDENT ADDS TO EVALUATION TIME
Q19	THE TYPE OF ASSIGNMENT THE LEVEL OF THE ASSIGNMENTS THE NUMBER OF STUDENTS
Q19	THE NUMBER OF STUDENTS IN THE SECTION THE COMPLEXITY OF THE ASSIGNMENT THE COMPETENCE LEVEL OF THE STUDENTS IN GENERAL (SECTIONS VARY)
Q19	HOW WELL PREPARED THE STUDENT IS TO ENTER THE PROGRAM AND DO THEY ATTEND CLASSES THE ACTIVITIES EXPECTED THAT WEEK COURSE DELIVERY METHODS
Q19	THE NATURE OF THE COURSE. APPLICATION COURSES REQUIRE MORE FREQUENT EVALUATIONS AND HANDS-ON LEARNING. THEORY COURSES ARE MORE GEARED TO MORE TRADITIONAL TEST AND ASSIGNMENT BASED METHODS OF EVALUATION. CLASS SIZES. WITH CLASSES THAT OFTEN EXCEED 40 STUDENTS, IT IS ALMOST IMPOSSIBLE TO PROVIDE ONE-ON-ONE FEEDBACK OR TO INCORPORATE "MOCK LEARNING SESSIONS" IN THE COURSE. IF REQUIRED TO TEACH SEVERAL DIFFERENT COURSES, THE AMOUNT OF TIME SPENT ON COURSE
Q19	EVALUATION TOOL USED. ESSAY VS MULTIPLE CHOICE. CLASS SIZE EXPERIENCE WITH THE
Q19	ARE THEY WELL PREPARED OR NOT?
Q19	# OF STUDENTS METHOD OF EVALUATION INDIVIDUAL CIRCUMSTANCES AND UNFORESEEN
Q19	WEAKNESS IN BASIC LANGUAGE SKILLS IN STUDENTS LACK OF STRATEGIC THINKING IN MANY
Q19	DEPENDS ON THE TIMING OF ASSIGNMENTS ETC DEPENDS ON THE MEDIUM OF EVALUATION
Q19	TOO MUCH WORK LOAD CLASSES ARE TOO LARGE NOT ENOUGH PREPARATION TIME (ACADEMIC FACTORS ARE TOO LOW TO BE REALISTIC)
Q19	INORDINATE AMOUNT OF TIME CORRECTING GRAMMAR AND TYPOS MAJORITY OF EVALUATION TIME IS EATEN UP BY POOR OR MEDIOCRE WORK HIGH WORKLOAD OF GRADING REQUIRED
Q19	NOMBRE DE COURS ET D'ELEVES LA DISPONIBILITE DES ELEVES
Q19	I HAVE CLOSE TO 150 STUDENTS EACH WEEK. I GET 150 ASSIGNMENTS EACH WEEK. I HAVE LITTLE PRIVATE LIFE. MOST OF IT IS CONSUMED BY MARKING ON A REGULAR BASIS SO THE STUDENTS CAN LEARN FROM THEIR WEAKNESSES. WE GET NO WAY NEAR ANY KIND OF
Q19	DETAILS IN AN ASSIGNMENT AND PROVIDING FEEDBACK, HAVING TO RE-WRITE THEM CHASING LATE OR MISSING ASSIGNMENTS NUMBERS OF STUDENTS
Q19	PROPER PRACTICE TIME PRIOR TO TESTING (CLINICAL COURSES) ENOUGH TIME TO PRESENT MATERIAL TO STUDENTS IN A TIMELY AND SEQUENTIAL MANNER (THEORY COURSE) STUDENTS ADEQUATELY PREPARED SAVES TIME ON EVALUATIONS

Q19	THE BALANCE OF MEETING MY COURSE OBJECTIVES AND THEIR GRASP OF THE MATERIAL. ASSESSING AT THE APPROPRIATE INTERVAL DURING THE SEMESTER AND CHOOSING THE PROPER METHOD OF ASSESSMENT. PROVIDING ONE ON ONE FEEDBACK WHEN ASSESSMENTS
Q19	PREPARING EVALUATION TOOLS (ASSIGNMENTS/TESTS) GRADING ASSIGNMENTS/TESTS
Q19	# OF STUDENTS IN EACH CLASS # OF DIFFERENT ASSIGNMENTS TO MARK
Q19	ESSAY NOT ENOUGH ALLOTMENTS NOT ENOUGH
Q19	AMOUNT OF TIME NEEDED TO FULLY EVALUATE EACH ASSIGNMENT PER PERSON NUMBER OF STUDENTS PER CLASS FOR SIZE AND SCOPE OF ASSIGNMENT TO DETERMINE OUTCOMES ADMINISTRATIVE DETAILS LIKE EMAIL, PHONE AND GENERAL OFFICE WORK
Q19	THE TOPIC(S) BEING LEARNED IS COMPLEX AND, TO BE USEFUL, EVALUATION INSTRUMENTS OFTEN NEED TO BE CONCOMITANTLY COMPLEX. STUDENTS SPEND A LONG TIME DEVELOPING ACCURATE AND APPROPRIATE RESPONSES, AND IT IS ONLY 'FAIR' THAT APPROPRIATE TIME BE SPENT ON REVIEWING (OR EVALUATING) THEIR WORK. IT IS NOT UNUSUAL FOR AN EVALUATION (ONE STUDENT, ONE EVALUATION INSTRUMENT) TO REQUIRE AN HOUR OR SO OF EVALUATION TIME. FORTUNATELY THIS DOES NOT HAPPEN EVERY WEEK, BUT WITH SEVERAL HUNDRED
Q19	NUMBER OF STUDENT EVALUATIONS NATURE OF THE EVALUATION WHERE WE ARE IN THE
Q19	COORDINATOR DUTIES TAKES WAY MORE TIME THAN SWF'ED RESOURCES SUPPLIED BY COLLEGE TO QUICKLY AND EFFECTIVELY ASSES STUDENTS WORK ANSWERING EMAILS FROM
Q19	COORDINATOR'S DUTIES. COMMITTEE WORK. INSUFFICIENT TIME ALLOWANCE FOR ONLINE
Q19	READING DIFFERENT TYPES OF WRITING
Q19	HOW MANY OF THEM DIDN'T GET IT, TAKES FOR EVER TO ASSESS THE ONES THAT BLEW IT DID
Q19	THE ASSIGNMENT OVER EVALUATION - TOO MANY PICKY DETAILS AM I WELL OR ILL
Q19	SIZE OF SECTION ABILITY/LEVEL OF STUDENTS COMPLEXITY OF COURSE CONTENT
Q19	PREPARING APPROPRIATE EVALUATION QUESTIONS PREPARING LAB EQUIPMENT
Q19	1:0.015 ROUTINE OR ASSISTED FACTOR LACK OF MANAGEMENT TO RESPOND TO REQUESTS TO INCREASE THE EVALUATION FACTOR - E.G. CANNOT GIVE COMPREHENSIVE MATH ASSIGNMENTS TO PROVIDED STUDENTS WITH THE REQUIRED FEEDBACK VOLUME OF MARKING FOR APPROX
Q19	OTHER RESPONSIBILITIES AT THE COLLEGE TEACHING AND PREP FOR TEACHING
Q19	THE COURSE LEARNING REQUIREMENTS THE KNOWLEDGE AND SKILLS OF THE STUDENTS
Q19	PREPARING AND GRADING RELEVANT AND FAIR IN-CLASS TESTING MATERIALS PREPARING AND GRADING RELEVANT AND ONLINE TESTING MATERIALS OVERSEEING EACH INDIVIDUAL STUDENT'S PERFORMANCE AND APPLICABLE SUBJECT MATTER WITH RESPECT TO LAB-
Q19	DIFFICULTY OF LAB ASSIGNED STUDENTS' COMPREHENSION OF MATERIAL CONDITION OF LAB
Q19	THE TYPE OF TEST (ESSAY OR MULTIPLE CHOICE) THE FREQUENCY OF TESTING THE NATURE OF THE COURSE AND ITS LEVEL OF COMPLEXITY
Q19	THE FACT I HAVE MORE THAN 300 STUDENTS TOTAL. EMAIL, TELEPHONE, DROP-INS, MEETINGS, 9 LABS TO OVERSEE PROGRAM IS UPDATED YEARLY DUE TO TECHNICAL NATURE OF SUBJECT
Q19	MOTIVATION OF STUDENTS WORKLOAD ASSIGNED OTHERWISE TO THE SAME STUDENTS
Q19	ADJUSTING THE EVALUATION TOOL TO SUIT THE STUDENTS NEEDS
Q19	NUMBER OF STUDENTS TYPE OF EVALUATING TOOLS USED LABS, PROJECTS, OR HANDS ON TESTING OUT OF DATE COMPUTERS THAT ARE TOO SLOW OR NOT ON LINE DURING CLASS TIME.
Q19	MARKING IS VERY TIME CONSUMING, PARTICULARLY IF YOU ARE ASSIGNING MEANINGFUL PAPERS AND NOT COPPING OUT AND USING MULTIPLE CHOICE EXAMS. I EXPECT MY STUDENTS TO EARN THE DIPLOMA THAT THEY HAVE PAID FOR THE OPPORTUNITY TO GET. THEREFORE, I TREAT EVALUATION SERIOUSLY...AND USE ASSIGNMENTS THAT WILL ALLOW THEM THE
Q19	ADMINISTRATIVE TASKS LESSON PREPARATION SPEEDY RETURN OF EVALUATION
Q19	THERE ARE MAJOR ASSIGNMENTS THAT COME IN AT DIFFERENT TIMES DURING THE SEMESTER I LIKE TO RETURN ASSIGNMENTS AS SOON AS POSSIBLE SO STUDENTS CAN USE THE FEEDBACK TO HELP THEM DO BETTER ON THE NEXT ASSIGNMENT
Q19	LENGTH OF ASSIGNMENT TO BE EVALUATED MARKING WORK OF STUDENTS WHO HAVE POOR ENGLISH WRITING SKILLS
Q19	MANUAL MARKING. READING THEIR PROGRAMMING ASSIGNMENTS AND MAKING COMMENTS. TESTING. CORRECTION OF ERRORS.
Q19	TOO LARGE CLASS SIZE OTHER COURSE WORK NEEDING TO BE DONE OTHER WORK FOR

Q19	TYPE OF CLASS - ACADEMIC VS. PRACTICAL CONTENT OF CLASS - ROTE LEARNING VS. SYNTHESIS OF INFORMATION (OPINION) HOW MANY PART TIME PEOPLE I'M WORKING WITH AND HOW MUCH THEY ARE PARTICIPATING IN THE EVALUATION PROCESS.
Q19	1. IT IS DIFFICULT TO MAINTAIN MY CONSISTENCY BETWEEN DIFFERENT STUDENTS. THIS MEANS HAVING TO MARK MORE THAN ONCE IN ORDER TO MAKE SURE THAT EVERYONE HAS BEEN DEALT WITH IN THE SAME MANNER. DESIGN AND USE OF A MARKING RUBRIC TAKES TIME AND OFTEN IF DONE BEFORE REVIEWING THE MATERIAL IS INAPPROPRIATE. LACK OF TIME DURING THE DAY SO THAT MARKING CAN BE DONE AS PART OF THE NORMAL ROUTINE AND NOT
Q19	PREP FOR COURSES OTHER OFFICE DUTIES FAMILY
Q19	MANAGING E-MAIL RESPONDING TO URGENT NEEDS BY STUDENTS CARRYING OUT NON-TEACHING DUTIES SUCH AS DEALING WITH MANAGEMENT AND SUPPORT STAFF REQUIREMENTS.
Q19	QUALITY OF WRITING, E.G. FEW OR NO ERRORS, PROPERLY FORMATTED STUDENTS HAVE LEARNED WELL IN CLASS AND FROM THEIR TEXTBOOKS. STUDENTS HAVE MANAGED THEIR TIME WELL SO THE ASSIGNMENT WASN'T RUSHED IN AT THE LAST MINUTE.
Q19	PROGRAM ADMINISTRATION ACADEMIC COUNSELING PROJECT ADMINISTRATION
Q19	I ENJOY TEACHING, NOT EVALUATING
Q19	MEETING WITH STUDENTS OUTSIDE OF CLASS TIME. OVERALL WORKLOAD. EXTRACURRICULAR ADMINISTRATIVE TASKS THAT MUST BE ATTENDED TO (E.G. HIRING PART TIME INSTRUCTORS)
Q19	TAKES AWAY FROM TIME THAT SHOULD BE SPENT EVALUATING
Q19	MY WORKLOAD IN BOTH TEACHING AND NON-TEACHING FUNCTIONS.
Q19	OTHER JOBS TO BE DONE UNDISTRACTED TIME
Q19	CLASS TIME TO REVIEW EVALUATIONS WITH STUDENTS. CLASS TIME TO OFFER VARIED TYPES OF EVALUATIONS STUDENT WORKLOADS
Q19	GOOD FORMATTING AND LAYOUT FOR ESSAY TYPE WORK CORRECT SOLUTION AND NEAT WORK - PART MARKS ARE ALWAYS A LOT LONGER TO MARK - I USE EXCEL SPREADSHEETS AND RE-DO CALCULATIONS WITH STUDENTS' NUMBERS AT POINT WHERE THEY WENT WRONG. WORK
Q19	ESSAY-STYLE ASSIGNMENTS (COMPUTER PROGRAMS AND DOCUMENTATION) MUST BE READ AND GRADED 4 TO 6 TIMES PER SEMESTER MID-TERM AND FINAL EXAMS REQUIRE GRADING 2 TO
Q19	INDIVIDUAL EVALUATION IS NOT CONSIDERED IN THE EVALUATION FORMULA VARIETY OF EVALUATING METHODS USED IN MY COURSE
Q19	LANGUAGE COURSES SHOULD HAVE MORE TIME FOR EVALUATIONS
Q19	COMPLEXIT� DE LA MATI�RE NOMBRE D'�L�VES EN CLASSE CALIBRE DU GROUPE D'�TUDIANT
Q19	GRADING WRITTEN ASSIGNMENTS REQUIRES A LOT OF READING
Q19	COMPLEXITY OF ASSIGNMENTS AND THE LARGE VARIATION OF RESULTS FROM ONE STUDENT TO THE NEXT. NOT ENOUGH TIME AVAILABLE FOR EVALUATION DUE TO OTHER OBLIGATIONS IN THE WORKLOAD AND OUTSIDE OF THE WORKLOAD.
Q19	THE AMOUNT OF ASSIGNMENTS TO CORRECT. THE NUMBER OF STUDENTS. THE QUANTITY OF INFORMATION REQUIRED TO CORRECT FOR THE ASSIGNMENTS.
Q19	ASSURER UNE DIVERSIT� DES M�THODES D'�VALUATOIN POUR R�PONDRE � L'�CHELLE DE BLOOM, NIVEAUX SUP�RIEUR DE LA PENS�E ET DES CONNAISSANCES. ASSURER L'�VALUATION DES �L�MENTS DE PERFORMANCE DU PLAN DE COURS �METTRE DES R�TROACTIONS
Q19	MODE OF DELIVERY STUDENTS PERFORMANCE OTHER DEMANDS OF THE JOB
Q19	THE POOR SCHEDULING OF CLASSES IS DIFFICULT TO FIT IN MY SCHEDULE TO MEET STUDENT STUDENTS ARE NOT WILLING TO COME MEET YOU UNTIL IT IS TOO LATE TO OFFER THEM HELP
Q19	TOO MANY STUDENTS NOT ENOUGH TIME TO EVERY ONE ON AN INDIVIDUAL BASIS
Q19	WRITING GOOD TEST QUESTIONS WRITING EVALUATION CRITERIA TALLYING NOTES
Q19	LENGTH OF ASSIGNMENT SUMMATIVE ASSIGNMENTS NUMBER OF STUDENTS IN A CLASS
Q19	PAS ASSEZ DE SEMAINES DE COURS COPARATIVEMENT AU PASS� AU COLL�GE
Q19	THE SHORT TURN AROUND WITH A 15 WEEKS SEMESTER THE COMPLEXITY OF THE EVALUATION STUDENTS HAVE TO COMPLETE - MANY CASE STUDIES AND SELF AWARENESS-PERSONAL GROWTH THE NUMBERS OF STUDENTS WHO NEED TO COMPLETE THESE EVALUATIONS
Q19	PR�PARATION DES �VALUATIONS (INCLUANT TRADUCTION ANGLAIS AU FRAN�AIS) RECHERCHE DE DIFF�RENTES ACTIVIT�S D'�VALUATION CORRECTION
Q19	LEVEL OF UNDERSTANDING INDIVIDUAL INTEREST INDIVIDUAL EFFORT
Q19	TOTAL NUMBER OF STUDENTS QUALITY OF WORK FROM STUDENTS TYPE OF EVALUATION
Q19	CO-ORDINATOR DUTIES DEALING WITH STUDENT ISSUES STUDENTS SUBMITTING ASSIGNMENTS



Q19	NUMBER OF EVALUATIONS FOR THE COURSE TYPE OF EVALUATIONS EFFORT OF STUDENTS IN PERSONAL EMERGENCY HEALTH FACTOR HAS INTRODUCED A DISTRACTION THEREFORE I FEEL I AM PERSONALLY RUSHED TO COMPLETE THEIR EVALUATIONS THIS SEMESTER (ONLY BECAUSE I WANT TO DO THIS BEFORE I HAVE TO HAVE SURGERY )
Q19	LITERACY AND NUMERACY SKILLS OF THE STUDENTS THE TYPE OF COURSE
Q19	NUMBER OF STUDENTS COMPLEXITY OF EVALUATIVE TOOL PROVIDING FEEDBACK ON STUDENT
Q19	MANY STUDENTS ARE NOT PREPARED FOR ENTRY INTO POST-SECONDARY - REQUIRE A LOT OF EXTRA TIME EXPLAINING AND CORRECTING WORK PRACTICAL CASE STUDIES REQUIRE LOTS OF SET UP TIME AND ASSESSMENT TIME - CAN'T BE DONE IN A MULTIPLE-CHOICE TYPE QUIZ (BUT WE ALSO USE LOTS OF THOSE TOO, FOR THE MEMORY WORK) SEVERAL SECTIONS AND MANY DIFFERENT SUBJECTS MAKE IT DIFFICULT TO GAIN ANY EFFICIENCIES IN ASSESSMENT
Q19	TYPE OF ASSIGNMENT SIZE OF TEST DUE DATE
Q19	TYPE OF EVALUATION NUMBER OF STUDENT IN A SECTION GIVING CONSTRUCTIVE FEEDBACK
Q19	TEACHING WORKLOAD EVALUATION METHODS (AS OUTLINED IN COURSE DESCRIPTIONS)
Q19	REGULAR INTERRUPTIONS OF EVALUATION TIME (MEETINGS, STUDENT INTERACTION, OUTSIDE
Q19	LOCATION OF EVALUATION. METHOD OF EVALUATION. TIME ALLOTTED FOR EVALUATION
Q19	POOR WRITING ABILITY COMPLEXITY OF THE ASSIGNMENT HELPING STUDENTS ONE TO ONE WHEN I SHOULD BE MARKING THEIR ASSIGNMENTS
Q19	HIGH CLASS NUMBERS. COMPLEXITY OF ENGINEERING EVALUATION METHODS. OTHER DEPARTMENT REQUIREMENTS FOR MEETINGS.
Q19	THE NATURE OF THE ASSIGNMENT AND THE TYPE OF FEEDBACK REQUIRED THE NUMBER OF STUDENTS AND COURSES ASSIGNED DURING ANY GIVEN PERIOD SHORT TURNAROUND
Q19	THE AMOUNT OF TIME ALLOTTED FOR THE TASK THE EVALUATION METHOD (TEST, ESSAY, ETC) COLLEGE SET TIMELINES
Q19	WORK LOAD
Q19	# OF STUDENTS DAYS BETWEEN SUCCESSIVE CLASSES COMPLEXITY OF CONCEPTS
Q19	THE NUMBER OF STUDENTS IN THE CLASS (VERY LARGE CLASS SIZES). THE NUMBER OF
Q19	NUMBER OF STUDENTS IN A CLASS. THE TYPE OF ASSESSMENT AND THE TIME IT TAKES - ASSIGNMENTS, LABS, ESSAYS, TESTS WHICH REQUIRE WRITTEN RESPONSES. THE NUMBER OF ASSESSMENTS USED TO HELP EVALUATE STUDENTS IN DIFFERENT WAYS.
Q19	CLASS SIZE. LEVEL OF STUDENT WORK; THE BETTER THE STUDENT AND THE MORE CLEAR THE WRITING, THE EASIER/QUICKER THE EVALUATION. OTHER DUTIES.
Q19	TIME ALLOCATED FOR TEACHING VS EVALUATING CLASS LENGTH # OF STUDENTS
Q19	MOST COURSES ARE DELIVERED AS SHORT TRAINING SESSIONS WITH NO EVALUATION.
Q19	THE NUMBER OF STUDENTS IN THE CLASS, IF I HAVE A LARGE CLASS, THIS WILL DETERMINE THE TYPE OF ASSESSMENT TOOL I USE. MORE STUDENTS = A QUICKER EVALUATION TOOL. THE EXPECTATIONS THAT ARE PLACED ON ME OUTSIDE THE CLASSROOM
Q19	BALANCING COURSE MATERIALS DELIVERY AND EVALUATION LENGTH OF THE ASSIGNMENT BEING EVALUATED: MULTIPLE CHOICE VS ESSAY HAVING QUIET, UNINTERRUPTED TIME TO
Q19	EFFORT PRACTICE ATTENDANCE
Q19	NATURE OF LABS AND ASSESSMENT, IE WRITTEN OR ONLINE SUBMISSIONS, DEMONSTRATION OF WORK COMPLETED NUMBER OF STUDENTS IN COURSE VERIFICATION OF CODE CONSTRUCTS, TESTING INDIVIDUAL COMPONENTS TO SEE IF ALL RESULTS MEET ASSIGNED METRICS, NUMBER OF METRICS BEING TESTED, TECHNOLOGY USED - NETWORK PERFORMANCE, SYSTEM
Q19	COMPLEXITY OF THE EVALUATIVE TOOL NUMBER OF STUDENTS NUMBER OF OTHER TASKS
Q19	THE NUMBER OF STUDENTS IN MY CLASS. THE COMPLEXITY OF THE ASSIGNMENT. THE QUALITY OF THE WORK SUBMITTED BY EACH STUDENT.
Q19	BAD LEARNING MANAGEMENT SOFTWARE-MODEL! MY EVALUATION TIME REQUIREMENTS HAVE INCREASED DRAMATICALLY SINCE WE MOVED FROM WEB TO MODEL. THIS WILL CHANGE IN 2009 HOWEVER, SINCE I WILL NO LONGER USE A LEARNING MANAGEMENT SYSTEM AND DEVOLVE BACK TO USING PAPER AND PHOTOCOPIES! NETWORK AND COMPUTER FAILURES. THE NETWORKS AT THE COLLEGE ARE AT BEST, UNRELIABLE. ANYWHERE ELSE IN THE "REAL WORLD" THE IT DIRECTOR WOULD HAVE BEEN FIRED. THE NUMBER OF STUDENTS IN A SECTION. LAB ASSESSMENT IS VERY TIME CONSUMING. LET'S SAY THAT THE TIME REQUIRED TO ASSESS ONE STUDENT IS T UNITS IF WE MULTIPLY THOSE UNITS BY THE NUMBER OF STUDENTS (N) WE
Q19	OFFICE TIME TO MEET ONE ON ONE WITH STUDENTS

Q19	PREPARATION FOR THE NEXT LECTURES) ADDITIONAL NON-TEACHING DUTIES
Q19	UNION INCREASED STUDENT ENROLMENT
Q19	OFFICE QUIET!!! COMPUTER ACCESS
Q19	BEING ORGANIZED MIDTERM EXAMS AND MARKING ARE CRAZY IF YOU ARE TEACHING NEW COURSES AND YOU ARE EXPECTED TO KEEP UP YOUR TEACHING SCHEDULE AND MARK HUNDREDS OF EXAMS ALL AT THE SAME TIME UNRECOGNIZED COMMITTEE WORK, ENGAGING IN OTHER EVENTS AT THE COLLEGE, BITE INTO EVALUATION AND PREP TIME
Q19	THE NUMBER # 2 PROBLEM IS HAVING A LMS ( LEARNING MANAGEMENT SYSTEM ) WHICH WORKS FOR TECHNOLOGY AND TRADES. MOODLE DOES NOT FIT THIS BILL. TIME SPENT REGRADING TESTS. A RECENT MOODLE TEST FOR 80 STUDENTS X 79 QUESTIONS = 6320 QUESTIONS WHICH HAD TO BE INDIVIDUALLY CHECKED FOR ERRORS TOOK 16 OURS TO REGRADE.
Q19	LENGTH AND COMPLEXITY OF ASSIGNMENTS. TECHNOLOGY IN REGARD TO COMPUTER RESPONSE TIME OR NETWORK BREAKDOWNS NUMBER OF STUDENTS IN THE CLASS
Q19	LACK OF TIME DIFFICULTY AND LENGTH OF THE ASSIGNMENT/TEST NUMBER OF STUDENTS
Q19	PREPPING FOR OTHER CLASSES COURSE OUTLINE DEVELOPMENT
Q19	# OF STUDENTS OTHER ASSIGNED WORK STUDENT INTEREST
Q19	THE COMPLEXITY OF THE VEHICLE - IS IT A TEST, IS IT AN ON-LINE POSITING, IS IT A CASE STUDY, IS IT A PRESENTATION ENSURING THE RUBRIC IS PERFECTLY MATCHED FOR THE ASSIGNMENT
Q19	THE ACTUAL TIME INVESTED TO MARK EACH PIECE OF MATERIAL SUBMITTED X 4 (THE NUMBER
Q19	NUMBER AND MAGNITUDE OF ASSESSMENTS TECHNICAL LEVEL OF ASSESSMENT
Q19	NUMBER OF STUDENTS NOT ENOUGH TIME IN WEEK TO FOLLOW-UP BY MARKING/REVIEWING ASSESSMENTS OUTSIDE OF CLASS BALANCE OF COURSE CONTENT AND EVALUATION TIME
Q19	PREPARING EVALUATION TOOLS READING AND ASSESSING WRITTEN MATERIALS INDIVIDUAL INTERACTIONS WITH EACH STUDENT
Q19	NUMBER OF HOURS IN OFFICE RETEACHING INFORMATION COVERED IN CLASS EITHER TO SPECIAL NEEDS STUDENTS OR THOSE THAT HAD TO MISS CLASS FOR LEGITIMATE REASONS
Q19	FATIGUE AFTER HAVING TO TEACH MANY HOURS IN A ROW EVERYTHING COMING IN AT ONCE,
Q19	ESSAY MARKING WORKSHOP CRITERIA TIME OF SEMESTER. IS IT HIGH STRESS OR LOW
Q19	STRESS FOR THE STUDENTS
Q19	HANDS ON DEMONSTRATION
Q19	SUFFICIENT TIME OFF TIME AT HOME LESS OFFICE TIME
Q19	NON CLASSROOM WORK COORDINATING
Q19	PRACTICAL ASSIGNMENTS INDIVIDUAL STUDENT NEEDS LACK OF COLLEGE SERVICES
Q19	WAITING FOR LATE ASSIGNMENTS LACK OF RESOURCES REQUIRED TO EVALUATE SPECIFIC ASSIGNMENTS WORK OVERLOAD
Q19	STUDENTS INABILITY TO ANSWER QUESTIONS ON EVALUATION THAT ARE LEGIBLE OR UNDERSTANDABLE. QUANTITY OF EVALUATION COMPLETED THROUGH THE SEMESTER. SHORT ANSWER QUESTIONS TAKE LONGER TO EVALUATE THAN MULTIPLE CHOICE TYPE QUESTIONS
Q19	TIME AVAILABILITY
Q19	TOO MANY DIFFERENT COURSES TO PREPARE TOO MANY DIFFERENT TESTS TO PREPARE
Q19	ESSAY TYPE EVALUATION IS NECESSARY IN MY COURSES WRITTEN FEEDBACK TO STUDENTS
Q19	ROLE PLAY INTERVIEWS ARE NECESSARY AND VERY TIME CONSUMING
Q19	THE AMOUNT OF STUDENTS IN A CLASS IMPACTS THE TIME SPENT ON EVALUATION.
Q19	TIME GIVEN TO EVALUATE
Q19	COURSE CONTENT CLASS SIZE
Q19	TYPE OF TEST OR ASSIGNMENT GIVEN. THE NUMBER OF TESTS OR ASSIGNMENTS GIVEN. HOW LONG IT TAKES TO CREATE THE TEST OR ASSIGNMENT THAT WILL BE GIVEN TO EVALUATE
Q19	TYPE OF EVALUATION TOOL, (ESSAY OR ASSIGNMENT VS MULTIPLE CHOICE TYPE OF COURSE
Q19	LENGTH OF WEEKLY ASSIGNMENTS LEVEL OF DETAIL REQUIRED FOR SPECIFIC EVALUATION OF
Q19	THE SCOPE OF THE PROJECTS AS MUCH OF THE WORK I ASSES IS HANDS ON EXECUTION OF A SPECIFIC SKILL SET.... NOT WRITTEN WORK. HOPEFULLY I HAVE PLANNED WELL, AS SOMETIMES
Q19	I GET AMBITIOUS AT THE BEGINNING OF THE SEMESTER AND PLAN FOR TOO MANY PROJECTS
Q19	NUMBER OF STUDENTS COMPLEXITY OF THE ASSIGNMENTS

Q19	ENSURING VALID RELIABLE TESTS ENSURING FAIR TESTS FOR STUDENTS RELATING TEST MATERIALS TO EMPHASIS ON MATERIAL IN CLASS TIME. ENSURING VALID RELIABLE TESTS ENSURING FAIR TESTS FOR STUDENTS RELATING TEST MATERIALS TO EMPHASIS ON MATERIAL IN CLASS TIME. ENSURING VALID RELIABLE TESTS ENSURING FAIR TESTS FOR STUDENTS
Q19	COMPLEXITY OF EVALUATION TYPE OF EVALUATION - EVERY STUDENT HAS A UNIQUE SOLUTION (ASSIGNMENT), OR EVERY STUDENT ANSWER SHOULD BE THE SAME (AS A TEST) SEPARATING MY PREP TIME FROM MY EVALUATION TIME.
Q19	NUMBER OF STUDENTS IN THE CLASS. TYPE OF QUESTIONS ASKED (M/C VS SHORT ANSWERS)
Q19	MIDTERM AND END OF SEMESTER, WHEN TESTS AND PAPERS ARE DUE TAKES A CONSIDERABLE AMOUNT OF TIME MARKING. LARGER ASSESSMENTS, REQUIRE CONSIDERABLY MORE TIME THAN ON-GOING IN-CLASS EVALUATION STUDENT BLOCK PLACEMENT IMPACTS ON ABILITY TO ASSIGN WORK AND ASSESS STUDENTS AS IT INTERFERES WITH THEIR FIELD PLACEMENT EXPECTATIONS. THE WRITING LEVEL OF THE STUDENTS. IF STUDENTS ARE CHALLENGED TO COMMUNICATE IN WRITING, IT TAKES MORE TIME FOR ME TO UNDERSTAND WHAT THEY ARE
Q19	NUMBER OF STUDENTS IN CLASS - THE MORE THERE ARE THE LESS TIME I HAVE WITH EACH ONE. QUALITY OF STUDENTS - WEAKER STUDENTS MAY TAKE UP A GREATER PROPORTION OF
Q19	ADEQUATE TIME TO PREPARE EFFICIENT EVALUATION INSTRUMENTS
Q19	NUMBER OF STUDENTS COMPLEXITY OF THE ASSIGNMENT/HOME WORK/TEST
Q19	NUMBER OF STUDENTS. TYPE OF EVALUATION. SOME LABS/ASSIGNMENTS TAKE A LOT OF TIME.
Q19	EXPECTATIONS OF MY COLLEGE AND MANAGEMENT ARE CONTRARY TO THE DEMANDS OF MY STUDENTS ARE CONTRARY TO MY PHILOSOPHIES AROUND SUPPORTING MY STUDENTS IN THEIR GROUND DEVELOPMENT THE EXTREMES IN COMPETENCE LEVEL OF MY STUDENTS MAKES IT VERY DIFFICULT TO BALANCE THE TIME NEEDED TO EV THEM FAR TOO MANY KPI RELATED (AND IRRELEVANT AND INAPPROPRIATE) EXPECTATIONS GET IN THE WAY OF MY VALUES ON
Q19	SUBJECT MATTER TYPE OF EVALUATION - EXAMPLE - MULTIPLE CHOICE FREQUENCY OF TESTS
Q19	FOR WHAT I'M DOING THERE IS ENOUGH TIME EVALUATING STUDENTS
Q19	MARKING TESTS. GRADING ASSIGNMENTS & LABS. MEETING WITH STUDENTS TO REVIEW THEIR STATUS & TAKING UP TESTS AND ASSIGNMENTS.
Q19	TYPE OF EVALUATIVE TOOL NUMBER OF STUDENTS
Q19	I SPEND A LOT OF PERSONAL TIME AT HOME EVALUATING MY STUDENTS TO ENSURE THAT I PROVIDE ADEQUATE TIME ON EACH PAPER. THE LECTURES RECEIVE LESS ATTENTION AS A RESULT OF THIS. HAVING EVALUATIONS IN SIX COURSES LEADS TO THE EVALUATION RUBRICS OR TESTS NOT BEING REVISED AS OFTEN AS PERHAPS THEY COULD BE. IN THE LAB SETTING, HAVING 11 STUDENTS:1 PROFESSOR LIMITS THE AMOUNT OF TIME I CAN SPEND WITH EACH
Q19	THE LEVEL OF DETAIL IN THE ASSIGNMENT NUMBER OF STUDENTS
Q19	THE AMOUNT OF TIME I AM GIVEN TO EVALUATE THE NUMBER OF STUDENTS I HAVE WHETHER OR NOT MY EVALUATION EFFORTS WILL BE HONORED
Q19	AMOUNT OF ASSIGNMENTS/TEST DUE DURING WEEK ETC. VS. NUMBER OF STUDENTS PREPARING LESSONS OF NEW MATERIAL/NOT ENOUGH TIME FOR EVALUATION OTHER
Q19	INDIVIDUAL VERSUS GROUP WORK FREQUENCY OF EVALUATIONS
Q19	NUMBER OF ASSIGNMENTS TYPE OF ASSIGNMENTS OR TESTS SIZE OF CLASS
Q19	PROJECT WORK IN MY COURSES ARE THE ONLY EFFECTIVE METHOD OF EVALUATION - THEY TAKE A GREAT DEAL OF TIME TO MARK AND COMMENT ON TIME CRUNCH TOWARD THE END OF THE SEMESTER REGISTRARS REQUIREMENTS FOR MARK SUBMISSION
Q19	COMPLEXITY OF SUBMISSION. THAT IS, PROJECT DRAWINGS REQUIRE LONGER TO REVIEW THAN A BASIC MATHEMATICS ASSIGNMENT.
Q19	EVALUATION EXPECTATIONS AS OUTLINED ON THE COURSE OUTLINE THE STRENGTH OF STUDENT PERFORMANCE THE TYPE OF EVALUATION
Q19	SAME RESPONSES AS BEFORE
Q19	ALL PAPERS FROM TWO OF MY SECTIONS ARE HANDED IN AT THE SAME TIME PASS OR FAIL PAPER, SO STUDENTS HAVE A CHANCE TO HAND IT IN AGAIN IN ONE WEEK AND THEN THEY HAVE TO BE REMARKED MOST OF ASSIGNMENTS THAT REQUIRE THE MOST MARKING ARE HANDED IN
Q19	FORMAT OF EVALUATION DIFFICULTY OF MATERIAL
Q19	NEEDS TO BE DONE TOWARD END OF SEMESTER IN ALL CLASSES. OTHER DUTIES AS ASSIGNED
Q19	TIMING AND WHEN THINGS ARE DONE HAS IT BEEN DONE BEFORE OR IS IT NEW HOW TO BEST EXPLAIN WHERE IMPROVEMENTS CAN BE MADE...WORSE ONES ARE THE MOST WORK.

Q19	METHODS AVAILABLE AT OUR CAMPUS THE AMOUNT OF TIME REQUIRED NUMBER OF STUDENTS
Q19	AMOUNT OF TIME REQUIRED TO RESPOND TO EMAILS. OTHER JOB DEMANDS (MAINLY
Q19	COORDINATOR DUTIES) INTERRUPTIONS BY STUDENTS AND MANAGEMENT (FIRES THAT NEED
Q19	BOTTLENECK DURING LABS NUMBER OF STUDENTS IN CLASS TYPE OF
Q19	SIZE AND COMPLEXITY OF ASSIGNMENTS TIMETABLE. NUMBER OF DIFFERENT COURSES
Q19	THERE IS NOT ENOUGH TIME ALLOCATED TO MARKETING INDIVIDUAL WRITTEN ASSIGNMENTS, BECAUSE OF CLASS SIZES AND THE POOR WRITING SKILLS OF MANY STUDENTS. OUR GRADE
Q19	BOOK SYSTEMS ARE POORLY INTEGRATED AT THE COLLEGE, RESULTING IN A LARGE AMOUNT
Q19	- COMPETING TIME PRIORITIES - DO MARKING OR PREP A CLASS - DIFFICULTY GETTING
Q19	STUDENTS TO SUBMIT WORK IN A CONSISTENT AND TIMELY MANNER -
Q19	STUDENTS ARE IN FIELD PLACEMENT WORKING WITH PRECEPTORS WHO ARE IN CONTACT WITH ME ON A REGULAR BASIS, SO I MUST BE AVAILABLE AT ALL TIMES IN CASE OF A PROBLEM, ARE THE STUDENTS SAFE, COMPETENT IN THE CLINICAL AREA PRECEPTORS ARE GIVEN THE EVALUATION FORMS, NEED TO BE ORIENTATED TO THE FORMS AND I HAVE TO DEVELOP RAPPORT SO THAT THEY ARE COMFORTABLE IN CALLING ME IF A PROBLEM ARISES OR TO IDENTIFY IF THE STUDENT IS NOT PERFORMING AT THE LEVEL THEY SHOULD BE - CRITICAL
Q19	THINKING, PROFESSIONALLY, SAFETY PROBLEM OR WEAK THEORY APPLICATION - MEETING
Q19	I TEACH FOUR DIFFERENT COURSES PER SEMESTER IMPACTING PREP TIME, MARKING LOAD, AND THEREFORE STUDENT EVALUATION TIME NON-DOCUMENTED REQUESTS FROM SERVICE DEPARTMENTS, I.E. DISABILITY SERVICES NON-DOCUMENTED PROJECTS/ACTIVITIES TO IMPROVE APPLICATION RATES TO THE PROGRAM, RETENTION RATES, ETC.
Q19	DIFFICULT TO DO CONSISTENT EVALUATION FOR INDIVIDUAL STUDENTS AS THE MARKING WOULD BE OVERWHELMING. BUT MORE INDIVIDUAL TYPE ASSIGNMENTS WOULD BE BETTER FOR STUDENT LEARNING. AS MANY 2 HOUR CLASSES ARE SCHEDULED ON MONDAYS, STAT
Q19	HOLIDAYS IN THE FIRST SEMESTER SEVERELY LIMIT THE AMOUNT OF TIME THAT CAN BE
Q19	LACK TO TIME - I'M PREPPING AND MARKING - WITH I COULD REVIEW STUDENTS USUALLY NOT INTERESTED - VERY FEW COME IN TO DISCUSS MARKS/EVALUATION PRIVACY - CHALLENGING TO FIND A PLACE TO HAVE A PRIVATE CONVERSATION
Q19	LENGTH OF ASSIGNMENT. COMPLEXITY OF ASSIGNMENT. NUMBER OF STUDENTS TO BE
Q19	NOT ENOUGH CONTACT HOURS IN CLASS TO SET ASIDE FOR FACE TO FACE ONE ON ONE EVALUATION HOUSEHOLD AND FAMILY RESPONSIBILITIES INTERFERING WITH MARKING TIME TOO MUCH OTHER WORK IN OTHER CLASSES ALL DUE AT THE SAME TIME SO STUFF GETS PUT OFF AND EVALUATIONS ARE HANDED BACK A WEEK OR TWO LATER THEN THEY COULD BE
Q19	CLASS SIZE CONDITION OF LAB
Q19	THE NUMBER OF ASSIGNMENTS. THE COMPLEXITY OF ASSIGNMENTS. THE DEGREE TO WHICH THE STUDENTS HAVE SUCCEEDED IN THEIR ASSIGNMENTS.
Q19	NUMBER OF STUDENTS ENSURING THAT THE APPROPRIATE ACADEMIC LEVELS ARE BEING MAINTAINED FOR BOTH PROVINCIAL AND EXTERNAL ACCREDITATION STANDARD. ENSURING THAT MULTIPLE COURSE SECTIONS IN CONJUNCTION WITH MULTIPLE PROGRAMS HAVE
Q19	WORKLOAD FAMILIARITY WITH THE MATERIAL CLASS SIZE
Q19	LATE SEMESTER CLINICAL OPPORTUNITIES THE SUPERVISION OF CLINICAL SKILLS FOR AN ENTIRE GROUP ENCOURAGING STUDENTS TO RECOGNIZE THEIR OWN STRENGTHS AND
Q19	TAKES TIME AWAY FROM CLASS TIME ADDS TO THE STRESS OF THE STUDENT, THEY WANT MARKS, AS OPPOSED TO LEARN SOMETHING ADDS TO MY WORKLOAD AND TAKES TIME AWAY
Q19	NUMBER OF STUDENTS PER SECTION QUALITY OF WORK SUBMITTED IE NUMBER OF ERRORS TO CORRECT COMPLEXITY OF ASSIGNMENT
Q19	TIME TIME TIME
Q19	CLASS SIZE I DO THE SAME AMOUNT OF EVALUATION REGARDLESS OF THE SWF FACTOR ASSIGNED. I REFUSE TO SHORT CHANGE MY STUDENTS BECAUSE THE COLLEGE THINKS THAT MULTIPLE CHOICE EVALUATION IS AN APPROPRIATE MECHANISM TO EVALUATE TO CRITICAL THINKING. I JUST WORK INTO THE EVENING INSTEAD. THE NUMBER OF UNDERPREPARED STUDENTS. UNDERPREPARED STUDENTS REQUIRE MORE EVALUATION BECAUSE THEY NEED
Q19	TIME SPENT IN CLASS KNOWING STUDENT'S POTENTIAL
Q19	AMOUNT OF TIME TAKEN UP IN PREPARING NEXT WEEK'S CONTENT NUMBER OF STUDENTS
Q19	THE TYPE OF INSTRUCTOR SUPPORT MATERIAL AVAILABLE TO ME THE DEGREE TO WHICH THERE IS GROUP WORK INVOLVED

Q19	HAVING TAUGHT FOR 5 WEEKS IN MAY, MANY OF MY HANDOUTS STILL REQUIRE UPDATING. THERE IS A TENSION BETWEEN PREPARATION AND EVALUATION TIME. THIS IS ONLY THE SECOND YEAR THAT I AM TEACHING THIS COURSE AND I STILL WOULD LIKE TO SPEND TIME RESEARCHING CERTAIN TOPICS. QUIZ AND TEST PREP IS TOO TIME CONSUMING.
Q19	TIME SPENT WITH SESSIONAL TEACHERS OTHER PROJECTS STUDENT NEEDS - WEAKER STUDENTS REQUIRE MORE TIME AND DESERVE MORE TIME
Q19	NUMBER OF STUDENTS TO EVALUATE
Q19	MAKING SURE THAT THE ASSESSMENT EVALUATES/REFLECTS WHAT WE ARE LEARNING AT THE TIME - AND CORRESPONDS TO THE CURRENT LEARNING OUTCOMES MAKING SURE THAT THE EVALUATION IS APPROPRIATE TO THE TIME OF THE SEMESTER, LEVEL OF THE STUDENTS' PROGRESS AND - I TEACH A PROCESS SUBJECT MAKING SURE THAT THE STUDENTS ARE TREATED FAIRLY AND THE TEST REFLECTS DIFFERING LEARNING STYLES IN THE CLASS
Q19	WILLINGNESS TO RELY ON MULTIPLE CHOICE TEST QUESTIONS LEVEL OF UNDERSTANDING EXPECTED OF COURSE LEARNING OBJECTIVES. WHICH LEVEL OF BLOOMS TAXONOMY IS
Q19	STUDENT'S ABILITY TO COMPREHEND THE SUBJECT MATTER STUDENT'S RESPONSE TO PRE AND POST TESTS (GRADES) ASSISTING STUDENTS AFTER CLASS/LAB PERIODS
Q19	TOTAL NUMBER OF TESTS, LABS AND ASSIGNMENTS (PLUS NUMBER OF STUDENTS, OF COURSE) NATURE OF TESTS AND ASSIGNMENTS. MULTIPLE CHOICE TESTS ARE EASIER TO EVALUATE, BUT I DO NOT CONSIDER THEM "PROPER" TO USE TO EVALUATE SKILLS AND I NEVER USE THEM.
Q19	NATURE OF THE COURSE ITSELF. SOME COURSES REQUIRE PARTICULAR METHODS OF
Q19	TYPE OF ASSIGNMENT/EVALUATION TOOL NUMBERS IN CLASS DIFFICULTY OF SUBJECT MATTER
Q19	LENGTH AND COMPLEXITY OF ASSIGNMENT PLACE IN THE TERM (E.G. EARLIER WORK IS EVALUATED MORE THOROUGHLY) LEVEL OF STUDENTS' WORK (WEAKER WORK TAKES LONGER
Q19	LACK OF APPROPRIATE RESOURCES HIGH NEEDS OF STUDENTS OTHER JOB DEMANDS
Q19	CLASS SIZE SCHEDULING - STUDENTS REQUIRE ONE ON ONE AT DIFFERING POINTS IN THE
Q19	MEETING A VARIETY OF LEARNING STYLES. MAKING THE EVALUATION RELEVANT TO THE LEARNING OUTCOMES. ENABLE THE LEARNER TO GET TO A HIGHER LEVEL OF UNDERSTANDING.
Q19	TIME SPENT PREPARING MATERIAL. TIME SPENT DELIVERING THE MATERIAL.
Q19	NUMBER OF STUDENTS COURSE TIME
Q19	EVALUATION OF CONCEPTS DECODING WRITINGS COMPARING TO OTHER STUDENTS' RESULTS
Q19	LENGTH OF THE TEST LARGE NUMBER OF SHORT ANSWER QUESTIONS HARD TO READ ENGLISH
Q19	WITH VIDEO WORK, IT'S JUST VERY TIME CONSUMING IN AND OF ITSELF LARGE CLASSES (ANYTHING OVER ABOUT 24-25 STUDENTS MAKES IT PROHIBITIVE TO FIND TIME TO EVALUATE ALL OF THEM IN A TIMELY MANNER) ASSISTING STUDENTS WITH PROJECT PROBLEMS AND
Q19	ANSWER TYPE AVAILABLE PACKAGED TESTING MATERIAL OR PROGRAMS COMPLEXITY OF
Q19	I TRY TO EVALUATE FREQUENTLY AND RETURN THE RESULTS PROMPTLY SO THE STUDENTS CAN CONTINUALLY IMPROVE. THIS MEANS I DO GRADING ON WEEKENDS AND EVENINGS A LOT. MOST OF MY STUDENTS WRITE BASIC ENGLISH POORLY, DO NOT UNDERSTAND HOW TO WRITE TECHNICAL REPORTS AND ARE NOT TRAINED TO RESEARCH ON THEIR OWN. THEY ARE QUITE DEPENDENT ON THE DETAILED INSTRUCTIONS THAT I NEED TO GIVE THEM. MY STUDENTS HAVE TO WRITE PROVINCIAL EXAMINATIONS TO GET WORK IN THEIR FIELD. AS THESE ARE QUITE
Q19	NOT ENOUGH TIME PROVIDED IN SWF TO DEVELOP PROPER EVAL TOOLS CULTURE OF "MULTIPLE CHOICE" IS GOOD ENOUGH NOT ENOUGH HOURS FOR MARKING SHORT
Q19	TIME MANAGEMENT THE ABILITY TO DEAL WITH STUDENTS ON AN INDIVIDUAL BASIS DUE TO CLASS SIZE HAVING TO REVIEW BASIC WRITING SKILLS AND ELEMENTARY GRAMMAR AND SENTENCE CONSTRUCTION WITH MANY OF THE STUDENTS IN MY CLASS.
Q19	TIME GIVEN ON SWF QUANTITY OF STUDENTS IN CLASS SUBJECT MATERIAL
Q19	THE NATURE OF ASSIGNMENTS GIVEN. IN-CLASS TIME, VS CLASS PREP TIME, VS EVALUATION TIME. THE AMOUNT OF FEEDBACK STUDENTS, ESPECIALLY AS INDIVIDUALS, REQUEST.
Q19	ARTISTIC PROJECT BASE - REVIEW EACH STUDENT'S PROJECT AT LEAST 2 TIMES IN ORDER TO PROVIDE MARKS AND COMMENTS FOR EVALUATION QUALITY OF STUDENT'S PROJECT
Q19	MEETING TIMES SCHEDULED QUALITY OF EVALUATION TOOLS AVAILABLE TIME TO PLAN BETTER EVALUATION TOOLS WOULD BE NICE
Q19	STAFF MEETINGS TO DEAL WITH ISSUES RELATED TO THE COLLEGE OR MY PROGRAM BUT NOT MY COURSES SPECIFICALLY. NOT ENOUGH TIME PERMITTED IN A SEMESTER TO PROVIDE MENTORING AND FOSTER STUDENT SUCCESS WITH VALUABLE FEEDBACK BEYOND MERELY

Q19	LABS ARE MARKED WEEKLY NUMBERS OF STUDENTS IN THE CLASSROOM
Q19	STUDENT EVALUATION IS NOT DONE BY SCANTRON. STUDENTS DO CASE STUDIES AND THIS IS TIMELY TO MARK TESTS ARE WRITTEN ANSWERS - NOT SCANTRON - AND THE CLASS SIZES ARE
Q19	CLASS SIZE TYPE OF QUESTIONS ASKED QUANTITY OF ASSIGNMENT QUESTIONS
Q19	THE METHOD OF EVALUATION, PUTTING TOGETHER THE EVALUATION THAT MOST CLOSELY ACCOMPLISHES MY OBJECTIVE AND THEN MARKING THE ASSIGNMENT/QUIZ DETERMINING WHAT STUDENTS ARE STRUGGLING WITH. I TRY TO USE THE EVALUATION AS A TOOL TO HELP STUDENTS UNDERSTAND WHAT THEY NEED TO WORK ON MORE THE LEARNING LEVEL OF MY STUDENTS. SOME STUDENTS PICK UP THE MATERIAL FASTER THAN OTHERS. IT IS THE OTHERS THAT CONCERN ME BECAUSE WE ONLY HAVE SO MUCH TIME AND THEN WE MUST MOVE ON.
Q19	DEVELOPING A FORM OF EVALUATION TO HELP THESE STUDENTS WITHOUT DEMORALIZING
Q19	AVAILABLE TIME AFTER MEETINGS AND NON-TEACHING WORK LOAD OF MARKING
Q19	COMMUNICATING WITH SESSIONAL TEACHER TEACHING ANOTHER SECTION TO ENSURE
Q19	THE VOLUME OF THE ASSIGNMENT THE SCOPE OF THE ASSIGNMENT THE DETAIL OF MY
Q19	LARGE CLASSES
Q19	NUMBER OF HOURS AVAILABLE ON THE WEEKEND TO MARK THE AMOUNT OF TIME NEEDED BY THE STUDENTS OUTSIDE OF LECTURE OR LAB TIME THE NUMBER OF HOURS OF EXTRA WORK NOT SHOWN ON SWFS - PLACEMENT HOURS, PREPARING FOR OPEN HOUSES AND SCHOOL VISITS, TUTORIALS AND EXTRA HELP FOR STUDENTS, LAB PREPARATION AND CLEAN UP, CONFLICT RESOLUTION, MENTORING NEW TEACHERS, DEVELOPING NEW PROGRAM IDEAS, ADVISORY BOARDS, MEETING WITH ALUMNI, HELPING AND ADVISING ALUMNI., ANSWERING AND
Q19	METHOD OF EVALUATION BEING USED. I.E. PROJECT/ESSAY VS. SCAN-TRON TOO MANY STUDENTS IN A GIVEN CLASS (WHEN DOING ON-GOING/IN-CLASS MARKING). LIMITED TIME THAT
Q19	HAVE DIRECT CONTACT WITH THE INDIVIDUAL STUDENTS. (OVERLOADED CLASSES)
Q19	SIZE OF CLASS NUMBER OF HOURS OF TEACHING OTHER SUBJECTS. WHETHER I AM TEACHING
Q19	NEW SUBJECTS OR REPEATS
Q19	SIZE AND AMOUNT OF ASSIGNMENTS
Q19	OTHER RESPONSIBILITIES AMOUNT OF WORK COMING IN ANY GIVEN WEEK FOR 3 COURSES
Q19	COMPREHENSIVE ANSWERS (ESSAY, SHORT ANSWER) VS THE MULTIPLE CHOICE LACK OF
Q19	EQUIPMENT FAILURES TECHNICAL REPORTS CASE STUDIES
Q19	COMPLEXITY OF THE ASSIGNMENT NUMBER OF STUDENTS PURPOSE OF THE ASSIGNMENT
Q19	COMPLEXITY OF ASSIGNMENT
Q19	TIMELINE IN SEMESTER OR BLOCK SOME SHOP PROJECTS DO NOT HAVE DEFINED DEADLINES SO I'M BUSIER WHEN MANY STUDENTS COMPLETE AT THE SAME TIME THE COURSE...SOME ARE MORE "SUMMATIVE" BASED WHERE A LOT OF EVALUATION IS DONE AT THE END
Q19	TIME OF THE SEMESTER (I.E. MID SEMESTER AND END TEND TO HAVE GREATER EVALUATION).
Q19	TYPE OF COURSE (CERTAIN COURSES HAVE MANY, SMALLER EVALUATIONS WITH LESS WEIGHT).
Q19	AS MY EVALUATION METHOD IS BASED PRIMARILY IN WRITTEN RESPONSES - SHORT ANSWER, CASE STUDY AND PROBLEM SOLVING, I KNOW I HAVE TO PLAN MARKING TIME. I AM AVAILABLE TO ALL MY STUDENTS TO DISCUSS THEIR PROGRESS AND ACTIVITIES - I ALLOW TIME IN CLASS
Q19	THE ONLY THING THAT WOULD PREVENT ME FROM SPENDING MORE TIME EVALUATING MY STUDENTS IS MY OWN PROCRASTINATION, BUT I USUALLY GET AROUND TO PREVENTING THAT.
Q19	THE NUMBER OF MISTAKES MADE IN THEIR WORK...MORE ERRORS REQUIRE MORE WRITTEN COMMENTS ON HOW TO IMPROVE. DIGITAL SUBMISSIONS ARE REQUIRED FOR SOFTWARE BASED ASSIGNMENTS (IE AUTOCAD) AND NEED TO BE RETRIEVED AND OPENED TO BE EVALUATED. INTRODUCTORY TYPE COURSES NEED SMALLER, BUT MORE REGULAR
Q19	ASSESSMENT (FEEDBACK) AS THE STUDENTS SKILL SET IS BEING DEVELOPED. SO THE NUMBER WEIGHT OF EVALUATION - I SPEND MORE TIME ON EVALUATIONS THAT HAVE A GREATER IMPACT ON STUDENT MARKS (REGARDLESS OF WHETHER THEY ARE "ESSAY/PROJECT" OR "ROUTINE ASSISTED", AS IT TAKES MUCH LONGER TO PREPARE EFFECTIVE ROUTINE ASSISTED EVALUATION AND MUCH LONGER TO MARK ESSAY PROJECT EVALUATION) STUDENTS' NEED FOR
Q19	FEEDBACK - I SPEND LONGER ON EVALUATION FOR CLASSES WHERE STUDENTS ARE IN THE EARLY STAGES OF THEIR PROGRAM AND WHERE STUDENTS ARE STRUGGLING WITH THE
Q19	MATERIAL SWF ALLOCATION OF EVALUATION TIME (WOEFULLY INSUFFICIENT, MAKING IT
Q19	OTHER RESPONSIBILITIES MEETINGS PREP FOR CLASSES

Q19	THE SHEER AMOUNT: I HAVE 3 SECTIONS OF A WRITING CLASS WHERE THE STUDENTS WRITE AN IN CLASS ESSAY EVERY WEEK. THEY NEED THE LAST ONE BACK SO THEY CAN IMPROVE ON THE NEXT ONE. EVERY FRIDAY I RECEIVE AROUND 100 ESSAYS THAT MUST BE RETURNED BY WEDNESDAY THE FOLLOWING WEEK. I AM A NEW MOTHER WITH A 10 MONTH OLD BABY. MY PRIORITIES HAVE CHANGED. I NOW TRY NOT TO TAKE ANY WORK HOME SO I CAN SPEND TIME
Q19	MARKING LOAD PREPARATION FOR ALL COURSES WHETHER I'VE TAUGHT COURSE
Q19	COVERING REQUIRED COURSE MATERIAL
Q19	TO COVER ALL MATERIAL NOT ENOUGH TIME IS GIVEN TO REVIEW ASSESSMENTS WITH
Q19	NUMBER OF STUDENTS EXTENT OF ASSIGNMENT LEARNING OUTCOME
Q19	TYPE OF EVALUATION - MULTIPLE CHOICE OR ANSWERS
Q19	BUDGET AND CLASS HOURS PREPARING EVALUATIONS FOR ONLINE DELIVERY THE PRACTICAL NATURE OF THE WORK - VERY HANDS ON AND FINAL OUTCOME RELATED (AUDIO SAMPLES).
Q19	CHECKING CALCULATION E-MAIL TO OVERDUE STUDENTS ARRANGING MISSED TEST
Q19	STUDENT TO TEACHER RATIOS - IN PRE-CLINICAL & CLINICAL EVALUATIONS STUDENT EXPECTATIONS OF EVALUATION FEEDBACK (UNREALISTIC GIVEN OTHER WORK TASKS) LACK OF STUDENT PREPARATION - STUDENTS TAKING TOO MUCH TIME DURING EVALUATION DUE TO
Q19	HOW EXPERIENCED I AM WITH EVALUATING THIS PARTICULAR TYPE OF ASSIGNMENT. WHETHER THERE IS ANY POSSIBILITY OF USING TECHNOLOGY TO SAVE TIME (I.E. TYPING RESPONSES INSTEAD OF WRITING LONGHAND). HOW WELL THE STUDENTS HAVE COMPLETED THE ASSIGNMENT (WORK RIDDEN WITH ERRORS TAKES MUCH LONGER TO EVALUATE).
Q19	THAT IS AN INTERESTING QUESTION, SINCE I NEVER HAVE ENOUGH TIME IN THE DAY TO EVALUATE STUDENTS, I DO ALL MY MARKING AT HOME IN THE EVENINGS AND INTO THE NIGHT, AND TRULY EVALUATE THEIR WORK... I HAVE LOTS OF MARKING TO EVALUATE THEIR PROGRESS
Q19	NUMBER OF STUDENTS TYPE OF EVALUATION CLASSROOM HOURS AVAILABLE
Q19	TO ACCURATELY ASSESS LENGTHY PROJECTS AND REPORTS IS EXTREMELY TIME CONSUMING. FOR THE STUDENTS TO BENEFIT, THEY NEED SPECIFIC FEEDBACK AND SUGGESTIONS FOR IMPROVEMENT. OFTEN, I CANNOT DO THIS TO THE EXTENT I WOULD LIKE.
Q19	OTHER DUTIES
Q19	THE PLACE IN THE TERM - TAAS AN EXAMPLE, HERE IS LITTLE EVALUATION IN THE FIRST TWO WEEKS BUT THERE IS MORE WHEN MAJOR ASSIGNMENTS ARE DUE THE KIND OR TYPE OF ASSIGNMENTS - MULTIPLE CHOICE VS.. RESEARCH REPORTS NUMBER OF STUDENTS IN EACH
Q19	DEADLINES OPEN CONCEPT OFFICE
Q19	MARKING ESSAYS MARKING ESSAY-TYPE TESTS MAKING UP REVIEW SHEETS AND ACTUAL
Q19	THE NUMBER OF STUDENTS IN THE CLASS THE POOR GRASP OF LANGUAGE AND CONCEPTS THAT MANY OF THE STUDENTS HAVE. IT IS A MATTER OF TRYING TO FIGURE OUT HOW YOU CAN GIVE SOME OF THEM ANY MARKS. LATE ASSIGNMENTS AND CHEATING...YOU KNOW YOU HAVE
Q19	TYPE OF PREPARATION NEEDED FOR TESTS OR ASSIGNMENTS TYPE OF MARKING REQUIRED BASED ON TYPE OF TEST OR ASSIGNMENT NUMBER OF STUDENTS IN CLASS
Q19	CLASS ATTENDANCE THE NUMBER OF LAB SUBMISSIONS
Q19	STUDENT TEACHER RATION
Q19	LARGER NUMBER OF STUDENTS TAKES A LONG TIME TO GRADE. COURSE PREP.
Q19	CLASS SIZES; LARGER CLASSES (80+) DRASTICALLY REDUCE THE TIME AVAILABLE FOR FORMATIVE EVALUATION. I AM UNABLE TO PROVIDE ADEQUATE FEEDBACK TO STUDENTS IN TIME ASSIGNED. IT IS ALWAYS A TRADE-OFF BETWEEN PREPARATION AND EVALUATION, TIME SPENT ON EVALUATION IS TIME TAKEN FROM PREPARATION. MY WORKSPACE IS INADEQUATE TO ALLOW ME TO STAY AT MY DESK TO MARK MOST ASSIGNMENTS, QUIZZES OR TESTS FORCING ME TO TAKE A LARGE AMOUNT OF MY MARKING HOME. IF I AM WORKING AT HOME I AM NOT
Q19	IT TAKES BETWEEN 45-60 TO MARK ONE STUDENT'S ESSAY STYLE PAPER. THERE ARE DEADLINES WHEN THEY MUST BE MARKED AND RETURNED. THIS HAS TO BE DONE WHILE WE ARE ALSO PREPARING AND TEACHING ALL OF OUR CLASSES. IN MY CLASS OF 125 STUDENTS WE HAVE 2 CASE STUDIES TO MARK WITHIN A MONTH'S TIME. THIS TAKES MANY HOURS (ON TOP OF MY REGULAR PREP. AND TEACHING). IN ONE COURSE I HAVE TO MARK WEEKLY ASSIGNMENTS AND GIVE WEEKLY FEEDBACK. THERE IS A DEADLINE. I AM ALSO ASSIGNED TO WORK ON A
Q19	I HAVE A LARGE NUMBER OF STUDENTS I HAVE A LARGE NUMBER OF EVALUATION PIECES
Q19	# OF STUDENTS TYPE OF QUESTIONS PRACTICALITY
Q19	TIME SPENT WITH INDIVIDUAL STUDENTS CLASS PREPARATION

Q19	CLASS SIZE NUMBER OF SMALL EVALUATIONS HELD DURING THE SEMESTER
Q19	NATURE OF COURSE THEIR WRITTEN ABILITIES CLASS SIZE
Q19	TRYING TO ADJUST THE COURSE/PREP IT DURING THE SEMESTER AT THE SAME TIME AS TEACHING IT. NO DOWNTIME DURING THE YEAR TO PREP DUE TO TEACHING ALL YEAR AROUND. TO MARK THEM DEMONSTRATING THE SKILL, YOU NEED TO USE OTHER METHODS
Q19	NUMBER OF STUDENTS NUMBER OF STUDENTS NUMBER OF STUDENTS
Q19	LACK OF LARGE PERIODS OF UNINTERRUPTED TIME MY ADMINISTRATIVE DUTIES AS DEPARTMENT HEAD CONTINUAL CYCLE OF CLASS PREPARATION
Q19	MUST BE COMPLETED OUTSIDE OF WORK HOURS WHICH CAN BE PROBLEMATIC A 2 WEEK TURN AROUND IS FAIR, HOWEVER THE MAJORITY OF TESTS AND ASSIGNMENTS ARE USUALLY DUE AT THE SAME TIME WHICH CAN CAUSE EXTREME WORKLOADS DURING PEEK PERIODS.
Q19	NUMBER OF STUDENTS NATURE OF EVALUATION METHOD.
Q19	I EVALUATE THEM EVERY WEEK DURING THE LAB TIME. I TRY TO GET AROUND THE ROOM SEVERAL TIMES TO SEE EACH STEP OF THE PROCESS. SOME STUDENTS NEED MORE HELP THAN OTHERS AND I CAN GET BOGGED DOWN WITH A COUPLE OF STUDENTS.
Q19	INCREASED WORKLOADS IN THE LAST YEAR ASSIGNED TO NEW/DIFFERENCE COURSES LACK OF PREPARATION TIME DURING SPRING SUMMER BECAUSE OF YEAR ROUND SCHEDULING
Q19	POOR QUALITY OF WORK BY STUDENT MAKES IT TIME CONSUMING TO SEE IF THERE REALLY IS ANY SUBSTANCE IN THE SUBMITTED WORK OFFICE INTERRUPTIONS HOW MUCH NEW PREP
Q19	THE COURSE/CURRICULUM LAYOUT INAPPROPRIATE EVALS
Q19	COORDINATOR DUTIES STUDENT INQUIRIES (TEACHER TO STUDENT RATIO TOO LARGE) STUDENT NUMBERS TOO LARGE
Q19	LACK THEREOF...TIME; WOULD LIKE MORE ONE-ON-ONE TIME TO DISCUSS PROGRESS NUMBER OF CLASSROOM HOURS ALLOTTED TO COURSE STUDENT ATTENDANCE
Q19	STUDENT APATHY - 50% GOOD ENOUGH GENERAL LACK OF AVAILABLE HOURS
Q19	POOR LITERACY SKILLS POOR ORGANIZATIONAL SKILLS VAST QUANTITY OF MARKING
Q19	TOO MUCH ADMIN WORK, NO ADMIN ASST
Q19	LENGTH OF THE CLASS NUMBER OF STUDENTS NON AVAILABILITY OF PRODUCTS IN THE CLASS
Q19	TYPE OF TOOL TO BE USED NUMBER OF STUDENTS TO BE EVALUATED
Q19	PERSONAL TIME AVAILABLE, AS WORK TIME IS NOT SUFFICIENT.
Q19	AMOUNT OF FEEDBACK REQUIRED DEGREE OF ACCURACY/COMPLETION OF STUDENT ASSIGNMENT STUDENT UNDERSTANDING OF ASSIGNMENT
Q19	TYPE OF ASSIGNMENT/TEST OVERALL SCHEDULE FIELD PLACEMENT
Q19	THE NUMBER OF COURSES I AM TEACHING AND THE NUMBER OF STUDENTS IN EACH CLASS I TEACH THE RATIO OF INDIVIDUAL ASSESSMENT ACTIVITIES VS GROUP ASSESSMENT ACTIVITIES
Q19	THE NUMBER OF ASSIGNMENTS, QUIZZES, TESTS, EXAMS, REPORTS, PRESENTATIONS,
Q19	CLASS SIZE STUDENT SKILLS INDUSTRY REQUIREMENTS FOR HIRING
Q19	NUMBER OF STUDENTS LACK OF ASSISTANCE SUCH AS TAS TYPES OF ASSESSMENT TOOLS
Q19	VOLUME O F STUDENTS ENGLISH AS SECOND LANGUAGE INADEQUATE WORKSPACE
Q19	CLASS TIME COMMUTE STUDENT INVOLVEMENT
Q19	NUMBER OF ASSIGNMENTS STUDENT CONSULTATIONS MEETINGS
Q19	LARGE CLASSES NOT ENOUGH HOURS IN THE DAY
Q19	STUDENTS INTELLECTUAL CAPACITY - SOME STUDENTS ARE VERY WEAK WHICH TAKE A LOT OF TIME FROM ME STUDENTS PERSONAL/EMOTIONAL CAPACITY - MANY OF MY STUDENTS WORK OR HAVE OTHER RESPONSIBILITIES SO THEY MISS CLASS TIME AND EXAM TIME AND I HAVE TO PREPARE ANOTHER ASSIGNMENTS VERSION AND FIT THEIR NEEDS WHICH IS TIME CONSUMING THIS ERA YOU NOT ONLY TEACH IN A CLASS BUT WITH VIA E MAILS I GET SO MANY QUESTIONS
Q19	REQUESTS FROM STUDENTS EVEN DURING THE WEEKEND AND EVENINGS...SO THERE IS NOT 8-5
Q19	TYPE OF EVALUATION NUMBER OF STUDENTS NOT SURE
Q19	AVAILABILITY OF RESOURCES DIFFICULTY OF CONCEPTS TO STUDENT UNPREDICTABLE
Q19	STUDENT ATTENDANCE/PERSONAL ISSUES, JOB ETC



	QUANTITY OF STUDENTS IN THE CLASSROOM CAN IMPACT THE LEVEL OF ENGAGEMENT AVAILABLE IN THE FORUM (GENERALLY LESS THAN 50 STUDENTS INSTRUCTORS CAN LEARN MOST NAMES IF INTERACTIVE DISCUSSIONS ARE PART OF COURSE) REQUIREMENTS OF COURSES GENERALLY EXPECT MINIMUM OF 4-5 ASSESSMENTS PER SEMESTER PLUS 3 INDUSTRY CONNECTIONS CREATES BUSY SCHEDULES FOR COURSE STUDENT'S PERSONAL ENGAGEMENT OF WANTING MORE FEEDBACK ON THEIR PERSONAL PERFORMANCE THROUGH
Q19	LENGTH OF ASSIGNMENTS POOR GRAMMAR -- FIGURING OUT WHAT THE STUDENT MEANS
Q19	NUMBER OF STUDENTS COURSE OUTCOMES STUDENTS' PERSONALITY/MOTIVATION
Q19	INSUFFICIENT TIME AS WE HAVE TOO MANY STUDENTS WITH MANY DIFFERENT NEEDS. SOME STUDENTS NEED MORE ASSISTANCE BUT UNFORTUNATELY, I CANNOT SPEND THE TIME EACH
Q19	SHEER NUMBER OF STUDENTS IN MY CLASSES COMBINED WITH THE NUMBER OF CLASSES THAT I AM REQUIRED TO TEACH NUMBER OF ASSESSMENTS THAT I AM EXPECTED TO HAVE IN EACH COURSE (AGAIN, NUMBER OF STUDENTS X NUMBER OF ASSIGNMENTS) TYPE OF ASSESSMENT (I AM REQUIRED TO USE HIGHER LEVEL ASSESSMENTS E.G., ESSAY, PROJECT WHICH IS FINE BUT
Q19	TOO MANY STUDENTS GIVING APPROPRIATE FEEDBACK TOO LITTLE TIME IN BETWEEN TOPICS
Q19	DEGREE OF DIFFICULTY OF ASSIGNMENTS AMOUNT OF WRITING IN ASSIGNMENT
Q19	NUMBER OF STUDENTS COMPLEXITY OF EVALUATION STUDENT QUESTIONS
Q19	VOLUME OF WORK: MY SUBJECTS ALL REQUIRE WRITTEN WORK AND AS A RESULT, RIGHT NOW (END OF TERM) I HAVE 105 TERM PROJECTS FOR ONE SUBJECT, 40 ESSAYS FOR ANOTHER, AND 55 TERM PROJECTS FOR THE THIRD. THEN, OF COURSE, FINAL EXAMS ARE NEXT WEEK AND EVERYONE WILL HAVE TO BE EVALUATED. SCHEDULING: IT IS VERY DIFFICULT FOR STUDENTS TO MEET WITH ME TO REVIEW THEIR WORK. STUDENTS ARE OVER-LOADED, TOO AND CAN'T MEET WITH THEIR PROFESSORS TO GET THE ASSISTANCE THEY MAY NEED. WHETHER ENGLISH IS A FIRST OR ANOTHER LANGUAGE FOR STUDENTS, MANY NEED INDIVIDUALIZED FEEDBACK AND THAT IS REALLY HARD TO GIVE BECAUSE OF CONFLICTING SCHEDULES AND NUMBERS OF STUDENTS. ORGANIZATIONAL CHALLENGES: KEEPING TRACK OF THE WORK, COMMUNICATING
Q19	THE NATURE OF THE ASSIGNMENT TO BE EVALUATED
Q19	OTTER ADMIN DUTIES LIFE'S STRESS AND COORDINATING OTHER DEMANDS TOO MUCH OTHER
Q19	TOO MANY STUDENTS IN THE CLASS AND TOO MANY NEEDING EXTRA ADDITIONAL CONSULTATION TIME. TOO MANY STUDENTS ARE NOT IN CLASS FOR A MULTITUDE OF PERSONAL REASONS. NOT AVAILABLE AT APPROPRIATE TIMES ANSWERING TOO MANY E-MAILS FROM STUDENTS WHO ARE EITHER NOT IN CLASS OR WERE SICK OR COULD NOT MAKE IT TO
Q19	THE CLASS. AVERAGE NUMBER OF E-MAILS EACH DAY FOR ME TO RESPOND TO IS 16 UP TO 49. I
Q19	CLASS SIZE STUDENTS WITH SPECIAL NEEDS LENGTH OF SEMESTER
Q19	EVALUATING HANDS-ON WORK IS EXTREMELY TIME CONSUMING YET, IT IS IMPERATIVE IN A COLLEGE ENVIRONMENT DEVELOPING NEW ASSESSMENTS WHEN QUESTION BANKS AND PRACTICAL EXAMS ARE NOT PROVIDED BY THE COURSE BOOK PUBLISHERS IS WHAT TAKES
Q19	THE PROFESSIONAL REQUIREMENTS AND SAFETY ISSUES RELATED TO THE PROFESSION WHICH THEY ARE STUDYING THE STUDENTS LITERACY LEVEL, PARTICULARLY AN ISSUE WITH ESL STUDENTS STUDENTS LEVEL OF READINESS AND PREPARATION FROM PREVIOUS SEMESTERS
Q19	TOO MUCH GRADING AND MARKING BECAUSE WE HAVE NO TAS. THE CLASS SIZE IS TOO BIG.
Q19	STUDENT NEED NON E- MAKE TIME
Q19	NUMBER OF STUDENTS. MORE STUDENTS CAUSES MORE TIME NEEDED TO EVALUATE THEM. QUALITY OF STUDENTS' WORK. LOWER QUALITY WORK REQUIRES MORE TIME TO EVALUATE AND PROVIDE WRITTEN FEEDBACK.. THE BREADTH AND DEPTH AND QUANTITY OF ASSIGNMENTS. MORE ASSIGNMENTS, GREATER DEPTH AND/OR DEPTH REQUIRES MORE TIME
Q19	LACK OF MATERIALS/PRODUCTS TO WORK WITH
Q19	HOW MUCH TIME I HAVE CHECKING STUDENT WORK FOR CHEATING/COPYING, AS OPPOSED TO THE ACTUAL EVALUATION - THIS TIME IS INCREASING DRAMATICALLY
Q19	WHETHER IT IS ESSAY BASED WHETHER IT IS CODE BASED MULTIPLE CHOICE
Q19	CLASS TIME
Q19	THE AMOUNT OF TIME I AM ABLE TO OBSERVE A STUDENT IN THE CLINICAL AREA. IF THERE IS AN UNDER-PERFORMING STUDENT IT TAKES TIME AWAY FROM THE REST OF THE STUDENTS STUDENTS DESERVE OBJECTIVE FEEDBACK SO I TAKE TIME TO REFLECT UPON THE STUDENT'S PERFORMANCE IF A STUDENT IS NOT DOING WELL I SPEND A LOT OF TIME THINKING ABOUT HOW TO WORD THE EVALUATION REALIZING THAT A STUDENT CAN APPEAL A FAILING

Q19	TOO MANY STUDENTS IN A SECTION TO GIVE PROPER TIME FOR EACH INSUFFICIENT TIME SET ASIDE FOR MARKING THE QUANTITY OF ASSIGNMENTS
Q19	POOR SPELLING, GRAMMAR OF STUDENT MAKES IT A LONG TIME TO GRADE THEIR ASSIGNMENT BECAUSE THE FINAL EXAM IS ON FRI. AND THE GRADES HAVE TO BE IN ON TUES. THE FOLLOWING WEEK, THE ONLY OPTION IS MULTIPLE CHOICE FINAL EXAM AS THERE IS NO WAY TO GRADE ESSAY STYLE PAPERS AT THE END OF THE SEMESTER FOR THE NUMBERS OF STUDENTS
Q19	THE CURRICULUM COURSE REQUIREMENTS THE LANGUAGE NEEDS AND NUMBER OF
Q19	POOR WRITTEN LANGUAGE SKILLS MAKE IT DIFFICULT AND TIME-CONSUMING FOR ME TO EVALUATE MANY ASSIGNMENTS BUSY OFFICE AREA; TOO MANY DISTRACTIONS MAKE IT
Q19	WHETHER IT IS A QUIZ, WRITTEN ASSIGNMENT, PRESENTATION, OR EXAM THE WRITTEN AND SPOKEN ENGLISH THAT THEY PRESENT WITH HOW MANY STUDENTS ARE IN EACH CLASS.
Q19	TOO MANY STUDENTS IN THE CLASS, MANY WITH COMPLEX LIVES THAT IMPACT THEIR ABILITY TO ENGAGE AND TOO MANY OTHER DEPARTMENT RESPONSIBILITIES TO FULFILL. DIFFICULT TO REALLY GET TO KNOW EACH AND EVERY STUDENT IN MY CLASSES TO REALLY UNDERSTAND THEIR DEVELOPMENTAL NEEDS I NEED MORE TIME TO TEACH THE COURSE MATERIAL. WE NEED 2 THREE HOUR CLASSES EACH WEEK RATHER THAN ONE 3 HOUR CLASS. FUNDS NOT AVAILABLE
Q19	VOLUME OF PROJECTS TO EVALUATE EACH WEEK OPPORTUNITY TO ACCESS PROPER FACILITIES TO CONDUCT EVALUATIONS
Q19	I HAVE OVER 200 STUDENTS AND AM FREQUENTLY ON OVERTIME ON MY SWFS! TO REDUCE THE COST OF OVERTIME, MY DEAN IS REDUCING THE EVALUATION FACTOR ON MY SWF,S!
Q19	CALIBER OF THEIR WORK CLASS PREPARATION OTHER DUTIES
Q19	TYPE OF ASSIGNMENT WRITTEN VS A TEST OR QUIZ NATURE OF ASSIGNMENT/ COMPLEXITY NUMBER OF ASSIGNMENTS NEEDING EVALUATION
Q19	WITH IN CLASS EVALUATION IS THE TIME YOU HAVE LEFT IN THE CLASS TO EVALUATE AFTER THE STUDENTS HAVE DONE THEIR WORK. NOT ENOUGH TIME. THE NUMBER OF STUDENTS IN THE CLASS , IT IS SOMETIMES DIFFICULT TO SPEND THE TIME EVENLY WITH THEM ALL HAVING TO MANAGE THINGS IN THE LAB THAT COULD BE DONE BY A LAB TECH , EG TAKING OUT GARBAGE,
Q19	MY WORKLOAD IS TOO HEAVY I AM ASSIGNED COURSES OUTSIDE OF MY AREA OF EXPERTISE THERE IS NO SERIOUS FORM OF ASSISTANCE AVAILABLE AT MY COLLEGE
Q19	EVERYTHING IS MARKED ONLINE AND RETURNED THE SAME WAY IN THIS PAPERLESS CLASS AS I GROW OLDER, IT BECOMES HARDER TO MARK ON A KEYBOARD FOR LONG PERIODS OF TIME
Q19	ACADEMIC SKILL LEVEL OF STUDENTS NUMBER OF LEARNING DISABILITY ISSUES STUDENT
Q19	NUMBER OF STUDENTS IN CLASS USE OF TECHNOLOGY TO REDUCE MANUAL MARKING. I.E. SCAN-TRON; LYRYX LABS DESIGN OF TEST; ESSAY VS MULTIPLE CHOICE
Q19	TYPE OF EVALUATION NUMBER OF CLASSES TOPIC
Q19	SUFFICIENT TIME TO EVALUATE ALL THE STUDENT'S WORK IN ONE SITTING, SO I BRING TO THE EVALUATION THE SAME ATTENTION AND EXPECTATIONS WITHOUT EXTERNAL FORCES ALTERING MY OUTLOOK, ATTITUDE, AND PATIENCE. WHETHER I DECIDE THAT THE LEARNING PROCESS IN EACH ASSIGNMENT REQUIRES SPELLING AND GRAMMATICAL CORRECTIONS. THE COMPLEXITY
Q19	LACK OF IN-CLASS TIME TO PROVIDE ENOUGH FORMATIVE EVALUATION LACK OF TIME TO PROVIDE FEEDBACK OF ASSIGNMENTS AND TESTS LACK OF STUDENT INTEREST BEYOND THE
Q19	WHETHER THE TEST IS MATH PROBLEMS OR MORE DEFINITIONAL/SHORT ANSWER SIZE OF THE
Q19	I PLAN THE SYLLABUS AT THE START OF THE TERM AND DO WHATEVER I NEED TO DO TO EVALUATE STUDENTS ACCORDING TO THE SYLLABUS AND HOW WELL WE ARE DOING AT FOLLOWING THE SYLLABUS. SOME WEEKS REQUIRE MORE THAN OTHERS IN TERMS OF TIME
Q19	LARGE CLASS SIZES MEAN LESS TIME TO PROVIDE VALUABLE FEEDBACK. THE MOST RELEVANT, WELL DESIGNED EVALUATION INSTRUMENTS TAKE LONGER TO MARK. PREPARATION TIME
Q19	NUMBER OF STUDENTS THE TYPE OF EVALUATION I.E. MC TEST VS MARKING A RESEARCH
Q19	YEAR/LEVEL OF COURSE. IE TYPICALLY DEGREE COURSES TAKE MORE TIME TO MARK AS THERE IS MORE ANALYSIS/INTERPRETATION WHILE "INTRO" COURSES HAVE MORE RIGHT/WRONG ANSWERS. CLASS SIZE. TYPE OF ASSESSMENT. PROJECTS AND ASSIGNMENTS MORE
Q19	THE TYPE OF EVALUATION REQUIRED - ESSAY ASSIGNMENTS VS. SHORT ANSWERS FROM TESTS TIME OF YEAR - NUMBER AT THE SAME TIME TYPE OF CONTENT BEING EVALUATED
Q19	LENGTH & COMPLEXITY OF ASSIGNMENT SKILLS RATHER THAN CONTENT ARE EVALUATED: REQUIRES SUBJECTIVE EVALUATION NUMBER OF STUDENTS PER CLASS

Q19	COMPLEXITY OF THE ASSIGNED TASKS GENERATE A PROPORTIONATE REQUIREMENT TO CAREFULLY EVALUATE THE MATERIALS SUBMITTED. LARGE CLASSES IN THE FIRST YEAR COURSES GENERATES CONSIDERABLE QUANTITIES OF ASSESSED MATERIALS. NONE OF THE COURSES THAT I TEACH LEND THEMSELVES TO AUTOMATED ASSESSMENTS, AS THEY ARE ALL
Q19	THE EXTENT OF COMMENTS PROVIDED TO THE STUDENTS AND SUBSEQUENT TAKE UP. PART OF THE EVALUATION IS FOR THE STUDENT PREPARING A TAX RETURN FOR A CLIENT. THESES ARE COMPLEX TO DESIGN. PART OF THE EVALUATION IS FOR STUDENT PREPARATION OF TAX RETURNS AND IT IS A COMPLEX PROBLEM TO DETERMINE THE NATURE AND EXTENT OF
Q19	THE AMOUNT OF CONTENT IN THE COURSE STUDENT ABILITIES
Q19	NUMBER OF STUDENTS QUESTION FORMAT (I DO NOT USE MULTIPLE CHOICE) LENGTH OF THE REQUIRED SOLUTION AND NUMBER OF MISTAKES MADE BY STUDENTS (HUNTING FOR PART
Q19	PREPARATION TIME LEARNING TECHNOLOGIES (BLACKBOARD) FOR COMMUNICATION WITH STUDENTS NEW FACULTY COURSE ASSIGNMENTS
Q19	TIME AVAILABLE IN THE COURSE
Q19	CLASS SIZE NUMBER OF INSTRUCTIONAL HOURS ADMINISTRATIONS DEMANDS FOR NON
Q19	NUMBER OF STUDENTS COURSE LEARNING OUTCOMES OTHER DUTIES (I.E. CURRICULUM
Q19	NUMBER OF STUDENTS PER CLASS TURN AROUND TIME FOR RETURN OF EVALUATIONS
Q19	THE AMOUNT OF EFFORT PUT FORTH BY THE STUDENTS
Q19	TIME REQUIRED TO UNDERTAKE OTHER ASSIGNED TASKS. VOLUME OF TEXT TO ASSESS (FOR EXAMPLE, I USE SHORT ANSWER AND ESSAY QUESTIONS INSTEAD OF MULTIPLE CHOICE QUESTIONS ON TESTS AND EXAMS). IN-CLASS TIME AVAILABLE FOR ASSESSMENT.
Q19	SAME RESPOND AS BEFORE. AS A COORDINATOR, MY TIME IS NOT ALWAYS MY OWN. IF AN SOMETHING COMES UP UNEXPECTEDLY, AND IT ALWAYS DOES, MY EVALUATION TIME IS ALWAYS
Q19	TYPE OF EVALUATION END OF SEMESTER PROJECTS DEADLINE
Q19	NUMBER OF ASSIGNMENTS COMPLEXITY OF ASSIGNMENTS LENGTH OF ASSIGNMENTS
Q19	MAGAZINE WRITING MAY BE QUITE UNLIKE ANY OTHER COLLEGE COURSE. EACH STUDENTS WRITES AN ARTICLE ON A TOPIC NEGOTIATED WITH ME. THE ARTICLE MUST BE WRITTEN FOR A SPECIFIC CANADIAN MAGAZINE AND IS FULLY EDITED AND ASSESSED BY ME, AS THOUGH IT WAS GOING TO BE PUBLISHED BY THAT MAGAZINE. WHILE EARLY ASSIGNMENTS ON SMALL TOPICS OR SEGMENTS CAN TAKE APPROXIMATELY 20 MINUTES PER PERSON OF MARKING AND 10 MINUTES FACE TO FACE EXPLANATION AS WE PROGRESS THROUGH THE SEMESTER THE TIME REQUIRED AND THE DEGREE OF DIFFICULTY INCREASES. FOR THE FINAL ASSIGNMENT STUDENTS WRITE A PROPOSAL, DISCUSS IT WITH ME AND I MARK IT, THEY THEN WRITE A FIRST DRAFT (1500-2000 WORDS) ON WHICH I EDIT FULLY AND MAKE SUGGESTIONS FOR CHANGE AND IMPROVEMENT - EACH FIRST DRAFT TAKES APPROXIMATELY 3/4 OF AN HOUR TO EDIT, REVIEW AND MARK. STUDENTS OFTEN NEED TO DISCUSS THEIR ARTICLE WITH ME - EACH STUDENT CAN
Q19	COMPLEXITY OF THE ASSIGNMENT AMOUNT OF WRITTEN MATERIAL TO EVALUATE NUMBER OF
Q19	ALTHOUGH MUCH OF THE EVALUATION IS SWF'D AS 'IN PROCESS' THIS DOES NOT MEAN I GRADE STUDENTS IN CLASS. IT SIMPLY MEANS, THE WORK IS DONE IN CLASS AND MY EVALUATION IS DONE LATER BASED ON NOTES TAKEN IN CLASS. I STILL SPEND HOURS OUT OF CLASS DOING THE ACTUAL EVALUATIONS. IN OUR PROGRAM, STUDENTS ARE GIVEN INDIVIDUAL WRITTEN COMMENTS AS WELL AS FORMAL GRADES TO ENSURE THEY UNDERSTAND THE IMPLICATION OF THE NUMBER GRADE. I DO THIS ON A WEEKLY BASIS AS WELL AS AT THE END OF EACH SEMESTER - THIS TAKES HOURS AND HOURS OVER THE SEMESTER THAT IS NOT ACKNOWLEDGED AS 'EVALUATION'. SHOULD I COUNT IN THE HOURS PENT EACH WEEK
Q19	DISCUSSING INDIVIDUAL STUDENTS WITH OTHER FACULTY TO ENSURE I HAVE A BALANCED VIEW
Q19	NUMBER OF STUDENTS. WITH MY SUBJECT AREA I CANNOT EVALUATE STUDENTS TO EXTENT I WOULD LIKE TO AS THERE IS JUST NOT ENOUGH TIME. OUR TRADITIONAL CLASSROOM FORMAT AND APPROACH THAT FOCUSES ON CLASSROOM TEACHING.
Q19	THE SHEER NUMBER OF STUDENTS TO BE EVALUATED IN EACH SECTION ATTENTION TO THE DETAILS OF THE ASSIGNMENT (THIS IS A WRITING COURSE). SOMETIMES THIS HAS TO GO BY THE WAYSIDE TO COPE WITH THE VOLUME OF MARKING. TELLING STUDENTS WHERE THEY HAVE GONE WRONG, AND SUGGESTIONS ON HOW TO CORRECT IT, WITH THE WEAKEST STUDENTS
Q19	COMPLEXITY OF ASSIGNMENTS
Q19	OTHER RESPONSIBILITIES (CLASS PREPARATION) PERSONAL RESPONSIBILITIES (FAMILY NEEDS)

Q19	THE COMPLEXITY OF THE WORK THEY DO THE TECHNOLOGY THEY USE TO STORE AND PRESENT THEIR WORK NOT ENOUGH HOURS IN THE DAY
Q19	COURSE DEMANDS (PREP, REVISIONS ETC) STUDENT ISSUES FACULTY/ADMIN ISSUES
Q19	STUDENTS WHO HAVE EITHER MISSED CLASSES. HANDING IN ASSIGNMENTS LATE. STUDENTS
Q19	THE COMPLEXITY OF THE CONCEPTS TO BE LEARNED THE METHOD OF EVALUATION USED BE IT EITHER IN-CLASS OR TAKE HOME ASSIGNMENT. CLEARLY RUNNING A SCANTRON SHEET THROUGH A MACHINE TAKES CONSIDERABLY LESS TIME THAN MARKING INDIVIDUAL PROJECTS, CASES, WRITTEN EXAMS AND SUCH. THE NUMBER OF STUDENTS IN A SECTION. WHEN THE NUMBERS ATTENDING A CLASS APPROACH 30 IT IS PRACTICALLY IMPOSSIBLE TO SPEND ANY INDIVIDUAL TIME WITH STUDENTS, AT BEST SMALL GROUPS MIGHT RECEIVE A FEW MINUTES OF MY TIME. CLASSES OF 40 REQUIRE A BRIEF SAMPLING DURING IN-CLASS WORK TO ASSESS THEIR LEVEL OF COMPREHENSION AND MY ATTEMPTS AT CLARIFICATION ARE BROADCAST TO THE
Q19	STUDENT PREPARATION HOW MUCH FEED BACK IS NECESSARY THE ADMISSION STANDARDS
Q19	ARE TOO LAX AND STUDENTS ARE ALLOWED INTO THE PROGRAM THAT AREN'T UP TO THE
Q19	GRAMMAR NEATNESS OF DIAGRAMS AND SOLUTIONS SUSPECT CHEATING
Q19	OTHER PROGRAM RESPONSIBILITIES THE TIMING OF PROJECTS
Q19	AVAILABLE TIME AT THAT PARTICULAR TIME RELATIVE IMPORTANCE OF THE MATTER BEING EVALUATED TYPE OF MATTER BEING EVALUATED
Q19	CLASS SIZE. BEHAVIOR OF THE STUDENTS. STUDENTS ARRIVING LATE OR BEING ABSENT.
Q19	MIDTERM WEEK IS ALWAYS TIGHT
Q19	TOO MANY EMAILS OTHER DUTIES TOO MANY IN PERSON CONVERSATIONS
Q19	MARKING SHORT ANSWERS FOR THE ASSIGNMENTS
Q19	THE LENGTH OF THE ASSIGNMENTS GIVEN--HOW DETAILED AND HOW LONG IT TAKES TO MARK THEM THE TYPE OF EXAMS IE. MULTIPLE CHOICE ARE EASIER TO MARK AND TAKE LESS TIME.
Q19	OTHER COURSE RELATED WORK. BUNCHING UP OF WORKLOAD BOTH AT MIDDLE AND END OF TERM. COMMITMENT TO DETAILING CHANGES IN COURSE MATERIAL. NOTE THAT I DON'T THINK THAT THIS IS A BAD THING - RELEGATING WORK ON CHANGE TO NON-CONTACT PERIODS IS A GUARANTEE THAT VERY LITTLE CHANGE WILL OCCUR. OFTEN MATERIAL NEEDS TO BE DYNAMIC
Q19	NATURE OF COURSE CLARITY OF ASSIGNMENT OUTLINE STUDENT BEHAVIOR AND WORK ETHIC
Q19	THE AMOUNT OF CLASSROOM TIME THE LEARNING OUTCOMES THAT CORRESPOND TO THE EVALUATION THE NUMBER OF STUDENTS
Q19	ALL LABS ARE BEING EVALUATED - 5 LABS FOR MARKS, PLUS 4 TESTS PLUS 3 ASSIGNMENTS PLUS DAILY LABS PREPARATIONS OF INDIVIDUAL SCENARIOS FOR EACH STUDENT MARKING INDIVIDUAL SCENARIOS - RESEARCH ANSWER KEYS
Q19	CLASS SIZE TEST COMPLEXITY ANSWER TYPE
Q19	TOO MUCH TIME SPENT WITH STUDENTS WHO CHEAT/PLAGIARIZE PAPERS NOT ENOUGH TIME IN LABS FOR INDIVIDUAL STUDENT FEEDBACK
Q19	MISTAKES QUALITY OF PRESENTATION: SEQUENTIAL, ORDERLY OR DISORGANIZED NO
Q19	SIZE OF CLASS SEMESTER LEVEL OF CLASS
Q19	THE TYPE OF ASSIGNMENT THE QUANTITY OF ASSIGNMENTS OTHER RESPONSIBILITIES
Q19	POOR GRAMMAR MAKES THE MARKING AN EFFORT. THE LENGTH OF THE ASSIGNMENT HAVING AN APPROPRIATE RUBRIC
Q19	TIMING OF ASSIGNMENTS SECTIONS ALL DUE AT SAME TIME AS PER COURSE OUTLINE NOT ENOUGH TIME TO MARK WELL
Q19	SCANTRON MC QUESTIONS - LOW FEEDBACK HIGH TEACHER EFFICIENCY 10 PAGE WRITTEN PAPERS - HIGH FEEDBACK, LOW TEACHER EFFICIENCY IN CLASS GROUP PRESENTATIONS - MEDIUM FEEDBACK, MEDIUM TEACHER EFFICIENCY
Q19	I TEACH STUDIO COURSES FOR WHICH A LARGE PART OF THE EVALUATION IS "IN PROCESS" (AS THE SWF SAYS) WHICH IS NOT THE SAME AS "IN CLASS". THE STUDENTS COLONIZE MY BRAIN! MATH TEACHERS KNOW WHEN THEY'RE FINISHED WITH GRADING; FOR ME, THE PROCESS IS ONGOING. I THINK EVEN I WOULD BE SHOCKED TO ADD UP THE HOURS MY BRAIN IS ENGAGED IN THIS EVALUATION PROCESS. I KEEP A NOTEBOOK IN WHICH I RECORD NOTES ON EACH STUDENT WHEN SIGNIFICANT ISSUES ARISE IN THEIR JOURNALS, IN CLASS OR IN TUTORIALS. OF COURSE I ALSO KEEP RECORD BOOKS FOR ATTENDANCE AND ASSIGNMENTS. IN OUR PROGRAM, EACH TEACHER PROVIDES FOUR GRADES FOR EACH STUDENT, WHICH IS ENTERED INTO A WEIGHTED FORMULA. THE FOUR EVALUATION FACTORS ARE AN EXCELLENT WAY TO

Q19	QUANTITY OF WORK TO EVALUATE TIME SPENT PER EVALUATING PER ASSIGNMENT IS INHERENTLY LONG DUE TO THE NATURE OF THE COURSE WORK
Q19	NUMBER OF STUDENTS ACCESS TO EVALUATION TOOLS ACCESS TO ROOMS AND LABS
Q19	TYPES OF ASSIGNMENTS LEVELS OF ENGLISH OF THE STUDENTS
Q19	VERY POOR LANGUAGE SKILLS OF STUDENTS THE NEED TO GIVE MANY ASSIGNMENTS BECAUSE MY EXPERIENCE IS THAT FEWER, LARGER ASSIGNMENTS RESULT IN POOR PERFORMANCE. STUDENTS NEED A LOT OF MOTIVATION TO DO THE WORK THAT RESULTS IN THEIR
Q19	SPECIAL NEEDS STUDENTS PREVIOUS APTITUDE AND ABILITY. ATTITUDE OF STUDENT TO THE
Q19	CLASS SIZE NUMBER OF ASSIGNMENTS COMPLEXITY OF THE ASSIGNMENT
Q19	MARKING LAB REPORTS/TEST/QUIZ ANSWERING QUESTIONS AFTER CLASS
Q19	THE AMOUNT OF GRADING, ALL OF MY ASSIGNMENTS ARE ESSAY STYLE ASSIGNMENTS. THE MORE OF THEM THERE ARE THE WORSE IT IS.
Q19	TYPE OF STUDENT ASSIGNMENT: WRITTEN-RESPONSES VERSUS MULTIPLE-CHOICE QUESTIONS LENGTH OF STUDENT ASSIGNMENT: SHORT HOMEWORK OR MAJOR TERM-PROJECTS OR EXAMS QUALITY OF STUDENT RESPONSES: POOR RESPONSES NEED MORE COMMENTS.
Q19	TYPE OF ASSIGNMENT QUALITY OF ASSIGNMENT AMOUNT OF TIME TO COMPLETE ASSESSMENT AND WHEN GRADES ARE DUE.
Q19	SOMETIMES I FIND MYSELF CORRECTING INDIVIDUAL PROBLEMS WHICH RESULTS IN A TREMENDOUS AMOUNT OF LOST TIME. REFER TO STANDARD WORKLOAD PERCENTAGES ASSOCIATED WITH EVALUATION AND DISCIPLINE YOURSELF NOT TO EXCEED TO ALLOTTED TIMES. EVALUATION TIME CAN BE MANAGED. ADJUST ASSIGNMENTS AND TESTS TO REFLECT AN
Q19	CLASS SIZE THE COMPLEXITY OF THE PROJECTS THE FREQUENCY OF EVALUATIONS DONE
Q19	THE SHEER VOLUME OF STUDENTS. I TEACH AT THE UNIVERSITY OF GUELPH-HUMBER. AS A HUMBER FACULTY I DO NOT QUALIFY FOR A T.A. EVEN THOUGH I TEACH A COURSE THAT IS ABOVE THE NUMBER FOR WHICH A T.A. WOULD BE ASSIGNED IF I WAS A U OF G FACULTY. I AM SOLELY RESPONSIBLE FOR GRADING ALL STUDENTS' MATERIAL - VERY TIME CONSUMING AS ETHICALLY I STRONGLY BELIEVE IN PROVIDING A FULL AND DETAILED ASSESSMENT AS IT SUPPORTS STUDENT SUCCESS MY ROLE AS PROGRAM HEAD - THE MANY DUTIES, OFTEN NOT
Q19	AS A COORDINATOR, THE NUMBER OF STUDENTS I SEE EACH WEEK. LACK OF SUFFICIENT TIME TO PREPARE MORE VALID EVALUATION PIECES.
Q19	STUDENTS' WEAK WRITING ABILITIES COMPLEX ASSIGNMENTS, WHICH REQUIRE CRITICAL THINKING - MANY STUDENTS NOT PROFICIENT I GIVE A LOT OF FEEDBACK ON THE ASSIGNMENTS
Q19	POOR QUALITY OF ASSIGNMENTS HANDED IN. HAND WRITTEN, POOR GRAMMAR, SPELLING ..... DIVERSIFICATION OF POSSIBLE SOLUTIONS. CONTINUOUS LATE SUBMITTALS. NO
Q19	THE LENGTH OF THE WRITING THE NUMBER OF STUDENTS I HAVE THE FACT THAT MY STUDENTS ARE ALL LANGUAGE LEARNERS, SO ATTENTION TO LANGUAGE DETAILS IS IMPORTANT
Q19	ASSIGNMENT/TEST DUE DATES
Q19	SKILLED BASE COURSE THEREFORE A LOT OF MARKING STUDENTS RECEIVE WRITTEN FEEDBACK ON ALL WORK PREPARED BY THEM - EVEN THOUGH NOT EVALUATED
Q19	OTHER WORK THAT MUST GET DONE STUDENTS TIMETABLES NOT ALWAYS COMPATIBLE TO MY TIME SCHEDULED COURSE I TEACH IS ONLY 2 CLASS PERIODS PER WEEK PER SECTION - SHORT
Q19	DIFFICULTY OF MATERIAL REQUIRES WRITTEN TESTS; NOT MULTIPLE CHOICE EACH TEST REQUIRES CONSIDERABLE TIME FOR MARKING INDIVIDUAL RESPONSES HAVE TO BE MARKED
Q19	DEALING WITH PROGRAM ISSUES DEALING WITH SCHEDULING DEALING WITH E-MAIL, VOICE
Q19	QUANTITY OF WRITTEN MATERIAL PROVIDING INDIVIDUAL FEEDBACK PROVIDING IN DEPTH
Q19	MARKING ASSIGNMENTS AND GIVING APPROPRIATE FEEDBACK
Q19	CREATIVE PROJECTS REQUIRE ONE ON ONE CRITIQUE TIME CREATIVE PROJECTS REQUIRE REVIEW TIME NOT ALLOCATED OR RECOGNIZED BY MANAGEMENT INDIVIDUAL FEEDBACK TIME IN CLASSROOM WITH SO MANY STUDENTS IS DIFFICULT
Q19	CLASS TIME ALLOWED FOR SUBJECT DELIVERY LIMITS ME TO ONLY TWO EXAMS, SO I USE ASSIGNMENTS TO KEEP TRACK OF STUDENT PROGRESS. CLASSES WITH A LARGE "HANDS ON" COMPONENT OFFER MORE OPPORTUNITY FOR EVALUATION AND FEEDBACK.
Q19	CLASS PREP MARKING ADMINISTRATIVE
Q19	DEMANDS FROM OTHER COURSES NUMBER OF STUDENTS IN THE CLASS AMOUNT OF MATERIAL

Q19	PREPARING LECTURES OF READINGS APPROPRIATE TO DEGREE STUDENTS IDENTIFYING THE RELATIONSHIP OF THE SELECTED READINGS TO THE STRUCTURE OF THE COURSE CLARIFYING THE RELEVANCE OF THE READINGS TO THE ASSIGNMENTS
Q19	NUMBER OF TESTS/ ASSIGNMENTS STUDENT PERFORMANCE
Q19	WHETHER I AM TEACHING NEW COURSES OR COURSES I HAVE TAUGHT BEFORE - NEW COURSES TAKE LONGER FOR ME TO MARK ASSIGNMENTS AS IT TAKES LONGER TO GET A SENSE OF HOW THE CLASS IS DOING I DO NOT HAVE ASSIGNMENTS DUE EACH WEEK SO WHEN ASSIGNMENTS ARE HANDED IN I TRY TO BLOCK OFF BLOCKS OF TIME TO MARK IF I CAN'T GET LECTURE PREPARED FOR THE NEXT WEEK AHEAD OF TIME THEN I FIND IT MORE DIFFICULT TO JUGGLE MARKING AND LESSON PREPARATION - I HAVE A STANDARD GOAL TO RETURN ASSIGNMENTS/EXAMS WITHIN ONE WEEK BUT FIND THAT LATE ASSIGNMENTS MAKE THIS
Q19	CREATING EVALUATION WHICH MEETS WITH THE 'ACCREDITATION' STANDARDS CREATING A VARIETY OF EVALUATION METHODS THAT MEETS 1 GETTING THE 'PRODUCT' OUT OF THE
Q19	LE NOMBRE D'ÉLÈVES /GROUPE AVOIR DES ÉVALUATIONS & DÉVELOPPEMENT LES ABSENCES DES ÉTUDIANTS AU TEMPS PRÉVU D'ÉVALUATION ET OBLIGATION DE LEUR FAIRE REPRENDRE
Q19	NUMBER OF EVALUATIONS IN GIVEN COURSE TYPE OF EVALUATION (TESTS VS. ESSAYS) NUMBER OF STUDENT REGISTERED AND PARTICIPATING IN THE COURSE.
Q19	TEACHING A NEW COURSE LARGE NUMBER OF STUDENTS IN A RELATIVELY SMALL ROOM FORCES ME TO PREPARE 2 VERSIONS OF EACH EXAM IN ORDER TO AVOID PLAGIARISM SITUATIONS STUDENTS CALLING SICK THE MORNING OF A TEST MEANING I HAVE TO PREPARE SUPPLEMENTAL EXAMS. I AM VERY CONCERNED WITH PLAGIARISM AND REFUSE TO
Q19	LE NOMBRE D'ÉTUDIANTS PAR CLASSE LE TEMPS D'ÉVALUATION ACCORDÉ SUR MON FCT LA COMPLEXITÉ DU TRAVAIL & CORRIGER
Q19	COMPLEXITÉ DE LA MATIÈRE MÉTHODE D'ÉVALUATION PLANIFICATIONS ET EMPLOI DU TEMPS
Q19	THE NUMBER OF STUDENT PER CLASSROOM HAS A DIRECT IMPACT ON THE AMOUNT OF TIME I ALLOCATE EVALUATING EACH STUDENT THE TIME AVAILABLE IN CLASSROOM AS PER COURSE OR PROGRAM OUTLINE THE AMOUNT OF STUDENTS IN EACH PRACTICAL LAB SESSION HAS A
Q19	TIME LIMITS PLACED ON US BY THE COLLEGE FOR EVALUATION LEVEL OF WRITING NUMBER OF
Q19	LA QUANTITÉ DE MATIÈRE QUI DOIT ÊTRE ENSEIGNÉE DANS UNE PÉRIODE DE TEMPS TRÈS LIMITÉE. LA COUPURE, ANNÉE APRÈS ANNÉE, DU NOMBRE D'HEURE DANS UN PROGRAMME
Q19	LA COMPLEXITÉ DE LA MATIÈRE L'INTÉRÊT QUE CEUX-CI Y PORTENT
Q19	LE TEMPS DISPONIBLE LE NOMBRE D'ÉTUDIANTS INSCRITS LA LOURDEUR DE LA TÂCHE
Q19	NUMBER OF STUDENTS
Q19	THE NUMBER OF STUDENTS IN THE SECTION THE NATURE AND LEVEL OF THE COURSE HOW WELL THE INDIVIDUAL STUDENTS HAVE RETAINED AND UNDERSTOOD THE MATERIAL FROM THE
Q19	TOUJOURS DES PROJETS; TEMPS DE CORRECTION ÉLEVÉ VERSUS LE TEMPS ALLOUER. BEAUCOUP D'ÉLÉMENTS SUBJECTIFS. LE NOMBRE D'ÉTUDIANTS ET LE FACTEUR TEMPS SUR NOS FCT LE FCT NE RÉFLÈTE PAS LE TEMPS RÉEL POUR LA CORRECTION DE PROJETS.
Q19	RUSH TIMES DURING THE SEMESTER # OF STUDENTS/SECTIONS
Q19	STUDENT PROFILE (WEAKER STUDENTS, INTEREST AND MOTIVATION LEVELS, INTELLECTUAL ABILITIES, PRIOR ACADEMIC PREPARATION, AGE, ETHNIC BACKGROUND). COLLEGE EXPECTATIONS TO INCREASE GRADUATION RATIO AND RETAIN MORE STUDENTS. WORKFORCE
Q19	LA DIFFICULTÉ DE PRÉPARER UNE ÉVALUATION JUSTE ET ÉQUITABLE L'ADIFFICULTÉ DE PRÉPARER UNE ÉVALUATION PAS TROP DIFFICILE, MAIS ASSEZ. PRÉPARER UNE ÉVALUATION CELA DÉPEND DE LA NATURE DES TRAVAUX VARIE SELON LE TEMPS DU SEMESTRE (PLUS & LA MI-SEMESTRE ET & LA FIN)
Q19	NEED THE AGREEMENT AND COMMITMENT OF THE STUDENTS I'M READY TO HELP THEM IF THEY GIVE US SOME TIME TO HELP THEM
Q19	LA CORRECTION DES EXERCICES ET DES EXAMENS. LA DISCUSSION AVEC LES COLLÈGUES DU PROGRAMME SUR DES CAS PARTICULIERS, PAR EXEMPLE UN ÉTUDIANT QUI ÉPROUVE DES
Q19	STUDENT NUMBERS IN CERTAIN CASES JOB INTERFERENCE FROM OTHER DEMANDS OUTSIDE OF THE TEACHING FUNCTION

Q19	THE LIMITED AMOUNT OF TIME WE HAVE TO DELIVER THE MATERIAL. (SOMETIMES THE CLASSES ARE CANCELED BECAUSE THE FACILITY USED FOR THE CLASS IS BOOKED FOR ANOTHER FUNCTION, THEREFORE LESS TIME TO GET MATERIAL COVERED AND NO TIME TO GO OVER PAST TESTS AND ASSIGNMENTS. ALLOW THE STUDENTS TO SET UP MEETING TO DISCUSS THEIR MARKS ON AN INDIVIDUAL BASIS, THEREFORE TIME REQUIRED DEPENDS ON THE STUDENTS NEEDS. ALSO EXTRA TIME IS SPENT DOING PRE-EVALUATION FOR PRESENTATIONS, SO THAT I CAN HELP THEM DELIVER THE BEST PRESENTATION POSSIBLE AND NOT WAIT UNTIL AFTER TO GIVE THEM TIPS AND ADVICE. SOMETIMES THE ANSWERS ARE POSTED AND VERY LITTLE
Q19	WHETHER THE ASSESSMENT INVOLVES ESSAY ANSWERS OR IS PRIMARILY MULTIPLE CHOICE THE LEVEL OF WRITING AND GRAMMAR SKILLS DEMONSTRATED BY THE STUDENTS THE QUANTITY AND QUALITY OF WRITTEN ASSIGNMENTS ON THE COURSE
Q19	INTERRUPTIONS BY STUDENTS DROPPING IN TO COUNSELING. HOW BUSY WE ARE IN COUNSELING WHICH ALLOWS ME TO BLOCK OFF TIME.
Q19	CLASS SIZE NUMBER OF STUDENTS DOING SCIENCE COMPARED TO MATH. SCIENCE
Q19	NUMBER OF STUDENTS TYPE OF ASSIGNMENT USE OF AND REVISIONS OF RUBRICS
Q19	THE IMPORTANCE OF THE ASSIGNMENT. IF IT IS A LARGE ASSIGNMENT, WORTH A GREAT DEAL OF THE COURSE MARK, THAT STUDENTS HAVE INVESTED SIGNIFICANT TIME CREATING, I SPEND FAR MORE TIME GRADING. THE AMOUNT OF TIME I ACTUALLY HAVE IN A GIVEN WEEK. I RETURN ASSIGNMENTS PROMPTLY, IF THERE ARE SEVERAL IN ONE-WEEK LESS TIME MIGHT BE SPENT
Q19	COURSE PREPARATION WORKLOAD EXTENSIVE EVALUATION REQUIREMENTS FROM THE UNIVERSITY INTERPRETATION OF THE COMPETENCY EVALUATION TOOL
Q19	EVALUATING PRACTICAL SKILLS IS EXTREMELY TIME CONSUMING. TOO MANY STUDENTS IN ONE CLASS TO EVALUATE PRACTICAL SKILLS PROPERLY.
Q19	THE PORTION OF FORMATIVE ASSESSMENT (ADDING CORRECT ANSWERS OR SUGGESTING BETTER WAYS TO EXPRESS CONCEPTS) ON STUDENT PAPERS THE AMOUNT OF TIME THAT CAN BE DEDICATED TO "TAKE UP TESTS" VERSUS THE REQUIREMENT TO "COVER" A CERTAIN AMOUNT OF CONCEPTS DURING A TERM THE NUMBER OF STUDENTS REQUIRING ABOVE-AVERAGE INSTRUCTIONAL EFFORTS (INCLUDING FORMATIVE ASSESSMENT) TO GRASP A CONCEPT
Q19	TOO MUCH COURSE MATERIAL THAT MUST BE COVERED
Q19	STUDENTS FAILING TO FOLLOW INSTRUCTIONS STUDENTS NOT ATTENDING LECTURES STUDENTS MISSING CLASS OR ASSIGNMENTS
Q19	THE QUALITY OF THE STUDENT'S WORK. POORER PERFORMING STUDENTS WRITTEN WORK CAN TAKE 2 - 3 TIMES THE TIME OF A WELL WRITTEN ASSIGNMENT THE SIZE OF THE ASSIGNMENT. TERM PAPERS THAT ARE 7 -10 PAGES IN LENGTH TAKE CONSIDERABLY MORE TIME THAN A 10 MARK QUIZ. THE IMPORTANCE OF THE SKILL/TASK/CONCEPT IN RELATION TO PREPARING THE
Q19	THE CLASS SIZE - WITH LARGE NUMBERS IN A CLASS IT IS IMPOSSIBLE TO GIVE INDIVIDUAL FEEDBACK. THE FORMAT OF THE EVALUATION PIECE - IT IS WRITTEN WORK WHICH REQUIRES
Q19	TOO MUCH CONTENT TO COVER OVER SEMESTER
Q19	METHOD USED NUMBER OF STUDENTS NUMBER OF EVALUATIONS
Q19	THE AMOUNT OF MARKING/EVALUATION THE SIZE OF THE EVALUATION PIECE THE WEIGHT OF THE PIECE IN THE OVERALL EVALUATION SCHEME OF THE COURSE
Q19	SIZE OF ASSIGNED WORK FOR EVALUATION DO NOT "TEST" - PREFER APPLIED DEMONSTRATION OF WORK THEREFORE LONGER TIME DEVOTED TO MARKING PROVIDING FEEDBACK TO ASSIST STUDENTS IN SKILL AND KNOWLEDGE GROWTH
Q19	NUMBER OF STUDENTS IN EACH SECTION ADMINISTRATIVE DEMANDS DURING THE WEEK
Q19	ASSESSING THEIR ABILITY TO INTERPRET THE INFORMATION TRYING TO ASSIST THEM WITH THEIR GRAMMATICAL SKILLS.
Q19	CLASS SIZE ABSENTEEISM
Q19	THE TYPE OF ASSIGNMENT THE NUMBER OF STUDENTS THE NEED FOR FEEDBACK
Q19	I GIVE UP CONSIDERABLE PERSONAL TIME TO ENSURE THE EVALUATION IS MEANINGFUL--FAR MORE TIME SPENT THAN ATTRIBUTED ON SWF NUMBER OF STUDENTS--I EVALUATE 200 STUDENTS A SEMESTER WEBCT ENHANCES EVALUATION
Q19	NUMBER OF STUDENTS. LARGER CLASS SIZES MEAN MORE TIME SPENT MARKING ESSENTIAL
Q19	REALISTIC EVALUATION IN APPLIED SCIENCES IS EXTREMELY TIME-CONSUMING AWARDED PART MARKS FOR COMPLEX ANSWERS IS TIME-CONSUMING, BUT VALUABLE FOR STUDENTS. TECHNICAL SOPHISTICATION REQUIRED AND EXPECTED

Q19	EACH ASSIGNMENT TAKES ABOUT 10 - 15 MINUTES TO COMPLETE WHICH IS FAR BEYOND THE SWF MAXIMUM. BECAUSE POST-SECONDARY STUDENTS ARE GENERALLY UNPREPARED FOR THE STRINGENT COPY EDITING REQUIREMENTS OF THE WORK, WRITTEN FEEDBACK IS EXTENSIVE. THE DEMANDS OF OUR NEWSROOM MEANS THAT I MUST DO ALL MY EVALUATION AT
Q19	FACULTY OFFICE SHARED BY 7 PROFESSORS; SITUATION MEANS ALMOST 100% OF EVALUATION IS DONE ON MY "OWN" TIME OUTSIDE REGULAR BUSINESS HOURS DUTIES INCLUDE TEACHING AND PROGRAM COORDINATION -- TIME SPENT AT MEETINGS MEANS MOST ALL STUDENT EVALUATION IS DONE ON MY "OWN" TIME AT HOME WEEKENDS AND EVENINGS OFFICE SET-UP MEANS FACULTY ARE CONSTANTLY "ON-CALL" BY STUDENTS DURING REGULAR HOURS (8:30 A.M.
Q19	MY TIMETABLE STUDENT TIMETABLE ABILITY TO MEET ONE ON ONE WITH STUDENTS
Q19	LENGTH OF ASSIGNMENTS (I.E. NUMBER OF PAGES, ETC.) NUMBER OF ASSESSMENT ITEMS. MEETING WITH STUDENTS
Q19	TIME AVAILABILITY REQUIREMENTS OF THE CURRICULUM AT THE PARTICULAR TIME
Q19	NUMBER OF STUDENTS IN CLASS PROGRAM DEMANDS ADMINISTRATIVELY WE DO TEAM STUDENT AT RISK EVALUATIONS WHICH IS VERY HELPFUL
Q19	ADMINISTRATIVE DEMANDS STUDENT NEED PURSUIT OF ADEQUATE RESOURCES TO MAKING DETAILED COMMENTS GETTING MARKING DONE QUICKLY SO COMMENTS MAY BE DIGESTED AND APPLIED TO THE NEXT ASSIGNMENT
Q19	NUMBER OF ASSIGNMENTS NUMBER OF STUDENTS NATURE OF ASSIGNMENTS
Q19	TYPE OF ASSIGNMENT. COMPLEXITY OF THE ASSIGNMENT.
Q19	ADMINISTRATIVE RESPONSIBILITIES LOADING OF COURSES THAT ARE EVALUATION HEAVY TIME AT THE END OF THE DAY RUNS OUT
Q19	NUMBER OF STUDENTS TYPE OF ASSIGNMENT OR TEST (ESSAY VERSUS MULTIPLE CHOICE) AMOUNT OF ONE-ON-ONE TIME REQUIRED FOR EVALUATION
Q19	PROVIDING SUFFICIENT FEEDBACK TO HELP THEM IMPROVE MARKING NUMERICAL PROBLEMS REQUIRES FOLLOWING INCORRECT WORK THROUGH TO IDENTIFY WHERE THEY WENT WRONG AND TO ASSIGN PART MARKS ELECTRONIC SUBMISSIONS IN EXCEL ARE ALSO MARKED FOR
Q19	TYPE OF EVALUATIONS (M/C IS QUICKER TO EVALUATE BUT MUCH HARDER TO WRITE)
Q19	SHEER NUMBERS TYPE OF ASSESSMENT TOOL MY OWN OBSESSION WITH GIVING CLEAR, ADMINISTRATIVE DISRUPTIONS, REQUESTS AND TRIVIA. HAVING TO DOCUMENT THE ACTIONS OF
Q19	PROBLEM STUDENTS. (PYA) TOO MANY STUDENTS, NAMES, FACES UNKNOWN.
Q19	NUMBER OF STUDENTS ESSAY NATURE OF THE ASSIGNMENTS LENGTH AND SIZE OF THE NATURE OF THE EVALUATION TOOL I.E. ESSAY VS SHORT ANSWER HOW GOOD OR POOR THE
Q19	STUDENT'S WORK IS I.E. MORE TIME IF SUBMISSION IS POORLY DONE
Q19	TIME AVAILABLE. WITH NO TIME MY EVALUATION CHANGES. WITH MORE TIME I CAN EVALUATE WORK PROPERLY NOT JUST A CURSORY GLANCE.
Q19	THE NUMBER OF STUDENTS IN THE CLASS FINDING GOOD EVALUATION METHODS THAT DO NOT TAKE AWAY TOO MUCH FROM IN CLASS LEARNING TIME
Q19	STRUCTURE OF THE TESTS AND PRECISELY WHAT THE TEST IS TO EVALUATE. EG MULTIPLE CHOICE TESTS SHOW ONLY RANKING WITHIN THE GROUP BUT COMPLEX PROBLEMS SHOW THE THOUGHT PROCESSES BEHIND THE ANSWER AND ALLOW ME TO AWARD PARTIAL MARKS. THEY ALSO ALLOW ME TO POINT OUT THE ERRORS WITHIN THE STUDENT'S SOLUTION THUS HELPING THEM IMPROVE THEIR PERFORMANCE. LABORATORY REPORTS ALLOW ME TO SEE THE
Q19	STUDENTS ORGANIZATIONAL AND COMMUNICATION SKILLS. THEY ALSO ALLOW ME TO POINT THE STUDENTS PROPER ENGLISH AND GRAMMAR SKILLS. THE STUDENT'S POOR MATHEMATICAL
Q19	SKILLS. THE STUDENT'S POOR SPELLING, LEAVING ME SEARCHING FOR WHAT THEY MEAN ON THEIR REPORTS AND TESTS/EXAMINATIONS.
Q19	CHECKING FOR PLAGIARISM TYPE OF ASSIGNMENT NUMBER OF STUDENTS
Q19	TIME TIME TIME
Q19	IF THERE IS A TEST THAT WEEK IF THERE IS AN ASSIGNMENT THAT WEEK IF I HAVE TO PREPARE
Q19	EVALUATION TIME INCREASES AS THE END OF TERM APPROACHES
Q19	ACTUAL CONTACT TIME. PREPARATION TIME LARGE NUMBER OF STUDENTS TO EVALUATE.
Q19	NUMBER OF STUDENTS IN THE CLASSROOM LEVEL OF EVALUATION REQUIRED IE)WRITTEN CASE EVALUATION VERSUS MULTIPLE CHOICE NUMBER OF TESTS, ASSIGNMENTS GIVEN
Q19	MEETINGS..... RESPONDING TO MANAGEMENT QUESTIONS AND SUPPORT STAFF DEMANDS
Q19	INTERNET CONNECTION AT THIS COLLEGE NOT AT THE LEVEL TO SUPPORT THE PERFORMANCE



Q19	READING PREPARATION RECORDING
Q19	VOLUME OF MARKING AT ONE TIME - # OF STUDENTS, AND WANTING TO PROVIDE OPPORTUNITIES FOR INDIVIDUAL ASSIGNMENT EFFORTS - WHICH INCREASES MARKING INCREASE IN NUMBER OF STUDENTS REQUIRING EXTRA TIME AND HELP WITH THEIR ASSIGNMENTS AND TEST REVIEWS INCREASE IN NUMBER OF STUDENTS WHO STRUGGLE AND I
Q19	THE TYPE OF ASSESSMENT USED THE TIMING OF ASSESSMENT THE LOCATION AND ASSESSMENT OF EVALUATION - IN CLASS , HANDS ON OR OUT OF CLASS SCAN TRON
Q19	FIRST OF ALL, I REBEL AND MAKE A COMMENT ON AN EARLIER QUESTION. MY ANSWER TWO QUESTIONS AGO WAS "NEITHER" -- I WOULD HAVE PREFERRED TO ANSWER BOTH. I DO NOT SEEN THIS AS AN AMERICAN POLAR OPPOSITE DIVIDE AND USE BOTH, TO VARYING DEGREES, DEPENDING ON THE COURSE BEING TAUGHT AND THE PROGRAMME(S) THE COURSE IS BEING DELIVERED TO. ANOTHER PROBLEM WITH YOUR SURVEY IS THAT IT ASSUMES THAT ALL FACULTY TEACH ONLY A SINGLE COURSE TO A SINGLE PROGRAMME. STYLE OF EVALUATION: FOR THE COURSES I AM TEACHING THIS SEMESTER THAT I HAVE USED AS THE BASIS OF MY ANSWERS ON THE SURVEY -- I SPEND MORE TIME EVALUATING MY STUDENTS. THESE COURSES HAVE EVALUATION FOR IN-CLASS PARTICIPATION, IN-CLASS GROUP PRESENTATION, A WRITTEN ASSIGNMENT, AND ESSAY/SHORT ANSWER TESTS. THAT SAID, THIS IS AN ISSUES ORIENTED COURSE ABOUT TECHNOLOGY AND ITS SOCIAL IMPACT. BECAUSE TECHNOLOGY CONTINUES TO
Q19	LACK OF EXPERTISE ON SUBJECT MATERIAL
Q19	TIME SPENT WITH STUDENTS NUMBER OF TESTS GIVEN
Q19	MAPLETA HAS ALLOWED A FASTER REVIEW OF STUDENTS' EFFORTS AND HOMEWORK ACTIVITIES SOME MUST BE DONE ONLINE WHICH IS SLOW AT TIMES. PRINTED ASSIGNMENTS CAN BE
Q19	COSTLY TO PRINT MISTAKES.
Q19	SIZE OF THE ASSIGNMENTS NO OF STUDENTS
Q19	TYPE OF COURSE TYPE OF ASSIGNMENT NUMBER OF STUDENTS
Q19	HAVING ENOUGH TIME TO REVIEW AND IMPROVE EVALUATION TOOLS HAVING THE CLASS TIME TO GO OVER EVALUATIONS.
Q19	NUMBER OF STUDENTS PER CLASS THE COMPLEXITY OF THE ASSIGNMENT/TEST WHAT OTHER RESPONSIBILITIES I HAVE AT THE SAME TIME
Q19	REALITY. MCQ EXAMS ARE NO PROBLEM OBVIOUSLY. LABS ARE ANOTHER STORY AND REQUIRED A HUGE AMOUNT OF TIME TO MARK. LABS RUN EACH WEEK AND ONE LAB REQUIRES 3-4 HOURS TO MARK, TIMES NUMBER OF WEEKS PER TERM. COURSE CONTENT - COVERING A QUANTITY OF MATERIAL IN ORDER TO EVALUATE. EQUIPMENT - MORE EQUIPMENT IS NEEDED.
Q19	TYPE OF EVALUATION REQUIRED BASED ON THE COURSE OUTCOMES (PRACTICAL EXAM) TIME ALLOCATED IN CURRICULUM
Q19	WEAK STUDENTS TAKE UP MOST OF THE TIME SO GOOD STUDENTS RECEIVE LESS TIME STUDENTS ABSENT FROM CLINICAL YET CAN NOT MAKE UP TIME ABSENCE OF SKILLS IN
Q19	NUMBER OF STUDENTS WRITTEN TYPE QUESTIONS PREPARING AN EXCELLENT, DEFENSIBLE RUBRIC FOR EACH WRITTEN ANSWER
Q19	TYPE OF EVALUATION TOOL - ASSESSMENT OF ESSAY/LAB ANALYSIS IS LABOUR-INTENSIVE TIME AVAILABLE - THE MORE COURSES OR STUDENTS I HAVE, THE LESS LIKELY I AM TO CHOOSE ESSAY TYPES OF EVALUATIONS BECAUSE THE CURRENT ATTRIBUTED FACTOR IS INSUFFICIENT. ONE ESSAY OR SHORT ANSWER TEST TAKES 20 - 30 MINUTES TO MARK, BUT THE ATTRIBUTED TIME IS FAR LESS. AVAILABILITY OF ESTABLISHED EVALUATION TOOLS FOR THIS COURSE - TAKES FAR LONGER TO CREATE A M/C TEST FROM SCRATCH THAN TO MODIFY PREVIOUSLY
Q19	NUMBER OF STUDENTS
Q19	TYPE OF EVALUATION; MIDTERM OR FINAL - MORE TIME REQUIRED FOR MIDTERM FIRST TIME TEACHING THE COURSE/LEVEL WHETHER THE STUDENT IS PASSING OR FAILING THE COURSE

	EVALUATION WORKLOAD RUNS IN PHASES - MIDCOURSE AND FINAL EVALUATIONS (PARTICULARLY IN CLINICAL COURSES WHICH IS THE COURSE I AM REFERRING TO IN THIS SURVEY) REQUIRE EXTENSIVE AND DETAILED EVALUATION AT THESE TIMES, BASED ON MULTIPLE ASSIGNMENTS AND PERFORMANCE ASSESSMENTS DURING THE ROTATION WITH CLINICAL COURSES BEING PASS OR FAIL, IT REQUIRES EXTENSIVE DOCUMENTATION TO SHOW A PATTERN OF UNSAFE AND INCOMPETENT BEHAVIOUR TO FAIL A STUDENT, ALONG WITH DEVELOPING AND FOLLOWING UP ON LEARNING STRATEGIES TO TRY TO PROMOTE SUCCESSFUL COMPLETION. THEREFORE THE AMOUNT OF TIME FOR EVALUATION INCREASES EXPONENTIALLY
Q19	IF A CLINICAL GROUP CONTAINS MORE THAN ONE WEAK STUDENT. IN CLINICAL COURSES THE
Q19	AMOUNT OF MARKING COORDINATING ON TOP OF TEACHING PROJECT WORK ON TOP OF
Q19	NUMBER OF STUDENTS AND COURSES HAVING ONE WEAK STUDENT IN A GROUP TAKES TIME
Q19	AWAY FROM OTHER STUDENTS OTHER DEMANDS ON MY TIME DUE TO COORDINATING AND
Q19	TEACHING TIME MARKING PAPERS COURSE PLANNING BEFORE NEXT TERM
	REDUCED NUMBER OF HOURS STUDENTS SPEND IN THE CLINICAL AREA UNDER MY SUPERVISION DUE TO DECREASE IN CLINICAL SPACES SO THEY ARE SENT OUT TO COMMUNITY FOR 2 WEEKS OF A 7 WEEK COURSE NUMBER OF STUDENTS WHO MEET MINIMUM LEVELS OF PERFORMANCE AND NEED MORE ATTENTION TO THE DETRIMENT OF STRONG STUDENTS WHO END UP BEING
Q19	LEFT ON THEIR OWN MORE HAVING A HIGHER NUMBER OF STUDENTS IN A GROUP WITH
Q19	STUDENTS OWN COMMITMENT TO EXCEL IN THE PROGRAM STUDENTS COGNITIVE AND
Q19	LANGUAGE LEVEL AVAILABILITY OF STUDENT TIME
Q19	TIMING IN SEMESTER OTHER COURSE REQUIREMENTS ASSIGNMENTS
Q19	NUMBER OF WRITTEN ANSWERS IN THE EVAL NUMBER OF MEETINGS I HAVE WITH STUDENTS
	SOME WEEKS THERE ARE MAJOR TESTS, WHICH TAKE MORE TIME. NEARLY EVERY WEEK THERE IS A PROBLEM SET OR ASSIGNMENT, THESE TAKE A VARIABLE AMOUNT OF TIME TO GRADE. LAB
Q19	PROJECTS ARE GRADED OUTSIDE OF CLASS, THIS TIME VARIES ACCORDING TO THE PROJECT
Q19	FAMILY LIFE MY MOOD OTHER WORK (E.G., PREP)
	LARGE CLASS SIZE DIVERSITY OF STUDENTS - DIFFERENT PROGRAMS, ACADEMIC LEVELS,
Q19	COMPUTER LITERACY NUMBER OF CONTACT HOURS
	GOOD TESTING REQUIRES IN-DEPTH TESTING QUESTIONS (E.G. WORKING THROUGH A PROBLEM)
Q19	NOT SIMPLE YES/NO ANSWERS - THESE TAKE TIME TO MARK
Q19	COMPLEXITY OF ASSIGNMENTS NUMBER OF STUDENTS
	ONGOING LESSON PREPARATION AND ADDITIONAL READING ADMINISTRATIVE PAPERWORK
Q19	BEST TESTING PRACTICES AND NUMBER OF STUDENTS PER COURSE.
	INCREASING NUMBER OF QUIZZES ASSIGNING PART MARKS WRITING EXPLANATIONS THAT WILL
Q19	HELP THE STUDENT TO UNDERSTAND WHERE THEY WENT WRONG
	QUANTITY OF STUDENTS ASSIGNED BY MANAGER. NEEDLESSLY COMPLEX AND LARGELY
Q19	USELESS GRADING METHODOLOGY DEMANDED BY MANAGER QUANTITY OF COURSES
	THE NUMBER OF STUDENTS. ALTHOUGH THIS NUMBER VARIES BY YEAR AND COURSE, WE
	OFTEN HAVE VERY LARGE SECTION SIZES. IT IS REALLY HARD TO MARK 100 ASSIGNMENTS AND
	PROVIDE TIMELY FEEDBACK WHILE TEACHING 13-15 COURSE HOURS PER WEEK AND PREPARING
	FOR, DELIVERING, AND EVALUATING MULTIPLE COURSES. THE REQUIREMENTS TO HELP
	STUDENTS ACHIEVE THE LEARNING OUTCOMES. THIS SHOULD ALWAYS BE THE NUMBER ONE
Q19	ANSWER BUT IT SOMETIMES FALLS DUE TO TIME CONSTRAINTS. THE "DIRECTED" APPROACH TO
Q19	EVALUATION GIVEN ON THE SWF. ALTHOUGH I OFTEN DISREGARD THIS (AND DO WHAT IS RIGHT
Q19	OTHER RESPONSIBILITIES
Q19	TYPE OF EVALUATION EX. ESSAY/PROJECT LEVEL OF STUDENT COURSE LEVEL OF DIFFICULTY
Q19	THE NUMBER OF STUDENTS TYPE OF EVALUATION
	WHETHER OR NOT THEY FINISH THEIR TASKS ON TIME HOW WELL WE HAVE PLANNED THE
Q19	EVALUATION WHETHER OR NOT I AM ORGANIZED ENOUGH - I THINK THIS IS A WEAK AREA FOR
Q19	PREPARING COURSE MATERIAL TO ENSURE THAT IT IS CURRENT MARKING AND EVALUATING
Q19	CREATING TESTS WITH ANSWERS MARKING TESTS PROCTORING
Q19	WORKLOAD NUMBER OF STUDENTS IN THE CLASS
Q19	TYPE OF EVALUATION
	NUMBER OF STUDENTS IN THE CLASS NATURE OF THE COURSE ASSESSMENTS (ESSAY
Q19	ANSWERS REQUIRE MORE TIME TO EVALUATE) HOW WELL THE STUDENTS HAVE GRASPED THE

	INADEQUATE PRIOR TRAINING AND ACHIEVEMENT BY STUDENTS IN THE PREPARATION OF WRITTEN WORK THAT CAN, WITH NORMAL COLLEGE LEVEL POLISHING, ACHIEVE A PROFESSIONAL STANDARD - END UP BEING CHALLENGED TO OFFER EDITORIAL HELP IN TOO MANY INSTANCES PREPARATION OF WELL-TAILORED ASSESSMENTS THAT ADDRESS THE TOPICS THAT PROVE DIFFICULT TO STUDENTS AND FOR WHICH TRADITIONAL "OBJECTIVE-TYPE" ASSESSMENT IS NOT PROVIDING EITHER DIAGNOSTICS OR A CHALLENGE TO STUDENTS THAT THEY THINK CREATIVELY AND CRITICALLY. STUDENTS DEPEND ON OUTSIDE EMPLOYMENT - UP TO 40 HRS/WEEK - TO MAKE ENDS MEET. IT MEANS THAT THEY ARE CHRONICALLY IN NEED OF
Q19	ADMINISTRATIVE DUTIES PREPARING FOR OTHER COURSES SLEEP, FAMILY COMMITMENTS
Q19	THE FIRST PART OF THE SECOND SEMESTER STUDENTS ARE TAUGHT HOW TO WRITE A RESEARCH REPORT. THERE IS NOT MUCH TIME SPENT EVALUATING STUDENTS' EFFORT. AT THE END OF THE SEMESTER WHEN THE STUDENTS SUBMIT THEIR RESEARCH REPORTS CONSIDERABLE AMOUNT OF TIME IS SPEND READING AND THEN ASSESSING THE WRITTEN RESULT. SOMETIMES THE COLLEGE WANTS THE MARKS IN A FEW DAYS AFTER COMPLETION OF
Q19	AMOUNT OF CONTENT IN ONE PROBLEM (ACCOUNTING COURSE) 50+ STUDENTS IN AN ACCOUNTING COURSE. I HAVE BEEN USING SOFTWARE PROVIDED BY THE PUBLISHER. STUDENTS COMPLETE ALL OF THEIR ASSIGNMENTS ONLINE, AND THEY GET IMMEDIATE FEEDBACK. IT REDUCES THE AMOUNT OF TIME GRADING BY WELL OVER 50%. I CAN CHECK ON
Q19	QUALITATIVE ASSESSMENT, I.E. OF WRITING, TAKES LONGER CONNECTING ASSESSMENTS TO ACHIEVE ROUNDED VIEW/PATTERN FOR INDIVIDUAL STUDENTS TO GUIDE EVALUATIVE
Q19	MEETINGS WITH STUDENTS MEETINGS WITH COLLEGE STAFF AND/OR MANAGEMENT ANCILLARY DUTIES (E.G. COORDINATOR SHIP)
Q19	AMOUNT OF MATERIAL STUDENTS ARE TESTED ON COMPLEXITY OF LAB
Q19	THE NUMBER OF STUDENTS IN THE CLASS THE RELEVANCE AND SUITABILITY OF THE ASSIGNMENT THE DIFFICULTY OF THE MATERIAL FOR THE STUDENTS
Q19	ASSESSMENT FORMAT LENGTH OF ASSIGNMENT NUMBER OF STUDENTS
Q19	PREPPING FOR CLASS HELPING STUDENTS HELPING FACULTY & STAFF
Q19	LENGTH OF SEMESTER NATURE OF COURSE, PRACTICAL VS THEORY
Q19	VARIETY OF RESPONSES
Q19	CREATING EVALUATION METHODS. MARKING TESTS AND EXAMS. TESTING LAB ASSIGNMENTS/PRACTICAL WORKS AND EVALUATING/MARKING LAB REPORTS
Q19	EVALUATION STRATEGY
Q19	ALLOTTED TIME FOR EVALUATION NUMBER OF STUDENTS ENROLLED IN CLASS ACADEMIC STRENGTHS AND WEAKNESS OF CLASS STUDENTS
Q19	CAN'T UNDERSTAND THERE WRITING STUDENTS ARE VERY UNORGANIZED THEY SUBMIT
Q19	THE COMPLEXITY OF THE ASSIGNMENT BEING MARKED ENSURING THAT SCENARIO TESTING IS MARKED OBJECTIVELY WHILE MAXIMIZING THE MARKS EARNED THE LENGTH OF THE
Q19	NUMBER OF STUDENTS TYPE OF SKILL BEING EVALUATED VERBAL, WRITTEN OR
Q19	COMPLEXITY OF ASSIGNMENT. AMOUNT OF TIME REQUIRED FOR OTHER DUTIES AND
Q19	COORDINATORS DUTIES FACULTY MEETINGS
Q19	CLASS SIZE PRACTICAL VS THEORY TESTING
Q19	TYPE OF EVALUATION (MULTIPLE CHOICE VS SHORT ANSWER) NUMBER OF COURSES I TEACH EACH TERM NUMBER OF STUDENTS IN MY COURSES
Q19	INDIVIDUAL FEEDBACK ON EACH ASSIGNMENT NUMBER OF ASSIGNMENTS AND TYPE OF ASSIGNMENT NUMBER OF STUDENTS
Q19	LATE SUBMISSIONS, OUT OF SYNC REQUIRES TASK SWITCHING, FINDING MARKING GUIDES. IF IT'S A WEEK WHEN I'M PREPARING SEVERAL NEW LESSONS, THERE'S LESS TIME FOR EVALUATING THAT WEEK. THE DETAILED ANALYSIS IT TAKES TO MARK RESEARCH PAPERS FOR DOCUMENTATION, GRAMMAR, PUNCTUATION, SPELLING, UNITY, COHERENCE, LOGIC, TRANSITIONAL, ESSAY TECHNIQUES ETC. FOR SKILL LEVEL IN ONE PAPER IS TIME-CONSUMING
Q19	THE NUMBER OF PROJECTS OR ASSIGNMENTS
Q19	UNNECESSARY MEETINGS HEAVY EVALUATION WORKLOAD ADMINISTRATIVE REQUESTS FOR MARKING ASSIGNMENTS/REPORTS/TEST EXPLAINING TO STUDENTS AFTER CLASS WHY THEY RECEIVED THE GRADE THEY DID. WORKING WITH STUDENTS TO HELP THEM OBTAIN THE
Q19	OUTCOMES THEY REQUIRE TO PASS THE CLASS AGAIN OUTSIDE OF CLASS TIME.

Q19	TIME IS THE BIGGEST FACTOR - I HAVE ASSIGNMENTS/PROJECTS THAT TAKE A VERY LONG TIME TO EVALUATE - 1 HOUR PER ASSIGNMENT - THEREFORE, I NEED TO BALANCE THIS WITH HAVING TESTS THAT ARE OBJECTIVE WHEN I WOULD PREFER TO HAVE TESTS THAT ARE A MIXTURE OF OBJECTIVE AND SHORT-ANSWER; SWF FORMULA DOES NOT GIVE APPROPRIATE WEIGHT TO REFLECT THIS OVERALL RESPONSIBILITIES WHEN AT WORK; ALTHOUGH I WORK REGULAR HOURS, I DO ALL OF MY MARKING AFTER HOURS WHEN I'M NOT DISTRACTED BY PHONE CALLS, EMAILS, STUDENT MEETINGS, ETC. AMOUNT OF ASSIGNMENTS THAT REQUIRE EVALUATION IN
Q19	THE BETTER A STUDENT UNDERSTANDS THE MATERIAL, THE LESS TIME IS TAKEN IN EVALUATION. HIGHER PROGRAM LEVELS RESULT IN LONGER EVALUATION TIME.
Q19	TYPE OF EVALUATION TOOL NUMBER OF STUDENTS TYPE OF COURSE
Q19	AMOUNT OF COURSE CONTENT THAT MUST BE DELIVERED IMPACTS TIME AVAILABLE FOR EVALUATION AMOUNT OF TIME SPENT DOING OTHER PREPARATORY WORK, COMMITTEE WORK, CONTACT TIME, VOLUNTEER WORK IMPACTS ABILITY TO MEET ONE-ON-ONE WITH STUDENTS TO
Q19	DEPENDS ON WHAT EVENTS WE HAVE GOING ON. TIME OF YEAR
Q19	THE LENGTH OF TIME TO MARK ONE INDIVIDUAL ASSIGNMENT TAKES A LOT OF TIME, BECAUSE OF THE TECHNICAL NATURE OF THE SOLUTIONS AND THE COMPLEXITY OF THE QUESTIONS. MY PREPARATION TIME IS ALWAYS IN THE WAY BECAUSE THE NATURE OF THE COMPUTING FIELD IS EVER CHANGING AND THE STUDENTS WANT TO BE DELIVERED THE STATE OF THE ART
Q19	STUDENT APPOINTMENTS ONE-ON-ONE CREATING A FAIR EVALUATION INSTRUMENT CREATING MULTIPLE COPIES OF THE SAME INSTRUMENT IN ORDER THAT MULTIPLE SECTIONS DON'T HAVE THE SAME TEST AND STUDENTS WHO ARE ABSENT DON'T HAVE THE SAME TEST. STUDENT ATTENDANCE SIZE OF CLASSROOM, THE MORE STUDENTS THE LONGER IT TAKES TO
Q19	AMOUNT OF WORK SUBMITTED FOR EVALUATION ON A DAILY/WEEKLY BASIS (SOME DAYS/WEEKS ARE HEAVIER THAN OTHERS) TYPE OF WORK SUBMITTED (ESSAYS TAKE MORE TIME TO
Q19	WORKLOAD - AMOUNT OF ASSIGNMENTS WORKLOAD STUDENT NUMBERS WORKLOAD
Q19	TYPE OF ASSESSMENT (ESSAY, SHORT ANSWER, FILL IN THE BLANKS, LAB ASSIGNMENT...) CLARITY OF THE RESPONSES. SOMETIMES IT'S DIFFICULT TO FOLLOW STUDENTS' SPELLING, GRAMMAR, LEGIBILITY OR LOGIC NUMBER OF STUDENTS IN EACH CLASS
Q19	COURSE DEADLINES AND EXPECTATIONS OF COVERING COURSE OVER WEEKS AVAILABLE DOES NOT ALLOW INDIVIDUAL STUDENT ASSESSMENT OTHER THAN TESTS, ASSIGNMENTS ETC...LITTLE 1:1 UNLESS THERE ARE CONCERNS. ASSIGNMENT TAKE MORE TIME TO MARK THAN
Q19	TECHNICAL COMPLEXITY NUMBER OF STUDENTS SPECIAL NEEDS CONSIDERATIONS
Q19	TIME REQUIRED TO EFFECTIVELY REVIEW ALL ASSIGNMENTS AND PROVIDE INPUT CLASS SIZE: TOO MANY STUDENTS DOES NOT ALLOW FOR SOME IN CLASS ACTIVITIES/FEEDBACK
Q19	TYPE OF EVALUATION , IE WRITTEN TEST FIELD TEST, ESSAY , ASSIGNMENT CAN PREVIOUSLY USED ASSESSMENT TOOLS BE REUSED NUMBER OF STUDENTS AND TIME REQUIRED TO
Q19	NUMBER OF STUDENTS
Q19	CLASS PREP TIME EXAM PREP TIME OTHER JOB RELATED DUTIES
Q19	LEVEL OF STUDENT SUCCESS TYPE OF LEARNING BEING EVALUATED (STATING SIMPLE FACTS / PROBLEM-SOLVING CASE STUDIES) COMPLEXITY OF MATERIAL
Q19	DEPARTMENT MEETINGS STUDENT ISSUES
Q19	NUMBER OF STUDENTS TYPE OF EVALUATION BEING USED LENGTH OF EVALUATION TOOL
Q19	CLASS SIZE COMPLEXITY OF ASSIGNMENTS NUMBER OF UNDERPREPARED STUDENTS OR QUALITY OF WORK SUBMITTED
Q19	ENSURING EVALUATION IS FAIR AND OBJECTIVE EACH STUDENT HAS A DIFFERENT AND UNIQUE SOLUTION - ENSURING AN EVALUATION FORM IS SUBMITTED BY THE FACULTY WHEN ASSIGNMENTS ARE GIVEN, IS A TIME CONSUMING EFFORT, BUT ENSURES EACH STUDENT HAS A
Q19	THE COURSE CONTENT ITSELF AND THE BEST WAY TO EVALUATE THE STUDENTS KNOWLEDGE DECIDING ON THE WEIGHT OF EVALUATIONS...TESTS, ASSIGNMENTS, ACTIVE DAILY PARTICIPATION INCORPORATING ACTIVITIES INTO THE LECTURE AND EVALUATING THE STUDENTS PARTICIPATION ON A DAILY BASIS. NOT JUST MARKS FOR ATTENDANCE....NEED TO
Q19	GIVE AMPLE FEEDBACK ON THEIR WORK SEND THEM RESOURCES THAT THEY HAVE TO REFERENCE ENCOURAGE THEM TO RESEND THEIR WORK
Q19	NO ISSUE NON ISSUE NON ISSUE

Q19	LARGE GROUPS MAKE IT DIFFICULT TO REALLY TEST IF THEY HAVE THE SKILLS AND KNOWLEDGE. ONE ON ONE TESTING WOULD BE IDEAL BUT WOULD TAKE A TON OF TIME I ONLY HAVE THE CLASS FOR 1 HOUR PER WEEK. IN A 15 WEEK SEMESTER, YOU LOSE ONE WEEK FOR EXAMS, AND YOU MAY LOSE THE FIRST WEEK AT THE START OF THE SCHOOL YEAR. A TEST WILL TAKE UP ONE WHOLE CLASS, THEN TAKING UP THE TEST WILL LIKELY TAKE UP ONE MORE. NOW I'M DOWN TO 12 TO 13 WEEKS TO TEACH WHAT I NEED TO TEACH. THIS MEANS I CAN ONLY DO
Q19	TIME AVAILABLE IMPORTANCE OF THE TOPIC
Q19	THE PERFORMANCE LEVEL OF EACH STUDENT. THE TYPE OF EVALUATION TOOL USED. THE NUMBER OF STUDENTS ENROLLED IN THE COURSE.
Q19	DEALING WITH LATE WORK DUE TO STUDENTS NOT BEING CAPABLE OF COMPLETING ON SCHEDULE WORK (FOR EXAMPLE SPECIAL NEEDS STUDENTS) WHEN I HAVE TO CREATE MULTIPLE TESTS BASED ON STUDENTS NOT BEING THERE OR AT THE SAME LEVEL. THE DIVERSITY OF OUR STUDENT BASE MAKES IT VERY ONEROUS TO EVALUATE WORK. HAVING A GOOD LAB ENVIRONMENT TO DO THE WORK AND HAVING TO CREATE MULTIPLE ASSIGNMENTS
Q19	TIME TO GET SUBMERSED IN THE EVALUATION (ONLY HAVE SHORT, SEGMENTED TIME SLOTS) CLASS PREPARATION UNPLANNED MEETINGS/DROP INS BY STUDENTS AND FACULTY
Q19	EVALUATION TIME (TESTS) TAKES TIME AWAY FROM LAB/FIELD WORK AND PRESENTATION OF NEW MATERIAL MORE TESTING, MORE MARKING FOR INSTRUCTOR. DO I NEED TO ASSIGN 4 REPORTS OR 20 REPORTS TO ACCURATELY EVALUATE A STUDENT'S PERFORMANCE. MORE
Q19	NUMBER OF STUDENTS IN CLASS TO EVALUATE TIME NEEDED BY SOME STUDENTS TO SUPPORT THEIR SUCCESS: GIVING FEEDBACK/MEETING WITH STUDENTS ETC. TIME I SPEND ON TEACHING
Q19	MARKING DIFFICULTY OF EVALUATION NUMBER OF ITEMS TO BE EVALUATED
Q19	THE QUANTITY OF STUDENTS AND THE POOR MATH, POOR SPEAKING AND WRITING SKILLS OF A SIGNIFICANT NUMBER OF STUDENTS (NOT ALL STUDENTS, BUT IT AFFECTS ALL STUDENTS BOTH IN CLASS AND WHEN SEEKING ASSISTANCE OUTSIDE OF CLASS) THE NECESSITY TO INCLUDE A LOT OF WRITTEN, GROUP WORK, AND PRESENTATIONS (SOMETIMES CASE WORK) AMONGST THE GRADED ASSIGNMENTS. TO BE EFFECTIVE, SUCH WORK NEEDS A LOT OF ATTENTION AND GROUPS (AND INDIVIDUALS) NEED A GREAT DEAL OF COACHING AND SUPPORT TO BE SUCCESSFUL (ESPECIALLY ESL AND STUDENTS WITH LEARNING DISABILITIES OR ACCOMMODATIONS) THE ABILITY TO SCATTER SOME SHORT, QUICK AUTOMATED ASSIGNMENTS
Q19	MARKING, OR OVERLOAD OF IT RENEWING COURSES
Q19	NUMBER OF STUDENTS IN THE CLASS NUMBER OF ESSAY TYPE QUESTIONS NUMBER OF
Q19	TOO MUCH TO TEACH - LITTLE TIME FOR REVIEW, AND EVALUATION IS COVERED BY EXAMS LOW IMPORTANCE OF CLASSROOM GRADES ON PERFORMANCE IN CLINICAL PRACTICE - THIS IS WHAT SHOULD COUNT SOME EMPHASIS ON PEER TO PEER EVALUATION, SELF EVALUATION
Q19	THIS IS A PHYSICAL ASSESSMENT COURSE, THE STUDENTS NEED CLOSE, 1:1 OR 1:2 EVALUATION AND FEEDBACK WITH 36 STUDENTS THIS TERM, I HAVE ONLY ONE LAB ASSISTANT. THAT IS 18 STUDENTS EACH. (MY AVERAGE CLASS SIZE IS 40-45) I WOULD LIKE EITHER SMALLER LABS WHICH WOULD MEAN THE COURSE HAD MORE HOURS, OR MORE LAB ASSISTANTS.
Q19	DEMANDS OF JOB AS PROGRAM COORDINATOR POOR STUDENT PUNCTUALITY AND ATTENDANCE WHICH MEAN SOME MISS REVIEW SESSIONS/ALLOW NO TIME TO GO OVER WORK NEEDING IMPROVEMENT CONFUSED MESSAGES FROM ADMINISTRATION RE TREATMENT OF
Q19	THE NUMBER OF STUDENTS THE LEVEL OF THE COURSE, HIGHER COURSE LEVELS REQUIRE MUCH MORE EVALUATION TIME THE COMPLEXITY OF THE COURSE, MORE COMPLEX COURSES REQUIRE MUCH MORE EVALUATION TIME
Q19	NOT ENOUGH TIME - I DON'T THINK MY SWF ADEQUATELY RECOGNIZES THE AMOUNT OF TIME IT TAKES TO GRADE WORK BY ESL / SPECIAL NEEDS / REMEDIAL NEEDS STUDENTS. EG., I HAVE MONITORED HOW LONG IT TAKES ME TO MARK A STUDENT ESSAY (5 PARAGRAPHS). A SOLID PAPER WRITTEN BY A NATIVE SPEAKER TAKES ABOUT 4 MINUTES; COMPARED TO A WEAK PAPER WRITTEN BY A STUDENT WITH ESL / REMEDIAL NEEDS, WHICH TAKES 15 MINUTES. OTHER
Q19	WORK DEMANDS - I CANNOT SPEND AS MUCH TIME AS I WOULD LIKE EVALUATING AND GIVING
Q19	LEVEL OF STUDENT MASTERY OF CONCEPTS, CONTENT & PROCESS NEED FOR PRESCRIPTIVE FEEDBACK LENGTH & COMPLEXITY OF THE TEST INSTRUMENT
Q19	# OF STUDENTS IN CLASS BACKGROUND KNOWLEDGE OF STUDENTS
Q19	LENGTH OF WRITTEN ASSIGNMENTS STUDENT ABILITY NUMBER OF STUDENTS
Q19	MY TEST

Q19	TYPE AND LENGTH OF ASSIGNMENT OR PROJECT
Q19	NUMBER OF STUDENTS NUMBER OF EVALUATION TASKS TYPE OF EVALUATION TASK.
Q19	CLASS SIZES NUMBER OF SECTIONS TAUGHT QUALITY OF STUDENT
Q19	MARKING SCENARIO BASE EXERCISES TAKE EXTRA TIME BUT ARE NECESSARY
Q19	TYPE OF ASSIGNMENT NUMBER OF ASSIGNMENTS WHETHER STUDENTS HAVE HAD DIFFICULTY WITH THE MATERIAL OR NOT
Q19	ASSIGNMENTS TOPIC TESTS MID TERMS AND FINAL EXAMS
Q19	LACK OF APPROPRIATE EVALUATION TOOLS NUMBER OF STUDENTS ENROLLED IN THE COURSE LARGE COURSE LOAD
Q19	THE COMPLEXITY OF THE SKILL BEING EVALUATED THE PREPAREDNESS OF THE STUDENT THE BACKGROUND THEORETICAL KNOWLEDGE OF THE STUDENT
Q19	AVAILABLE TIME. SPEED OF NETWORK - USE MY SENECA FOR GRADING. STUDENT/COMPUTER
Q19	EXTERNAL WORKLOAD PRESSURES QUANTITY OF MARKING TIME REQUIRED TO OBSERVE EACH STUDENT'S PRACTICAL SKILLS
Q19	PRESSURE TO RESPOND IN A TIMELY WAY HAVING TO DEAL WITH LATE SUBMISSIONS OR EMAIL SUBMISSIONS HAVING TO DEAL WITH ISSUES OF ACADEMIC HONESTY
Q19	CLINICAL EVALUATIONS ARE ONGOING, TIME-CONSUMING, OPEN-ENDED, INTERACTIVE/COLLABORATIVE. THEY ARE WORTH THE TIME THEY TAKE, BUT NEED TO BE UNDERSTOOD, APPRECIATED. ESSAYS ARE WRITTEN BY STUDENTS WHO ARE UNCOMFORTABLE/UNFAMILIAR WITH THE ENGLISH LANGUAGE, APA, AND THE SUBJECT MATTER. SOMETIMES IT IS A CHALLENGE TO COMMENT ON THE WORK TO ENHANCE THE GROWTH OF THE STUDENT. STUDENTS MUST SUBMIT A HUGE AMOUNT OF WORK, AND TEACHERS MUST
Q19	THE NUMBER OF STUDENT SUBMISSIONS (OF AN ASSIGNMENT OR TEST) THE TYPE OF TEST (MULTIPLE CHOICE VS. WRITTEN) THE QUALITY OF THE WRITTEN WORK
Q19	TIME AVAILABLE, GIVEN COURSE PREPARATION ENERGY AVAILABLE, GIVEN THE ENERGY USED FOR TEACHING LARGE CLASSES MEETING WITH STUDENTS FOR INDIVIDUAL HELP
Q19	AMOUNT OF CONTENT TO BE COVERED IN CLASS HOW MUCH NEW PREP FOR NEW COURSES I'M DOING DECISION NOT TO ALWAYS BE EVALUATING
Q19	EACH PROJECT TAKES AT MINIMUM 45 MINUTES TO 1 HOUR TO MARK (TIMES 10 TEAMS) TO DO A THOROUGH JOB, NEED TO SPEND WHAT IS LISTED IN 1 SO I THAT MAYBE TWICE A SEMESTER, THE REST OF THE TIME I DO A CURSORY GLANCE IF A DELIVERABLE ISN'T HANDED IN ON TIME, I
Q19	MATERIAL-RICH CURRICULUM PREVENTS SUFFICIENT 'REVIEW TIME' OF TEST MATERIAL IN-CLASS CLASS SIZES ARE CONTINUALLY INCREASING. I'M FINDING IT DIFFICULT TO MARK THEM AND STILL GET THE GRADES TO MY STUDENTS IN A TIMELY MANNER.
Q19	NUMBER OF STUDENTS LEVEL OF UNDERSTANDING CONVEYED IN THEIR ANSWERS
Q19	THE SCHEDULE OF HOMEWORK SUBMISSION DATES (ALL ASSIGNMENTS SUBMITTED DURING THE SAME WEEK). THE WAY I DESIGN ASSIGNMENTS: EXTENDED RESPONSES REQUIRE MORE TIME
Q19	LARGE CLASS SIZE MEANS THERE ARE MORE PIECES OF MATERIAL TO EVALUATE. USING DIFFERENT TYPES OF EVALUATION (TO ADDRESS DIFFERING LEARNING STYLES) MEANS MORE TIME TO EVALUATE PROPERLY. HAVING EVALUATIONS BE VALUED AT 15% AND LESS MEANS THERE MUST BE MORE EVALUATIONS/STUDENT/COURSE...THIS IS MORE WORK FOR THE
Q19	SUPERVISOR'S DIRECTIONS ON EVALUATION MODES FOR A SUBJECT NUMBER OF STUDENTS--LARGE MARKING LOADS MEANS LESS ATTENTION TO INDIVIDUAL STUDENT. BREVITY OF TEACHING TERM--TOO SHORT TO PROVIDE ENOUGH TIME FOR IN CLASS STUDENT EXERCISES
Q19	WHAT IS GOING ON AT ANY GIVEN TIME
Q19	THE STUDENT'S LEVEL OF THEORETICAL KNOWLEDGE THE STUDENT'S ABILITY TO APPLY THEORY TO PRACTICE THE STUDENT'S ABILITY TO TRANSFER THEORETICAL KNOWLEDGE INTO
Q19	INTERRUPTIONS. SHEER VOLUME OF ASSIGNMENTS.
Q19	TYPE OF TEST - QUIZ, MID-TERM OR EXAM
Q19	LARGE CLASS SIZE ADMINISTRATIVE ITEMS- STUDENT MEETINGS
Q19	READING COMMENTS/ FEEDBACK REVISION/ CONTINUOUS IMPROVEMENT
Q19	QUALITY OF WRITTEN ANSWERS INABILITY TO FOLLOW INSTRUCTIONS POOR FORMAT
Q19	NUMBERS OF STUDENTS. AMOUNT AND DEPTH OF MATERIAL COVERED. AMOUNT OF DETAILED FEEDBACK NECESSARY.
Q19	COORDINATOR ACTIVITIES INTERRUPTIONS

	HAVING TO MARK 28 WRITTEN CASES PER WEEK [ FROM 7 STUDENT GROUPS IN 4 CLASSES] WEAK WRITING SKILLS OF STUDENTS THEREBY CAUSING MANY REREADS OF CASES DUE TO POOR IDEA FORMATION AND MESSY , VERY MESSY, HANDWRITING OR GRAMMAR/ SPELLING PROBLEMS EVEN WITH A SPELLCHECKER HAVING TO TEACH SO MANY CLASSES
Q19	NO ASSISTANCE IN MARKING AND EVALUATION THE NUMBER OF PRACTICAL ASSIGNMENTS -
	NUMBER OF THE SAME ASSIGNMENT POOR ENGLISH SKILLS OF THE STUDENTS STUDENTS FAIL TO FOLLOW ASSIGNMENT DIRECTIONS
Q19	TIME AVAILABLE
Q19	LEGIBILITY LOGICAL INSULARITY OF ANSWERS, INCONSISTENCIES IN ANSWERS
	MOST OF MY COURSES ENTAIL THE SUBMISSION OF CASES AND LARGE RESEARCH PROJECTS THAT REQUIRE A SIGNIFICANT AMOUNT OF TIME TO READ, EVALUATE & GRADE I QUIZ OFTEN TO ENCOURAGE ONGOING & CONTINUOUS LEARNING. THE SHEER NUMBER OF QUIZZES IMPACTS
Q19	WRITING CONSTRUCTIVE FEEDBACK
Q19	MARKING MARKING
Q19	PROVIDING FEEDBACK
Q19	ILLEGIBLE WORK, GRAMMAR, WRITING SKILLS POOR
Q19	TOO MUCH MARKING- EACH WEEK THERE ARE ASSIGNMENTS
	WHEN ASSIGNMENTS ARE DUE, SOME WEEKS HAVE MORE EVALUATIONS THEN OTHERS LENGTH OF ASSIGNMENT QUALITY OF ASSIGNMENT~ STUDENTS REQUIRING EXTRA HELP AND FEEDBACK
	LONG MULTI WEEK PRODUCTION PROJECTS REQUIRE MORE TIME TO EVALUATE THAN, SAY, A QUIZ OR SHORT TEST. THIS IS A FIELD IN WHICH THERE IS NO SINGLE "RIGHT" ANSWER, SO EXTENSIVE WRITTEN COMMENTS ARE THE ONLY WAY TO PROVIDE SUFFICIENT FEEDBACK TO THE STUDENTS. NEED TO QUICKLY RETURN FEEDBACK SO THAT IT CAN BE USEFUL TO THE
Q19	STUDENTS ON THE NEXT PROJECT CAN SOMETIMES REDUCE THE TIME I WOULD LIKE SPEND ON
	INSUFFICIENT TIME PROVIDED FOR THE TYPE OF ASSESSMENT AND NUMBER OF STUDENTS PER SECTION TYPES OF ASSESSMENT IN THE COURSE DESIGN WHICH DO NOT TAKE INTO ACCOUNT THE INDIVIDUAL NEEDS OF STUDENTS, ESP. THOSE WITH ESL , COGNITIVE DISABILITIES AND THOSE WHO ARE NOT ADEQUATELY PREPARED FOR DEALING WITH THE CONTENT AND NEED MORE SUPPORT AND 'REMEDIAL' HELP. NOT ENOUGH TIME FOR ONE-ON-ONE FEEDBACK OR
Q19	PREPARE THE ACTIVITIES ON WHICH THE STUDENTS ARE BEING ASSESSED SO THAT THE
Q19	PREPPING EXAMS MARKING ASSIGNMENTS
Q19	NATURE OF MATERIAL BEING EVALUATED
	RIGOUR OF PROJECTS LARGE CLASSES = MORE TIME REQ. FOR EVALUATING LARGER CLASSES ALSO REQUIRE MORE TIME NEEDED FOR ASSESSMENT
Q19	REDUCTION IN NUMBER, COMPLEXITY OF ASSIGNMENTS HAS DIMINISHED VALUE OF EVALUATION
	DETAIL ... TO EVALUATE BASED UPON THEIR APPLICATION OF INFORMATION, TO DO IT PROPERLY LITERALLY TAKES HOURS OF EVALUATION/TIME NUMBER OF STUDENTS VAST AMOUNT OF TECHNOLOGY MAKES THEIR INFORMATION VAST AND HARD TO KEEP TRACK OF
Q19	AMOUNT OF WORK TO BE EVALUATED PER STUDENT NEED TO PROVIDE MEANINGFUL FEEDBACK TO FOSTER STUDENT LEARNING NUMBER OF STUDENTS TO BE EVALUATED
	QUALITY OF STUDENT WRITING AND GRAMMAR SKILLS NUMBER OF STUDENTS IN THE CLASS EVALUATION METHOD - ESSAY, PRESENTATION, SHORT ANSWER
Q19	TOO MANY STUDENTS TO EVALUATE IN TO SHORTER SPACE OF TIME EVALUATION SHOULD BE THE SAME FOR EVERY CLASS THAT IS TAUGHT BY MULTIPLE INSTRUCTORS THE AMOUNT OF TIME IT TAKES TO EVALUATE THE ASSESSMENT & RECORD THE FINDINGS WITH FEEDBACK
Q19	DEALING WITH STUDENT ISSUES NO TIME FOR PREP
	EMAIL/ONLINE ANSWERING - ANSWER QUESTIONS REGULARLY ONLINE CRUNCH TIMES NEAR END OF TERM - REQUIRES QUICKER EVALUATION SIZE OF CLASS MAKES IT IMPOSSIBLE TO DO
Q19	NATURE OF THE ASSESSMENT - E.G. MULTIPLE CHOICE, ESSAY, GROUP PRESENTATIONS, ETC. MARKING RUBRIC CLASS SIZES
	TYPE OF EVALUATION: ASSIGNMENTS TAKE LONGER TO MARK THAN TESTS NUMBER OF STUDENTS IN THE CLASS LENGTH OF LECTURE, CLASSROOM TIME
Q19	LARGE NUMBER OF STUDENTS IN CLASS POOR CURSIVE WRITING SKILLS BY STUDENTS STUDENTS HAVING POOR LITERACY & WRITING SKILLS
Q19	NATURE OF THE ASSIGNMENTS (ESSAY VERSUS SCANTRON TEST)

Q19	AS A RESULT OF LIMITED TIME BEING ABLE TO BE SPEND WITH EACH STUDENT, I PROVIDE HANDWRITTEN CODE ON EACH DRAWING AND STUDENTS CAN RESUBMIT WORK (WHICH USUALLY RESULTS IN ADDITIONAL LEARNING AND BETTER GRADES) ... IT TAKES EXTRA TIME &
Q19	YEAR OF CLASS IN PROGRAMME -- POSTGRAD STUDENTS TAKE MORE TIME THAN 1ST YEARS, LESS GROUP WORK POSSIBLE IN UPPER YEARS NUMBER OF STUDENTS IN CLASS QUALITY OF
Q19	AGAIN, I DON'T UNDERSTAND THIS QUESTION, IT IS POORLY WRITTEN AND THE INTENTION IS
Q19	NUMBER OF STUDENTS IN CLASS LENGTH OF CLASS TIME
Q19	AMOUNT OF MARKING REQUIRED
Q19	COMPLEXITY OF REPORTS. POOR WRITING SKILLS, HARD TO FIGURE OUT WHAT THEY ARE SAYING. DESIRE FOR ONE-WEEK TURNAROUND.
Q19	NOT ENOUGH TIME TO MEET WITH STUDENTS REGARDING THEIR INDIVIDUAL PERFORMANCE COMMENTS THAT ARE WRITTEN TAKE A LARGE AMOUNT OF TIME AND STUDENTS RARELY READ THEM TOO MANY STUDENTS TO GIVE PROPER ATTENTION TO
Q19	STUDENT HOMEWORK ARRIVES IN BATCHES, PARTICULARLY IN ACADEMIC CLASSES, IN WHICH SEVERAL WEEKS MAY HAVE NO MARKING AT ALL, FOLLOWING BY A MASSIVE MARATHON THE TYPE OF HOMEWORK. ESSAYS TAKE FAR LONGER TO ASSESS THAN STUDIO WORK. THE SIZE OF THE CLASS. LARGER CLASSES TAKE LONGER TO MARK, NOT JUST INDIVIDUAL, BUT IN TERMS OF
Q19	LEVEL OF COMPREHENSION VERBAL AND WRITING SKILLS OF STUDENTS CRITICAL THINKING
Q19	NUMBER OF STUDENTS - HIGH STUDENT ENROLLMENT MEANS LESS COMPLEX, MORE MECHANICAL ASSIGNMENTS, NOT NECESSARILY BEST TOOLS PEDAGOGICALLY NUMBER OF CLASSES - FEWER CLASSES MEANS MORE TIME AVAILABLE FOR DEVELOPING PEDAGOGICALLY SOUND EVALUATION METHODS; MORE CLASSES MEANS LESS TIME AVAILABLE THE WIDE RANGE OF STUDENT ABILITIES IN THE CLASSROOM REQUIRES CERTAIN ACCOMMODATIONS THAT AT
Q19	THE NUMBER OF ASSIGNMENTS THE CALIBER OF THE RESPONSES
Q19	I DON'T UNDERSTAND THIS QUESTION.
Q19	WITH EACH NEW TERM, AS THE PROGRAM ACCEPTS A GREATER PERCENTAGE OF APPLICANTS, AND NOW IS ACCEPTING 100% OF APPLICANTS, THE AVERAGE LEVEL OF ACADEMIC PREPARATION FOR THE PROGRAM HAS DECLINED. IT IS HARDER EACH TERM TO DESIGN AND PRODUCE ASSESSMENT INSTRUMENTS THAT WORK EFFECTIVELY. THE TIME SPENT MARKING THEM HAS INCREASED SIGNIFICANTLY. THE COLLEGE HAS BECOME MORE RIGID PEDAGOGICALLY AND INSISTS ON US USING SO MANY EVALUATION TOOLS AND SO MANY DIFFERENT TYPES OF TOOLS THAT I SPEND TOO MUCH TIME ON IRRELEVANT AND INCONSEQUENTIAL EVALUATION ACTIVITIES. AS CONTACT WEEKS HAVE INCREASED (I NOW TEACH POST-SECONDARY CLASSES FOR 35 WEEKS A YEAR), AND AS CLASS SIZES HAVE
Q19	INCREASED WITHOUT INCREASING PREPARATION TIME HAS ALSO INCREASED BUT IS NOT SO
Q19	ADMINISTRATIVE RECORD KEEPING
Q19	THE COMPLEXITY OF THE ASSIGNMENT BEING ASSESSED THE QUALITY OF THE STUDENT WORK BEING ASSESSED (POOR WORK TAKES LONGER TO ASSESS) THE AMOUNT OF NEW CONCEPT INTRODUCED IN THE ASSIGNMENT BEING ASSESSED
Q19	HOURS ALLOCATED TO STUDENT ASSESSMENT. CLASS SIZE LEVEL OF THE LEARNER
Q19	COMPLEXITY OF THE CLIENT/PATIENT MANY SKILLS IN A SHORT PERIOD TO EVALUATE # OF
Q19	COURSE LOAD SCHEDULING
Q19	HIGH NEEDS STUDENTS PRESSURE TO USE SHORT ANSWER TESTS LACK OF COMPLEMENTARY
Q19	THE TYPE OF COURSE DELIVERY. (I.E. LABS REQUIRE ONGOING IN PROCESS, AS WELL AS WEEKLY SUBMISSIONS THAT MUST BE EVALUATED AND RETURNED PROMPTLY). FINDING UNIQUE QUESTIONS TO CONTINUOUSLY CHALLENGE THE ADVANCED STUDENTS, WHILE NOT
Q19	CLASS /STUDENTS TOO LARGE FOR QUALITATIVE LEARNING- SEE C. RODGERS AND LEARNING. WITH LARGE CLASSES YOU END UP DOING MULTIPLE CHOICE - NO ESSAY AND OR OTHER EVALUATION METHODS. I AM COMPLETELY DISSATISFIED WITH EVALUATION METHODS.
Q19	CLASSES ARE TOO LARGE TO GIVE STUDENTS APPROPRIATE FEEDBACK CLASSES ARE TOO
Q19	LARGE TO HAVE INDIVIDUAL CONFERENCES WITH STUDENTS CLASSES ARE TOO LARGE TO GET



	THE BEST ASSESSMENTS OF THEIR LEARNING CANNOT BE GRADED QUICKLY. THEY NEED AN OPPORTUNITY TO EXPRESS THEIR THOUGHTS. I PREFER ESSAY STYLE TESTS AND ASSIGNMENTS THAT SEND THEM OUT INTO THE COMMUNITY TO RESEARCH THEIR ANSWERS. I AM NOT GIVEN THE HIGHEST FACTOR FOR GRADING. NONE OF US ARE. I LIKE TO GIVE HELPFUL FEEDBACK ON ALL TESTS AND ASSIGNMENTS. THE LEARNING CONTINUES IN THIS WAY. I PREFER TO GIVE 3 ASSIGNMENTS WORTH 10% EACH SO THAT THERE IS OPPORTUNITY TO IMPROVE. THIS TAKES MORE TIME AS STUDENTS BELIEVE THE MORE THEY WRITE THE HIGHER THEIR MARK WILL BE. MY STUDENTS HAVE DIFFICULTY FOLLOWING INSTRUCTIONS. I ALWAYS POST A GRADING SCHEMA SO THAT THEY KNOW WHAT I AM LOOKING FOR AND HOW MANY MARKS I WILL ASSIGN TO EACH COMPONENT. IT SURPRISES ME HOW MANY DO NOT REFER TO IT. THEIR ENGLISH SKILLS ARE QUITE POOR. I FEAR FOR THE QUALITY OF OUR GRADUATES. WE
Q19	SIZE OF PROJECTS COMPLEXITY & DIFFICULTY SCHEDULE
Q19	MARKING SHORT ANSWER QUESTIONS CREATING THE TESTS
Q19	LENGTH OF ASSIGNMENT I HAVE A 10 PAGE REPORT DUE IN MID SEMESTER QUALITY OF
Q19	NUMBER OF STUDENTS NEWNESS OF COURSE MATERIAL TO ME
	WHETHER OR NOT I MUST CREATE/RECREATE THE EVALUATION MATERIAL (NEW COURSE; TO PREVENT CHEATING FROM PREVIOUS YEAR; ETC.) AMOUNT OF EVALUATION REQUIRED BY THE COURSE TYPE OF MATERIAL TO BE EVALUATED (I.E. LEVEL OF DETAIL REQUIRED IN THE
Q19	THE LENGTH OF THE ASSIGNMENTS, SINCE MOSTLY CASE WORK IS USED. THE NUMBER OF ASSIGNMENTS NEEDED TO MAKE THE STUDENTS WORK READY. THE DEPTH OF WRITTEN
	METHOD OF EVALUATION. BETTER METHODS REQUIRE MUCH MORE TIME (I.E. CASE STUDIES/WRITTEN ANALYSIS V. MULTIPLE-CHOICE TESTING). TYPE OF EVALUATION. FORMATIVE
Q19	EVALUATION REQUIRES MUCH MORE TIME. NUMBER OF STUDENTS IN SECTION/COURSE.
Q19	AMOUNT OF PREPARATION REQUIRED
Q19	LEARNING CURVES OF NEW MATERIAL LEARNING CURVES OF SOFTWARE FAMILIARITY OF
Q19	-PROJECTS TAKE HOURS--THERE'S NOT ENOUGH TIME TO GIVE AS MANY PROJECTS AS WOULD
	THE MORE COMPLEX THE PROBLEMS ASSIGNED TO THE STUDENT, THE LONGER IT TAKES TO EVALUATE THEIR KNOWLEDGE AND SKILL.
Q19	THE NUMBER OF ASSIGNMENTS, TESTS AND EXERCISES ADMINISTERED EACH WEEK. NUMBER OF STUDENTS IN THE CLASS. COMPLEXITY OF ASSIGNMENTS AND TESTS ADMINISTERED.
	NUMBER OF STUDENTS IN THE CLASS THE OVERALL UNDERSTANDING THE STUDENTS SHOW TOWARDS THE COURSE MATERIAL THE WILLINGNESS OF THE STUDENTS TO HELP THEMSELVES
Q19	TYPE OF ASSIGNMENT NUMBER OF QUESTIONS/LENGTH OF ASSIGNMENT IF THE ASSIGNMENT IS NEAT WITH NEAT HAND WRITING
Q19	STUDENTS REQUIRING REMEDIAL WORK, SUPPLEMENTAL TESTS DUE TO SCHEDULE CONFLICTS,
	THE NUMBER OF STUDENTS IN EACH CLASS. THE STUDENT'S LEVEL OF ABILITY. EXCELLENT PAPERS TAKE MUCH LESS TIME TO MARK THAN WEAK PAPERS. THE NUMBER OF COURSES/SECTIONS I TEACH. I AM A COMMUNICATIONS INSTRUCTOR: I MARK CONSTANTLY THROUGHOUT THE TERM AND MUST CAREFULLY APPORTION THE TIME I HAVE AVAILABLE
Q19	NATURE OF THE TEST INSTRUMENT NOT ENOUGH CLASS TIME TO GIVE FEEDBACK AND NEED TO DELIVER COURSE CONTENT MEETING WITH STUDENTS INDIVIDUALLY
	ADMIN DEMANDS OF BEING A COORDINATOR DEMANDS OF ORGANIZING ALL FIELD PLACEMENTS AND TRAINING/SUPERVISING PART-TIME PLACEMENT FACULTY COURSE PREP DEMANDS
Q19	WHETHER OR NOT I HAVE HAD TIME TO BUILD A RUBRIC FOR THE ASSIGNMENT THE NUMBER OF ASSIGNMENTS I HAVE COMING IN - IN ANY GIVEN WEEK. OR THE NUMBER OF EXAMS IN ANY GIVEN WEEK. HOW PREPARED I AM FOR THE COURSES THAT WEEK.
Q19	LARGE NUMBERS (STUDENTS) MAKES IT DIFFICULT TO PROPERLY EVALUATE EACH INDIVIDUAL WHETHER IT IS A NEW OR CURRENT COURSE
Q19	READING SUGGESTIONS FOR IMPROVEMENT ADMINISTRATION
Q19	SHEER QUANTITY OF STUDENTS ATTEMPTING TO DECIPHER POOR GRAMMAR, PUNCTUATION AND SPELLING REVAMPING TESTS TO A LESSER DEGREE OF DIFFICULTY IN ORDER TO REDUCE
Q19	CLASS SIZE LENGTH OF ASSIGNMENT PURPOSE OF ASSIGNMENT (BRIEF MEMO VS. TERM
	STUDENT - TEAM CONFLICT INDIVIDUAL STUDENTS REQUIRING GUIDANCE INTERNATIONAL
Q19	STUDENT LEARNING BARRIERS

Q19	MY SEMINAR CLASS IS TOO LARGE- THE IDEAL WOULD BE A MAX. OF 15 TO ALLOW FOR STUDENT-STUDENT EXCHANGE USING ON-LINE ASSIGNMENTS SAVES ME TIME MORE TIME IS SPENT AT MID-TERM AND AT THE END OF THE SEMESTER
Q19	AMOUNT OF MARKING NUMBER OF STUDENTS QUALITY OF STUDENT'S WORK
Q19	NUMBER OF STUDENTS ' SPECIAL NEEDS (HOW MANY ARE LINING UP AT MY DOOR TO DISCUSS PERSONAL ISSUES, ETC) OTHER DEMANDS ON MY TIME LIKE MEETINGS, SPECIAL PROJECTS,
Q19	THE EVER INCREASING NUMBER OF STUDENTS WHO HAVE MULTIPLE LEARNING CHALLENGES THE INCREASING BURDEN OF COORDINATOR'S RESPONSIBILITIES THE INCREASE IN MANAGEMENT FOCUS TO MAKE CLASS SIZES LARGER IN A MISGUIDED EFFORT TO DECREASE COSTS AND NOT HIRE ENOUGH FULL TIME FACULTY TO ENSURE CONTINUITY OF TEACHING
Q19	SUBJECT MATTER AMOUNT OF WRITING THAT I NEED TO WRITE ON THEIR PAPERS. HOW WELL THE STUDENT COMPLETED THE WORK. POORLY DONE WORK TAKES A LOT LONGER TO ASSESS
Q19	TEST CONTENT - IS IT ESSAY / IS IT SHORT ANSWER / IS IT T OR F OR MULTIPLE CHOICE CONSTRUCTING FAIR ASSESSMENT INSTRUMENTS THAT REFLECT THE INFORMATION COVERED IN LECTURE / ASSIGNED READINGS / INTERACTIVE LEARNING TUTORIALS PARTICULAR TO STUDY
Q19	TIME CONSTRAINTS - CANNOT SPEND NECESSARY TIME WITH ALL STUDENTS TOO MANY STUDENTS LEADS TO RUSHING IN ORDER FOR ALL STUDENTS TO BEEN SEEN AND GIVEN
Q19	HOW WELL PREPARED THE STUDENT IS FOR THE TEST. IF THEY ARE WELL PREPARED IT IS EASY TO GRADE SOMETIMES I HAVE MORE EVALUATION IN A SINGLE WEEK WHICH REQUIRES MORE TIME. THE END OF THE SEMESTER ALWAYS REQUIRES A LOT OF EVALUATION TIME.
Q19	NUMBER OF STUDENTS PERCENTAGE OF TOTAL MARKS ALLOTTED DIFFICULTY OF MATERIAL
Q19	NUMBER OF STUDENTS IN CLASS
Q19	OTHER COURSES LABORATORY SUPPORT MARKING
Q19	OBJECTIVE TESTS MUST BE DONE IN CLASS TIME, THERE IS NO TEST ROOM LARGE ENOUGH FOR 70-80 STUDENTS LARGE NUMBER OF STUDENTS PRECLUDES DOING VERY MANY WRITTEN SHORT TERM TESTS AND MARK THEM TO DEVELOP CRITICAL THINKING THERE IS NO TIME TO
Q19	DUE MORE CREATIVE EVALUATION SUCH AS GROUP PRESENTATIONS THAT REALLY INTEREST
Q19	HOW MUCH COORDINATING WORK I HAVE HOW MUCH TIME IS NEEDED IN STUDENT COUNSELING
Q19	PREPARATION FOR OTHER CLASSES. INTERRUPTIONS IN MY OFFICE DURING THE TIME I AM USING FOR MARKING AT WORK. UNNECESSARY MEETINGS WHICH YOU MUST ATTEND.
Q19	PREPARING THE STUDENTS FOR EXPECTATIONS ADMINISTRATION= NEW RUBRICS, EVALUATION METHODS ETC. TYPE OF EVALUATION USED... TERM PAPERS, SHOW WHAT YOU KNOW
Q19	QUANTITY OF STUDENT REPORTS/PROJECTS TO BE MARKED LEVEL OF DETAILS TO BE EVALUATED DEALING WITH LATE SUBMISSIONS
Q19	RESULTS ARE OFTEN POOR DUE TO LACK OF EFFORT ON STUDENTS' PART - FEEDBACK IS VERY
Q19	EXTRA DUTIES AS COORDINATOR SIZE OF CLASS STUDENT ISSUES THAT ARE BROUGHT TO ME
Q19	TYPE OF MATERIAL BEING EVALUATED - ESSAY FORMAT, SHORT ANSWERS, MULTIPLE CHOICE. EVALUATING PROJECT BASED ASSIGNMENTS REQUIRE MULTILEVEL ASSESSMENT. AS MY STUDENTS SUBMIT WORK ELECTRONICALLY IT IS TIME CONSUMING TO DOWNLOAD, GRADE, AND
Q19	TIME AVAILABLE IN THE DAY; I TEACH IN A LAB OFF CAMPUS IN THE MORNING, AND HAVE LECTURES ON CAMPUS IN THE AFTERNOON
Q19	LARGE CLASS SIZES LARGE CLASS SIZES I REFUSE TO USE MULTIPLE CHOICE TESTING OR MACHINE MARKED TESTS AND DO NO HAVE A MARKER I.E. I DO ALL MY OWN MARKING (257 STUDENTS THIS SEMESTER) TIMES EACH STUDENT WRITES 4 SEPARATE EXAMS
Q19	QUALITY OF THE WORK OF THE STUDENT TIME THE EVALUATION TAKES PLACE THE TYPE OF EVALUATION TOOL OR ASSIGNMENT
Q19	NUMBER OF MEETINGS SCHEDULED OTHER DEPARTMENTAL RESPONSIBILITIES
Q19	TYPE OF EVALUATION CLASS SIZE PARTICULAR TIMES OF THE YEAR
Q19	WITH ALL NEW COURSES TO TEACH, THERE ARE ONLY 24 HOURS IN A DAY AND I SPEND 18-20 OF THEM PREPARING MY COURSES OR GRADING (7 DAYS A WEEK). I NEED SOME SLEEP.
Q19	TYPES OF ASSESSMENT CLASS SIZE COMPLEXITY OF MATERIAL
Q19	READING WRITTEN ASSIGNMENT TAKES TIME CREATING EFFECTIVE RUBRICS AND MARKING TOOLS WORKING WITH STUDENTS INDIVIDUALLY TO IMPROVE THEIR LEARNING THROUGH THEIR
Q19	THE TYPE OF COURSE AND EVALUATION REQUIRED

	SOME ASPECTS OF EVALUATION MAY BE SHORT TERM & OTHER ASPECTS MAY BE ON GOING OR CUMULATIVE STEPS CERTAIN TIMES OF EVALUATION MAY HAVE SEVERAL SECTIONS FOR EXAMPLE A PRESENTATION, POWER POINT, ESSAY FORMAT & REQUIRE MORE TIME TO REVIEW & MARK MORE DETAILED & TAKE LONGER PROGRAM CURRICULUM IS INTENSE AND TIME TO EVALUATE & ASSESS HANDS ON PORTION IS RESTRICTED BY LACK OF EVALUATORS TO STUDENT
Q19	SAME AS BEFORE
Q19	MARKING PROBLEMS
	SPENDING TIME HELPING STUDENTS WITH QUESTIONS AS THIS IS REALLY GOING TO GET YOU TO KNOW EACH STUDENT CREATING NEW AND RELATIVE EVALUATION ASSIGNMENTS, TECHNIQUES, AND TESTS MARKING OF ASSIGNMENTS AND TESTS
Q19	THE WEEKLY WORKLOAD R/T COURSE OUTCOMES STUDENT ABILITY AND PREPARATION COMPLEXITY OF THE OUTCOMES AND CONTENT
	THE NUMBER OF EVALUATION TOOLS USED. THE LEVEL OF DIFFICULTY OF EACH EVALUATION TOOL. THE NUMBER OF EVALUATION TOOLS USED. THE LEVEL OF DIFFICULTY OF EACH EVALUATION TOOL. THE NUMBER OF EVALUATION TOOLS USED. THE LEVEL OF DIFFICULTY OF
Q19	NUMBER OF EVALUATION TOOLS CREATING EVALUATION TOOLS

Q27	<b><u>Please list the three most time-consuming tasks that you would delegate to to clerical or administrative support assistance</u></b>
Q27	1 HOUR - PUTTING DISPLAYS IN CASES 1 HOUR (AVERAGE) - ORGANIZING PROGRAM INFORMATION SESSIONS FOR STUDENTS 3 HOURS - STUDIO CLEAN UP & PREP
Q27	1. MARKETING ISSUES OF ALL KINDS. 2. INTERACTION WITH THE REGISTRAR'S OFFICE WHICH SEEMS TO BE ON A DIFFERENT PLANET FROM MINE. 3. TIMETABLING.
Q27	ACCESSING WEB TO LOAD COURSE MATERIAL DUPLICATING/ PAPER FUNCTIONS ACCESSING AV MATERIAL
Q27	ACCOUNTING RECORDS KEEPING STUDENT ENQUIRIES
Q27	ADMINISTRATION SUGGESTION CRISES COMMUNICATION
Q27	ADMINISTRATION MARKETING HELPING PART TIME TEACHERS
Q27	ADMINISTRATIVE OR CLERICAL ASSISTANCE WOULD PROBABLY ADD TO MY WORKLOAD AT THIS POINT.
Q27	ADMINISTRATIVE TASKS - REPORT TYPING LECTURE HANDOUT MATERIAL TYPING
Q27	ADMINISTRATIVE, SECRETARIAL DUTIES ASSOCIATED WITH COORDINATING A PROGRAM DIRECTING STUDENTS TO RESOURCES: IT SUPPORT, LIBRARY ASSISTANTS, PHOTOCOPYING
Q27	ADVISORY COMMITTEE MAINTENANCE PLACEMENT TASKS FOLLOW-UP PHONE CALLS TO APPLICANTS AND INTERESTED PARTICIPANTS
Q27	ALL 3 OF THESE RELATE TO COORDINATOR DUTIES: KEEPING TRACK OF MEDICAL NOTES, ABSENCES, MISSED TESTS, ETC. AT THE PROGRAM LEVEL. SUPERVISING MISSED TESTS. CONTACTING STUDENTS OF CONCERN, SETTING UP ADVISING APPOINTMENTS, AND DOING PAPERWORK RELATING TO THE NEEDS OF PROGRAM STUDENTS (WITHDRAWAL FORMS, ACADEMIC PROBATION, PROOF OF ENROLMENT, ETC). GENERAL ADMINISTRATIVE WORK RELATING TO PROGRAM ISSUES (TYPING AND SENDING LETTERS, COLLECTING AND TABULATING MIDTERM GRADES FOR STUDENTS APPLYING TO OTHER PROGRAMS, ETC.)
Q27	ANALYSIS OF STUDENT RECORDS COMPILING HANDOUTS FILING
Q27	ANSWER EMAILS TYPE TESTS MARK TESTS
Q27	ANSWERING ADMINISTRATIVE QUESTIONS WORD PROCESSING COLLEGE BUSINESS AS COORDINATOR
Q27	ANSWERING ADMISSIONS EMAILS ANSWERING EXTERNAL REQUEST EMAILS
Q27	COMMUNICATIONS WITH OTHER SCHOOL STAFF AND STUDENTS
Q27	ANSWERING EMAILS ORGANIZING PRINTING, SCHEDULES, ETC EXAM ORGANIZATION
Q27	ANSWERING GENERAL PHONE INQUIRIES ANSWERING GENERAL EMAIL INQUIRIES
Q27	ANSWERING PROGRAM INQUIRIES. UPDATING PROGRAM MAPS. RESEARCHING TEXT BOOKS TO NARROW DOWN TO SHORT LIST.
Q27	ANSWERING VOICE MESSAGES AND EMAILS WHERE INDIVIDUALS WANT GENERIC INFORMATION
Q27	FORMATTING TESTS
Q27	APPOINTMENT SCHEDULING PRINTING TYPING
Q27	ARRANGING FOR COPIES (WHICH IS RARE, SINCE MOST MATERIAL I USE IS MADE AVAILABLE ONLINE ONLY)
Q27	ARRANGING FOR PLACEMENT/CLINICAL SETTING ARRANGING FOR EMAIL ACCESS FOR STUDENTS AT HOSPITAL PREPARING INFORMATION FOR PLACEMENT TO GIVE TO THE STUDENTS
Q27	ASSEMBLING HANDOUT MATERIALS POSTING GRADES
Q27	ASSISTANCE KNOWLEDGEABLE IN SOME OF OUR ROUTINE COULD, FOR INSTANCE, HELP WITH THE VOLUME OF E-MAIL AND OTHER CORRESPONDENCE. ASSISTANCE COULD ALSO HELP WITH FORM-FILLING-OUT, ETC., FOR STUDENTS AND APPLICANTS WITH CUT-AND-DRIED ADMINISTRATIVE/ACADEMIC ISSUES. ASSISTANCE COULD ALSO TACKLE SUNDRY CONCERNS LIKE CHASING DOWN STUDENTS WITH BORROWED EQUIPMENT THAT HASN'T BEEN RETURNED, ETC.
Q27	ATTENDANCE ISSUES PHOTOCOPYING RESOURCE MANAGEMENT
Q27	BOOKING & MINUTING MEETINGS DOCUMENTING PROCESS IMPROVEMENTS RUN ADMINISTRATIVE PROCESSES

Q27	BOOKING APPOINTMENTS WRITING AGENDAS/MINUTES CORRESPONDING AS APPROPRIATE
Q27	BUDGET EXPENDITURE OVERSIGHT AND TRACKING, CONSUMABLES PURCHASING, GENERAL OFFICE WORK TO FREE UP EXTRA TIME FOR LESSON PLANNING MARKING ASSISTANCE TO FREE UP EXTRA TIME FOR TUTORING UPDATING EXAM BANK MANAGEMENT
Q27	CHECKING AND PRIORITIZING EMAIL FOR RESPONSES ADMINISTRATIVE PAPERWORK THAT NEEDS TO BE DELIVERED IN A PARTICULAR TEMPLATE PHOTOCOPYING TEACHING MATERIAL
Q27	CLASS LISTS RECORDING MARKS LAB MAINTENANCE
Q27	CLERICAL STAFF HAS BEEN ASSIGNED RECENTLY, SO I AM NOT DOING AS MUCH - THEY ARE DOING SOME OF THE CLERICAL WORK IN CONTACTING AGENCIES AND GETTING PRECEPTOR NAMES
Q27	CLERICAL TABULATION OF MARKS MARKING NON TECHNICAL ASSIGNMENTS
Q27	CLERICAL/TYPING BOOKING EQUIPMENT, GUEST SPEAKERS, ACTIVITIES DEALING WITH PHONE CALLS
Q27	COLLATING FILING ONLINE PREPARATION
Q27	COMMS - COURSE OUTLINE PREPARATION AND RELATED TASKS. DOCUMENT PRODUCTION (TYPING EXAMS, ASSIGNMENTS, PROOFREADING COURSE DOCUMENTS....) BASIC ADMINISTRATIVE TASKS. (PHOTOCOPYING, FAXING, SENDING EXAMS TO CSD, PICKING DOCS FROM CSD AND OTHER COLLEGE LOCATIONS...)
Q27	COMMUNICATION CONSTANTE AUPRÈS DE DIVERSES PERSONNES POUR RÉGLER DES PROBLÈMES ADMINISTRATIFS. (MANQUE DE COMMUNICATION)
Q27	COMPILING INFORMATION TO BE SENT TO PEOPLE ELECTRONICALLY COMPLETE TYPING OF COURSE OUTLINES, EXAMS, MEETING MINUTES COMPLETING RECORD KEEPING RE: STUDENTS
Q27	COMPLETING AGENDAS AND MINUTES FOR MEETINGS ENTERING GRADES ORGANIZING FILE SYSTEMS
Q27	COMPLETING PAPERWORK DEALING WITH SUPPORT STAFF FUNCTIONS REVIEWING STUDENT TRANSCRIPTS
Q27	COMPOSING TERM TESTS COMPOSING ASSIGNMENTS COMPOSING LABS
Q27	COMPUTER SKILLS LESSON PLANNING CLASS MANAGEMENT
Q27	COMPUTER/TECHNOLOGY ISSUES
Q27	COMPUTER-GENERATED WORK. FILING.
Q27	CONTACTING STUDENTS WHO DO NOT ATTEND OR ARE FAILING GOING TO/FROM PHOTOCOPIERS AND TEST CENTRE! ARRANGING RETEST TIMES
Q27	COORDINATING - IN PARTICULAR FINDING PART-TIME STAFF, INSTRUCTING THEM ON THEIR DUTIES, TEACHING THEM THE ROPES LIAISING WITH EXTERNAL ORGANIZATIONS THAT HAVE AN INTEREST IN THE CONTRACT TEACHING THAT WE OFFER
Q27	COORDINATING MEETINGS PHOTOCOPYING MAKING APPOINTMENTS
Q27	COPY TYPING PRINTING MINOR ASSISTANCE
Q27	COPYING DOCUMENT PREPARATION
Q27	COPYING MARKING TESTS
Q27	COPYING AND COLLATING OF MATERIALS
Q27	COPYING CLEANING CLASSROOM MAKING APPOINTMENTS
Q27	COPYING FILING
Q27	COPYING RESEARCHING SET UP
Q27	COPYING ROUTINE SCHEDULING RECORDING GRADES
Q27	COPYING SUPERVISION OF 2 BURSARY STUDENTS WHO ALREADY ARE DOING A WIDE VARIETY OF KEY ADMIN TASKS FOR OUR ENTIRE PROGRAM, BUT WHOSE QUALITY OF WORK MERITS DOUBLE-CHECKING MAINTAINING A VARIETY OF EXCEL FILE DATA BASES TO TRACK STUDENT MOVEMENT , CHANGES IN ACADEMIC STATUS & RISK LEVELS, ETC.
Q27	COPYING HANDOUTS, OPERATING COPIER COMMUNICATION WITH IT DEPT. SERVICING LOCAL WEB APPLICATIONS
Q27	COPYING HANDOUTS, TESTS, ASSIGNMENTS, ETC. SOME RESEARCH - GET ME THE SHORTLIST OF SITES - RATHER THEN ME HUNTING THE INTERNET FOR HOURS

Q27	COPYING INFORMATION FILING MORE FILING
Q27	COPYING LESSON HANDOUTS COPYING MARKED ASSIGNMENTS CONTACTING STUDENTS TO SET FACE TO FACE MEETINGS
Q27	COPYING MACHINE WRITING A BUSINESS LETTER TO OUR INDUSTRIES SCHEDULE OUR AGENDA
Q27	COPYING MATERIALS AND ASSISTING WITH LAB MANUALS.. HANDLING A NUMBER OF CUSTOMER INQUIRIES BY EITHER RETURNING TELEPHONE CALLS OR ANSWERING TO THE QUESTIONS OF THOSE WALKING IN OFF THE STREET. ASSISTING WITH REGISTRAR "LIKE" STUDENT ISSUES, IE) REGISTRATION, WITHDRAWAL; DIRECTING STUDENTS TO THE APPROPRIATE OFFICES.
Q27	COPYING OF HANDOUTS CORRESPONDENCE WITH GUEST SPEAKERS SETTING UP AV EQUIPMENT FOR CLASS
Q27	COPYING WRITTEN FEEDBACK MATERIALS FOR STUDENTS EACH WEEK INPUTTING GRADES
Q27	COPYING, MANAGING TESTS ? ?
Q27	CORRECTING ASSIGNMENTS
Q27	CORRECTION AIDE TECHNIQUE - POWER POINT OU AUTRES RECHERCHE
Q27	CORRESPONDENCE FILE MAINTENANCE OFFICE TASKS, LIKE ORDERING SUPPLIES, MAINTAINING CALENDARS, ETC.
Q27	CORRESPONDENCE WITH PROSPECTIVE STUDENTS ADMINISTRATION REQUEST
Q27	COUNSELLING STUDENTS ON REGISTRATION ISSUES COUNSELLING STUDENTS ON TUTORING ISSUES PROVIDING SPECIAL NEEDS COUNSELLING
Q27	COURSE DOCUMENTATION MEETING DOCUMENTATION
Q27	COURSE OUTLINE PREPARATION FORMATTING AND PREPARING TESTS AND EXAMS TRACKING STUDENT HEALTH CARDS, CRIMINAL RECORD CHECKS, STUDENT WORK PLACEMENTS ETC
Q27	COURSE OUTLINES AND SUMMARIES COMMITTEE MINUTES
Q27	COURSE UPDATES AND ROLL OVER FACILITATING SERVICE COURSES SCHEDULING MEETINGS
Q27	CREATE MY BLACKBOARD QUIZZES INPUT MY GRADES INTO BLACKBOARD IDENTIFY STUDENTS WHO NEED A PUSH AND CONTACT THEM
Q27	CREATING EVALUATION CREATING PROJECTS UPDATING CURRICULUM
Q27	DAILY ASSIGNMENT MARKING RECORDING MARKS AND ATTENDANCE FACILITATING GROUP DYNAMICS
Q27	DATA COLLECTION/INPUT MANAGEMENT OF ONLINE LEARNING SYSTEMS WORD PROCESSING
Q27	DATA ENTRY
Q27	DATA ENTRY JOBS, TYPING FILING, SORTING, DUPLICATING
Q27	DATA ENTRY OF EVALUATION RESULT EMAIL SCREENING AND VOICEMAIL CHECKING
Q27	DATA ENTRY SUCH AS GRADES ON BLACKBOARD AND EXCEL SPREADSHEETS, ETC...
Q27	PREPARING AND PHOTOCOPYING OF TESTS, ASSIGNMENTS, ETC...
Q27	DATA ENTRY, RECIPES, REQUISITIONS ANSWER EMAILS ANSWERING PHONE INQUIRIES
Q27	DEAL WITH ACCREDITATIONS MARKING SCHEDULE AND TAKE MEETING MINUTES
Q27	DEALING WITH EXEMPTION REQUESTS PHOTOCOPYING
Q27	DEALING WITH STUDENT ISSUES. PAPER WORK. PHONE.
Q27	DEVELOPING AND FORMATTING TESTS FOR PRINTING
Q27	DEVELOPING LECTURE NOTES, AND PRESENTATION MATERIALS PREPARING TEST MATERIALS.
Q27	DEVELOPING TEST MATERIALS PHOTOCOPYING MATERIALS DEVELOPING INFORMATION FOR WEBCT
Q27	DIGITIZING OF COURSE RELATED MATERIALS WORD PROCESSING OF COLLEGE RELATED CORRESPONDENCE, TAKE MEETING MINUTES AND CIRCULATE
Q27	DISCUSSION WITH POTENTIAL STUDENTS DEVELOPING COMMUNITY PARTNERSHIPS DOING RESEARCH
Q27	DOCUMENTATION RE CERTIFICATES; CPR, WHMIS, FIRST AID, CPICS, IMMUNIZATION ETC. CLINICAL PLACEMENTS TYPING COURSE OUTLINES, AGENDAS MEETING MINUTES ETC

Q27	DOES NOT APPLY
Q27	DOING COUNSELLING. DOING COUNSELLING DOING COUNSELLING.
Q27	DOING SURVEYS DURING THE PEAK TIME OF EVALUATION - PRIOR TO SEMESTER ENDING REVISING HANDOUTS, TESTS
Q27	DOING UP MINUTES FROM MTGS WORD PROCESSING ACTIVITIES: COURSE OUTLINES/LEARNING ACTIVITY PKGS ETC SETTING UP MEETINGS/ IE WITH STUDENTS/CLINICAL PRECEPTORS
Q27	DON'T KNOW
Q27	DROPPING AND ADDING COURSES FOR STUDENTS SCHEDULING MEETINGS WITH STUDENTS FOR ADVISING AND FACULTY FOR PLANNING REVIEWING FOR GRADUATION
Q27	DUPLICATE ONLINE LEARNING CONTENT FOR MULTIPLE SECTIONS OF A COURSE PROVIDE CONTENT CHECKING AND ACCURACY (QUALITY CONTROL BEFORE GOING LIVE WITH CONTENT)
Q27	DUPLICATING. HANDLING IN-CLASS SURVEYS THAT ARE REQUIRED BY ADMINISTRATION. ENTERING MARKS INTO CENTRAL COLLEGE SYSTEM.
Q27	ELECTRONIC COMMUNICATIONS INFO NIGHTS, MARKETING THE PROGRAMS DESIGNING AND / OR EXECUTING ADVERTISING CAMPAIGNS FOR THE PROGRAMS
Q27	EMAIL MARKING ANSWERING QUESTIONS
Q27	EMAIL STUDENTS WHO MISS CLASS UPDATES PRINT STUDENT ASSIGNMENTS THAT ARE EMAILED REPLY TO REQUESTS FOR CHANGES TO EXAM DATE BASED ON STUDENT'S PERSONAL ISSUES
Q27	EMBAUCHE DE CONTRACTUELS ENTRETIEN DES EQUIPEMENTS SECRETARIAT
Q27	ENTERING COURSE OUTLINE UPDATES ON TO THE MASTER ONLINE RESOURCE FOR STUDENTS DROPPING AND COLLECTING MATERIAL AT THE PRINTING OFFICE, THE TESTING CENTRE, BOOKSTORE, LIBRARY, REGISTRARS OFFICE, ETC.
Q27	ENTERING GRADES PREPARING AND COPYING COPIES OF ASSIGNMENTS CLEANING UP DESK
Q27	ENTERING GRADES IN TO ELECTRONIC GRADE BOOK PRINTING CLASS MATERIALS REPAIRING AND MAINTAINING EQUIPMENT
Q27	ENTERING MARKS ADMINISTRATIVE TASKS COPYING AND DISTRIBUTING NOTES, ETC.
Q27	ENTERING MARKS FOR ASSIGNMENTS AND EXAMS. EVEN TALLYING EXAM MARKS AND RUNNING SCANTRONS. ARRANGING FOR PRINTING OR PHOTOCOPYING OF IN CLASS ASSIGNMENTS UPDATING ANGEL WITH ANNOUNCEMENTS, CALENDAR ENTRIES, EXTRA ARTICLE LINKS, HINTS ETC. BECAUSE I HAVE MORE THAN ONE SECTION, I'D EVEN ENTER A LOT BUT WOULD UTILIZE THAT PERSON TO COPY TO OTHER SECTIONS.
Q27	ENTERING MARKS INTO "SYSTEM" WORD PROCESSING TESTS AND ASSIGNMENTS
Q27	ENTERING MARKS ONTO WEBCT
Q27	ENTERING MARKS. TYPING DOCUMENTS. ADMINISTRATIVE TASKS SUCH AS PHONE CALLS, PAPER WORK.
Q27	ENTERING MARKS/CREDITS FOR LAB REPORTS, ASSIGNMENTS, TESTS IDENTIFYING AND CONTACTING STUDENTS ABOUT MISSING (PAST DUE) WORK
Q27	ENTERING TEXT ON SOFTWARE PROCTOR TESTS REPROGRAPHY
Q27	ENTRY OF GRADES TO A WORKSHEET AND THEN E-GRADES FORMATTING AND PHOTOCOPYING LAB ASSIGNMENTS PRINTING SOLUTIONS ANSWERING EMAILS, VOICEMAILS AND APPOINTMENTS
Q27	EVALUATING STUDENTS' ASSIGNMENTS. RESEARCH OF NEW AND/OR BETTER COURSE CONTENT. ESTABLISHING AND MAINTAINING COURSE WEBSITES. ONE FOR EACH SECTION OF EACH COURSE.
Q27	EVALUATION ENTERING AND CALCULATING MARKS REVIEW AND EDITING OF HANDOUTS, REVIEWS AND TESTS
Q27	EVALUATION - WITH SPECIFIC GUIDANCE
Q27	EVALUATION INCLUDING RUNNING SCANTRON SHEETS; SHORT ANSWER QUESTIONS WHERE A RUBRIC IS AVAILABLE REVIEWING STUDENTS' POSTINGS ON LMS
Q27	EXAM AND TEST TYPING & COURSE OUTLINE TYPING SHREDDING DOCUMENTS - WHICH WE HAVE TO SAVE AND TAKE TO THE PRINT SHOP [FAR AWAY] PICKING UP WORK FROM THE PRINT SHOP

Q27	EXEMPTION FORMS COOP WITHDRAWAL FORMS DATA INPUT
Q27	EXEMPTION/PLA REQUESTS. DROP/ADD REQUESTS. PROGRAM COORDINATOR ENQUIRIES.
Q27	FIELD PLACEMENT BLACKBOARD GRADES KEYBOARDING
Q27	FIELD PLACEMENT MATERIALS, LETTERS AND ADVISORY COMMITTEES RELATED CORRESPONDENCE ANSWERING PHONE AND MESSAGE IN RELATION TO PLACEMENTS AND COMMUNITY LIAISON. FILLING AND RECORD KEEPING OF STUDENTS DOCUMENTATION
Q27	FIELDWORK PLACEMENT-EXPLORING AND SECURING OPPORTUNITIES ARRANGEMENT OF COMMUNITY VISITS
Q27	FILE / RECORD MAINTENANCE BILLING (ASSOCIATED WITH A TASK FOR WHICH I CURRENTLY RECEIVE COMPLIMENTARY HOURS ON MY SWF. WOULD BE WILLING TO GIVE THIS UP) ORGANIZATIONAL SKILLS (TO HAVE SOMEONE FIELD EMAILS, REQUESTS FOR MEETINGS, ETC.) WOULD GREATLY STREAMLINE THE AMOUNT OF TIME I WOULD BE ABLE TO SPEND ON TASK.
Q27	FILING
Q27	FILING SETTING UP PLACEMENT APPOINTMENTS AND REARRANGING GOING THROUGH E-MAILS WHICH ARE JUNK AND WHICH ARE RELEVANT
Q27	FILING PHOTOCOPYING TYPING MINUTES OF MEETINGS
Q27	FILING PRINTING FIELD COORDINATION
Q27	FILING RECORDING GRADES PROOF READING HANDOUTS & TESTS
Q27	FILING SHREDDING SCHEDULE TUTORING
Q27	FILING AND PROOF READING PHOTO COPYING, DEALING WITH THE BOOK STORE ORDERING SUPPLIES,
Q27	FILING AND OTHER PAPERWORK WHICH NEEDS TO BE DONE ORGANIZATIONAL PREP WORK AND FOLLOW-UP FOR WORKSHOPS THAT I OFFER; KEEPING TRACK OF FACULTY WITH WHOM I CONSULT, I.E., HOW LONG AND FOR WHICH TOPIC ATTEND, PREPARE AND DISTRIBUTE MINUTES OF MEETINGS
Q27	FILLING OUT EXPENSE REPORTS AND VISA STATEMENTS UPDATING STUDENT GRADES IN SOFTWARE
Q27	FILLING OUT FORMS. I AM FILLING OUT A FORM ONLINE RIGHT NOW FOR A SURVEY. WHY DO I HAVE TO FILL OUT A PAPER FORM EVERY TIME I NEED SOMETHING PRINTED. THERE SHOULD BE AN ELECTRONIC FORM. LIKEWISE, ANOTHER FORM THAT I AM FILLING OUT TOO OFTEN NOW IS THE TESTING FORM -- OUR MANAGEMENT HAS INSTITUTED A POLICY THAT, IN ESSENCE, ALLOWS STUDENTS TO WRITE MISSED TESTS REGARDLESS OF THE EXCUSE. THIS REQUIRES AGAIN A PAPER FORM, BUT ONE THAT YOU CAN ONLY GET AT THE TESTING CENTRE. IN REALITY, ELECTRONIC FORMS WOULD SOLVE ANY NEED OF A CLERICAL ASSISTANT. I WOULD PROBABLY NOT NEED THE ASSISTANT A WHOLE HOUR EVERY WEEK, BUT MAYBE FOR ONE HOUR A WEEK PRIOR TO MY TESTING WEEK AND TWO HOURS A WEEK AFTER MY TESTING WEEK.
Q27	FINANCIAL ISSUES PROGRAM INQUIRIES SOURCING MATERIALS
Q27	FIXING PROBLEMS IN MOODLE. REWORKING SCHEDULES FOR STUDENTS RETAKING COURSES. ENTERING GRADES IN E- GRADES.
Q27	FOLLOW UP ON WEEKLY DEPARTMENTAL ACTIVITIES - LIAISING WITH OTHER DEPARTMENTS COPYING ALL LESSON PLAN MATERIAL UPDATING OF COURSE MATERIAL - ONGOING THROUGHOUT SEMESTER
Q27	FOLLOW UP WITH STUDENT ATTENDANCE ASSISTANCE WITH TESTING
Q27	FOLLOWING INQUIRIES ABOUT THE PROGRAM PHOTOCOPYING FOR CLASS



Q27	FOLLOW-UP ON REQUEST FOR LIBRARY MATERIALS. MAKE AN ADHOC DECISION ON HOW TO PROCEED IF MATERIALS ARE NOT AVAILABLE. MAKE A DECISION ON HOW TO PROCEED IF MATERIAL FROM ANOTHER INSTITUTION HAS NOT ARRIVED IN TIME FOR THE PLANNED LESSON. ADJUST LESSON PLAN MOMENTS BEFORE CLASS STARTS TO REFLECT THE REALITY OF NOT RECEIVING MATERIAL IN TIME AND EMAIL ADJUSTED PLAN. CARRY A CELL PHONE EVERY DAY AND BE INSTANTLY AVAILABLE FOR ADHOC JOBS SUCH AS SOLVING MY TECHNICAL PROBLEMS WITH COURSE MANAGEMENT SOFTWARE, PHOTOCOPIERS, NETWORK CONNECTIONS, PROJECTORS AND OTHER. WALK TO THE TEST CENTRE TO REVIEW FILES. DROP OFF MISSED TESTS, REVIEW STATUS OF INCOMPLETE ITEMS, AND PICKUP COMPLETED ITEMS. MAKE AN ADHOC DECISION ON HOW TO PROCEED WITH INCOMPLETE ITEMS.
Q27	FORMATTING AND WORD PROCESSING MEMOS FOR STUDENTS FOLLOW UP CALLS TO FIELD PLACEMENT AGENCIES PREPARING MAIL OUTS TO PLACEMENT AGENCIES
Q27	FORMATTING DOCUMENTS SCHEDULING APPOINTMENTS WITH MULTIPLE ATTENDEES ORGANIZING EVENTS RELATED TO THE COLLEGE
Q27	FORMATTING EXAMS COMPLETING REQUESTS FOR PRINTING/PHOTOCOPYING REQUESTS FOR ROOMS, GENERAL PAPERWORK
Q27	FORMATTING EXAMS GRADING MULTIPLE CHOICE TRUE/FALSE TESTS AND ENTERING THEM INTO THE COMPUTER
Q27	FORMATTING IN WORD, FIXING CLERICAL MISTAKES, PRINTING, TAKING AND PICKING UP TEST TO TEST CENTER ETC. ORGANIZING AND TRACKING STUDENT INFORMATION FOR COMMUNITY PLACEMENT ETC. ENSURING EQUIPMENT IS WORKING (COMPUTERS ETC.), PAPER IS AVAILABLE, FILING, ETC.
Q27	FORMATTING TESTS ORDERING AND RETRIEVING PRINTED MATERIALS FILING
Q27	GATHERING INFORMATION TOURS, ANSWERING CORRESPONDENCE EQUIPMENT INVENTORY AND CONTROL
Q27	GENERAL ACADEMIC ISSUES. NON-ACADEMIC PROBLEMS THAT CAN BE REFERRED TO OTHER AREAS LIKE COUNSELLING. REVIEWING ASSIGNMENTS FOR STUDENTS WHO HAVE MISSED CLASS.
Q27	GENERAL INFO ACADEMIC INFO
Q27	GETTING ASSIGNMENTS / TESTS READY BOOKING APPOINTMENTS FILING
Q27	GRADE ENTRY SOURCING OF UPDATED VIDEOS OR AV MATERIAL PHOTOCOPYING
Q27	GRADING
Q27	GRADING MISSING ATTENDANCE/SUBMISSION FOLLOW-UP BASIC SUBJECT RESEARCH
Q27	GRADING WORD PROCESSING EXAMS AND ASSIGNMENTS MAINTAINING A WEBSITE
Q27	GRADING (MULTIPLE CHOICE ETC) / DATA ENTRY EMAIL AND PHONE RESPONSE TO PROGRAM INQUIRIES GENERAL - ORDERING SUPPLIES, GETTING NOTES REPRODUCED ETC
Q27	GRADING HOMEWORK (IF APPLICABLE TO THE DEFINITION OF "SUPPORT STAFF") DISTANCE EDUCATION ADMINISTRATION TASKS (FILING, MAILING, EMAILING, TESTS...) RECORD-KEEPING
Q27	GRADING IN CLASS ASSIGNMENTS RECORDING GRADES HELPING WITH STUDENTS THAT NEED EXTRA ATTENTION
Q27	GRADING! REVIEWING WORK. IN CLASS HELP.
Q27	HAVING ALL STUDENT CONCERNS SCREENED BEFORE MEETING WITH ME. HAVING SOME OF THE MORE ADMINISTRATIVE WRITTEN DOCUMENTATION COMPLETED ON MY BEHALF.
Q27	HELP STUDENTS REGARDING ADMISSIONS HELP STUDENTS REGARDING FAILED COURSES AND WHAT TO DO HELP STUDENTS REGARDING SCHEDULES
Q27	HELP WITH STUDENTS NEEDS HELP WITH COORDINATING RESPONSIBILITIES OFFICE TASKS
Q27	HELPING ME WITH COMPUTER INPUT

	HELPING STUDENTS DEAL WITH THE WOEFULLY INADEQUATE SERVICE THEY GET FROM THE REGISTRAR'S OFFICE REGARDING COURSE SELECTION, TIMETABLES, FEES ETC. HELPING STUDENTS WITH OTHER ADMINISTRATIVE MATTERS THAT NO ONE ELSE SEEMS TO TAKE ON: WHY CAN'T THEY GET A LOCKER, A PARKING SPACE, LATE TEXT BOOKS, LINE UPS FOR FINANCIAL AID. THESE ADMINISTRATIVE GAPS MAKE STUDENTS VERY ANGRY AND FRUSTRATED AND CAUSE MORE KPI PROBLEMS THAN ACADEMIC ISSUES. PLEASE ORGANIZE THIS COLLEGE SO THE STUDENTS' NEEDS COME FIRST. MY STUDENTS CANNOT COMMIT TO CLASSES AFTER 4:30 PM - MOST HAVE CHILDREN, MANY HAVE JOBS. THE LATE CLASSES ARE TERRIBLE FOR ATTENDANCE REASONS. TIMETABLES NEED TO BE MORE ACCESSIBLE TO MATURE STUDENTS.
Q27	I CAN'T THINK OF ANY.
Q27	I CURRENTLY HAVE AN ASSISTANT FOR DELEGATED TASKS RELATED TO MY PROGRAM.
Q27	I DO HAVE ACCESS TO ADMIN STAFF, SO I DO DELEGATE TO THEM
Q27	I DO HAVE CLERICAL SUPPORT ( A PROGRAM SECRETARY WHO WORKS FULL TIME FOR THE PROGRAM)
Q27	I DO MY OWN WORK ON MY COMPUTER AND DON'T USE ADMIN HELP NO NO
Q27	I DO NOT BELIEVE THAT OUR CLERICAL STAFF COULD ASSIST ME IN ANYWAY.
Q27	I DO NOT FEEL I NEED AN ASSISTANT I DO NOT FEEL I NEED AN ASSISTANT I DO NOT FEEL I NEED AN ASSISTANT
Q27	I ENTERED 0 WHAT IS THERE TO EXPLAIN
Q27	I FIND IT FASTER TO DEVELOP MATERIALS AND PRESENTATIONS ON MY OWN
Q27	I GET PRETTY MUCH ALL THE ASSISTANCE I CAN USE
Q27	I HAVE NOT USED ADMIN ASSISTANCE IN 20 YEARS
Q27	I PREFER TO DO MY OWN WORKED GENERATING MANUALS THAN HAVING SOMEONE ELSE DO THEM FOR ME
Q27	I SAID THERE WOULD BE NOTHING
Q27	I SELECTED ZERO HOURS, SO N/A I SELECTED ZERO HOURS, SO N/A I SELECTED ZERO HOURS, SO N/A
Q27	I THINK I SAID 0.
Q27	I WOULD LIKE HELP MARKING AND/OR A TUTOR. PHOTOCOPYING - BUT I DON'T ALWAYS HAVE THINGS READY 3 DAYS IN ADVANCE! I DON'T THINK ADMIN HELP WOULD BE OF MUCH ASSISTANCE TO ME AS I AM COMFORTABLE DOING MY OWN COMPUTER WORK, CREATING MY OWN HANDOUTS AND TEACHING MATERIALS, ETC.
Q27	I WOULD NOT ASSIGN ANYTHING TO AN ASSISTANT. MOST OF MY ASSISTANCE HAS TO DO WITH CLASS WORK, PERSONAL ISSUES OR BEHAVIOUR ISSUES.
Q27	I WOULD NOT ASSIGN ANYTHING TO HIM/HER BECAUSE I WOULD STILL HAVE TO PREPARE THE WORK BEFOREHAND TO BE DONE, SO IT WOULD BE OF NO BENEFIT TO ME. IN FACT, IT WOULD SLOW MY PROCESS DOWN HAVING THIS EXTRA STEP.
Q27	I WOULD NOT DELEGATE ANY TASKS - THEY WOULD NOT HAVE THE BACKGROUND KNOWLEDGE TO HELP IF YOU ARE A COORDINATOR THIS WOULD BE APPLICABLE - THOSE GUYS SPEND SO MUCH TIME DOING USELESS WORK ASSIGNED TO THEM BY MANAGERS
Q27	I WOULD NOT DELEGATE ANY TASKS.
Q27	I WOULD NOT DELEGATE MUCH BECAUSE I DON'T TRUST OTHERS TO DO THE WORK I DO INPUTTING GRADES GETTING PRINTING DONE/ DOING MAIL RUNS
Q27	I WOULDN'T. THE SUPPORT STAFF IS INEFFECTIVE, RELATIVELY SLOPPY REGARDING PROBLEM SOLVING, AND VERY UNACCOMMODATING TO BOTH STUDENTS AND FACULTY.
Q27	I'D LOVE TO PASS OFF SOME OF THE MARKING, BUT THEN I WOULDN'T HAVE A GOOD GRASP OF WHERE THE STUDENTS WERE, SO I WOULDN'T DO IT.
Q27	INPUT GRADES DO PHOTOCOPYING OR FILL OUT GRENVILLE SHEETS KEEP FILES, NOTEBOOKS IN ORDER
Q27	INPUT OF GRADES SCHEDULING MEETING WITH STUDENTS PREPARING CLASS MATERIALS (IE PHOTOCOPIES)
Q27	INPUT OF STUDENT DATA IE) IMMUNIZATION TRACKING INPUT STUDENT GRADES FILING OF STUDENT RECORDS
Q27	INPUTTING AND ORGANIZING OF TESTS COLLATING INSTRUCTOR/TEAM PAPERWORK

Q27	INPUTTING STUDENT GRADES RECORDING ATTENDANCE FOR THE COUNSELLING OFFICE PROCESSING STUDENT HANDOUTS
Q27	IT WOULD DEPEND GREATLY ON THE SKILL LEVEL OF THE ASSISTANT. IF POSSIBLE, ENTERING GRADES PHOTOCOPYING IF POSSIBLE, MARKING ASSIGNMENTS - WOULD HAVE TO BE A TEACHING ASSISTANT
Q27	IT WOULDN'T HAPPEN SO THERE IS NO SENSE ANSWERING THIS
Q27	J'AI DIS QUE JE N'AVAIS PAS BESOIN DE CETTE AIDE!
Q27	LA MISE EN PAGE LA PHOTOCOPIE, L'IMPRESSION, LA COMMANDE DE MANUELS LE CLASSEMENT
Q27	LAB ISSUES WITH EQUIPMENT, CABLES, ORGANIZATION, ETC.
Q27	LAB PREP
Q27	LABORATORY & EQUIPMENT MAINTENANCE.
Q27	LABORATORY PREP
Q27	LETTER WRITING PHOTOCOPYING OR SENDING THINGS TO PRINTING WORD PROCESSING
Q27	LETTER WRITING RE CONFIRMATION OF STUDENT PLACEMENTS AND NUMBERS, THANK YOU ETC. ORGANIZING TIMETABLES AND PREPARING STUDENT FRIENDLY VERSIONS FOR POSTING AND DISTRIBUTION TYPING OF EXAMS
Q27	LMS--POSTING GRADES, UPLOADING MATERIAL, AND GENERAL IT SUPPORT STUDENT MANAGEMENT--GRADE SHEETS, ETC THAT SHOULD BE ONLINE MARKING ASSISTANCE
Q27	LOOKING UP CONTACT NAMES AND NUMBERS PHOTOCOPYING ENSURING NECESSARY TOOLS ARE IN PLACE AND WORKING IN THE CLASSROOM
Q27	LOOKING UP STUDENT RECORDS PLANNING COURSE LOADS FOR NEW OR OFF-CYCLE STUDENTS
Q27	LOOKING UP THINGS ON STUDENT'S PROGRESS ROUTINE COURSE LOADING
Q27	MAINTAINING ARCHIVE OF ACADEMIC EVIDENCE AS REQUIRED BY PEQAB MAINTAINING UP-TO-DATE MARKS RECORDS FOR TEAM-TAUGHT COURSES
Q27	MAINTAINING STUDENT FILES - KEEPING TRACK OF STUDENT PLACEMENT FILES; RECORDING HOURS; FILING DOCUMENTATION IMPUTING TIMETABLE CHANGES FOR STUDENTS; PRINTING THE STUDENT'S TIMETABLE ONCE I'VE MET WITH THE STUDENT AND MADE RECOMMENDATIONS ARRANGING APPOINTMENTS FOR STUDENTS THAT ARE REQUESTING ADVANCED CREDITS; INFORMING THEM OF THE DOCUMENTATION NEEDED AND ENSURING THAT ALL IS IN PLACE BEFORE I SEE THEM; WOULD REDUCE TIME ON THE TELEPHONE OR THE NEED TO SEE PEOPLE MORE THAN ONCE
Q27	MAINTAINING STUDENT RECORDS MARKING ROUTINE TOPIC TESTS MEETING STUDENTS WITH NON ACADEMIC RELATED CONCERNS, AND PROGRAM PROMOTION
Q27	MAINTENANCE OF BLACKBOARD WEBSITE PREPARATION OF EXAM MATERIALS & PREPARATION OF IN-CLASS EXERCISE MATERIALS DROP-OFF, PICK-UP OF PRINT MATERIAL,
Q27	MAKE PHOTOCOPIES OF ASSIGNMENTS, RETRIEVE RECENT SCHOLARLY ARTICLES USE EXCEL TO CREATE VARIOUS TABLES OF ASSIGNMENTS EVALUATION GRIDS
Q27	MAKING COPIES OR TESTS AND OTHER COURSE MATERIALS
Q27	MAKING CURRICULUM REVISIONS - WORD INPUT TAKING MESSAGES AND BOOKING APPOINTMENTS COORDINATING PLACEMENTS
Q27	MAKING STUDENT APPOINTMENTS DIRECTING STUDENTS CLERICAL WORK
Q27	MAKING SURE THE ENVIRONMENT WORKS AND THE MATERIAL IS PROPERLY TESTED AND IN ORDER TRACKING DOWN WEAKER STUDENTS AND MAKING APPOINTMENTS WITH THEM SETTING UP THE SUPPORT PLAN AND TOOLS TO HELP WEAKER AND SPECIAL NEED STUDENTS
Q27	MANAGING EMAIL AND VOICE MAIL. SCHEDULING MEETINGS AND APPOINTMENTS. HANDLING PHOTOCOPYING.
Q27	MANAGING INTERNAL COLLEGE FORMS- GRADE CHANGES,
Q27	MARK INPUTTING CLINICAL TIMETABLE SCHEDULING SCENARIO PREPARATION
Q27	MARK WEEKLY ASSIGNMENTS
Q27	MARKING
Q27	MARKING
Q27	MARKING

Q27	MARKING
Q27	MARKING HELP IN LABS
Q27	MARKING INPUTTING GRADES....EGRADE SETTING UP EQUIPMENT
Q27	MARKING MARKING MARKING
Q27	MARKING MARKING MARKING
Q27	MARKING ORGANIZING STUDENT PAPERS PREPARING TESTS, QUIZZES ETC.
Q27	MARKING PHOTOCOPYING TEST RESCHEDULING
Q27	MARKING PRINTING
Q27	MARKING READING PAPERS PRINTING/ PICK UP DELIVERIES
Q27	MARKING RESEARCH PREP WORK
Q27	MARKING RECORDING GRADES
Q27	MARKING RESEARCH OF BUDGETARY NEEDS FOR NEW PROGRAMS
Q27	MARKING - THERE MAY BE TOO MUCH CONFUSION WITH MARKERS BETWEEN STUDENTS AND PROFESSORS AND AS A RESULT, IT MAY REQUIRE MORE TIME, NOT REDUCE TIME TO DO MY JOB.
Q27	MARKING TUTORING PROCTORING
Q27	MARKING / LAB ASSISTANCE
Q27	MARKING AND GRADING. COPYING AND PRINTING MATERIALS. TUTORING.
Q27	MARKING AND LOGGING GRADES MAINTAINING BLACKBOARD NOTES/MATERIALS/INTERACTIVE ACTIVITIES POSTED FOR STUDENTS.
Q27	MARKING ASSIGNMENTS MARKING TESTS MARKING LABS
Q27	MARKING ASSIGNMENTS AND TESTS
Q27	MARKING IF IT IS A TA RESPONDING TO GENERAL ENQUIRIES BY PHONE AND EMAIL SOURCING AND PREPARING MATERIALS FOR LESSON PLANS
Q27	MARKING OF ROUTINE TESTS AND ASSIGNMENTS PREPARING CLASS HAND-OUTS, PRINTING OF TESTS FOLLOWING UP ON ATTENDANCE RELATED PROBLEMS
Q27	MARKING OF SMALL ASSIGNMENTS, QUIZZES, HOMEWORK RE-WORKING POWERPOINT PRESENTATION TO INCORPORATE NEW INFORMATION PHOTOCOPYING, PRINT REQUISITIONS
Q27	MARKING OF TESTS AND ASSIGNMENTS
Q27	MARKING PAPERS
Q27	MARKING TESTS AND ASSIGNMENTS
Q27	MATERIALS PREPARATION PHOTOCOPYING FILING
Q27	MATERIALS PREPARATION. SOME CORRESPONDENCE DOCUMENT OR ASSIGNMENT MANAGEMENT: MAINLY DESTROYING UNCLAIMED STUDENT WORK.
Q27	MINUTE TAKING AND RECORDING OF MEETINGS CORRELATING EXAMS
Q27	MISE EN FORME DES PRESENTATIONS NUMÉRISATION DE MATÉRIEL IMPRESSION ET PREPARATION DES NOTES COURS, EXAMENS
Q27	MISE EN PAGE DES TRAVAUX, CONTENUS DE COURS
Q27	N/A
Q27	NON-DOCUMENTED PROJECTS/ACTIVITIES TO INCREASE APPLICATION RATES, RETENTION RATES, ETC. MARKING NON-DOCUMENTED DEMANDS FROM SERVICE DEPARTMENTS, I.E. DISABILITY SERVICES
Q27	NONE
Q27	NONE
Q27	NONE NONE NONE
Q27	NONE NONE NONE
Q27	NONE NONE NONE
Q27	NONE NONE NONE
Q27	NONE, I HAVE NO CLERICAL SUPPORT PERHAPS RESEARCHING THINGS BUT THAT WOULD BE A LIBRARY ASSISTANT NOT CLERICAL
Q27	NONE, THE MAJORITY OF MY WORK IS ACADEMIC, NOT CLERICAL
Q27	NONE. THE TASKS CANNOT BE DELEGATED.
Q27	NOT APPLICABLE, GIVEN THAT MY TASKS ARE NOT APPROPRIATE FOR CLERICAL STAFF
Q27	NOT SURE WHAT THIS PERSON WOULD/COULD DO TO ASSIST ME.
Q27	NOTES AND TESTS

Q27	NOTHING NOTHING NOTHING
Q27	NOTHING REALLY. PERHAPS SOME OF THE ADMIN ASSIGNED TASKS LIKE APPEARING AT TRADE SHOWS
Q27	NOTHING. AN IMPORTANT PART OF TEACHING IS RELATIONSHIP BUILDING AND I WOULD NOT WANT TO DELEGATE THAT RESPONSIBILITY
Q27	OFFICE ORGANIZATION (FILING) LOCATING REFERENCE MATERIALS IMPROVE PRESENTATION MATERIALS
Q27	OFFICE TASKS SUCH AS PHOTOCOPYING, SPREADSHEETS, ORGANIZING MEETINGS TROUBLE SHOOTING STUDENT TECHNICAL PROBLEMS ASSISTING IN EVALUATING STUDENT ASSIGNMENTS
Q27	ON-LINE UPDATING TYPING/SCANNING NOTES INTERNET SEARCHING
Q27	OPERATIONAL ISSUES BUDGET/CLERICAL ISSUES PURCHASING ISSUES
Q27	ORDER COMPONENTS INSERT LESSONS ON BLACKBOARD TYPE MY POWERPOINT PRESENTATIONS
Q27	ORDER MATERIAL/SUPPLIES SET UP LAB EQUIPMENT/PREPARE HAND-OUTS PROVIDE ADDITIONAL LAB TIME SUPERVISION (NOT MARKING - ONLY SUPERVISION IE: FOR SAFETY REASONS)
Q27	ORGANISING STUDENT PAPERS AND PROJECT (I HAVE 200+ STUDENTS IN A SEMESTER...LOTS OF FILING ETC) FORMATTING
Q27	ORGANIZATION OF CLINICAL PACKAGES CLINICAL ORGANIZATION AND CONTRACTS LOTS OF TYPING AND SCREENING OF CALLS
Q27	ORGANIZING DAY TO DAY MEETINGS ADMINISTRATIVE DUTIES: PHOTOCOPYING, PRINTING RESPONDING TO GENERAL ENQUIRY E-MAILS AND VOICE MAILS
Q27	ORGANIZING RESOURCES AND FILES SHARING RESOURCES AMONG FACULTY PERHAPS DOING A BIT OF PRE-MARKING
Q27	ORGANIZING, PREPARING, COPYING 'TYPED' STUDENT HANDOUTS. ARRANGING SCHEDULE FOR INTERNAL AND EXTERNAL MEETINGS AND COMMUNICATIONS. RECORDING MEETING MINUTES.
Q27	OUTSIDE ASSISTANCE CAN'T HELP ME GIVE STUDENTS WHAT THEY NEED
Q27	PAPERWORK COMPLETION OF FORMS AND REPORTS STUDENT INTERVENTION FOR SIMPLE ADMINISTRATIVE QUESTIONS
Q27	PAPERWORK TRACKING STUDENT SUPPORT AROUND CAREER SEARCH AND COUNSELLING SPECIFIC SUPPORT AROUND LEARNING SKILLS AND STRATEGIES FOR STUDENTS
Q27	PHONE CALLS WORD PROCESSING OF A VARIETY OF DOCUMENTS ETC. PHOTOCOPYING
Q27	PHONE CALLS REGARDING COURSES AND CONTENT FOR BOTH FULL TIME AND PART TIME COURSES. EMAILS REGARDING COURSES AND CONTENT FOR BOTH FULL TIME AND PART TIME COURSES.
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING BOOKING TRIPS GUESTS PARKING AND GIFTS RESEARCH FOR BUYING NEW GEAR, TECHNICAL EQUIPMENT ETC
Q27	PHOTO COPY REQUESTS DATA ENTRY OF MARKS
Q27	PHOTO COPYING
Q27	PHOTO COPYING FORM REVISION
Q27	PHOTO COPYING MARKS RECORDED EVALUATION
Q27	PHOTO COPYING POSTING INFORMATION ON VISTA CONDUCTING RESEARCH
Q27	PHOTO COPYING WORD PROCESSING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING
Q27	PHOTOCOPYING MARKING
Q27	PHOTOCOPYING CONFIRMING THE CONTENT ON BLACKBOARD UPLOADING GRADES

Q27	PHOTOCOPYING ADMIN, PAPERWORK ORDERING SUPPLIES
Q27	PHOTOCOPYING ADMINISTRATIVE DUTIES ORGANIZING ETC.
Q27	PHOTOCOPYING ANSWERING ROUTINE PHONE AND EMAIL INQUIRIES OBTAINING ROUTINE INFORMATION
Q27	PHOTOCOPYING CLINICAL PREP IE POLICE CHECKS, IMMUNIZATION
Q27	PHOTOCOPYING COMPLETING ADMINISTRATIVE FORMS FOR MAKE-UP TESTS, ETC CLASS ADMINISTRATION ON THINGS SUCH AS POSTING NOTICES AND ANSWERING BASIC QUESTIONS
Q27	PHOTOCOPYING - COPIER IS ALWAYS BROKEN ADMINISTRATIVE DETAILS
Q27	PHOTOCOPYING EMAILS UPDATING BLACKBOARD
Q27	PHOTOCOPYING EQUIPMENT- LACK OF IN THE OFFICE SUPPLIES SUCH AS PAPER ETC. EQUIPMENT-PHOTOCOPIER NOT WORKING LACK OF EQUIPMENT- SHREDDER, PHOTOCOPIER ETC
Q27	PHOTOCOPYING FILING
Q27	PHOTOCOPYING FILING ORGANIZING CLASS MATERIAL
Q27	PHOTOCOPYING FILING RECORD KEEPING
Q27	PHOTOCOPYING FILING RECORDING GRADES AND INFORMATION ON BLACKBOARD
Q27	PHOTOCOPYING FILING ROUTINE CORRESPONDENCE
Q27	PHOTOCOPYING FOLLOW UP EMAILS FILING
Q27	PHOTOCOPYING FORMATTING OF NEW COURSE OUTLINES FORMATTING LECTURE NOTES, POWER POINT PRESENTATIONS
Q27	PHOTOCOPYING INQUIRING ABOUT COLLEGE SERVICES FIXING BROKEN EQUIPMENT
Q27	PHOTOCOPYING INTER-COLLEGE DELIVERIES
Q27	PHOTOCOPYING MARKETING AND PROMOTION
Q27	PHOTOCOPYING MARKING (MULTIPLE CHOICE/TRUE FALSE)
Q27	PHOTOCOPYING MARKING SIMPLE ASSIGNMENTS ENTERING MARKS OF GRADE SHEET
Q27	PHOTOCOPYING MEETING BOOKINGS, AGENDA PREP, AND MINUTES RECORDING STUDENT ASSISTANCE WITH BASIC REQUESTS THAT DO NOT REQUIRE FACULTY INPUT.
Q27	PHOTOCOPYING PHONE CALLS, RESPONSE TO EMAIL TYPING, FILING
Q27	PHOTOCOPYING POSTING MATERIAL DOCUMENTATION
Q27	PHOTOCOPYING PRINT REQUISITIONS INPUTTING MARKS
Q27	PHOTOCOPYING PRINTING TYPING OF ASSIGNMENTS AND TESTS, AND MARKING
Q27	PHOTOCOPYING PRINTING ASSIGNMENTS FROM BLACKBOARD
Q27	PHOTOCOPYING RECORDING MARKS IN WEBCT
Q27	PHOTOCOPYING RETURNING CALLS TO POTENTIAL STUDENTS AND/OR PARENTS OF CURRENT STUDENTS CREATING AND SENDING LETTERS TO STUDENTS IN TROUBLE IN A TIMELY FASHION BASED ON GRADE BOOK MARKS OR BENCHMARK TESTS THROUGHOUT SEMESTER
Q27	PHOTOCOPYING ROUTINE EMAIL ANSWERS DATE BOOKING MY APPTS
Q27	PHOTOCOPYING SEND OUT INVITATIONS FOR ADVISORY COMMITTEE MEETINGS
Q27	PHOTOCOPYING SPECIFIC SOFTWARE FUNCTIONS GATHERING INFORMATION
Q27	PHOTOCOPYING TAKING AND RETRIEVING MATERIALS FROM THE PRINT SHOP TYPING CASE STUDIES FOR CLASS AND TESTS. PHOTOCOPYING TAKING AND RETRIEVING MATERIALS FROM THE PRINT SHOP TYPING CASE STUDIES FOR CLASS AND TESTS. PHOTOCOPYING TAKING AND RETRIEVING MATERIALS FROM THE PRINT SHOP TYPING CASE STUDIES FOR CLASS AND TESTS.
Q27	PHOTOCOPYING TAKING ATTENDANCE AT MORNING WARM UPS
Q27	PHOTOCOPYING TYPING FILING
Q27	PHOTOCOPYING TYPING PREPARING REQUISITIONS
Q27	PHOTOCOPYING UPDATING SLIDES UPDATING EXCEL GRADING SPREADSHEETS
Q27	PHOTOCOPYING WORD PROCESSING ASSISTANCE WITH PROJECTS
Q27	PHOTOCOPYING WORD PROCESSING: FORMATTING EXAMS, TESTS, ETC. ORDERING BOOKS AND OTHER RESOURCES
Q27	PHOTOCOPYING WRITING UP ASSIGNMENTS MARKING
Q27	PHOTOCOPYING (MINIMAL) MY WORK DOES NOT LEND ITSELF TO CLERICAL ASSISTANCE

Q27	PHOTOCOPYING AND PRINTING ORGANIZATIONAL SYSTEMS ASSISTANCE WITH RESOURCE REQUIREMENTS
Q27	PHOTOCOPYING ASSIGNMENTS
Q27	PHOTOCOPYING ASSIGNMENTS AND HANDOUTS RECORDING AND CALCULATING GRADES PROOFREADING
Q27	PHOTOCOPYING CLASS MATERIALS
Q27	PHOTOCOPYING HANDOUTS, QUIZZES, EXAMS, ETC FILING - CLINICAL EVALUATION DOCUMENTS, EXAMS, FORWARDING COPIES OF ASSIGNMENTS TO LAURENTIAN SCHEDULING APPTS - CLINICAL EVALUATIONS, MEETINGS, ETC
Q27	PHOTOCOPYING IN A TIMELY MANNER. RESPONDING TO E-MAILS. DOCUMENT HANDLING - LETTERS, DOCUMENT FORMATTING AND PRODUCTION ...
Q27	PHOTOCOPYING NOTES WORD PROCESSING PHOTOCOPYING TEST
Q27	PHOTOCOPYING, PRINTING, EDITING CORRESPONDENCE TO STUDENTS, SITES, EMPLOYERS COMPILING FEEDBACK AND DATA AND MARKS
Q27	PHOTOCOPYING. FILING. INVENTORY AND ORDERING SUPPLIES.
Q27	PHOTOCOPYING. SETTING UP LABORATORY EQUIPMENT AND SAMPLES. SETTING UP ONLINE ASSISTING TOOLS.
Q27	PHOTOCOPYING/PRINTING LETTER WRITING TEST EVALUATION
Q27	PHOTOCOPYING: TESTS, GUIDED NOTES, ACTIVITIES ETC FILING
Q27	PICKING UP AND DROPPING OFF TESTS TO TEST CENTRE AND SPECIAL NEEDS CENTRE MAKING COPIES AND PICKING UP AND DROPPING OFF FROM COPY CENTRE PICKING UP TEXTS FROM SHIPPING AND RECEIVING
Q27	PLACEMENT PLACEMENT PLACEMENT
Q27	PLACEMENT PAPERS PROCESSING SENDING OUT THANK YOU CARDS PHOTOCOPYING
Q27	PLACEMENT RELATED PAPERWORK UPLOADING STUDENT INFORMATION TO THE ON-LINE TEACHING SYSTEM
Q27	PLACEMENT TASKS PLACEMENT PAPERWORK TRACKING PLACEMENTS
Q27	POSTING MID-TERM MARKS PHOTOCOPYING ASSISTANCE IN ADMINISTRATIVE DUTIES
Q27	POSTING OF MATERIALS TO THE BLACKBOARD SETTING UP EXTERNAL LINKS IN BLACKBOARD TYPING
Q27	POSTING STUDENT GRADES TO THE ELECTRONIC ACCESS SYSTEM POSTING NOTES AND EXERCISES TO THE STUDENT ACCESS SYSTEM PREPARING POWERPOINT PRESENTATIONS
Q27	PRELIMINARY EMAIL REVIEW REPETITIVE PROGRAM COORDINATION TASKS DOCUMENTATION/CLERICAL
Q27	REPAIR/REPAIR SHOP EQUIPMENT AND TOOLING PHOTOCOPYING OF TRAINING MATERIAL ASSIST IN LAB ASSIGNMENTS
Q27	PREPARATION AND ORGANIZATION OF BINDERS - LECTURE NOTES, ACTIVITY SCHEDULES, LESSON PLANS PREPARING MATERIALS FOR, AND MOVING RESOURCES ONTO LMS - SLIDESHOWS, CALENDAR, DOCUMENTS, PUBLISHER'S RESOURCES, TEST BANKS CALLING GUEST LECTURERS, MAKING ARRANGEMENTS FOR PRACTICAL LAB EXPERIENCES OUTSIDE OUR DEPARTMENT, AND ORGANIZING SOCIAL ACTIVITIES FOR STUDENTS
Q27	PREPARATION FOR DUPLICATION COURSE HANDOUTS. DUPLICATE. CORRESPONDENCE, IN PARTICULAR TYPING UP LETTERS OF REFERENCE AND/OR FAXING MATERIALS. SCREEN EMAILS AND IDENTIFY THOSE WHICH NEED MY PERSONAL RESPONSE. (THE NUMBER OF EMAILS INCREASES DAILY TO A RIDICULOUS NUMBER BY MONDAY MORNING).
Q27	PREPARATION OF COURSE MATERIALS ANSWERING GENERIC EMAILS REGARDING PROGRAM SPECIFICS FROM OUTSIDE STUDENTS LOGGING AND MONITORING PHONE COMMUNICATION
Q27	PREPARATION OF COURSE SUPPORT MATERIALS FOLLOW UP WITH CORRESPONDENCE HELPING TO SCREEN SOME OF THE COMMUNICATION REQUEST
Q27	PREPARATION OF CURRICULUM MATERIALS - HANDOUTS, TESTS, AUDIO VISUAL AIDS REVISION OF CURRICULUM MATERIALS
Q27	PREPARATION OF POWERPOINT SLIDES MAKE PHONE CALLS TO FIELD PLACEMENT
Q27	PREPARE LAB, TECHNICIAN SHOULD DO THIS

Q27	PREPARE MATERIAL AND POST MATERIAL FOR ONLINE DELIVERY TRANSCRIBE SECOND YEAR STUDENT WEEKLY EVALUATION FORMS PREPARE (TYPING) TEST/EXAMS/HANDOUTS/WORKSHEETS
Q27	PREPARE PLACEMENT PACKAGES FOR MAIL OUTS COMPLETE WSIB/INSURANCE/ CONTRACT INFORMATION COMPLETE COVER LETTERS TO AGENCIES/PRECEPTORS
Q27	PREPARING ,MARKING AND POSTING THE WEEKLY IN-CLASS ASSIGNMENTS ORGANIZING THE CLASSROOM MATERIAL AND SUPPLIES ADMINISTERING THE TESTS MARKING AND POSTING THE MARKS
Q27	PREPARING ACADEMIC EVIDENCE ADMINISTRATIVE
Q27	PREPARING ASSIGNMENTS FOR GRADING (SORTING, STAPLING ON MARKING SHEETS, RECORDING THE SUBMISSIONS) AND TRANSFERRING GRADES TO THE ONLINE SYSTEM. FINAL FORMATTING OF STUDENT NOTES AND HANDOUT MATERIAL USING MS WORD. CHECK THAT THE COMPUTERS IN THE LAB ARE FUNCTIONAL AND CHASE IT STAFF TO FIX THEM.
Q27	PREPARING EXAMS PREPARING ON-LINE MATERIALS RESEARCHING IN THE LIBRARY
Q27	PREPARING EXAMS TO SEND TO THE TEST CENTER FOR STUDENTS TO WRITE AND HAVING THESE EXAMS PICKED UP AND DELIVERED TO ME AFTER THE STUDENTS HAVE WRITTEN THEM GETTING HANDOUTS AND EXAMS PRINTED--FILLING OUT THE REQUISITION, DELIVERY AND PICKUP FEEDBACK FORMS DONE BY STUDENTS
Q27	PREPARING FINAL COPY OF TESTS, EXAMS AND SENDING THEM TO PRINT DEPT. RECORD KEEPING OF INFORMATION REQUIRED IN OUR PROGRAM - CPR, FIRST AID, POLICE CHECK SCREENING, HEALTH FORMS, ETC. FILING ANECDOTAL CLINICAL EVALUATIONS, COLLATING SEVERAL EVALUATION FORMS TOGETHER AT END OF TERM -
Q27	PREPARING FOR PHOTOCOPYING TAKING TESTS TO TEST CENTER INPUTTING GRADES
Q27	PREPARING -IN-CLASS MATERIAL PREPARING TEST COPIES AND ASSIGNMENTS
Q27	PREPARING LAB FOR CLASSES
Q27	PREPARING LAB SETTINGS MAINTAINING LAB EQUIPMENTS SUPERVISING STUDENTS' WORKS
Q27	PREPARING TESTS RUNNING SCANTRONS TO MARK MULTIPLE CHOICE QUESTIONS
Q27	PREPPING MATERIALS FOR CLASS - XEROX, SORT, MEETING AGENDAS, CORRESPONDENCE TO OTHERS
Q27	PRINTING - DELIVERING AND PICKING UP TROUBLE SHOOTING EQUIPMENT (PHOTOCOPIER, PRINTER) DIRECTING STUDENTS TO OFFICES, LETTING THEM IN THE LOCKED DOOR ETC.
Q27	PRINTING FAXING PHONE CALLS
Q27	PRINTING FOR STUDENTS TYPING OUT TESTS ANSWERING EMAIL
Q27	PRINTING (HANDOUTS) RECORDING GRADES FORMATTING COURSE MATERIALS (EXAMS, OUTLINES, SYLLABI)
Q27	PRINTING AND COPYING COURSE MATERIALS UPDATING DOCUMENTS DRAFTING BASIC CORRESPONDENCE
Q27	PRINTING AND DOCUMENT SORTING RECORDING TEST MARKS ANSWERING STUDENTS NON-ACADEMIC QUESTIONS
Q27	PRINTING AND PHOTOCOPYING, WE ARE NOT ALLOWED TO USE THE PRINTING SERVICES IN OUR DEPARTMENT SO WE HAVE TO PRINT EVERYTHING OURSELVES SCANTRON STUDENTS TESTS GET EQUIPMENT AND SUPPLIES READY FOR THE LABS
Q27	PRINTING AND PHOTOCOPYING CLASS MATERIAL REVISING TEXTS
Q27	PRINTING COURSE MATERIALS AND EVALUATIONS SET UP OF APPOINTMENTS AND MEETING TIMES RESPONDING TO EMAIL NOT RELATED TO COURSE CONTENT (ADD/DROP DATES, DIFFERENT PROGRAM INFORMATION, ETC.)
Q27	PRINTING DOCUMENTS SUCH AS TESTS, ASSIGNMENTS, NOTES AND HANDOUTS KEEPING TRACK OF ATTENDANCE INPUTTING GRADES OR OTHER INFORMATION ONLINE
Q27	PRINTING MATERIAL FILLING OUT FORMS
Q27	PRINTING MULTIPLE COPIES IS THE ONLY TASK THAT I CAN DELEGATE TO A CLERK.
Q27	PRINTING OF TESTS/LABS/ASSIGNMENTS.
Q27	PRINTING OF VARIOUS DOCUMENTS FOR THE CLASSROOM HANDLING STUDENT QUERIES RE: PROGRAMS, SERVICES MAKING APPOINTMENTS FOR GUEST SPEAKERS AND PLANNING CLASS VISITS TO LIBRARY AND OTHER COLLEGE SPACES



Q27	PRINTING PAPERS ETC FILING BOOKING ROOMS, AGENDA ETC
Q27	PRINTING REQUISITIONS COMMUNICATIONS (WRITTEN, STUDENT/COMMUNITY) FILING
Q27	PRINTING SYLLABUS PRINTING EXAMS
Q27	PRINTING/PHOTOCOPYING
Q27	PRINTING/PHOTOCOPYING
Q27	PRINTING/XEROXING FINDING SUPPLIES PHONING FOR TECH SUPPORT FOR FAULTY EQUIPMENT
Q27	PROCESSING EXEMPTIONS TRACKING STUDENT PROGRESS AND GRAD REQUIREMENTS HELP WITH MARKETING PROGRAM/ ANSWERING SIMPLE QUESTIONS
Q27	PRODUCING COURSE MATERIALS, I.E., EDITING, FORMATTING AND COPYING MY COURSE MATERIALS.
Q27	PRODUCING HANDOUTS TYPING TESTS/ASSIGNMENTS SCHEDULING STUDENTS THAT REQUIRE ASSISTANCE
Q27	PRODUCING QUIZ AND TEST COPIES INPUTTING STUDENT GRADES
Q27	PROGRAM PAPERWORK PROGRAM INQUIRIES FILING
Q27	PROOFREADING RESEARCHING INPUTTING AND COLLABORATING INFORMATION AND DATA
Q27	PROVIDING STUDENTS WITH FEEDBACK RECORDING GRADES
Q27	PUBLICATION OF COURSE MATERIALS (PPT, TESTS, ASSIGNMENTS). AN ASSISTANT COULD FORMAT AND ARRANGE FOR PRINTING AFTER I HAVE DEVELOPED THE CONTENT. SCHEDULE STUDENT APPOINTMENTS AND COLLECT STUDENT CONTACT INFORMATION RESPOND TO GENERAL QUESTIONS ABOUT THE PROGRAM
Q27	PUTTING ASSIGNMENTS ON THE COMPUTER
Q27	PUTTING MARKS IN THE SYSTEM ORGANIZING THE ON-LINE LEARNING SYSTEM SETTING UP EQUIPMENT FOR THE CLASSES
Q27	PUTTING TOGETHER WEEKLY COURSE RESOURCES ANSWERING NON-ACADEMIC QUESTION HELP WITH EVALUATION OF ASSIGNMENTS
Q27	REBUILDING THE COURSE WEBSITE FROM LAST TERM'S. UPDATING AND TROUBLESHOOTING. TYPING STUDENT ADVISEMENT
Q27	RECORD - KEEPING PREPARATION OF ASSIGNMENTS/TESTS
Q27	RECORD KEEPING STUDENT HISTORY/RECORDS ENTERING MARKS & TAKING MINUTES AT DEPARTMENTAL MEETINGS
Q27	RECORDING GENERAL STUDENT ENROLMENT DATA TO COMPLETE TRAINING PLANS SCHEDULING APPOINTMENTS FOR REGULAR STUDENT ADVISING
Q27	RECORDING GRADES
Q27	RECORDING GRADES DRAFTING EMAILS CREATING GAMES
Q27	RECORDING GRADES GRADING SIMPLE THINGS LIKE MULTIPLE-CHOICE TESTS PREPARING XEROXES OF HANDOUT MATERIALS
Q27	RECORDING MARKS CONTACTING STUDENTS SENDING ASSIGNMENTS
Q27	RECORDING MARKS TRACKING ATTENDANCE PHOTOCOPYING - MATERIAL PREPARATION
Q27	RECORDS CHECKING PROGRAM ISSUES FILING
Q27	REGISTRAR OFFICE CORRESPONDENCE
Q27	REGISTRATION CONFLICTS. ACADEMIC ADVISING IMMEDIATE RESPONSE UNIT FOR STUDENTS UNDER STRESS DUE TO ACADEMIC PERFORMANCE, CONFLICT WITH FACULTY MEMBERS AND CURRICULUM DISSATISFACTION.
Q27	REPLENISHING SUPPLIES - PAPER FOR THE PRINTER, CHANGING INK CARTRIDGE, ETC ACCESSING APPROPRIATE FORMS AND REPLENISHING SUPPLIES IN FOLDERS
Q27	REPLYING TO STUDENT REQUESTS/ARRANGING APPOINTMENTS WITH STUDENTS. COPYING NEEDS.
Q27	REPORTS AND PROPOSALS AND OTHER MISCELLANEOUS PAPERWORK FOR THE DEPARTMENT AND THE COLLEGE PHONE CALLS TO PROSPECTIVE STUDENTS
Q27	RESEARCH COURSE PREP SITE MANAGEMENT
Q27	RESEARCH EXAM PREPARATION
Q27	RESPONDING TO ENQUIRIES FROM THE PUBLIC REGARDING ADMISSIONS AND ELIGIBILITY FILING, PHOTOCOPYING AND PRINTING SORTING THROUGH EMAIL

Q27	RESPONDING TO INQUIRES FOR INFO ABOUT PROGRAMS, COURSES AND PROGRAM ALTERNATIVES. POSTING JOB OPPORTUNITIES TO ALUMNI AND REPLYING TO EMAIL INQUIRIES BY PEOPLE LOOKING FOR STUDENTS TO WORK FOR FREE.
Q27	RESPONDING TO REQUESTS FOR GENERAL INFORMATION MANAGEMENT OF EGRADE BOOK SYSTEM OTHER HARD TO LIMIT TO 3 THINGS, MORE AND MORE ADMIN WORK IS BEING DOWNLOADED ONTO COORDINATORS TYPING AND PREPARATION OF INFORMATION, TESTS, ETC
Q27	RESPONSE TO STUDENT ACCESS TO PROGRAM INQUIRIES BUDGET PROGRAM PROMOTION ISSUES
Q27	RESPONSES TO E-MAILS MARKETING PROGRAM IN THE COMMUNITY DEALING WITH STUDENT COMPLAINTS REGARDING DYSFUNCTIONAL FACULTY
Q27	RETURN CALLS THAT DON'T NEED PERSONALIZED ATTENTION HELP KEEP DATA KEEP CERTAIN DOCUMENTS UPDATED
Q27	RETURNING EMAILS RETURNING PHONE CALLS
Q27	REVIEWING, UPDATING AND GENERATING EVALUATIONS MARKING QUIZZES, WHERE THERE'S A CLEAR RIGHT/WRONG ANSWER DEALING WITH STUDENT ISSUES NOT RELATED TO THE COURSES I TEACH SUCH AS: REGISTRAR QUESTIONS, FINANCIAL QUESTIONS, BOOKSTORE QUESTIONS ETC.
Q27	REVISING OR CREATING DOCUMENTS
Q27	REVISING SUPPORTING MATERIAL FOR COURSE OUTLINES TYPING ASSIGNMENTS
Q27	ROUTINE EVALUATION MAINTAINING GRADE RECORDS CLERICAL TASKS
Q27	ROUTINE MARKING CLERICAL DUTIES REVISING COURSE MATERIAL
Q27	RUNNING SCANTRONS AFTER EXAMS COORDINATING INTERPROFESSIONAL EVENTS AND COORDINATING GUEST SPEAKERS TO VISIT CLASS ENSURING EQUIPMENT IS AVAILABLE AND BOOKED FOR LABS
Q27	SCANNING AND PREPARING PAPER DOCUMENTS FOR ONLINE AND POWERPOINT ENROLLING STUDENTS IN ONLINE EXERCISES AND TROUBLE-SHOOTING SIGN-INS, PASSWORDS, ETC. UPDATING COURSE WEBSITE; POSTING MATERIALS, ETC.
Q27	SCANNING PAPER-BASED RESOURCES FOR USE IN SOFT FORMAT ADMINISTERING COURSE ASSESSMENT SURVEYS ASSISTING PART-TIME FACULTY WITH THEIR NEEDS
Q27	SCHEDULING / MAINTAINING CLASS ROSTERS COPYING MATERIAL - HANDOUTS ACCEPTING LATE ASSIGNMENTS AND RECORDING DATE / TIME RECEIVED AFTER DUE DATES
Q27	SCHEDULING OF WRITING LAB COVERAGE POSTER CREATION FOR SPECIAL EVENTS
Q27	SCREENING CALLS AND ANSWERING BASIC PROGRAM QUESTIONS TYPING NUMBERS ORGANIZATIONAL ACTIVITIES
Q27	SCREENING PHONE CALLS MANAGING PROMOTIONAL ACTIVITIES FOR THE PROGRAM
Q27	MANAGING ROOM AND SCHEDULE CHANGES THROUGH THE SEMESTER
Q27	SENDING MAIL, CHECKING MAILBOX GETTING ITEMS FROM THE LIBRARY
Q27	SENDING MASS EMAILS TO ALL CLASS SECTIONS.
Q27	SET UP LAB EQUIPMENT AND TROUBLESHOOT PERFORM ADMINISTRATIVE TASKS RELATED TO TIMETABLES, BOOK LISTS, ETC.
Q27	SET UP MEETINGS WORD PROCESS EVALUATIONS WORD PROCESS LECTURES
Q27	SET UP OF TESTS, ASSIGNMENTS ENSURING THAT STUDENTS SEE ME ACCORDING TO APPOINTMENTS AND NOT INTERRUPTING ME AT OTHER TIMES
Q27	SETTING UP AND MANAGING THE GRADE BOOK IN OUR ANGEL COURSE MANAGEMENT SYSTEM. PREPARING AND COPYING IN-CLASS ASSIGNMENTS AND HANDOUTS. SETTING UP AND MANAGING MY COURSE BINDERS AND COURSE FILES IN THE ANGEL COURSE MANAGEMENT SYSTEM.
Q27	SHARING PROGRAM-RELATED INFORMATION WITH STUDENTS SETTING UP APPOINTMENTS
Q27	SLEEPING
Q27	SOME OF THE PAPERWORK THAT IS NECESSARY AS A COORDINATOR OF A PROGRAM RESEARCHING ARTICLES RELEVANT TO COURSE CONTENT; POSTING ASSIGNMENTS / POWERPOINT FOR THE STUDENTS TO HAVE ACCESS TO. PRINTING OFF ASSIGNMENTS FOR ME TO GRADE (IT TAKES ABOUT AN HOUR EACH WEEK TO PRINT OFF ALL OF THE ASSIGNMENTS.

Q27	SOME PRELIMINARY RESEARCH PREPARATION AND TESTING OF IN CLASS ACTIVITIES SOME ADMINISTRATION THAT DOES NOT REQUIRE MY DIRECT INPUT OR THAT I HAVE DONE AND ONLY NEEDS SOMEONE TO ENTER THE DATA
Q27	SORT ASSIGNMENTS RECORD GRADES FILE LESSONS
Q27	SORTING AND RESPONDING TO GENERAL EMAIL TYPING MINUTES OF MEETINGS AND WRITING AGENDA CLERICAL WORK ASSOCIATED WITH STUDENTS
Q27	STANDARD EMAIL REPLIES STANDARD PHONE REPLIES KEYING LABS, ASSIGNMENTS, TESTS, EXAMS, ETC.
Q27	STUDENT HELP EDITING NOTES FOR STUDENTS
Q27	STUDENT ACADEMIC PROGRESS REVIEW OF CREDITS AND REQUIREMENTS PER COURSE FOR PROGRAM GRADUATION PROCESSING BRIDGING APPLICATIONS AND STUDENT AUDITS OF COURSE EQUIVALENCIES ACTIVITY DAY ORGANIZATION AND TRIP MANAGEMENT OF LARGE GROUPS - INDUSTRY VISITS/SPEAKER DETAILS OF MEETING PLACES, TALK TIME, BUS ORDERS, FOOD ORDERS
Q27	STUDENT ADMINISTRATIVE CONCERNS
Q27	STUDENT FEEDBACK ADMINISTRATIVE ASSISTANCE RESEARCH
Q27	STUDENT LISTS PRINTING FILLING OUT RECORDS FOR CLINICAL
Q27	STUDENT RECORD KEEPING SCHEDULING OF STUDENT APPOINTMENTS
Q27	STUDENT RECORDS, FILING INFORMATION COMPLETING ATTENDANCE RECORDS FOR SPONSORED STUDENTS PLANNING AND IMPLEMENTING COMMUNITY INVOLVEMENT EVENTS
Q27	STUDENT RECORDS/STATUS MANAGEMENT
Q27	STUDENT REFERRALS FROM OTHER COLLEGES AND COURSE REQUIREMENTS FOR GRADUATION EVALUATION OF CURRICULUM FROM OTHER COLLEGES CREDIT ASSESSMENT FOR UNIVERSITY PROGRAMS
Q27	STUDENT REGISTRATIONS AND ADMISSIONS STUDENT WORK PLACEMENT ARRANGEMENTS PROMOTIONS
Q27	STUDENT SCHEDULING DUPLICATING DEALING WITH MANAGEMENT AND ADMIN.
Q27	STUDENT TUTORIALS MAKING PHOTO COPIES FILE PAPERS, AND POSSIBLY MARK PAPERS
Q27	STUDIO SUPERVISION LAB SUPERVISION INITIAL EVALUATION
Q27	STUDENT SUCCESS SPECIALIST GENERAL OFFICE RELATED ACTIVITIES GETTING GENERAL RESPONSE EMAILS FROM REACHING MY SPECIFIC DESK
Q27	SUBMITTING MARKS TO THE SCHOOL SYSTEM DURING MID TERM AND END OF SEMESTER
Q27	SUBMITTING MARKS RETURNING CALLS DEALING WITH ADMISSIONS, FINANCE, REGISTRATION
Q27	SUPPORT FOR CE FACULTY PHOTOCOPYING
Q27	SUPPORT FOR FUNDRAISING RESPONSIBILITIES FOR AN INTERNATIONAL STUDY ABROAD PROJECT I AM RESPONSIBLE FOR. FILING, PHOTOCOPYING. RECORDING GRADES, POSTING THEM ON WEBCT, CHECKING INTERNATIONAL STUDENTS FOR THEIR WORK PERMITS/STUDY PERMITS
Q27	TAKING THINGS DOWN TO BE COPIED AND PICKING THEM UP AGAIN
Q27	TEACHING INVOLVES THE UNDERSTANDING THE NEEDS OF YOUR STUDENTS, WHICH MEANS THAT THE TEACHER MUST BE INVOLVED!!!!!! WE NOW HAVE A SYSTEM IN PLACE WHERE OUTSIDE AGENCIES OFFER HELP AND CAN MAKE A GOOD DOLLAR DOING SO BECAUSE WE ARE NOT GIVEN APPROPRIATE TIME TO DEAL WITH THE STUDENTS AND THEIR ISSUES. I DO NOT THINK WE SHOULD BE FARMING OUT WORK SO WE HAVE LESS TO DO, BUT RATHER WE SHOULD BE SPENDING MORE QUALITY TIME WITH OUR STUDENTS.
Q27	TECHNICAL ASSISTANCE (HELP WITH PROGRAM TECHNOLOGY) TECHNICAL ASSISTANCE (HELP WITH PROGRAM TECHNOLOGY) TECHNICAL ASSISTANCE (HELP WITH PROGRAM TECHNOLOGY)
Q27	TEST AND ASSIGNMENT COPYING DATA INPUT ON MARKS
Q27	TEST COMPILING
Q27	TEST CREATION AND FORMATTING COURSE OUTLINE REVISION AND FORMATTING
Q27	CLASSROOM MATERIALS - TYPING AND FORMATTING
Q27	TEST FORMATTING SCHEDULE

Q27	TEST PREPARATION IE TYPING OF OTHER ESSENTIAL DOCUMENTS THAT NEED TO BE REVISED
Q27	TEST/ASSIGNMENT PREPARATION FILING/MARKING TYPING
Q27	TESTS HANDOUTS
Q27	THE IDENTIFICATION OF FAULTY EQUIPMENT THE ORDERING OF PARTS/SOFTWARE/EQUIPMENT/BOOKS THE MAINTENANCE OF MY LAPTOP
Q27	THERE ARE NONE - ALL OF MY TASKS REQUIRE MY DIRECT INVOLVEMENT
Q27	THERE ISN'T MUCH I COULD GET AN ASSISTANT TO DO
Q27	THEY CAN'T MARK MY HOMEWORK.
Q27	THIS IS AN ISSUE FOR PROGRAM HEADS AS WE OFTEN HAVE THINGS THAT WE NEED SUPPORT WITH BUT HAVE BEEN TOLD REGULARLY THAT SUCH THINGS ARE NOT WITHIN THE FACULTY LIAISON'S JOB DESCRIPTION. FOR EXAMPLE, IN DOING 2 LARGE MAIL-OUTS (85 LETTERS AND +200 LETTERS) I WAS TOLD THAT I HAD TO DO THE LABELS AS IT WAS NOT WITHIN THE JOB DESCRIPTION OF THE PERSON WHO SHOULD HAVE PROVIDED SUPPORT. OFTEN TIMES THE FACULTY LIAISON IS VERY BUSY WITH OTHER ISSUES SUPPORTING FACULTY AND NOT READILY AVAILABLE. WE WERE TOLD THAT THE PROGRAM HEADS WOULD BE RECEIVING FULL TIME SUPPORT HOWEVER, THIS HAS SINCE CHANGED AND BECOME DAMPED DOWN TO MORE FACULTY LIAISONS - MORE OF THE SAME (WE WERE ADVISED THAT HR WOULD NOT SUPPORT SPECIFICALLY GEARED TO PROGRAM HEADS). OFTEN TIMES THE FACULTY LIAISON IS NOT AT HER DESK AND AS EVERYTHING IS LOCKED DOWN - WE CANNOT EVEN ACCESS THINGS LIKE LETTERHEAD OR ENVELOPES. THIS IS VERY FRUSTRATING.
Q27	TO DO FOLLOW-UPS WITH STUDENTS. TO TYPE TESTS, ASSIGNMENTS, COURSE OUTLINES, ETC. TO TYPE MINUTES OF MEETINGS, ETC.
Q27	TRACKING DOWN OF STUDENT DOCUMENTS - CPR, FIRST AID, HEALTH STANDARDS FORM ETC ORGANIZING STUDENT SCHEDULES, PART TIME STAFFING SCREENING CALLS RELATING TO PROGRAM INFORMATION, APPLICATION AND ADMISSIONS PROCESSES/REQUIREMENTS
Q27	TRACKING OF MEDICAL NOTES AND ASSIGNMENT SUBMISSION EVALUATION OF COURSE RELATED WORK CAN'T EASILY BE DELEGATED - BUT SOMETIMES CAN BE (E.G., COUNTING OF ONLINE POSTS) ADMINISTRATIVE WORK AS REQUIRED
Q27	TRACKING STUDENT USE OF AND PARTICIPATION IN LMS FORMATTING DOCUMENTS (E.G. TESTS, MANUALS) IN PREPARATION FOR PRINTING
Q27	TRACKING STUDENTS COURSE COMPLETION AND READINESS FOR FIELD PLACEMENT TYPING TESTS FILING COURSE RELATED MATERIALS
Q27	TUTORING AND CALLING STUDENTS PREPARE, MARK AND RECORD EXAMS PREPARE TECHNOLOGICAL LESSON MATERIALS RELATING TO POWERPOINT SLIDES, JAVA LEARNING OBJECTS, 'BLACKBOARD' LEARNING MANAGEMENT SYSTEMS ETC
Q27	TYPE AND REVIEW TRANSLATION MARKETING TOOLS
Q27	TYPE EXAMS DO OTHER DUTIES ALLOCATE TIME
Q27	TYPE OF MINUTES FROM VARIOUS MEETINGS
Q27	TYPICAL ADMINISTRATIVE DUTIES SUCH AS TIMETABLING PROBLEMS ANSWERING PROGRAMME INQUIRIES MARKETING OUR PROGRAMME TO POTENTIAL STUDENTS
Q27	TYPING
Q27	TYPING
Q27	TYPING
Q27	TYPING ARCHIVING FIELD PLACEMENT
Q27	TYPING GRADE BOOK ENTRY
Q27	TYPING PHOTOCOPYING MESSAGE TAKING
Q27	TYPING PHOTOCOPYING RECORDING MINUTES OF MEETINGS AND DISTRIBUTION OF SAME
Q27	TYPING A TEST IF NEEDED RESEARCHING ADDITIONAL INFORMATION FOR TOPIC COVERED
Q27	TYPING AND ALTERING TESTS AND ASSIGNMENTS ALTERING COURSE OUTLINES
Q27	TYPING AND CONSTRUCTION OF TESTS ADMINISTRATIVE TASKS
Q27	TYPING AND ORGANIZING MEETING MINUTES FOLLOW UP ON STUDENT REQUESTS THROUGH THE COLLEGE ORGANIZING AND MAINTAINING WEBSITE
Q27	TYPING ASSIGNMENTS PHOTOCOPYING FILLING OUT FORMS

Q27	TYPING ASSIGNMENTS AND TESTS
Q27	TYPING ASSIGNMENTS AND TESTS PICKING UP AND DROPPING OFF PHOTOCOPYING PICKING UP AND DROPPING OFF VARIOUS MATERIALS ACROSS CAMPUS
Q27	TYPING COURSE MATERIALS FOR DISTRIBUTION BY E-MAIL
Q27	TYPING DOCUMENTS GETTING DOCUMENTS PRINTED UPDATING CHECKING CLASS LISTS
Q27	TYPING IN COURSE OUTLINES IN COMMS SETTING UP TESTS AND EXAMS SETTING UP LAB EXERCISES
Q27	TYPING NEW MATERIALS
Q27	TYPING NOTES TO POST ON COMPUTER AND FOR HAND OUTS. CALCULATING AND RECORDING STUDENT GRADES. PHOTOCOPYING.
Q27	TYPING OF COURSE MATERIALS
Q27	TYPING OF EVALUATIONS RESEARCH ACTIVITIES
Q27	TYPING OF EXAMS INPUTTING COURSE OUTLINE INTO COMMS
Q27	TYPING OF EXAMS TYPING OF EVALUATIONS COPYING/COLLATING
Q27	TYPING OF LETTERS, FORMS, REVISION OF DOCUMENTS PHOTOCOPYING OF TESTS, DELIVERY AND PICK UP FOR SPECIAL NEEDS STUDENTS' TESTS PREPARE DOCUMENTS FOR PART-TIME FACULTY
Q27	TYPING OUT COURSE INFORMATION SHEETS, WHICH USED TO BE DONE BY SECRETARIES UNTIL A YEAR AGO
Q27	TYPING OUT TESTS/EXAMINATIONS. DELIVERING AND PICKING UP TESTS/EXAMINATIONS FROM SPECIAL NEEDS. PHOTO-COPYING HANDOUTS FOR THE STUDENTS AND OTHER PROFESSORS. SETTING UP MY LABORATORIES, WHICH I NOW SPEND APPROXIMATELY 1/2 HOUR BEFORE EACH LABORATORY CLASS.
Q27	TYPING PROGRAM STUDY GUIDES TYPING TESTS/ EXAMS / ASSIGNMENT INSTRUCTIONS TYPING AND MAILING OUT CORRESPONDENCE TO STUDENTS, COMMUNITY PARTNERS AND AGENCIES
Q27	TYPING TEST QUESTIONS INTO ONLINE TEST BANKS
Q27	TYPING TEST REVISIONS PHOTOCOPYING SORTING PHOTOCOPYING AND TESTS INTO CLASS SECTIONS
Q27	TYPING TESTS COPYING WORK
Q27	TYPING TESTS AND ASSIGNMENTS RESEARCH MARKING AND RECORDING MARKS
Q27	TYPING TESTS AND EXAMS TYPING ASSIGNMENTS PHOTOCOPYING TESTS AND ASSIGNMENTS
Q27	TYPING TESTS AND HANDOUTS "RUNNING" TO LEARNING COMMONS TO SUBMIT AND PICK UP TESTS FOR SPECIAL NEEDS STUDENTS AND THOSE WHO MISS TESTS
Q27	TYPING TESTS, MANUALS
Q27	TYPING TESTS. TYPING CHAPTER REVIEWS. TYPING HANDOUTS.
Q27	TYPING UP ASSIGNMENTS/ RESOURCES THAT NEED ADDING OR REVISING UPDATING MY WEB PAGE/ WEBCT PER WEEK INSTEAD OF ME HAVING TO DO IT MAKING SURE IT'S FORMATTED PROPERLY ENTERING IN MARKS INTO WEBCT
Q27	TYPING UP COURSE OUTLINES PREPARING STUDENT LECTURE GUIDELINES MARKING PERHAPS
Q27	TYPING UP EXAMPLES AND HANDOUTS TYPING UP CURRICULUM
Q27	TYPING UP EXAMS. MARKING EXAMS
Q27	TYPING UP OR UPDATING TESTS, QUIZZES, AND ASSIGNMENTS. TAKING CARE OF PRINTING REQUIREMENTS. ASSISTANCE WITH MARKING.
Q27	TYPING UP QUIZ/TEST FINAL EXAMS COURSE OUTLINES
Q27	TYPING UP STUDENT MANUAL REVISIONS INPUTTING STUDENT GRADES INTO EXCEL SENDING WORK TO BE PRINTED
Q27	TYPING WEEKLY QUIZZES OR ASSIGNMENT SHEETS RETURNING ROUTINE CALLS THAT DOES NOT RELATE TO THE COURSE OR MATERIAL DEALING WITH SESSIONAL INSTRUCTORS/PROFESSORS
Q27	TYPING, ASSEMBLING POWER POINTS WITH INFORMATION DEALING WITH THE PHONE CALLS
Q27	TYPING/PROOFING EXAMS ANSWERING EMAIL GENERAL INQUIRIES ABOUT PROGRAM LINKING STUDENTS WITH COLLEGE RESOURCES

Q27	UPDATING BLACKBOARD (POSTING MATERIALS, ANNOUNCEMENTS AND GRADES). PHOTOCOPYING GETTING COPYRIGHT PERMISSIONS FOR USE OF ARTICLES IN COURSES.
Q27	UPDATING OF STUDENT MANUALS EXAM PREPARATION GATHERING OF CURRENT LITERATURE
Q27	UPDATING WEB PAGES PRINTING HANDOUTS
Q27	VERY LITTLE.
Q27	WE HAVE MATH HELP AVAILABLE IN A LAB TYPING SOLUTIONS TO ASSIGNMENTS AND QUIZZES THAT COULD BE POSTED ON BLACKBOARD UPDATING POWER POINT NOTES FOR BLACKBOARD
Q27	WRITING/FORMATTING TESTS/EVALUATION TOOLS
Q27	WORD PROCESSING DATA COLLECTION
Q27	WORD PROCESSING ORDERING MATERIALS, PRINTING, TEXTS ETC. INVIGILATING TESTS
Q27	WORD PROCESSING OF COURSE REVISIONS ORDER NEEDED OFFICE SUPPLIES ENTERING ONLINE COURSE REVISIONS
Q27	WORD PROCESSING TESTS AND EXAMS PRINTING REQUISITIONS ORDERING SUPPLIES
Q27	WORD PROCESSING, MINUTE TAKING PHOTOCOPYING, PRINTING, REQUISITIONS, PAPER WORK, ETC... E-MAIL AND TELEPHONE FOLLOW UPS
Q27	WORD PROCESSING, PROOFREADING AND EDITING QUIZZES, TESTS AND EXAMS COPYING (AND DROPPING OFF AND PICKING UP COPYING) LEARNING MATERIALS AT PRINT SHOP GRADE ENTRY
Q27	WORD PROCESSING. WORD PROCESSING. WORD PROCESSING.
Q27	WORD PROCESSING - USE OF EQUATION EDITOR IS TIME CONSUMING CONVERTING MATERIAL FOR USE ONLINE - ENTERING MATERIAL INTO QUIZ FEATURES, ETC. PRINTING AND GATHERING ACTIVITY SUPPLIES
Q27	WORD-PROCESSING TO WRITE TESTS AND QUIZZES
Q27	WORKING ON COURSE OUTLINES. TYPING EXAMS ETC INTO AN ELECTRONIC FORMAT GENERAL TYPING
Q27	WRITING AND FORMATTING OF TESTS AND ASSIGNMENTS COPYING OF CLASSROOM MATERIALS
Q27	WRITING COURSE OUTLINES PHOTOCOPYING MATERIALS
Q27	WRITING LETTERS LOOKING FOR DONATIONS PROCESSING DONATIONS
Q27	WRITING LETTERS TO STUDENT AGENTS SCHEDULING ROOMS, LUNCHES, FOR MEETINGS DISCUSS PROGRAM REQUIREMENTS WITH POTENTIAL STUDENTS
Q27	WRITING LETTERS. DOING ROUTINE ADMINISTRATIVE TASKS AS THE COORDINATOR OF A PROGRAM.
Q27	WRITING OUT REQUISITIONS FOR PRINTING PHOTOCOPYING TYPING ON OCCASION
Q27	XEROX FILING CONVERTING HARD COPY MATERIALS TO E-COPIES
Q27	XEROX TEST PAPER XEROX NOTES
Q27	XEROXING
Q27	XEROXING ASSIGNMENTS AND HANDOUTS
Q27	YOU CAN'T DELEGATE THE ESTABLISHMENT OF RELATIONSHIPS WITH YOUR STUDENTS. YOU CAN'T DELEGATE EXPLAINING ASSIGNMENTS AND COURSE CONTENT. I AM NOT DOING CLERICAL WORK. IT WOULD TAKE ME A LONG TIME TO TEACH ANYONE HOW TO HELP ME. THESE PEOPLE WOULD BE TOO REMOVED FROM MY COURSES. BUT CAN YOU SEND SOMEONE TO CUT MY GRASS AND CLEAN MY OVEN? I SPEND SO MUCH TIME AT THE COLLEGE THAT I CAN'T KEEP UP AT HOME!
Q27	ZEROING, TYPING, CORRESPONDENCE FORMATTING OF EXAMS ROOM BOOKINGS

Q34	<b><u>List the three most useful professional development activities relevant to your field that you might undertake</u></b>
Q34	"STATE OF THE ART" SESSIONS COPING IN A DYSFUNCTIONAL ENVIRONMENT TECHNIQUES TO ENCOURAGE ADMINISTRATION TO DO THEIR JOBS RESPONSIBLY
Q34	1. COMPLETION OF PH.D. PROGRAM 2. RESEARCH AND PUBLICATION. 3. EXTENDED WORK ASSIGNMENT IN THE PROFESSIONAL COMMUNITY
Q34	A SABBATICAL APPLYING FOR A SSHRC GRANT AUTHOR A BOOK
Q34	A SABBATICAL TO UPDATE MY CONNECTIONS TO AND THEORETICAL FOUNDATIONS OF MY PROFESSION TIME TO UNDERTAKE PERSONAL ARTISTIC PROJECTS FINANCIAL SUPPORT AND
Q34	ACADEMIC CONFERENCES CONTINUING EDUCATION (DEGREE) TECHNOLOGY COURSES
Q34	ACADEMIC CONFERENCES TEACHING WORKSHOPS CURRICULUM DEVELOPMENT WORKSHOPS
Q34	ACCREDITATION NETWORKING OPPORTUNITIES SEMINARS
Q34	ACHIEVING CERTAIN INDUSTRY STANDARD CERTIFICATIONS FOR MYSELF, THAT I AM CURRENTLY EXPECTED TO PREPARE STUDENTS FOR SPENDING TIME WORKING IN THE INDUSTRY RELATED TO MY FIELD, OR ATTENDING INDUSTRY-RELATED CONFERENCES/TRAINING
Q34	HAVING TIME TO RESEARCH THE FIELD AND LEARN THINGS ON MY OWN TIME, RATHER THAN
Q34	ACTING WORKSHOPS TEACHING STRATEGIES ADOLESCENT PSYCHOLOGY
Q34	ACTIVITIES CONSIDERED SCHOLARSHIP LEARNING TO WRITE FOR PUBLICATION; WRITING
Q34	ACTIVITIES THAT ASSIST IN KEEPING ME ABREAST ON THE COURSES SUBJECT MATTER( LEGISLATION CHANGES, ETC) CURRICULUM PLANNING AND IMPLEMENTING THAT ADDRESSES THE DIVERSE NEEDS OF THE STUDENT POPULATION USING TECHNOLOGY MORE EFFICIENTLY
Q34	ADDITION TEACHING SKILLS TO ENGAGE STUDENTS HUMOUR CLASSES FULL DAYS OF DIVERSE FACULTY ENGAGING IN SELF IMPROVEMENT
Q34	ADDITIONAL CERTIFICATIONS OFF SITE WORK EXPERIENCE - TO REMAIN CURRENT TEACHING COURSES - SPECIAL NEEDS STUDENTS
Q34	ADDITIONAL COURSES PRESENTATIONS AT CONFERENCES ATTENDANCE AT CONFERENCES
Q34	ADDITIONAL COURSES TO ADVANCE CURRENT KNOWLEDGE CONFERENCES FIELD WORK
Q34	ADDITIONAL EDUCATION - UNIVERSITY COMPUTER TRAINING
Q34	ADVANCED DEGREE COURSES CONFERENCES
Q34	ANNUAL CONFERENCE HELD BY THE ONTARIO COLLEGES ASSOCIATION FOR MY DISCIPLINE
Q34	ANNUAL CONFERENCE IN MY DISCIPLINE IN-HOUSE PD SESSIONS (ACTIVE LEARNING, COURSE OBJECTIVES) INTERPROFESSIONAL PRESENTATIONS IN HEALTH FIELD
Q34	ANNUAL CONFERENCE OF MY PROFESSIONAL ASSOCIATION ONGOING BREAKFAST AND DINNER MEETINGS OF PROFESSIONAL ASSOCIATION
Q34	ANNUAL CONFERENCE OF PROVINCIAL GROUP OR NATIONAL CONFERENCE IN HOUSE PROFESSIONAL DEVELOPMENT READING OF NEW TEXTS BOOKS AND SO ON
Q34	ANNUAL COORDINATOR'S CONFERENCE ATTENDING SECURITY / LAW ENFORCEMENT SEMINAR ATTENDING SPECIAL GUEST PRESENTATION / KEY NOTE SPEAKING ENGAGEMENT OF PERSONS ADDRESSING TOPICS OF INTEREST / RELEVANCE TO ME IN MY FIELD OF EXPERTISE/ TEACHING
Q34	ANNUAL CPR RETRAINING CONFERENCES IN MY FIELD OF EXPERTISE NEW STRATEGIES AND INFORMATION ON THE MILLENNIAL STUDENT
Q34	ANNUAL PROFESSIONAL CONFERENCES PRACTICAL WORK IN MY PROFESSIONAL FIELD RESEARCH-RELATED CONFERENCES
Q34	ANNUAL SPA SHOW TRAINING OPPORTUNITIES OUTSIDE THE COMMUNITY MEETING WITH OTHER CO-ORDINATORS OF COLLEGE ESTHETIC PROGRAMS.
Q34	ANYTHING MACINTOSH RELATED. OUR COLLEGE STILL GIVES ALL OF IT'S COURSES ON PC. OUR FIELD IS MAC DRIVEN. I WOULD LOVE TO UPDATE MY SKILLS IN THE SOFTWARE PACKAGES AS THEY CHANGE EVERY SUMMER. THERE IS JUST NOT ENOUGH PHYSICAL TIME TO KEEP UP WITH
Q34	ANYTHING THAT PRODUCES NEW IDEAS TO ENGAGE STUDENTS ANYTHING THAT PRODUCES NEW IDEAS AROUND EVALUATING STUDENTS
Q34	AROMATHERAPY COURSE LYMPHATIC DRAINAGE COURSE ADVANCED MAKEUP ARTISTRY

Q34	AS A SOCIAL ANTHROPOLOGIST WHO TEACHES IN THE GENERAL ARTS AND SCIENCES PROGRAMME AND TEACHES COURSES SUCH AS INTRO SOCIOLOGY AS WELL AS OTHER COURSES TO DIFFERENT PROGRAMMES. I CONSIDER IT RELEVANT TO BE PERMITTED TO ATTEND AND PRESENT AT ACADEMIC CONFERENCES SO THAT I CAN BE KEPT UP TO DATE IN MY FIELD OF STUDY I FIND THE CONNECTIONS CONFERENCE THAT MY COLLEGE PUTS ON TO BE VERY USEFUL IN REGARDS TO ELECTRONIC LEARNING/TEACHING TECHNOLOGIES THE
Q34	ASSOCIATION MEMBERSHIP ATTENDING PRESENTATIONS AND CONFERENCES MEETING WITH BUSINESS PEOPLE IN RELATION TO THEIR HIRING AND PERSONNEL SKILLS NEEDS
Q34	ATTAINING A MASTERS DEGREE LEARNING NEW TECHNOLOGY NETWORKING WITH PEERS
Q34	ATTEND ACADEMIC CONFERENCE(S) IN MY FIELD RECEIVE TIME TO CONDUCT AND PUBLISH APPLIED RESEARCH RELEVANT TO MY FIELD OF ACADEMIC INTEREST A AUTOMATIC ANNUAL PERSONAL PD BUDGET THAT WOULD BE KNOWN IN ADVANCE SO THAT I COULD PLAN AND ACT ON DEVELOPING MY ACADEMIC AND PROFESSIONAL INTERESTS TO ADDRESS WEAKNESSES, OR
Q34	ATTEND ACADEMY OF MANAGEMENT (ACADEMIC ASSOCIATION) ANNUAL MEETING & CONFERENCE ATTEND ACADEMY OF MANAGEMENT DIVISIONAL PROFESSIONAL DEVELOPMENT WORKSHOPS TAKE TIME TO REFLECT ON MY OWN PRACTICE AND DISCUSS MY PRACTICE WITH
Q34	ATTEND ANNUAL INDUSTRY EVENT. SPEND TIME INTERVIEWING INDUSTRY EXPERTS ON LATEST
Q34	ATTEND ANNUAL PROFESSIONAL ASSOCIATION CONFERENCE WRITE PAPER FOR PROFESSIONAL JOURNAL WRITE TEXT BOOK
Q34	ATTEND AT LEAST ONE, KEY CONFERENCE EACH YEAR OUTSIDE OF THE COMMUNITY COLLEGE SYSTEM IN MY AREA OF EXPERTISE PUBLISH ONE ARTICLE BASED ON PRACTICE EACH YEAR PRESENT AT A NATIONAL OR INTERNATIONAL CONFERENCE
Q34	ATTEND CONFERENCE TAKE ADDITIONAL COURSE ADDITIONAL RESEARCH ON SELECTED
Q34	ATTEND CONFERENCE (JANUARY OR JULY) GUEST SPEAKER AT INDUSTRY CONFERENCES
Q34	ATTEND CONFERENCE ON SPECIFIC TOPICS FROM MY PROFESSION THAT ARE HELPFUL TO ME NEW MATERIAL / INFORMATION / ETC COMING OUT AND KEEPING MYSELF INFORMED RE-ENERGIZE MYSELF WITH MY COLLEAGUES FROM OTHER INSTITUTIONS
Q34	ATTEND CONFERENCES ATTEND INDUSTRY TRAINING
Q34	ATTEND CONFERENCES ATTEND LOCAL SEMINARS ATTEND PROFESSIONAL MEETINGS
Q34	ATTEND CONFERENCES ATTEND WORKSHOPS STAFF DEVELOPMENT WORKSHOPS OR
Q34	ATTEND CONFERENCES MORE HELP ON TECHNICAL MATTERS
Q34	ATTEND CONFERENCES PRESENT AT CONFERENCES
Q34	ATTEND CONFERENCES PRESENT PAPERS AT CONFERENCES IT TRAINING ON MAC PLATFORM
Q34	ATTEND CONFERENCES READ TRADE AND ACADEMIC PUBLICATIONS LEARN SPECIFIC
Q34	ATTEND CONFERENCES VISIT INDUSTRY ATTEND MEETINGS WITH PEERS
Q34	ATTEND CONFERENCES WORK IN THE HOSPITAL
Q34	ATTEND CONFERENCES ON THE SUBJECTS THAT I TEACH ATTEND CONFERENCES ON TOPICS THAT ARE OF INTEREST TO PROFESSIONALLY ATTEND CONFERENCES ON TOPICS THAT ARE OF
Q34	ATTEND CONFERENCES OUTSIDE OF THE COLLEGE
Q34	ATTEND INDUSTRY CONFERENCE, WORK SHOP ATTEND INDUSTRY TRADE SHOW
Q34	ATTEND INDUSTRY TRAINING SESSIONS
Q34	ATTEND MANUFACTURERS' TRAINING COURSES ATTEND CONVENTIONS IN MY FIELD PARTICIPATE IN FIELD ACTIVITIES IN MY FIELD
Q34	ATTEND NATIONAL CONFERENCES ATTEND PROVINCIAL CONFERENCES ATTEND LOCALLY
Q34	ATTEND OUTSIDE TALKS AND SEMINARS ATTEND TRADE SHOWS INTERNAL SHORT COMPUTER
Q34	ATTEND PROFESSIONAL CONFERENCES RELATED TO NURSING EDUCATION AND CHANGES OCCURRING IN THE PROFESSION ATTEND IN SERVICES AT THE LOCAL HOSPITAL TO KEEP CLINICAL SKILLS CERTIFICATIONS IN PLACE WORKSHOPS AND WORKGROUPS AROUND
Q34	ATTEND SEMINARS - THIS YEAR I PAID >\$5,000 OF MY OWN MONEY TO ATTEND A SEMINAR. COLLEGE SUPPLIED \$0.00 PURCHASE EDUCATIONAL /NEW TECHNOLOGY MATERIALS ATTEND
Q34	ATTEND SEMINARS AND INDUSTRY TRAINING WEB BASED TRAINING
Q34	ATTEND SEMINARS OUTSIDE SENECA ATTEND SEMINARS INSIDE SENECA PEER DISCUSSIONS
Q34	ATTEND SPECIFIC CONFERENCES SPEND TIME (A FEW DAYS) WITHIN THE INDUSTRY TO STAY CURRENT IN INDUSTRY TRENDS AND PRACTICES ENGAGE IN MARKET RESEARCH
Q34	ATTEND TECHNICAL COURSES OUTSIDE THE COLLEGE PLACEMENT IN A PROFESSIONAL POSITION OUTSIDE THE COLLEGE FIELD TRIPS TO PROFESSIONAL OPERATIONS



Q34	ATTEND TRADE SHOWS TECHNICAL TRAINING IN LEADING EDGE TECHNOLOGY PURSUE PHD
Q34	ATTEND WORKSHOPS DO SOME COACHING IN THE FIELD DISCUSS CURRENT TRENDS &
Q34	ATTEND WORKSHOPS TIME TO READ AND DISCUSS PROFESSIONAL ARTICLES
Q34	ATTENDANCE AT ANNUAL ASSOCIATION FOR BEHAVIOUR ANALYSIS CONFERENCE. THE MOST CURRENT RESEARCH IN THE FIELD IS PRESENTED AT THIS 5 DAY CONFERENCE EVERY YEAR. THIS CONFERENCE ALSO PROVIDES AN OPPORTUNITY TO EARN CONTINUING EDUCATION CREDITS REQUIRED TO MAINTAIN CERTIFICATION AS A BOARD CERTIFIED BEHAVIOUR ANALYST READING RELEVANT JOURNALS IN THE FIELD. THIS IS WHERE THE MOST CURRENT RESEARCH IS LOCATED THAT SHOULD BE TRANSLATED TO THE CLASSROOM IN ORDER TO KEEP STUDENTS
Q34	ATTENDANCE AT ANNUAL MEETING OF PROVINCIAL AND NATIONAL ASSOCIATION WORKSHOPS RELATED TO MY FIELD WORK PLACEMENT
Q34	ATTENDANCE AT ANNUAL PROFESSIONAL CONFERENCE WHICH IS USUALLY OUT OF TOWN AND COSTLY ATTENDANCE AT PROVINCIAL PROFESSIONAL CONFERENCES IN COLLEGE ACTIVITIES
Q34	ATTENDANCE AT CONFERENCES. SHADOWING COLLEAGUES PRACTICING LAW. ACADEMIC
Q34	ATTENDANCE AT CONFERENCES. TECHNICAL TRAINING IN EDUCATIONAL SOFTWARE. GOOD
Q34	ATTENDANCE AT MEETING WITH OTHER PROFESSIONALS FROM THE SAME AREA/SUBJECT FROM ACROSS THE PROVINCE AND COUNTRY ATTENDANCE AT WORKSHOPS ON CURRENCY IN INSTITUTIONS OUTSIDE THE COLLEGE TIME FOR SEQUENTIAL RESEARCH, I.E. TIME TO GO TO LIBRARIES, TIME TO SEARCH OUT VIDEOS/ OTHER MEDIA TOO AND TIME AND MONEY TO TAKE
Q34	ATTENDANCE AT MEETING WITH PROFESSIONAL ASSOCIATIONS OR REGULATORY AUTHORITIES ATTENDING CONVENTIONS COMPUTER SKILLS TRAINING
Q34	ATTENDANCE AT NATIONAL/INTERNATIONAL CONFERENCES TIME TO MAINTAIN PROFESSIONAL
Q34	ATTENDANCE AT SOME NATIONAL CONFERENCES
Q34	ATTENDANCE AT TEACHING CONFERENCES THAT DEAL WITH THE DAY-TO-DAY ISSUES OF TEACHING. ATTENDANCE AT PROFESSIONAL ASSOCIATION CONFERENCES AND SEMINARS THAT WILL KEEP ME CURRENT IN MY FIELD (ACCOUNTING). READING OF JOURNALS AND INTERNET
Q34	ATTENDANCE AT TRADE SEMINARS/WORKSHOPS ATTENDANCE AT EDUCATION
Q34	ATTENDANCE TO THE RETAIL COUNCIL OF CANADA'S ANNUAL STORE CONFERENCE JOB SHADOW INDUSTRY REPRESENTATIVES FOR A DAY OPPORTUNITY TO ACCESS AND READ
Q34	ATTENDING A PROVINCE-WIDE PRE-HEALTH COORDINATOR MEETING TO FIND OUT WHAT'S HAPPENING AT OTHER COLLEGES AND DISCUSS COMMON CONCERNS ATTENDING A GENERAL ARTS AND SCIENCE CONFERENCE, AGAIN TO FIND OUT WHAT'S HAPPENING AT OTHER COLLEGES. ATTENDING A SUBJECT-RELATED CONFERENCE SPONSORED BY A TEXT-BOOK
Q34	ATTENDING A SEMINAR RE NEW SOFTWARE I AM INTRODUCING IN MY CLASSROOM. GOING BACK IN THE WORKFORCE. ATTENDING A WORKSHOP OR DAY WITH OTHER PEOPLE FROM MY FIELD TO SEE WHAT THEY ARE DOING IN THEIR PROGRAMS.
Q34	ATTENDING AND PRESENTING AT CONFERENCES REVIEW OF NEW MATERIALS (DVD'S ETC) TO SUPPORT UP-TO-DATE COURSE INFORMATION ANGEL WORKSHOPS
Q34	ATTENDING CONFERENCES ATTENDING TRAINING COURSES
Q34	ATTENDING CONFERENCES ATTENDING WORKSHOPS
Q34	ATTENDING CONFERENCES COMPLETING CLIA (CRUISE LINES INTERNATIONAL ASSOCIATION) TRAINING AND ACHIEVE MASTER CRUISE COUNCILLOR STATUS TRAVEL MORE.....TO AREAS
Q34	ATTENDING CONFERENCES DESIGNING RESEARCH COLLECTING DATA
Q34	ATTENDING CONFERENCES SHORT COURSES WORKSHOPS
Q34	ATTENDING CONFERENCES WORKSHOPS READING
Q34	ATTENDING CONFERENCES AND SEMINARS ABOUT SUBJECT RELATED TEACHING METHODS/TOOLS ATTENDING CONFERENCES/SEMINARS ABOUT FACTORS THAT CAN INFLUENCE A STUDENT'S DESIRE + ABILITY TO LEARN (LEARN ABOUT THE LEARNER) CONTACT WITH PROFESSIONALS IN THE CAREER FIELDS FOR WHICH "MY" STUDENTS GET PREPARED
Q34	ATTENDING CONFERENCES IN MY AREA OF EXPERTISE
Q34	ATTENDING CONFERENCES IN MY AREA OF EXPERTISE TAKING A COURSE AND HAVING THE COLLEGE SUPPORT MY DOING SO BY PROVIDING THE TIME AND FUNDING BEING GIVEN AT LEAST ONE COURSE RELEASE WHEN ASKED TO DEVELOP AND TEACH A NEW COURSE
Q34	ATTENDING CONFERENCES RE TEACHING AND LEARNING PRESENT AT CONFERENCES ATTEND

Q34	ATTENDING CONFERENCES REGARDING THE FIELD TO UPDATE CURRENT KNOWLEDGE, NETWORK AND APPRAISE WHAT IS HAPPENING OPPORTUNITY TO PARTICIPATE IN COURSE WORK TO INCREASE USE OF TECHNOLOGY ETC. OPPORTUNITY TO PARTICIPATE IN THE FIELD
Q34	ATTENDING CONFERENCES RELATED TO MY FIELD TO KEEP CURRENT WITH NEW DEVELOPMENTS. TEACHING SEMINARS TO LEARN NEW METHODS OF REACHING STUDENTS
Q34	ATTENDING CONFERENCES RELATED TO MY PROFESSION/TEACHING OUTSIDE OF MY CITY. BEING ABLE TO CHOOSE WORKSHOPS/CONFERENCES RELATED TO MY PROFESSIONAL TEACHING ASSIGNMENT. ATTENDING PD SESSIONS TO LEARN OF NEW TEACHING METHODS, HOW TO USE NEW TECHNOLOGY, HOW TO BEGIN WORKING WITH OTHERS IN SIMPLE AREAS OF
Q34	ATTENDING CONFERENCES, LECTURES PERSONALIZED TRAINING ON NEW IMAGING EQUIPMENT WORKING IN THE CLINICAL ENVIRONMENT TO REGAIN THOSE SKILLS
Q34	ATTENDING CONFERENCES, WORKSHOPS INTERNAL WORKSHOPS READING MATERIAL
Q34	ATTENDING COURSES TECHNOLOGY RESEARCH PRACTICAL APPLICATION
Q34	ATTENDING DISCIPLINE-SPECIFIC CONFERENCES VISITING COLLEAGUES IN OTHER COLLEGES TO SHARE BEST PRACTICES WRITING FOR JOURNALS OR PRESENTING PAPERS AT
Q34	ATTENDING ECONOMIC CONFERENCES ATTENDING COMPUTER WORKSHOPS RESEARCH
Q34	ATTENDING INDUSTRY CONFERENCES ATTENDING LOCAL INDUSTRY FUNCTIONS TRAVELLING TO DISTANT LOCATIONS FOR MAJOR INTERNATIONAL CONFERENCES RELATED TO THE
Q34	ATTENDING INDUSTRY CONFERENCES (NOT TEACHING -- BUT INDUSTRY THAT WE TEACH FOR) JOB SHADOWING IN FIELD REFLECTIVE SESSIONS WITH FACULTY FROM OTHER COLLEGES
Q34	ATTENDING MY PROVINCIAL COORDINATOR'S MEETINGS PRO
Q34	ATTENDING NATIONAL PROFESSIONAL CONVENTIONS ATTENDING EDUCATORS WORKSHOPS IN PROFESSIONAL AREA TIME ALLOWED TO MEANINGFULLY INTEGRATE WHAT WAS LEARNED INTO
Q34	ATTENDING OF CONFERENCES LOCALLY ATTENDING OF CONFERENCES INTERNATIONALLY ATTENDING OF CONFERENCES NATIONALLY
Q34	ATTENDING PROFESSIONAL CONFERENCE TAKING PROFESSION- OR TEACHING-RELATED COURSES/SEMINARS READING JOURNALS RELATED TO PROFESSION AND/OR TEACHING
Q34	ATTENDING PROFESSIONAL CONFERENCES LEARNING ABOUT NEW PEDAGOGICAL INITIATIVES
Q34	ATTENDING PROFESSIONAL CONFERENCES REGISTER IN COURSES
Q34	ATTENDING PROFESSIONAL CONFERENCES TIME TO WORK WITH PRACTITIONERS IN THE
Q34	ATTENDING PROFESSIONAL CONFERENCES AND WORKSHOPS RECEIVING DEDICATED IN-HOUSE RETRAINING BY COLLEAGUES IN THEIR AREAS OF SPECIALIZATION ATTENDING THE COURSES OF OTHER PROFESSORS TO LEARN NEW SKILLS
Q34	ATTENDING PROFESSIONAL PRESENTATION BEING INVITED TO PROFESSIONAL CONFERENCES AS A PRESENTER SIMPLY READING PROFESSIONAL PUBLICATIONS
Q34	ATTENDING PROVINCIAL CONFERENCES, HOSTED BY THE PROFESSION THAT I TEACH. ATTENDING PROFESSIONAL ACTIVITIES SPECIFICALLY DESIGNED FOR FACULTY TEACHING IN MY AREA OF EXPERTISE. ATTENDING TRAINING RELATED TO ONLINE COURSE DELIVERY.
Q34	ATTENDING SEMINARS AND CONFERENCES DELIVERED THROUGH MY PROFESSIONAL ORGANIZATION GETTING UPDATED ON INDUSTRY CHANGES STAYING CURRENT WITH WEB
Q34	ATTENDING SEMINARS BY JOURNALISTS AND THINKERS IN THE FIELD READING NEW TEXTBOOKS AND RESEARCH CONTINUING MY TEACHER OF ADULTS CERTIFICATE TRAINING
Q34	ATTENDING SEMINARS TO REMAIN CURRENT LEARNING NEW TECHNOLOGY INCLUDING BLACKBOARD SETTING UP INDUSTRY PROFESSIONALS AS GUEST SPEAKERS TO COME AND
Q34	ATTENDING SEMINARS/WORKSHOPS BOOK REVIEW
Q34	ATTENDING SOFTWARE SEMINARS GIVEN BY INDUSTRY ATTENDING HARDWARE SEMINARS GIVEN BY INDUSTRY TAKING A COURSE
Q34	ATTENDING TECHNICAL CONFERENCES/SEMINARS/WORKSHOPS TECHNICAL UPGRADING
Q34	ATTENDING TRADE SHOWS/ CONFERENCES IT CLASSES
Q34	ATTENDING WORKSHOPS SPENDING TIME IN AGENCIES TAKING COURSES
Q34	ATTENDING WORKSHOPS AND CONFERENCES DOING RESEARCH OBSERVING OTHER PEOPLE'S
Q34	ATTENDING WORKSHOPS AND TRAINING ACCESS TO READING RESOURCES ENGAGING IN
Q34	ATTENDING WORKSHOPS BY EXPERTS READING LITERATURE IN MY DISCIPLINE MEETING WITH COLLEAGUES TO DISCUSS PROFESSIONAL CONCERNS
Q34	AUTOCAD TRAINING NET SUPPORT TRAINING LEARNING TO TOUCH TYPE

Q34	BELONGING TO A PROVINCIAL ORGANIZATION SUCH AS COMMUNITY LIVING ONTARIO/OASIS ETC
Q34	GENEVA WORKSHOPS ON AUTISM POWERPOINT/TURNING POINT PRESENTATION
Q34	BEST PRACTICE CONFERENCES RELEVANT CONFERENCES/WORKSHOPS FOR INDUSTRY PARTNERS ASSOCIATION FORUMS AND CONFERENCES FOR THE INDUSTRY CERTIFICATION
Q34	BOOT CAMP STYLE TRAINING SESSIONS, TYPICALLY 4 OR 5 DAY INTENSIVE SESSIONS
Q34	RESEARCH ON CURRENT AND EMERGING TRENDS AND TECHNOLOGIES
Q34	BUILDING RELATIONSHIPS WITH BUSINESS NETWORKING RESEARCH
Q34	BUSINESS SEMINAR TEACHER TRAINING TECHNOLOGY TRAINING
Q34	CALL CONFERENCE ANY P.D. THAT IMPROVES MY ENGLISH/COMMUNICATION TEACHING ABILITIES - AND HELPS THE STUDENTS - GIVES ME SOMETHING TO BRING BACK ANY MOTIVATIONAL SPEAKER MAKES ME FEEL GOOD ABOUT WHAT I AM DOING
Q34	CASE TEACHING CASE WRITING CREATING PRACTICAL EXERCISES FOR COURSE MATERIAL
Q34	CEDP PEER LEARNING PROGRAM DEVELOPMENT
Q34	CERTIFICATION IN TRADE RELATED FUNCTIONS OR INSTITUTIONS (I.E. BUILDING CODE, GREEN BUILDING INSPECTION, ETC...) FIELD RESEARCH IN NEW OR INNOVATIVE METHODS RELATED TO MY PROGRAM PRODUCT RESEARCH AND/OR CERTIFICATION FOR MATERIALS RELATED TO MY
Q34	CHANGE MANAGEMENT COURSES, WORKSHOPS, SEMINARS RETURN TO WORK FOR JOB SHADOW TECHNICAL SKILLS TRAINING
Q34	CICA TRAINING SEMINARS AND CONFERENCES. INTERACTION WITH OTHER PROFESSIONAL ACCOUNTANTS WHO ARE IN CURRENT PRACTICE. DAY TO DAY READING OF PROFESSIONAL
Q34	CLASSROOM MANAGEMENT. USE OF TECHNOLOGY.
Q34	CLASSROOM MANAGEMENT SCIENCE RELATED INFORMATION USE OF COMPUTERS IN
Q34	CLINICAL RENEWAL TIME AT A HOSPITAL. WORKING ON THE NATIONAL EXAM QUESTIONS FOR THE EXAM CENTRE. ATTENDING NATIONAL NURSING CONFERENCES
Q34	CLINICAL ROTATIONS WITH PEERS ADDITIONAL COURSE
Q34	COLLEGE ACTIVITIES PROFESSIONAL CONFERENCES PERSONAL RESEARCH
Q34	COLLEGE EDUCATOR DEVELOPMENT PROGRAM: I FACILITATE IN THIS PROGRAM EVERY SUMMER. CALL CONFERENCE: I'VE DELIVERED WORKSHOPS IN THE PAST I ALSO HAVE FORMED A RELATIONSHIP WITH THE SURROUNDING HIGH SCHOOL TEACHERS AND SCHOOL BOARDS. THEY COME TO THE COLLEGE REGULARLY FOR PD ACTIVITIES MEANT TO BRIDGE THE
Q34	COMMENT PRÉPARER UN COURS SUR POWER POINT COMEMNT TROUVER SUR INTERNET DES RESSOURCES UTILES ET COMMENT LES UTILISER DIRECTEMENT EN SALLE DE CLASSE FAIRE VENIR UNE REPRÉSENTANTE DE MON ORDRE PROFESSIONNEL QUI NOUS EXPLIQUERAIT LES NOUVEAUX DÉVELOPPEMENTS (MISES À JOUR DES P&P) AFIN D'INCLURE CECI DANS MON
Q34	COMMUNICATION SKILLS - ADVANCED LEVELS FOR LEADERSHIP DEVELOPMENT TEAMWORK SKILLS - FOR INTEGRATION OF MORE PROACTIVE COLLEGE COLLABORATION PROJECTS
Q34	DOCTORAL RESEARCH - FOR INDUSTRY INTEGRATION WITH ACADEMIC PERFORMANCE
Q34	COMPARAISON PROFESSIONNELLE ECHANGES ET PARTAGES MISE A NIVEAU
Q34	COMPLETE ADVANCED DEGREE ATTEND PROFESSIONAL CONFERENCES SKILLS DEVELOPMENT
Q34	COMPLETE BRIDGING PROGRAM TO BECOME REGULATED POSSIBLY TO EARN A DEGREE
Q34	COMPLETE DOCTORAL STUDIES PROFESSIONAL CONFERENCES RESEARCH SUPPORT AND
Q34	COMPLETE DOCTORAL STUDIES RESEARCH RELATING TO COURSES I TEACH ATTEND
Q34	COMPLETE M.ED. DEGREE ATTEND CONFERENCES ON HIGHER EDUCATION AND TEACHING AND LEARNING WORK WITH OTHER FACULTY TO DEVELOP COURSES IN MY TEACHING AREA, OR
Q34	COMPLETE MY MASTERS DEGREE
Q34	COMPLETING DOCTORATE IN EDUCATION UNDERTAKING RESEARCH PROJECTS ON EDUCATION ATTENDING CONFERENCES, WORKSHOPS, ETC.
Q34	COMPLETING MY PHD CONFERENCES IN HOUSE PROFESSIONAL DEVELOPMENT
Q34	COMPLETION OF ADDITIONAL HIGHER LEARNING/DEGREES (ADDITIONAL M.SC. OR PH.D.) ATTENDANCE AT, AND MEMBERSHIP IN, VARIOUS SOCIETIES/CONFERENCES RELEVANT TO MY FIELD. TEACHING SECONDMENT TO ANOTHER INSTITUTION, PERHAPS IN A DEVELOPING
Q34	COMPUTER CLASSES - KEEPING UP WITH THE HUGE CHANGES IN TECHNOLOGY CONNECTING WITH OTHER TEACHERS REVIEWING HOW WE TEST/GRADE
Q34	COMPUTER COURSES ACADEMIC COURSES RELATED TO TEACHING MAINTAINING HANDS ON
Q34	COMPUTER LITERACY

Q34	COMPUTER SKILLS INFORMATION RELEVANT TO TOPIC I TEACH GIVING MY EXPERTISE (INFORMATION) TO OTHERS AT CONFERENCES
Q34	COMPUTER SKILLS SUBJECT RELATED COURSES CEDP
Q34	COMPUTER SKILLS IE POWER POINT , EXCEL , AUTO CAD ETC. GIVING EFFECTIVE
Q34	COMPUTER SOFTWARE UPDATING ON NEW RELEASES PARTICIPATION IN THE COLLEGE EDUCATOR DEVELOPMENT PROGRAM PEER TEACHING OF NEW COURSE MATERIAL
Q34	COMPUTER SUPPORT TRAINING RELATED TO NEW SYSTEMS UPGRADING PERSONAL FIELD OF STUDY COURSES RELATED COLLEGE PROGRAMS AND SYSTEMS
Q34	COMPUTER TRAINING GOING TO CONFERENCES AND WORKSHOPS RELATED TO THE FIELDS I AM TEACHING TRAINING FOR TEACHING TECHNIQUES
Q34	COMPUTER TRAINING NETWORK SIMULATION SOFTWARE
Q34	COMPUTER TRAINING (IN DESIGN SOFTWARE) CONFERENCES FOR PROFESSIONALS IN MY FIELD. MORE TRAINING ON ASSESSMENT
Q34	CONDUCTING RESEARCH ATTENDING CONFERENCES READING ARTICLES
Q34	CONFERENCE
Q34	CONFERENCE INDUSTRY UPDATES PARTICIPATION IN INDUSTRY ASSOCIATION
Q34	CONFERENCE COOPERATIVE TEACHING TECHNIQUES TRAINING IN CLASS EXPERIENTIAL
Q34	CONFERENCE ATTENDANCE ASSOCIATION MEMBERSHIP/ATTENDANCE TRAINING - NEW SOFTWARE TOOLS - SOCIAL MEDIA, WEB 2.0
Q34	CONFERENCE ATTENDANCE FIELD WORK CONTINUING EDUCATION
Q34	CONFERENCE DISCUSSING PEDAGOGY IDEAS ABOUT CREATIVE DELIVERY OF OLD MATERIAL INFORMATION ABOUT PSYCHOLOGY OF OUR STUDENTS
Q34	CONFERENCE FOR COLLEGE ENGLISH TEACHERS ON TOPICS COVERED FOR TEACHING BUSINESS COMMUNICATIONS NO INFORMATION ABOUT COMPUTER TECHNOLOGY OR PROGRAMS BEST PRACTICES AMONG BUSINESS COMMUNICATION TEACHERS
Q34	CONFERENCE OF ENGLISH/COMMUNICATIONS INSTRUCTORS AND PROFESSORS TO SHARE IDEAS, EXCHANGE ASSIGNMENTS AND GRADING RUBRICS, ETC. CURRICULUM DEVELOPMENT MOTIVATING STUDENTS TO SUCCEED/ENGAGING STUDENTS
Q34	CONFERENCE ON CURRENT STATE OF RESEARCH IN HEALTH SCIENCES IN-COLLEGE OR EXTERNAL COURSES IN DEVELOPING TEACHING SKILLS
Q34	CONFERENCE PRESENTATIONS CONTINUING MY OWN EDUCATION LEADERSHIP MENTORING
Q34	CONFERENCE PRESENTATIONS PARTICIPATING IN TRAINING/EDUCATIONAL SEMINARS
Q34	CONFERENCE PRESENTATIONS SEMINARS WRITING ARTICLES
Q34	CONFERENCES
Q34	CONFERENCES
Q34	CONFERENCES
Q34	CONFERENCES
Q34	CONFERENCES
Q34	CONFERENCES CERTIFICATION WORKSHOPS
Q34	CONFERENCES COURSE SPECIFIC LECTURES AND LABS PROGRAM SPECIFIC SEMINARS AND
Q34	CONFERENCES COURSE WORK
Q34	CONFERENCES COURSES
Q34	CONFERENCES COURSES
Q34	CONFERENCES FIELD RESEARCH JOB SHADOWING OTHER PROFESSIONALS COURSES
Q34	CONFERENCES INVESTIGATING SPECIFIC SOFTWARE
Q34	CONFERENCES IT RELATED OFFERINGS
Q34	CONFERENCES MEETINGS FOR THE PROFESSION WORKSHOPS AND TOURS
Q34	CONFERENCES PRESENTING AT A CONFERENCE TAKING A COURSE
Q34	CONFERENCES RESEARCH FACULTY EXCHANGES
Q34	CONFERENCES SEMINARS SYMPOSIUMS
Q34	CONFERENCES SEMINARS TRADE CERTIFICATIONS POST GRADUATED STUDIES - PHD
Q34	CONFERENCES SPECIFIC TRAINING COURSES READING
Q34	CONFERENCES TEACHING SEMINARS MENTAL RENEWAL ACTIVITIES
Q34	CONFERENCES TIME FOR RESEARCH
Q34	CONFERENCES TIME TO LEARN NEW TECHNOLOGIES. MEETING WITH OTHER FACULTY ABOUT
Q34	CONFERENCES TRAINING COURSES SELF-STUDY

Q34	CONFERENCES UPGRADING COURSES IN SOFTWARE/OPERATING SYSTEMS/TECHNOLOGY
Q34	CONFERENCES WORKSHOPS
Q34	CONFERENCES WORKSHOPS FACULTY GUIDED ENRICHMENT
Q34	CONFERENCES WORKSHOPS ON-SITE VISITATIONS
Q34	CONFERENCES WORKSHOPS PROFESSIONAL ASSOCIATION
Q34	CONFERENCES WORKSHOPS RECERTIFICATION
Q34	CONFERENCES WORKSHOPS WITH SIMILAR GROUPS
Q34	CONFERENCES (CAPT, CPTEA, LOCAL) CONTINUING EDUCATION COURSES (PHARMACY GATEWAY -ONLINE) CEDP - COMMUNITY COLLEGE FUNDED TRAINING
Q34	CONFERENCES (MANY OUT OF TOWN) LOCAL ASSOCIATION CE COURSES KALEIDOSCOPE (OFFERED BY ALGONQUIN COLLEGE)
Q34	CONFERENCES DIRECTLY RELATED TO MY FIELD OF DISABILITY PECS TRAINING
Q34	CONFERENCES DIRECTLY RELATED TO MY CLASSROOM TEACHING PROBLEM BASED LEARNING
Q34	CONFERENCES PROVIDING CONTINUING EDUCATION. POST-GRADUATE UNIVERSITY STUDIES. FIELD PLACEMENT OR EXCHANGES.
Q34	CONFERENCES RELATED TO EARLY CHILDHOOD EDUCATION VISITS TO OTHER COLLEGE'S ECE PROGRAMS FOR PROFESSIONAL DIALOGUE SPECIFIC WORKSHOPS ON IT SUPPORT FOR IMPROVING THE DELIVERY OF MY IN-CLASS PRESENTATIONS
Q34	CONFERENCES RELATED TO LITERACY UNSTRUCTURED PD TIME TO READ LATEST RESEARCH IN MY FIELD TIME TO SHADOW A HIGH SCHOOL TEACHER AND/OR PERMISSION TO TEACH POST-
Q34	CONFERENCES RELATED TO NURSING, EDUCATION AND/OR SIMULATION WORKSHOPS RELATED TO TEACHING-LEARNING STRATEGIES OR NURSING SKILLS MICROSOFT OFFICE PRODUCTS -
Q34	CONFERENCES SPECIFIC TO MY PROFESSIONAL DISCIPLINE ONGOING WORKSHOPS SPECIFIC TO MY PROFESSIONAL DISCIPLINE NETWORKING AND MAINTAINING PROFESSIONAL SKILLS
Q34	CONFERENCES SPECIFICALLY TIED TO BETTER TEACHING/LEARNING IN SUBJECT AREA.
Q34	CONFERENCES IN TEACHING/LEARNING GENERALLY. COLLOQUIUMS, SYMPOSIUMS IN
Q34	CONFERENCES WITH COLLEAGUES
Q34	CONFERENCES WITH OTHER COLLEGES CONFERENCE DESIGNED BY ONTARIO HOSPITALS AND OTHER BUSINESS INSTITUTIONS.
Q34	CONFERENCES, WORKSHOPS, SEMINARS SPEND TIME IN THE WORKPLACE DISCUSSIONS WITH PEOPLE WORKING IN THE PROFESSION
Q34	CONFERENCES. WORKSHOPS PERSONAL EXPLORATIONS OF SPECIFIC TECHNOLOGIES.
Q34	CONFERENCES
Q34	CONFÉRENCES (SOUVENT À L'EXTÉRIEUR DE LA VILLE)
Q34	CONSULTING EVALUATING AND AUTHORIZING TEXTBOOKS
Q34	CONSULTING KEEPS ME IN TOUCH WITH THE INDUSTRY. HOWEVER, THIS IS DONE ON MY OWN TIME, BUT DOES BENEFIT THE COLLEGE.
Q34	CONTINUE MY BAED CONFERENCE IN PROFESSION CLINICAL SITE VISITS
Q34	CONTINUE MY PHD STUDIES ATTEND IPE CONFERENCE IN HALIFAX IN MAY ATTEND RPNAO
Q34	CONTINUED EDUCATION RESEARCH SEMINARS
Q34	CONTINUING ED PROGRAMS AT ANNUAL MEETINGS VIEWING NEWER
Q34	CONTINUING EDUCATION IN FIELD--COURSES SEMINARS AND WORKSHOPS FIELD EXPERIENCE
Q34	CONTINUING LEGAL EDUCATION ADMINISTRATIVE/POLICY TRAINING TEACHING
Q34	COURS PORTFOLIO RECHERCHE
Q34	COURS DANS LA DISCIPLINE COURS COMPLÉMENTAIRES
Q34	COURS INTENSIFS DE FORMATION SUR LES LOGICIELS SPÉCIALISÉS DANS NOTRE DOMAINE PARTICIPER ANNUELLEMENT AUX DIFFÉRENTS CONGRÈS PROFESSIONNELS DANS NOTRE DOMAINE PROFESSIONNEL. COURS INTENSIFS DE FORMATION SUR LES LOGICIELS SPÉCIALISÉS DANS NOTRE DOMAINE PARTICIPER ANNUELLEMENT AUX DIFFÉRENTS CONGRÈS PROFESSIONNELS DANS NOTRE DOMAINE PROFESSIONNEL. COURS INTENSIFS DE FORMATION SUR LES LOGICIELS SPÉCIALISÉS DANS NOTRE DOMAINE PARTICIPER
Q34	COURSE(S) ON NEW TECHNOLOGIES CONFERENCES ON TECHNOLOGY COLLABORATION WITH COLLEAGUES AT OTHER SCHOOLS
Q34	COURSES CONFERENCE WITH TEACHERS
Q34	COURSES CONFERENCES
Q34	COURSES JOB SHADOWING FREELANCE WHILE ON VACATION FROM COLLEGE

Q34	COURSES OUT OF TOWN CONFERENCES FOR FRESH NEW IDEAS BOOKS AND VIDEOS
Q34	COURSES / CONFERENCES CERTIFICATIONS ACADEMIC RENEWAL OR ADVANCEMENT (
Q34	COURSES AND SEMINARS/WORKSHOPS IN MY FIELD CONFERENCES AND ON LINE STUDY
Q34	PURCHASE AND READING OF BOOKS AND JOURNALS
Q34	COURSES IN ADVANCED TECHNOLOGY ATTENDANCE AT CONFERENCES TIME FOR PERSONAL
Q34	COURSES IN NEW SUBJECT AREAS LABORATORY-RELATED SKILLS PROFESSIONAL PLANNING
Q34	COURSES IN THE ADVANCES IN MY FIELD.
Q34	COURSES OFFERED BY PROFESSIONAL ASSOCIATIONS ANNUAL MEETINGS, CONVENTIONS OF
Q34	RELATED PROFESSIONAL BODIES INTERNAL OFFERINGS
Q34	COURSES OFFERED DURING THE SEMESTER ATTEND A UNIVERSITY FOR A MASTERS OFF SITE
Q34	COURSES ON TEACHING PRESENTATION OF MATERIAL LEARNING NEW TECHNOLOGIES
Q34	COURSES RELATED TO MY AREA OF EXPERTISE NETWORKING WITH OTHER FACULTY TEACHING
Q34	IN MY AREA LEARNING NEW SOFTWARE
Q34	COURSES RELATED TO MY FIELD OF WORK TRAINING ON COORDINATOR DUTIES
Q34	COURSES RELEVANT TO PERSONAL AND PROFESSIONAL INTERESTS. WORKSHOPS RELEVANT
Q34	TO TEACHING AND EVALUATION. CONFERENCES.
Q34	COURSES TAUGHT BY EXPERTS IN THE FIELD WORKING IN THE PROFESSION SEEING OTHERS'
Q34	COURSES TO USE NEW SOFTWARE CONFERENCE TO LEARN THE NEW TECHNOLOGY
Q34	AVAILABLE DISCUSSION WITH OTHER FACULTY FROM OTHER COLLEGES TO REVIEW HOW THEY
Q34	CRE MAÎTRISE ATELIER
Q34	CRISIS PREVENTION AND INTERVENTION TRAINING LIFE SKILLS TRAINING (THROUGH YMCA)
Q34	TRAINING IN LEARNING AVAILABLE ADAPTIVE TECHNOLOGY AVAILABLE
Q34	CURRENCY OF TECHNOLOGICAL CHANGE WOULD SAVE THE HOURS OF PERSONAL RESEARCH
Q34	THAT TAKES PLACE NOW. MARKET TREND ANALYSIS PEER REVIEWS FROM OTHER COLLEGE
Q34	CURRENT PRACTICE TEACHING/LEARNING STRATEGIES TODAY'S STUDENT
Q34	CURRENTLY PURSUING MY MASTERS IN IT CISCO ACADEMY CONFERENCE READING TEXTS
Q34	CURRICULUM I THINK IT'S IMPORTANT TO HAVE MUTUAL AGREEMENT ON PD ACTIVITIES.
Q34	LEARNING STYLES CONTENT RELATED CONFERENCES ETC.
Q34	CURRICULUM DESIGN AND EVALUATION CLINICAL EXPERIENCE UPGRADE IT SKILLS
Q34	CURRICULUM DEVELOPMENT CONFERENCES
Q34	CURRICULUM DEVELOPMENT CURRICULUM CONFERENCE COACHING
Q34	CURRICULUM DEVELOPMENT NEW LEARNING TECHNIQUES MENTORING AND LEADERSHIP
Q34	CURRICULUM WORKSHOPS ATTENDING RELEVANT CONFERENCES PANEL PRESENTATIONS
Q34	FROM OTHER PEERS/COLLEGE COLLEAGUES
Q34	DEDICATED CONFERENCES TIME AWAY TO GET CAUGHT UP ON READING TIME AWAY FOR
Q34	DEGREE COMPLETION PROFESSIONAL CONFERENCES ANNUAL PROFESSIONAL PORTFOLIO
Q34	DELIVERING TO AN ESL CLASSROOM BRING LIFE BACK INTO THE CLASSROOM DEALING WITH
Q34	STUDENTS THAT ARE NOT MOTIVATED
Q34	DEVELOPMENT OF STRATEGIES TO COPE WITH LEARNING CHALLENGES FACED BY STUDENTS
Q34	DEVELOPMENT OF STRATEGIES TO COPE WITH THE INCREASING NUMBER OF STUDENTS WITH
Q34	MENTAL ILLNESS/CHALLENGES SPECIALIZED PROFESSIONAL DEVELOPMENT IN MY AREA TO
Q34	DISTANCE LEARNING USING TECHNOLOGY
Q34	DO CLINICAL HOURS DO RESEARCH ON SOME OF THE COURSES I TEACH REVISE PROGRAM
Q34	DOING SCIENTIFIC RESEARCH IN MY FIELD. ATTENDING CONFERENCES IN MY FIELD. TAKING
Q34	ADDITIONAL COURSES TO STAY CURRENT.
Q34	DON'T KNOW
Q34	EDUCATION RELATED DIRECTLY TO MY PROFESSION (I.E. CONFERENCES, WORKSHOPS,
Q34	EDUCATIONAL - PURSUING MASTERS CLINICAL - WORKING AT THE HOSPITAL ACADEMIC - CEPD,
Q34	OTHER RELATED COURSES
Q34	EDUCATIONAL CONFERENCES - RELATED TO TREATMENT, CARE ETC WITH DISEASES, PAIN
Q34	MANAGEMENT, WOUND CARE ETC EDUCATIONAL CONFERENCES RELATED TO PROFESSIONAL
Q34	EDUCATIONAL CONFERENCES GUEST SPEAKERS SELF-DIRECTED LEARNING ACTIVITIES
Q34	EDUCATIONAL COURSEWARE
Q34	EDUCATIONAL WORKSHOPS AND SEMINARS DISCIPLINE SPECIFIC WORKSHOPS & SEMINARS
Q34	ACADEMIC AND TRADE CONFERENCES
Q34	ELEARNING

Q34	EMERGING TECHNOLOGIES SUCH AS TABLET PC'S, 2ND LIFE, WIRELESS AND COLLABORATIVE LEARNING TOOLS SUCH AS 'MEETING SPACE' VISITING NATIONAL EVENTS SUCH AS LEAGUE FOR INNOVATION CONFERENCES ESPECIALLY FOR INSIGHT INTO NEW IDEAS AND VENDOR DISPLAYS. BRINGING IN SPECIALISTS FROM USA AND OTHER COUNTRIES WHO HAVE PROVEN TECHNIQUES
Q34	ENGAGEMENT IN PROFESSIONAL ACTIVITY. ENGAGE IN WORKSHOPS/CLASSES OR CONFERENCES IN ONE OF MY TWO MAJOR CURRICULAR FIELDS. ENGAGE IN
Q34	WORKSHOPS/CLASSES OR CONFERENCES IN THE OTHER OF MY TWO CURRICULAR FIELDS.
Q34	ENGAGING THE CLASS WHEN TEACHING DIFFICULT, TECHNICAL, VERY DRY MATERIAL
Q34	ENHANCING TEACHING STRATEGIES MAINTAINING INFORMATION ABOUT COMMUNITY RESOURCES AND TRENDS RESEARCH STRATEGIES AND TECHNIQUES
Q34	ENROLMENT IN MANUFACTURER BASED TRAINING COURSES TEACHER OF ADULTS COURSES
Q34	EQUIPMENT TRAINING TEACHING METHODS COMPUTER SKILLS
Q34	EXPOSURE TO OTHER TRAINERS. COURSE CONTENT LIKE ETHICS, PROJECT MANAGEMENT AND OTHER HUMAN RELATION COURSES.
Q34	EXTERNAL WORKSHOPS AND CONFERENCES
Q34	EXTRA COURSES MEMBERSHIPS AND AFFILIATIONS RESEARCH
Q34	FIELD "SPECIFIC" RELATED UPDATES WORKSHOP ON HANDLING DIFFICULT STUDENTS A
Q34	FIELD PLACEMENT ADDITIONAL COURSES/SCHOOLING SELF DIRECTED RESEARCH AND
Q34	FIELD RELATED CONFERENCES
Q34	FIELD TRAINING NEW PRODUCT UPDATES COMPUTER COURSES
Q34	FINISH PHD PUBLISH IN JOURNALS GO TO CONFERENCES
Q34	FLASH FOR DEVELOPING LEARNING OBJECTS WRITING EFFECTIVE TEST QUESTIONS USING ICE
Q34	FLIGHT TRAINING INVOLVING OTHER AIRPLANES ACTUALLY GETTING TO PRACTICE THE SKILLS I'M SUPPOSED TO DEMONSTRATE TO STUDENTS ON OUR AIRPLANES. NEVER CAN BECAUSE WE DON'T HAVE ENOUGH RESOURCES TO TAKE CARE OF THE STUDENT'S NEEDS (BY HALF, I WOULD ESTIMATE) LET ALONE ENOUGH RESOURCES FOR ME TO PRACTICE ANY OTHER STUFF THE GETS OFFERED IN THE SUMMER. I CAN NEVER PARTICIPATE BECAUSE I GET WORK LOADED MORE THAN MOST PROFS, AND HAVE TO FLY WITH STUDENTS, SO WHAT ELSE IS AVAILABLE?
Q34	FOCUSED SEMINARS ON SUBJECT RELATED TO THE FIELD OF TEACHING
Q34	FOOD SCIENCES/MOLECULAR GASTRONOMY WINE AND FOOD PAIRING 2 SLOW FOOD
Q34	FORMATION SUR LES IFRS. NOUVEAUX PRINCIPES COMPTABLE INTERNATIONNAUX MISE À
Q34	FORMATIONS PRATIQUES EN INSTRUMENTATION COURS THÉORIQUES
Q34	FURTHER BLACKBOARD TRAINING COURSES IN THE FIELD I AM TEACHING
Q34	FURTHER COURSE MATERIAL RELEVANT TO MY FIELD ATTENDANCE OR PARTICIPATION IN CONFERENCES COLLABORATION WITH PROFESSIONAL COLLEAGUES
Q34	FURTHER COURSEWORK DEVELOPING KNOWLEDGE AROUND ONLINE COURSE DEVELOPMENT -
Q34	FURTHERING MY EDUCATION ATTENDING YEARLY CONFERENCES TO DO WITH MY PROFESSION ATTENDING PROVINCIAL COORDINATOR MEETINGS
Q34	FURTHERING MY OWN EDUCATION ATTENDANCE ON COMMITTEES AND IN WORKSHOPS RELATED TO A SPECIAL PROJECT DEVELOPMENT OF RESOURCES FOR COURSE DELIVERY
Q34	GET HIGHER DEGREES ATTEND CONFERENCES LEARN NEW SKILLS
Q34	GO TO LEAGUE FOR INNOVATIONS CONFERENCE TAKE COURSES READ CURRENT RESEARCH
Q34	GOING TO CONFERENCES TAKING WORKSHOPS/ COURSES TIME TO CONNECT WITH INDUSTRY WHEN I'M NOT TEACHING (WOOPS... RARELY I'M NOT TEACHING DUE TO TEACHING 3
Q34	GOING TO CONFERENCES. GOING TO CONFERENCES GOING TO CONFERENCES
Q34	GOVERNMENT TRAINING IN MY FIELD PRIVATE INDUSTRY TRAINING IN MY FIELD ACADEMIC
Q34	GRADUATE STUDY RESEARCH AND PUBLICATION CONFERENCES
Q34	GRADUATE WORK PROF. SEMINARS CLASSES ON TECHNOLOGY.
Q34	GUEST LECTURE ON CLASSROOM METHODOLOGY, NEW TECHNIQUES GUEST LECTURE SERIES
Q34	HARDWARE AND SOFTWARE TRAINING SAFETY TRAINING
Q34	HEALTH PROMOTION COMMUNITY HEALTH NURSING TEACHING/LEARNING
Q34	HIGH-SCHOOL SCIENCE CONFERENCES
Q34	HOW TO ASSESS STUDENTS HOW TO TEACH VOCABULARY HOW TO TEACH PRONUNCIATION
Q34	HOW TO CREATE COURSE OUTLINE HOW TO CREATE RUBRIC DIFFERENT TEACHING METHODS
Q34	HOW TO SUPPORT ADULT LEARNERS TO SUCCEED TRAINING IN THE USE OF TECHNOLOGY IN THE CLASSROOM SHARING IDEAS WITH MY COLLEAGUES

Q34	HRAI COURSES YCEC WORKING WEEKENDS
Q34	I AM PLANNING TO RESUBMIT A PROPOSAL FOR A CANADA-EUROPEAN UNION EXCHANGE PROGRAM. I BEGAN THE PRELIMINARY WORK LAST YEAR AND IT NOW NEEDS TO BE FOLLOWED UP TO SECURE PROJECT FUNDING, INVITE AND SELECT EXCHANGE PARTNERS BOTH IN CANADA AND ABROAD AND TO PLAN THE MEMORANDUM OF UNDERSTANDING FOR THE INTERNATIONAL JOURNALISM PROJECT. TO THIS END I WOULD LIKE TO ATTEND A CONFERENCE OR CONFERENCES RELATED TO INTERNATIONAL EXCHANGE, PARTICULARLY THE CANADA-EU EXCHANGE PROGRAM. (NOTE: I HAVE SUCCESSFULLY PARTICIPATED IN THE NORTH AMERICAN TRI-LATERAL EXCHANGE PROGRAM. I AM CURRENTLY ENROLLED IN A DOCTORAL PROGRAM WITH CHARLES STURT UNIVERSITY IN AUSTRALIA BUT I FEAR LACK OF TIME IS GOING TO COMPLICATE COMPLETION. I AM ALSO NEEDING FINANCIAL SUPPORT FROM THE COLLEGE TO
Q34	I DO A TON OF PROFESSIONAL DEVELOPMENT ON MY OWN WITH NO SUPPORT FROM THE COLLEGE SYSTEM I DO IT ALL ON MY OWN AS A HEALTH CARE PROFESSIONAL ONLY THING COLLEGE SUPPORTS IS AN INSTRUCTIONAL SUPPORT STUDIO AND ODD TEACHING
Q34	I USE PD DEVELOPMENT FUNDING FOR MEMBERSHIP TO THE ARTS & LETTERS CLUB WHERE I CAN DRAW ON SUNDAYS FOR 6 HOURS/WEEK AND ATTEND VISUAL ARTS LECTURES AND TALKS BY PROFESSIONAL CONTEMPORARY ARTISTS AND I CAN SHOW MY WORK IN THEIR GALLERY I PRESENT ON BEHALF OF SAAD ON OUR FOUNDATION STUDIES PROGRAM CURRICULUM AT FATE (FOUNDATIONS IN ART & THEORY IN EDUCATION) CONFERENCES AND AT ANNUAL GREATER TORONTO AREA FATE MEETINGS I LIAISE WITH THE REGISTRAR'S OFFICE, FACULTY IN SAAD
Q34	I WOULD LIKE TO COMPLETE MY PHD PROFESSIONALLY RELEVANT COURSES AND WORKSHOPS - I WOULD LIKE TO TAKE ADVANTAGE OF OPPORTUNITIES AVAILABLE THROUGH THE YEAR BUT DUE TO TEACHING/EVALUATION RESPONSIBILITIES THIS HAS NOT BEEN POSSIBLE. MOST OF THE AVAILABLE PD IS HELD THROUGH THE YEAR NOT IN SPRING SEMESTER MORE THEORY AND
Q34	IEP EDUCATION CLASSROOM STRATEGIES COMPUTER TRAINING
Q34	IFRS AND INCOME TAX SEMINARS ANNUAL CGA CONFERENCE (NEW TRENDS IN THE ACCOUNTING FIELD) SOFTWARE SEMINARS (CASE WARE, ACCESS, ETC.)
Q34	ILCO CONFERENCE LAW SOCIETY CONFERENCES LAW SOCIETY COURSES
Q34	IMPROVED TECHNICAL / COMPUTER SKILLS IMPROVED PRESENTATION SKILLS CONTACT WITH CURRENT WORKERS IN THE FIELD.
Q34	IMPROVEMENT IN INSTRUCTIONAL TECHNOLOGY EXPOSURE TO 'REAL LIFE' PRACTITIONERS IN RELATED INDUSTRY DEVELOPMENT OF CURRENT CURRICULUM
Q34	IN-COLLEAGUE TRAINING PROGRAMS SPEAKERS AT EVENTS LIKE BREAKFASTS OR LUNCHES
Q34	INCREASE TRAINING AT LOCAL HOSPITAL
Q34	INDUSTRIAL PROCESS CONTROL, INDUSTRY SETTING METHODOLOGY FOR STUDENTS LACKING
Q34	INDUSTRY ASSOCIATION MONTHLY EVENTS INDUSTRY EDUCATIONAL CONFERENCES
Q34	INDUSTRY ASSOCIATION MONTHLY PD SESSIONS AND ANNUAL CONFERENCE. GEORGE BROWN SPONSORED PD SESSIONS
Q34	INDUSTRY CONTACT FACULTY NETWORKING BEST TEACHING PRACTICES
Q34	INDUSTRY LIAISON HARDWARE/SOFTWARE RESEARCH ACADEMIC RESEARCH
Q34	INDUSTRY SPECIFIC COURSES INDUSTRY BEST PRACTICES TOURS SABBATICAL
Q34	INDUSTRY SPECIFIC TRAINING
Q34	INDUSTRY TRAINING. ONLINE COURSES RELATED TO SUBJECT MATTER. KEEPING UP TO DATE ON DEVELOPMENTS IN OUR INDUSTRY.
Q34	INDUSTRY WORKSHOPS AND SEMINARS INDUSTRY NETWORKING UPGRADING
Q34	IN-FIELD EXPERIENCE WITH A UTILITY TRAINING ON NEW EQUIPMENT SEMINARS OR COURSES THAT WOULD GIVE ME INSIGHT INTO DEALING WITH STRUGGLING STUDENTS
Q34	INFORMATION ON GENERAL ASSESSMENT SKILLS RNAO SEMINARS ANY NEW UPDATES
Q34	INFORMATION REGARDING STUDENT EVALUATION
Q34	INSTRUCTOR CERTIFICATIONS TO PASS PROGRAMS ON TO MY STUDENTS RECERTIFICATIONS TO KEEP MY SKILLS AND KNOWLEDGE CURRENT ATTENDING CONFERENCES AND SEMINARS WITHIN EDUCATION, SIMULATION AND HEALTH CARE TO IMPROVE MY KNOWLEDGE WITHIN
Q34	INTEGRATING ON- LINE TEACHING TOOLS COOPERATIVE LEARNING
Q34	INTENSIVE TRAIN THE TRAINER ONE TO TWO WEEK SESSIONS GRADUATE LEVEL COURSES IN CHILD DEVELOPMENT GRADUATE LEVEL COURSES IN COUNSELLING
Q34	INTERIOR DESIGN SHOW IDS IIDEX/ NEOCON



Q34	INTERNATIONAL TEACHING TERMINAL DEGREES
Q34	INVOLVEMENT WITH PROFESSIONAL ACTIVITIES (I.E., CONSULTING) OUTSIDE OF THE COLLEGE. COURSES RELEVANT TO TEACHING ASSIGNMENTS.
Q34	IT INNOVATIVE TECHNOLOGIES
Q34	IT SKILLS (E.G. MS OFFICE 2007) ADVANCED BLACKBOARD SKILLS. LEARNING RESOURCE CENTRE DATABASE/CATALOGUE SKILLS.
Q34	IT UPDATES CLINICAL PRACTICE
Q34	ITEM WRITING FOR NATIONAL EXAMS EDUCATORS CONFERENCES TO LEARN NEW METHODS
Q34	ITEM WRITING FOR NATIONAL EXAMS GRADE BOOK ACTIVITIES JURISDICTIONAL REVIEWS OF EXAMS FOR PROVINCIAL REGULATORY BODY
Q34	KALEIDOSCOPE COMMS COMPUTER TRAINING SESSIONS
Q34	KEEP UP TO DATE WITH BUSINESS AND INDUSTRY ACTIVITIES AND TRENDS ATTEND TRADE, BUSINESS AND ASSOCIATION MEETINGS AND SEMINARS READING, RESEARCH, COVER NEW
Q34	KEEP UP TO DATE WITH THE PROFESSION MAINTAINING MY QUALIFICATION INCREASE AND CONTRIBUTE WITH THE PROGRESS OF MY PROFESSIONS
Q34	KEEPING CURRENT WITH HIGH SCHOOL MATH CURRICULUM LEARNING HOW TO IMPLEMENT DIFFERENT LEARNING STRATEGIES KEEPING UPDATE ON TECHNOLOGY TO ASSIST IN LEARNING
Q34	LEARN ABOUT NEW COMPUTER SOFTWARE AND HARDWARE PRACTICE MORE ADVANCED
Q34	LEARN MORE SOFTWARE PRACTICE THE NEW SOFTWARE PARTICIPATE IN DISCUSSIONS WITH
Q34	LEARN THE SUBJECTS I'M TEACHING IN MORE DEPTH LEARN NEW SUBJECT MATERIAL SO THAT I CAN TEACH ADDITIONAL COURSES IMPROVE MY WEB PAGES AND LABS
Q34	LEARNING A NEW LANGUAGE LEARNING NEW SOFTWARE SOFTWARE DEVELOPMENT
Q34	LEARNING ABOUT TECHNOLOGY OPTIONS FROM OTHER CAMPUSES -- PC TABLET TEACHING OR CLICKERS OBSERVATION OF OTHER TEACHERS IN FIELD LEARNING BETTER WAYS TO LINK
Q34	LEARNING BLACKBOARD UPDATING EXCEL LEARNING NEW EXCEL APPLICATIONS
Q34	LEARNING FILM AND TELEVISION PRODUCTION TECHNIQUES AND PROCESSES.
Q34	LEARNING NEW SOFTWARE RELEVANT TO MY FIELD ATTENDING SEMINARS OF NEW AND INNOVATIVE METHODS AND MATERIALS RELEVANT TO MY FIELD
Q34	LEARNING NEW SOFTWARE UPDATES, SOME OF WHICH ARE A BIG UNDERTAKING WITH NO FORMAL TRAINING. INDUSTRY RELATED VISITS. INDUSTRY RELATED TRAINING.
Q34	LEARNING NEW TECHNOLOGIES IMPLEMENTING NEW TECHNOLOGIES
Q34	LEARNING NEW TOPICS TO BE READY TO TEACH NEW COURSES
Q34	LEARNING ONLINE TESTING METHODS TRAINING FOR COMPUTER PROGRAM CHANGES AND UPDATES RETIREMENT PLANNING
Q34	LECTURES AND TALKS ABOUT AREAS OF INTEREST WORKSHOPS ON TEACHING TIPS
Q34	LETTER OF CREDIT TRAINING...600 EUROS COST. VISIT TO INDUSTRY. TRAINING, COURSES,
Q34	LEVEL 1 COACHING PERSONAL TRAINER CERT MASTERS IN HUMAN PHYSIOLOGY
Q34	LIAISE WITH OTHER COLLEGE PROGRAM FACULTY ATTEND WORKSHOPS EXPLORE NEW
Q34	LICENCE UPGRADING TECHNICAL TRAINING
Q34	LOCATING AND STUDYING THE LATEST INNOVATIONS IN ELECTRICAL/ELECTRONIC ADVANCEMENTS. OBTAINING CIRCUITS AND SETTING THEM UP IN A LABORATORY TO STUDY THEIR CHARACTERISTICS. TRAVELLING TO A TECHNICAL FACILITY TO OBSERVE THE MOST UP-
Q34	MAKING CONTACT WITH OTHER PEOPLE IN MY TEACHING FIELD A PHD INDIVIDUAL COURSES IN MY AREA WHICH WOULD INCREASE MY RANGE OF TEACHABLE SUBJECTS
Q34	MANAGING GROUP WORK DEVELOPING MARKING RUBRICS MAKING THE CLASSROOM MORE
Q34	MANUFACTURER TRAINING
Q34	MANUFACTURING COURSES SEMINARS
Q34	MASTER OF COLLEGE EDUCATION
Q34	MASTER'S DEGREE TEACHER OF ADULTS POST-GRAD CERTIFICATE PUBLISHING POST-GRAD
Q34	MASTER'S DEGREE UPDATING FIELD KNOWLEDGE
Q34	MASTERS PROGRAM - CURRENTLY ENROLLED YEARLY ASSOCIATION MEETINGS
Q34	MASTERS PROGRAM TECHNOLOGY USE UPGRADING INDUSTRY RELATED UPDATES
Q34	MEETING WITH COLLEAGUES FROM OTHER COLLEGES ATTENDING INDUSTRY SEMINARS AND
Q34	MEETING WITH EXPERTS IN READING INSTRUCTION UNDERSTANDING ASSESSMENT TOOLS
Q34	MEETING WITH OTHER FACULTY WHO TEACH THE SAME SUBJECT AS ME TO EXCHANGE MATERIALS, APPROACHES, ETC. MEETING WITH FACULTY IN RELATED SUBJECTS TO DISCUSS

Q34	MEETINGS WITH COLLEAGUES TO REVIEW CURRICULUM CONFERENCE PARTICIPATION/ ATTENDANCE TO LEARN WHAT IS GOING ON OUT THERE AND NOT JUST READING ABOUT IT
Q34	MEMBERSHIP AND PARTICIPATION IN PROFESSIONAL ASSOCIATIONS READING - BOOKS, JOURNALS, WEB, ETC. TIME TO REFLECT
Q34	METHODOLOGY TECHNOLOGY COMMUNICATIONS
Q34	MINISTRY COURSES UP GRADING COURSES NEW TECHNOLOGY
Q34	MOODLE LENS COMPUTER COURSES ON DELL
Q34	MOTIVATING THIS GENERATION. MODERN FOOD STYLES NEW MANAGEMENT AND LEADERSHIP
Q34	NATIONAL CONFERENCE ACCESS PROVINCIAL CONFERENCE OSSWEA SPECIALIZED SESSIONS
Q34	NATIONAL CONFERENCES
Q34	NATIONAL/INTERNATIONAL CONFERENCES IN MY DISCIPLINE COURSES RELATED TO THE
Q34	NETWORKING WITH OTHER COLLEGE FACULTY IN SAME PROGRAM TO SHARE IDEAS AND
Q34	NETWORKING WITH PROFESSORS FROM OTHER COLLEGES COMMUNITY CONNECTION
Q34	NEW & CREATIVE WAYS TO EVALUATE STUDENTS WORKSHOPS ON UP TO DATE HUMAN
Q34	NEW METHODS AND EQUIPMENT PROFESSIONAL NETWORKING
Q34	NEW SOFTWARE AND HARDWARE COURSES. NEW DESIGN AND ADVANCED ENGINEERING TECHNIQUES. ADVANCED STANDING, MASTERS RELATED COURSES.
Q34	NEW SOFTWARE TRAINING PROFESSIONAL SEMINARS CROSS-COLLEGE PROGRAM SPECIFIC
Q34	NEW TEACHING TECHNIQUES COURSE OUTLINE WRITING WEB BASED E LEARNING DESIGN AND
Q34	NEW TECHNICAL INFORMATION AND/OR REGULATION CHANGES. USE / OPERATION OF NEW LAB EQUIPMENT. IMPROVEMENT OF TEACHING SKILLS.
Q34	NEW TRENDS IN INDUSTRY
Q34	NURSING CONFERENCES COMPUTER WORKSHOPS RESEARCH CONFERENCES
Q34	NURSING CONFERENCES RECERTIFICATIONS
Q34	NURSING CONFERENCES TEACHING STRATEGIES
Q34	OBL WORKSHOP. E-LEARNING WORKSHOPS. WIDS
Q34	OBSERVATION AND PARTICIPATION IN WORK SITES OVER A PERIOD OF TIME EX: 1 DAY A WEEK FOR 8 WEEKS COURSES/SEMINARS/WORKSHOPS
Q34	OBTAINING HIGHER DEGREE RESEARCH VISITING OTHER LEARNING INSTITUTIONS
Q34	OBTAINING MY CGA OBTAINING MY HRPOA OBTAINING MY PROJECT MANAGEMENT
Q34	ON LINE COURSE DEVELOPMENT COMPUTER UPGRADES
Q34	ON SITE VISITS TO AGENCIES USING THE MOST UP TO DATE EQUIPMENT & PROCEDURES IN MY FIELD DEVELOPING VIDEO & EDITING SKILLS TO MAKE MY OWN INSTRUCTIONAL MATERIALS INSTRUCTION TO BETTER USE COLLEGE ONLINE SYSTEMS (LMS) TO DEVELOP SELF TESTING AND SELF DIRECTED LEARNING TO COMPLIMENT THE LAB/CLASSROOM APPROACH
Q34	ON-GOING PD IN MY SUBJECT MATTER AREA ON-GOING PD IN THE AREA OF EDUCATION I.E. MASTERS PROGRAM ON-GOING PD RELATED TO ON-LINE DELIVERY
Q34	ONGOING RESEARCH. NEW SUBJECT DEVELOPMENT. FURTHER STUDIES.
Q34	ONGOING TRAINING ACADEMIC DEVELOPMENT NETWORKING
Q34	ORGANIZATION AND TIME MANAGEMENT DEALING WITH DIFFICULT PEOPLE MANAGEMENT
Q34	OUTDOOR ETHICS CANOE TRIPPING INDUSTRY RELATED LAW COURSES
Q34	OUTSIDE COLLEGE - INDUSTRY CERTIFICATION TRAINING FIELD RELATED SEMINARS
Q34	P.D RELATED TO MY FIELD P.D. RELATED TO MY ROLE AS A FACULTY MEMBER IN A COMMUNITY COLLEGE CURRENT PRACTICES AND RESEARCH
Q34	PARTICIPATE IN A CONFERENCE ON EFFECTIVE USE OF THE CASE METHOD IN BUSINESS EDUCATION. PARTICIPATE IN A CONFERENCE ON EFFECTIVE USE OF BUSINESS SIMULATION IN BUSINESS EDUCATION. PARTICIPATE IN ANNUAL CANADIAN MARKETING ASSOCIATION
Q34	PARTICIPATE IN ONTARIO COLLEGES MATH ASSOCIATION
Q34	PARTICIPATE IN PROFESSIONAL CONFERENCES ATTEND TRADE SHOWS GIVE LECTURES AND
Q34	PARTICIPATE IN PROFESSIONAL ORGANIZATION'S EVENTS ATTEND WORKSHOPS IN SUBJECT AREAS RELATED TO TEACHING TAKE DEGREE COURSES IN RELATED AREAS TO TEACHING
Q34	PARTICIPATING IN ANNUAL CONFERENCE TAKING ADVANCED COURSES PURSUING FURTHER
Q34	PARTICIPATING IN RESEARCH ATTENDING CONFERENCES READING ON A FOCUSED TOPIC, EG.
Q34	PARTICIPATING IN SEMINARS RELATED TO MY FIELD OF EXPERTISE LEARNING INNOVATIVE WAYS FOR DELIVERING MY PARTICULAR FIELD OF KNOWLEDGE TO STUDENTS CONTRIBUTING

Q34	PARTICIPATION IN REGULAR MEETINGS, ASSOCIATIONS, FOCUS GROUP SESSIONS, ETC. FOR THE PROFESSION IN WHICH I TEACH MEETINGS WITH OTHER PROFESSORS WHO ARE TEACHING IN THE SAME FIELD OF STUDY CONFERENCES THAT DEAL WITH NEW INFORMATION
Q34	PARTICIPATION IN THE ICETA CONFERENCES. ATTENDANCE TO WORKSHOPS RELATED TO IMBEDDED CONTROLLERS AND PROGRAMMABLE LOGIC DEVICES WORKSHOPS ON EFFECTIVELY
Q34	PARTICIPATION À DES COLLOQUES RECHERCHE ATELIERS INTERNES
Q34	PEDAGOGY COURSE DEVELOPMENT FACILITATION
Q34	PERMANENT MAKE-UP COURSE LASER
Q34	PURSUE ANOTHER DEGREE UPDATE TECHNICAL CHANGES DIALOGUE WITH OTHER PROFS
Q34	PHD
Q34	PHD
Q34	PHD FURTHER COLLEGE ACTIVITIES FROM HR PERSONAL RESEARCH OF INDUSTRY REQUIREMENTS REGARDING MY PROGRAM
Q34	PHD PROFESSIONAL CONFERENCES FOR NETWORKING CLINICALLY RELATED CONFERENCES
Q34	PHD WORK PLACEMENT IN INDUSTRY TECHNICAL TRAINING ON INDUSTRY-SPECIFIC SOFTWARE
Q34	PHOTOSHOP - TO POLISH MICROPHOTOGRAPHIES FOR MY HISTOLOGY COURSE 2D ANIMATION DESIGN - TO BE ABLE TO PREPARE ORIGINAL ANIMATIONS FOR MY BIOLOGY COURSE
Q34	PLANT VISITS
Q34	PLAYING MUSIC RECORDING MUSIC WRITING MUSIC
Q34	POLITICAL SEMINARS MEMBERSHIPS TO WEBSITES ELECTRONIC AND CLASSIC PRESS
Q34	POST-GRAD WORK PEDAGOGICAL METHODOLOGY CLASS ROOM ACTIVITIES
Q34	PREPARING & DELIVERING SEMINARS PERFORMING IN STAGE SHOWS RESEARCHING THE
Q34	PREPARING AND GRADING EFFECTIVE CASES FOR CASE TYPE ASSIGNMENTS MANAGING AND EFFECTIVELY (FAIRLY) GRADING STUDENTS IN 'GROUP WORK' WITHOUT FAVOURING WEAK
Q34	PREPARING RUBRICS PREPARING TESTS OBJECTIVE MARKING
Q34	PRESENTING AT CONFERENCES INVOLVEMENT WITH RESEARCH ATTENDING CONFERENCES
Q34	PRESENTING AT NATIONAL CONFERENCES ATTENDING PROFESSIONAL WORK SHOPS
Q34	PRODUCT SPECIFIC TRAINING PERSONAL DEVELOPMENT TRAINING/TEACHING METHODS
Q34	PRODUCT/SYSTEM SPECIFIC TRAINING - NEW TECHNOLOGIES
Q34	PRODUCTION ACTIVITY IN FILM AND TV WRITING FOR PUBLICATION ATTENDING CONFERENCES, WORKSHOPS AND TRADE SHOWS
Q34	PROFESSION SPECIFIC ACTIVITIES THAT RELATE TO SUBJECTS I TEACH
Q34	PROFESSIONAL ACCOUNTING SEMINARS TEACHING TOOLS ETC.
Q34	PROFESSIONAL ASSOCIATION EDUCATION SEMINARS
Q34	PROFESSIONAL CERTIFICATION COURSE
Q34	PROFESSIONAL CERTIFICATION REQUIREMENTS LEARNING AND TEACHING SKILLS DEVELOPMENT CONFERENCES AND SEMINARS
Q34	PROFESSIONAL CERTIFICATIONS PEDAGOGICAL IMPROVEMENT ACTIVITIES DEALING WITH DIVERSE STUDENTS, DEALING WITH THE "GEN-X" UNDER-PREPARED STUDENTS
Q34	PROFESSIONAL CONFERENCE ON EDUCATOR ROLE INSTITUTIONAL WORKSHOP ON TEACHING
Q34	PROFESSIONAL CONFERENCES EDUCATOR'S CONFERENCES NATIONAL EXAM BOARDS
Q34	PROFESSIONAL CONFERENCES ONGOING EDUCATION IN FIELD
Q34	PROFESSIONAL CONFERENCES PROFESSIONAL MEETINGS PROFESSIONAL READINGS
Q34	PROFESSIONAL CONFERENCES PROFESSIONAL SEMINARS PROFESSIONAL TRADE-SHOWS
Q34	PROFESSIONAL COURSES FROM IE. LEARNING TREE ACCESS TO MANUALS AND ON-LINE TEACHING MATERIAL WORK PLACEMENT
Q34	PROFESSIONAL DEVELOPMENT FOR FULL TIME FACULTY - NEW - STARTED FULL TIME THIS FALL AND THE PROGRAM IS EXCEPTIONAL BLACKBOARD TRAINING - INTRODUCTION AND HOW TO SET UP A COURSE WEBSITE ONLINE COURSE ON LINE TEACHING IT WAS VERY HELPFUL AND ASSISTED ME IN PROVIDING A POSITIVE ON LINE COURSE FOR STUDENTS THIS PAST SUMMER
Q34	PROFESSIONAL DISCIPLINE RELATED TEACHING WITH TECHNOLOGY WORKING WITH
Q34	PROFESSIONAL JOB SPECIFIC CONFERENCES MOCK DISASTER WEEKENDS
Q34	PROFESSIONAL SEMINARS FORMAL POST-SECONDARY EDUCATION CONSULTING WITH OR PARTICIPATING IN PROFESSIONAL ACTIVITIES THAT CAN BE TRANSFERRED TO THE CLASSROOM
Q34	PROFESSIONAL SEMINARS ON RELEVANT TECHNOLOGY PERSONAL STUDY OF PUBLISHED MATERIAL ON RELEVANT TECHNOLOGY SHARING OF INFORMATION BY EXPERIENCED USERS OF

Q34	PROFESSIONAL SEMINARS. TIME, PHYSICAL SPACE AND FUNDING FOR LAB DEVELOPMENT. ACADEMIC DISCUSSIONS AND DEVELOPMENT OF/FROM FELLOW FACULTY MEMBERS.
Q34	PROFESSIONAL TRAINING IMPROVE MY TEACHING ABILITIES
Q34	PROGRAM RESEARCH TRADE CONTACT PROFESSIONAL SEMINARS
Q34	PROGRAM REVIEW AND MAPPING COACHING
Q34	PROGRAMMING COURSE(S), OR SIMPLE BEING ENCOURAGED TO TAKE COURSES VISITING OTHER COLLEGE TO SEE HOW THEY ARE DOING THE THINGS I AM DOING
Q34	PROJECT MANAGEMENT PROGRAM TIME MANAGEMENT CNC PROGRAMMER COURSE
Q34	PROPER EDUCATION IN NEW AREAS OF MY EXPERTISE.
Q34	PROPER TRAINING IN ONLINE COURSE DEVELOPMENT PH.D STUDIES TECHNICAL TRAINING
Q34	PROVINCIAL CAAT CONFERENCES AND MEETINGS SPECIFIC TRAINING CONNECTED WITH MY PROFESSION INTERNATIONAL CONFERENCES CONNECTED WITH MY PROFESSION
Q34	PROVINCIAL CONFERENCE IN SOUTHERN ONTARIO RELATED TO MY PROFESSION ANNUAL LEARNING INSTITUTE RELATED TO TEACHING HELD IN TORONTO ATTENDANCE AT PROVINCIAL
Q34	PROVINCIAL CONFERENCES SEMINAR, WORKSHOPS ON CHILDREN'S ISSUES
Q34	PROVINCIAL MEETINGS WITH OTHER PROGRAMS TO COMPARE CURRICULUM, EVALUATIONS AND FIELDWORK OPPORTUNITIES CONFERENCES-SPECIFIC TO TEACHING STRATEGIES
Q34	PROVINCIAL WORKSHOPS CURRENCY WORKSHOPS COLLEGE RELATED
Q34	PURSUE FURTHER EDUCATION. ATTEND CONFERENCE OF INTEREST. DEVELOP SKILLS RELEVANT TO TEACHING A SPECIFIC COURSE.
Q34	PURSuing AN ADDITIONAL MASTER'S DEGREE LEARNING TO USE THE ON-LINE RESOURCES AT OUR COLLEGE FURTHER TEACHING STRATEGIES FOR WRITING
Q34	READING RESEARCHING REVIEWING TEXTS AND PRIVATE CONSULTING
Q34	READING HELPING OTHER TEACHERS WRITING A TEACHING RELATED BLOG
Q34	READING ABOUT A SUBJECT. TAKING IN-HOUSE COURSES. TAKING COURSES ELSEWHERE.
Q34	READING AND SELF STUDY TAKING A COURSE OR A FIELD RELATED CONFERENCE CONTACT WITH OTHER TEACHING PROFESSIONALS IN MY FIELD
Q34	READING CURRENT LITERATURE REVIEWING TEXTBOOKS DEVELOPING RELATED AREAS OF
Q34	READING PEER-REVIEWED LITERATURE IN MY FIELD ATTENDING CONFERENCES RELATED TO MY FIELD WRITING SCHOLARLY ARTICLES RELATED TO MY FIELD
Q34	READING TEXTBOOKS/LITERATURE THAT EXPLAIN NEW MATERIAL WRITING TESTS OR EXAMS TO BECOME A MEMBER OF A GIVEN PROFESSIONAL ASSOCIATION
Q34	RECERTIFICATION OF PROFESSIONAL LICENCE UPGRADING IN MY FILE OF EXPERTISE OF HEALTH SCIENCE CONTINUE WORKING ON MY BACS
Q34	RECEVOIR DE LA FORMATION SUR L'ÉDUCATION DES ADULTES: APPRENTISSAGE PARTICULIER DES ADULTES, MÉTHODES DIDACTIQUES LES PLUS SUSCEPTIBLES D'OBTENIR DU SUCCÈS, ETC. POUVOIR FRÉQUENTER OU RECEVOIR DE LA FORMATION SUR DES CENTRES DE RESSOURCES DIDACTIQUES EN EDUCATION DES ADULTES AFIN DE VOIR LE MATÉRIEL DISPONIBLE QUE JE POURRAIS UTILISER. RECEVOIR DE LA FORMATION SUR DES MÉTHODES APROUVÉES QUI
Q34	RELATED COURSES RELATED CONFERENCES PRACTICAL FIELD PLACEMENT
Q34	RELATED TO SPECIFIC COURSE CONTENT RELATED TO RESEARCH INTEREST LEARNING NEW
Q34	RELATING TO EMPLOYERS MORE RESEARCHING MORE ACTIVITIES TO INCORPORATE IN THE CLASSROOM ATTEND SOME CONFERENCES
Q34	REMEDIATION COURSE TRAINING RECLAMATION COURSE TRAINING ENVIRONMENTAL
Q34	RENEWAL COACHING AND MENTORING - HOW TO FOR THE GEN YS INDUSTRY CONVENTIONS &
Q34	RESEARCH
Q34	RESEARCH ACTIVITIES ASSOCIATED WITH A PROFESSIONAL ACCREDITING BODY THAT I
Q34	RESEARCH CERTIFICATIONS EDUCATION
Q34	RESEARCH WRITING
Q34	RESEARCH AND ACADEMIC WRITING ATTENDING CONTINUING EDUCATION PROGRAMS PROVIDED BY EXTERNAL AGENCIES MEETING WITH AND DISCUSSING PROFESSIONAL ISSUES
Q34	RESEARCH IN MY FIELD WRITING PARTICIPATION IN CONFERENCES
Q34	RESEARCH IN SUBJECT ASSIGNED CONSULTING OTHER COLLEGE FACULTY ABOUT BEST PRACTICES READING CURRENT EVENTS IN MY SUBJECT MATTER
Q34	RESEARCH WORK CONFERENCE ATTENDANCE STUDY/ LEARNING ENGAGEMENTS
Q34	RESEARCHING/COMPOSING SCHOLARLY WORK DELIVERING CONFERENCE PAPERS ATTENDING

Q34	REVIEW OF CURRENT BOOKS AND JOURNALS SKILL DEVELOPMENT PARTICULARLY IN THE AREA OF TECHNOLOGY ASSISTED LEARNING.
Q34	REVIEWING CURRENT MATERIALS UPGRADING COMPUTER SKILLS DISCUSSING BEST
Q34	SABBATICAL AT LOCAL RESEARCH FACILITY WRITING MANUALS OR A TEXT PARTICIPATING IN COURSE RELATED COMMITTEES AND ADVISORY BOARDS
Q34	SABBATICAL
Q34	SABBATICAL STRUCTURED COURSES FIELD WORK
Q34	SCHOLARSHIP - TEACHING SIMULATION SCHOLARSHIP - DISCOVERY
Q34	SCHOLARSHIP ACTIVITY: HOW TO CONDUCT INTEGRATIVE LITERATURE REVIEWS SCHOLARSHIP: HOW TO WRITE/SUBMIT A PEER REVIEWED JOURNAL ARTICLE SCHOLARSHIP:
Q34	SCIENTIFIC CONFERENCES TO UPDATE TECHNICAL EXPERTISE EXCHANGE WITH INDUSTRY TO UPDATE TECHNICAL EXPERTISE LEARNING AND TEACHING STRATEGIES VIA COURSEWORK,
Q34	SCIENTIFIC OR PROFESSIONAL ASSOCIATION CONFERENCES
Q34	SEMINAR HAND ON WORK SHOP FIELD VISIT
Q34	SEMINARS BEST PRACTICE FORUMS COURSES
Q34	SEMINARS CONFERENCE WORKSHOPS
Q34	SEMINARS CONFERENCES JOB PLACEMENT
Q34	SEMINARS FACULTY DEVELOPMENT SESSIONS CONFERENCES IN MY FIELD OF EXPERTISE
Q34	SEMINARS WORKSHOP PRESENTATIONS
Q34	SEMINARS WORKSHOPS ASSOCIATION ACTIVITIES
Q34	SEMINARS AND TRADE SHOWS HEALTH AND SAFETY TRAINING COMPUTER TRAINING
Q34	SEMINARS ON UP DATES NEWLY DEVELOPED TEACHING TOOLS
Q34	SEMINARS OUTSIDE OF CANADA WHICH REQUIRE FUNDING SEMINARS WITHIN CANADA BUT ALSO REQUIRE FUNDING SEMINARS WITHIN ONTARIO BUT ALSO REQUIRE FUNDING
Q34	SEMINARS TO KEEP ME CURRENT IN MY FIELD MEETING WITH LOCAL EMPLOYERS TO KEEP
Q34	SEMINARS TO LEARN ABOUT PROFESSIONAL CHANGES IN MY FIELD BOOKS ABOUT THE CHANGES TRAINING IN THE IMPLEMENTATION OF THESE CHANGES IN THE CLASSROOM
Q34	SEMINARS WHICH PROVIDE NEW SUBJECT MATTER OR UPDATING OF EXISTING SUBJECT MATTER CERTIFICATION IN SPECIFIC FIELDS OF EXPERTISE TO KEEP UP WITH INDUSTRY STANDARDS MEETINGS WITH OTHER PROFESSORS WHO TEACH THE SAME COURSE AT OTHER
Q34	SEMINARS WITH COLLEAGUES IN MY FIELD ONLINE FORUMS OF PEOPLE TEACHING IN MY FIELD
Q34	SIMULATION ACTIVITIES TRAINING ON NEW IN HOUSE SYSTEMS WORKING IN THE FIELD
Q34	SIMULATION ACTIVITIES UPDATE COMPUTER SKILLS NEW SYSTEM ETC
Q34	SIMULATION SEMINARS
Q34	SIMULATION TRAINING
Q34	SIMULATION TRAINING INNOVATIVE CLASSROOM DELIVERY ADVANCED TECHNOLOGY TRAINING
Q34	SITE VISITS CONSULTATION SALES MEETINGS
Q34	SOFTWARE TRAINING ADVANCES IN THE TRADES HUMAN INTERACTION
Q34	SOFTWARE TRAINING FACTORY TOURS GENERAL BOONDOGGLE
Q34	SOFTWARE TRAINING FIELD TRAVEL TO VISIT LEADING INDUSTRY MEMBERS THE PSYCHOLOGY
Q34	SOFTWARE TRAINING LEADERSHIP TRAINING ONLINE/HYBRID TRAINING
Q34	SOFTWARE TRAINING SHOWS/CONFERENCES
Q34	SOFTWARE UPDATE ACTIVITIES CONFERENCES COLLEGIAL NETWORKING
Q34	SOFTWARE UPDATE TRAINING SEMINARS ON NEW TECHNOLOGY TEACHING CIRCLES, CEDP
Q34	SOFTWARE UPDATES PREVIEW NEW BOOKS REGULARLY
Q34	SOFTWARE VENDOR TRAINING FOR ANNUAL UPDATES
Q34	SOFTWARE, ETC. TRAINING AND UPGRADING UPGRADING TEACHING SKILLS UPGRADING
Q34	SPEAKING AT OR ATTENDING CONFERENCES IN MY FIELD, OR ON EFFECTIVE TEACHING ATTENDING SEMINARS, WORKSHOPS AND EVENTS RELATED TO MY FIELD OR TO EFFECTIVE
Q34	TEACHING PRACTICES; DOING OUTSIDE READING AND NETWORKING WITH OTHERS IN MY FIELD
Q34	SPECIFIC SKILL TRAINING ANNUAL PROFESSIONAL CONFERENCE
Q34	SPEND TIME IN INDUSTRY TO REFRESH KNOWLEDGE
Q34	SPENDING TIME IN THE INDUSTRY - AUTOMOTIVE TAKING COURSES THAT RELATE TO TEACHING
Q34	SPENDING TIME IN THE PROFESSIONAL SETTING ATTENDING CONFERENCES LEARNING MORE
Q34	STAY CURRENT WITH INDUSTRY STANDARDS
Q34	STAYING CURRENT IN THE INDUSTRY TEACHING SEMINARS

Q34	STAYING UPDATED ON REQUIRED SOFTWARE
Q34	STRATEGIES FOR STUDENT PRACTICAL EVALUATIONS TEST WRITING SKILLS CURRENT RESEARCH IN LEARNING TACTILE/PRACTICAL SKILLS
Q34	STUDENT EMPLOYER MEETING/ TOUR RELATED TRADE SHOWS ASSOCIATION INVOLVEMENT
Q34	STUDY EXPERIMENTING DEDICATED COURSES
Q34	SUBJECT MATTER EXPERTISE EXPERTISE OF PRESENTERS CURRENT OR TIMELY INFORMATION
Q34	SUMMER GRADUATE SCHOOL IN THE FIELD TRAINING INSTITUTES
Q34	SYMPOSIUMS AND CONFERENCES RE: TEACHING IN MY FIELD READING AND RESPONDING TO ARTICLES IN PEER-REVIEWED EDUCATIONAL AND SOCIAL SCIENCE JOURNALS FURTHER
Q34	SYSTEMS UPDATING SERVICE SCHOOLS DEALERSHIP VISITATION
Q34	T.A.L.L. TECHNICAL SEMINARS BY HIGH-TECH MANUFACTURERS NETWORKING WITH COLLEAGUES FROM OTHER INSTITUTIONS
Q34	TAKE A COURSE. ATTEND A SEMINAR. EXPERIMENT WITH NEW TECHNOLOGY.
Q34	TAKE A RELATED COURSE ATTEND A RELATED CONFERENCE TAKE RELATED TRAINING
Q34	TAKE MORE ADVANCED LEVEL COURSES TO KEEP UP WITH CHANGES HAVE MEMBERSHIP IN PROFESSIONAL/ACADEMIC ORGANIZATIONS AND ATTEND THEIR MEETINGS AND READ THEIR JOURNALS SPEND TIME WITH PROFESSIONALS IN THE FIELD
Q34	TAKE SPECIALIZED COMPUTER COURSES (GIS, REMOTE SENSING) ACQUIRE THE WILDERNESS FIRST AID CERTIFICATION WORK FOR AN OUTSIDE AGENCY FOR A SEMESTER OR TWO
Q34	TAKING A SOFTWARE CERTIFICATION PROGRAM. ATTENDING PROFESSIONAL ASSOCIATION CONFERENCES AND SEMINARS. EXPERIMENTING WITH NEW TECHNOLOGIES.
Q34	TAKING COURSES MEETING WITH OTHER IT FACULTY FROM OTHER COLLEGES ATTENDING
Q34	TAKING COURSES AT ANOTHER COLLEGE OR UNIVERSITY WHILE TEACHING. SELF-DIRECTED PROJECTS WITH QUALIFIED MENTORS ASSIGNED TO PROVIDE FEEDBACK AND ASSESSMENT.
Q34	TAKING RELEVANT COURSES ATTENDING FORUMS, ETC. ATTENDING OTHER INSTITUTIONS
Q34	TAKING TRAINER OF ADULT COURSES. ATTENDING COLLEGE RUN SEMINARS. DISCUSSIONS
Q34	TALK TO EMPLOYERS IN THE FIELD. RESEARCH ON LINE THE LATEST METHODS.
Q34	TEACHING PHD
Q34	TEACHING AND EVALUATION METHODS - NEW CONCEPTS AND IDEAS NURSING SKILLS (CURRENTLY TAKING COURSES IN THE NURSE PRACTITIONER PROGRAM TO INCREASE MY SKILLS IN PHYSICAL ASSESSMENT AND THERAPIES) COURSES BY PROFESSIONAL
Q34	TEACHING AND EVALUATION STRATEGIES USE OF SIMULATION IN THE LAB SETTING REVISION
Q34	TEACHING AND LEARNING PRINCIPLES FOR ADOLESCENTS AND YOUNG ADULTS. ALTERNATIVE TEACHING METHODS AND EVALUATION METHODS INFORMATION TECHNOLOGY
Q34	TEACHING CONFERENCE / SEMINARS CONFERENCES RELATED TO MY AREAS OF INTEREST /
Q34	TEACHING CONFERENCE AND CONFERENCE RELATIVE TO MY FIELD. UPGRADING COMPUTER SKILLS. VISITING PLACEMENT SITES OR SITES OF EMPLOYMENT FOR OUR STUDENTS TO STAY
Q34	TEACHING FORUMS IMMERSION WITHIN THE INDUSTRY COLLABORATIVE WORK/STUDY
Q34	TEACHING METHODOLOGY UPDATING AREA OF EXPERTISE
Q34	TEACHING STRATEGIES CURRICULUM DEVELOPMENT TOPIC RELATED TO CLINICAL EXPERTISE
Q34	TEACHING WORKSHOPS ON-LINE TEACHING WORKSHOPS SCHOLARLY CONFERENCES
Q34	TEC WIND AND SOLAR POWER RENEWABLE ENERGY
Q34	TECHNICAL EXPERT ACCESS FOR UPDATING SKILLS CROSS-TRAINING OF FACULTY INDUSTRY
Q34	TECHNICAL PRESENTATIONS MAKING THE MOST OUT OF COMPUTER TECHNOLOGY TEACHING
Q34	TECHNICAL PROJECT LITERATURE SURVEY FOR PEDAGOGY
Q34	TECHNICAL SEMINARS TEACHING SEMINARS
Q34	TECHNICAL UPDATING IN AREA OF EXPERTISE TEACHING METHODOLOGY COMPUTER
Q34	TECHNICAL UPGRADING TEACHING TECHNIQUES NEW TEACHING STRATEGIES
Q34	TECHNIQUES OF ADULT EDUCATION MEETING WITH OTHER COLLEGES TO DISCUSS PROGRAM SPECIFIC CONCERNS UPGRADING KNOWLEDGE BASED ON LEGISLATION SPECIFIC TO CRIMINAL
Q34	TECHNOLOGICAL COURSES - I.E. DIGITAL STORY TELLING CONFERENCES WITH MOTIVATIONAL SPEAKERS AND SESSIONS - I.E. INTERNATIONAL POSITIVE PSYCHOLOGY CONFERENCE THE 3
Q34	TECHNOLOGY
Q34	TECHNOLOGY ENHANCEMENT INNOVATIVE TESTING TOOLS RUBRIC DESIGN
Q34	TECHNOLOGY TRAINING TEACHING METHODS STUDENT BEHAVIOURS, CLASSROOM

Q34	THE ANNUAL NORTH AMERICAN INDUSTRY CONFERENCE. LOCAL TRADE SHOWS
Q34	PROFESSIONAL ACCREDITATION EXAMINATION
Q34	THIS IS IT CONFERENCE ETC ACTIVITIES
Q34	THOSE OPPORTUNITIES TO STUDY WITH THOSE INDIVIDUALS WHO HAVE BEEN IN THE PROFESSION FOR SOME TIME - SUCH AS OTHER FACULTY FROM THE COMMUNITY COLLEGE SYSTEM. THEY ARE A GREAT RESOURCE. THERE ARE MANY CONFERENCES DESIGNED TO MEET THE NEEDS OF NEW GRADUATES OR THOSE WORKING IN THE FIELD FOR LESS THAN 10 YEARS. I DO NOT FIND THESE EVENTS HELPFUL THOUGH I DO PRESENT OFTEN. I FEEL IT IS A PROFESSIONAL OBLIGATION. ATTENDING MYSELF IS A WASTE OF TIME. INTERNATIONAL CONFERENCES ARE HELPFUL AS THERE IS FUNDING TO ATTRACT SPEAKERS THAT I CAN LEARN FROM. (NOW THAT BEING SAID - AS I HAVE INDICATED - I LEARN A GREAT DEAL FROM GRADING
Q34	TIME ALLOWED TO GO TO CONFERENCES OUT OF TIME MORE FUNDING FOR PD'S OUT OF
Q34	TIME AND STRESS MANAGEMENT INNOVATIONS IN THE FIELD TEACHING STRATEGIES TO BOTH
Q34	STREAMLINE THE EDUCATIONAL PROCESS AND ENSURE THE MEANINGFUL IMPARTING OF
Q34	TIME ON EQUIPMENT MORE SOFTWARE MORE ACCESS TO SOFTWARE
Q34	TIME SPENT IN INDUSTRY TO BE UP TO DATE ON NEW PROCESSES AND PROCEDURES MEETING WITH EQUIPMENT SUPPLIERS AND MANUFACTURERS
Q34	TIME TO CONSOLIDATE NEW PROGRAM ANNUAL PROGRAM CONFERENCE TIME TO PREPARE
Q34	TIME TO DO SOME RESEARCH/READING ON TEACHING AND EVALUATING SKILLS
Q34	TIME TO TAKE RELEVANT COURSES
Q34	TOEFL/ESL TRAINING
Q34	TRADE SHOWS AND DESIGN EXHIBITIONS WITH SEMINARS AND RELATED ACTIVITIES. COMMITTING TO A REGULARLY SCHEDULED SPEAKER SERIES. ACTIVITIES PLANNED BY ARIDO -
Q34	TRAIN IN ALTERNATE SOFTWARE PACKAGES IE. PROJECT MANAGEMENT, DATABASE MANAGEMENT, DATA MINING GET SOME FIELD WORK IN REGARD TO THE COURSES I AM
Q34	TEACHING OBTAIN MORE TRAINING IN ONLINE DELIVERY AND ASSESSMENT
Q34	TRAINER LEAD SEMINARS WITH UP-TO-DATE TECHNOLOGY ACCESS TO SOFTWARE AND HELPDESK SUPPORT PEER LEAD TECHNICAL ACTIVITIES
Q34	TRAINING CONFERENCES SEMINARS
Q34	TRAINING IN CAD PACKAGES TO SUPPORT IN-CLASS TEACHING VENDOR PRODUCT SEMINARS
Q34	ATTEND RELEVANT CONFERENCES
Q34	TRAINING IN COMPUTER SOFTWARE BETTER CLASSROOM TEACHING WHATEVER
Q34	TRAINING IN SPECIFIC COURSE TECHNOLOGY. JOB SHADOWING MAKING PRESENTATIONS AT
Q34	TRAINING IN TEACHING TECHNIQUES TRAINING IN OUTCOME MEASUREMENT TRAINING IN
Q34	TRAINING RELATED TO TEACHING STYLES TRAINING RELATED TO FIELD OF STUDY CURRENT
Q34	TRAVEL WORKSHOPS / GUEST SPEAKERS FIELD PLACEMENT IN RELATED JOB/SKILL ACTIVITIES
Q34	UNDERSTANDING MORE ABOUT THE NEEDS AND EXPECTATIONS OF FIRST YEAR STUDENTS. LEARNING MORE ABOUT STRATEGIES TO INTEGRATE TECHNOLOGY AND LEARNING.
Q34	UNDERSTANDING THE CURRENT NEED OF STUDENTS ENSURING THAT I AM UP TO DATE ON
Q34	SUBJECT MATERIAL ENSURING THAT I AM IN LINE WITH THE SCHOOL PHILOSOPHIES
Q34	UNIVERSAL DESIGN UNDERSTANDING 'ME' GENERATION BLACKBOARD
Q34	UNIVERSITY CERTIFICATE PROGRAM IN A RELATED FIELD PROVINCIAL CONFERENCE DISTANCE
Q34	UP TO DATE WITH CURRENT SOFTWARE USED WITHIN THE PROFESSIONAL INDUSTRY VISITING
Q34	PROFESSIONAL WORKPLACES FREEDOM TO BE GUEST LECTURE AT OTHER INSTITUTES
Q34	UPDATE SKILLS ACQUIRE NEW SKILLS IT UPDATES
Q34	UPDATE ON NEW INTERNATIONAL REPORTING STANDARDS THAT ARE BEING IMPLEMENTED IN THE ACCOUNTING WORLD PD RELATED TO CURRICULUM DEVELOPMENT AND PROGRAM
Q34	MAPPING PD RELATED TO A BETTER UNDERSTANDING OF THE CONNECTION THE COLLEGE HAS
Q34	UPDATE ON RESEARCH ON ADULT EDUCATION THEORY UPDATE ON RESEARCH ON TEACHING
Q34	SECOND LANGUAGE LEARNERS METHODS TO HELP STUDENTS WITH LEARNING DISABILITIES
Q34	UPDATE TECHNOLOGICAL SKILLS GAIN RELEVANT FIELD EXPERIENCE UNDERTAKE RESEARCH
Q34	PROJECTS TO ADVANCE KNOWLEDGE, SKILLS
Q34	UPDATED COURSES ON HYBRID TRAINING FOR TODAY'S VEHICLES UPDATED COURSES ON FUEL
Q34	TECHNOLOGY TRAINING UPDATED COURSES ON COMPUTER CONTROLS FOR AUTOMOTIVE
Q34	UPDATED INDUSTRY TRAINING. DIFFERENT PRODUCT TRAINING. HOW TO TEACH MILLENNIAL
Q34	UPDATING CONFERENCES ON TOPIC CONTENT FOR COURSES TIPS ON TEACHING TIPS ON

Q34	UPDATING ON CLINICAL EXPERTISE UPDATING PROFESSIONAL ISSUES UPDATING ON TEACHING
Q34	UPDATING PROFESSIONAL QUALIFICATIONS DEVELOPMENT OF TEACHING RELATED SKILLS
Q34	SESSIONS RELATED TO BEST PRACTICES OF THE FIELD
Q34	UPDATING RELATED TO THE CODE UPDATING RELATED TO NEW TECHNOLOGIES
Q34	UPDATING/LEARNING NEW HARDWARE AND SOFTWARE NEW TECHNOLOGIES TEACHING
Q34	UPGRADE COMPUTER SKILLS
Q34	UPGRADE WITH THE NEW TECHNOLOGY SEMINARS TRADE SHOWS
Q34	UPGRADING NEW MATERIAL RE CERTIFY
Q34	UPGRADING COMPUTER COMPETENCIES EXPANDING AND UPDATING KNOWLEDGE BASE PEER INTERACTION AND SHARING
Q34	UPGRADING MY TECHNICAL SKILLS TAKING OTHER STUDIES SO THAT I HAVE OTHER AREAS TO TEACH INTO UPGRADING MY TEACHING SKILLS
Q34	UPGRADING OF MATERIAL MORE TIME WITH NEW EQUIPMENT MANUFACTURER'S TRAINING
Q34	UPGRADING PROFESSIONAL KNOWLEDGE CONSULTING WITH OTHER FACULTY TIME AT A
Q34	UPGRADING SKILLS
Q34	UPGRADING TEACHING/PRESENTATION SKILLS CONFERENCES
Q34	USE OF ASSESSMENT TECHNIQUES
Q34	USE OF INFORMATIONAL TECHNOLOGY USE OF DIFFERENT TEACHING STRATEGIES
Q34	INFORMATION RELATED TO CURRENT STUDENTS (MILLENNIAL STUDENT, STUDENT REQUIRING
Q34	USING NEW SOFTWARE AND COMPUTER PROGRAMS EFFECTIVE MOTIVATIONAL STRATEGIES
Q34	FROM MASTER TEACHERS CURRENT, FRESH RESEARCH ON PERTINENT TOPICS - SOME
Q34	USING NEW TECHNOLOGY DIFFERENT EVALUATION TECHNIQUES SHARE WITH OTHER
Q34	COLLEGES THAT ARE TEACHING THE SAME OR SIMILAR TOPIC AREAS
Q34	UTILISATION AVANCÉE DES TIC DIFFÉRENTS MODÈLES D'ÉVALUATION LE TRAVAIL DE GROUPE
Q34	VIOLENCE ON SCHOOL PROPERTY ENVIRONMENTAL SEMINARS DEALING WITH THE NEW
Q34	VISIT NEWSROOMS TO OBSERVE. ATTEND COURSES/SEMINARS. WORK WITH NEW SOFTWARE
Q34	VISITING INDUSTRY KEEPING IN TOUCH WITH FRIENDS INVOLVED IN INDUSTRY
Q34	VISTA TRAINING FOL TRAINING ACADEMIC KICKOFF
Q34	VOCATIONAL PD - ORGANIZED BY PROFESSIONAL ASSOCIATIONS PROVINCIAL PROGRAM
Q34	WEB CT FLASH MEDIA
Q34	WEBCT TECHNOLOGY TEACHING STYLE/METHODOLOGY INTERACTION WITH STUDENTS
Q34	WINDOWS SERVER TRAINING VIRTUALIZATION TRAINING DATABASE SERVER TRAINING
Q34	WORK IN A HOTEL AND RESTAURANT FOR A WEEK TO ASSESS THAT WHAT I AM TEACHING IS STILL RELEVANT. WORK WITH HOTEL AND RESTAURANT CHAINS SO THAT I CAN SEE HOW STANDARDS AND STANDARD PROCEDURES ARE CARRIED OUT THROUGHOUT THE PROVINCE.
Q34	OPPORTUNITY TO VISIT CITES ABROAD TO SEE HOW OUR PROGRAM SUITS OPERATIONS
Q34	WORK IN A LAW OFFICE
Q34	WORK IN THE FIELD CURRENT TECHNOLOGY AND TEACHING METHODS TRAINING COURSES
Q34	ADVANCED TECHNOLOGY TRAINING COURSES
Q34	WORK ON FORMAL EDUCATION DEPARTMENTAL MEETINGS AND DISCUSSIONS ABOUT STUDENT SUCCESS WITH COLLEAGUES
Q34	WORK PLACEMENT SEMINARS
Q34	WORKING IN THE RELEVANT CLINICAL AREA CONFERENCE OF A SPECIFIC ASPECT OF MY
Q34	WORKING ABROAD. OUR COLLEGE HAS BEEN EXCELLENT IN DEVELOPING THESE TYPES OF OPPORTUNITIES. THEY BENEFIT ME AS A INDIVIDUAL AND AS A TEACHER. WORKING IS CROSS-FUNCTIONAL TEAMS TO DEVELOP PROGRAMS/COURSES/METHODOLOGIES. THESE ARE DONE RARELY IF EVER BUT WOULD BE VERY USEFUL. WE TEND TO WORK EXCLUSIVELY IN OUR DIVISIONS WITH MINIMAL ATTENTION TO THE "BIG PICTURE". TIME IN MAY/JUNE PERIOD
Q34	WORKING ON SHARING EXPERIENCES AND TECHNIQUES. THIS WAS DONE MANY YEARS BACK
Q34	WORKING AT MY PROFESSION IN A REAL WORLD ENVIRONMENT LIAISON WITH COLLEAGUES AT OTHER INSTITUTIONS LIAISON WITH INDUSTRY
Q34	WORKING IN INDUSTRY LEARNING BLACKBOARD
Q34	WORKING IN THE INDUSTRY TRADE SHOWS
Q34	WORKING PRACTICUMS IN NUNAVUT DURING MY HOLIDAYS. TEACHING/LEARNING SEMINARS.
Q34	WORKING TOWARDS A DOCTORATE DEVELOPING A SPECIALTY IN FORENSIC NURSING
Q34	PARTICIPATING IN CONFERENCES FOR FORENSIC NURSES



Q34	WORKING WITH ESL STUDENTS EMPATHIZING WITH CURRENT STUDENT VALUES AND BEHAVIOURS UNDERSTANDING COLLEGE VISION AND VALUES
Q34	WORKSHOP HIGHER LEARNING TRADESHOWS
Q34	WORKSHOPS CONFERENCES NETWORKING WITH INDUSTRY
Q34	WORKSHOPS CONFERENCES PURCHASE OF MATERIALS
Q34	WORKSHOPS CONFERENCES TRAINING
Q34	WORKSHOPS FIELD REVIEWS SEMINARS
Q34	WORKSHOPS STUDY TIME FOR A COURSE (WRITING PAPERS).
Q34	WORKSHOPS AT CONFERENCES TECHNICAL WORKSHOPS WITHIN THE COLLEGE
Q34	WORKSHOPS DEALING WITH GRIEF AND BEREAVEMENT. WORKSHOPS THAT UPDATE CAREER TESTING TECHNIQUES AND INSTRUMENTS. WORKSHOPS THAT DEAL WITH VIOLENCE ON
Q34	WORKSHOPS ON IMPROVING TEACHING STRATEGIES SPECIFIC TO MY FIELD. CONFERENCES ON STAYING CURRENT WITH MAJOR DEVELOPMENTS IN MY FIELD. CONFERENCES ON IMPROVING
Q34	WORKSHOPS OR CONFERENCES. NETWORKING OPPORTUNITIES. COURSES.
Q34	WORKSHOPS RE: COMMUNICATION TEACHING DEVELOPMENT WORKSHOPS
Q34	WORKSHOPS WITH INTERNATIONAL CREATIVE INDIVIDUAL (NON TEACHING OR CURRICULUM RELATED)) TRAVELLING AND RESEARCHING INTERNATIONAL SUCCESSFUL CREATIVE CURRICULUM FROM WELL-KNOWN INSTITUTIONS EXPOSURE TO NEW GENERATIONAL STUDIES TO ACCENTUATE COMMUNICATION WITH OUR STUDENTS AND AUGMENT THE RETENTION OF
Q34	WRITING A BOOK ON MY SUBJECT (WHICH MAY HAPPEN THIS SUMMER) TEACHING A MASTERCLASS FREELANCE WORK IN INDUSTRY
Q34	WRITING COURSES ONLINE PEDAGOGY SECTOR PUBLIC POLICY UNDERSTANDING
Q34	WRITING TEXT BOOKS AND DEVELOPING TRAINING MATERIALS. WORKING WITH INDUSTRY PARTNERS AND EDUCATION PARTNERS GETTING SOME INDUSTRY CERTIFICATIONS
Q34	YEARLY CERTIFICATION UPDATE WORKSHOPS. CONFERENCES AND WORKSHOPS THROUGH THE NATIONAL ASSOCIATION THAT ARE HELD THROUGHOUT CANADA THAT WE ONLY ATTEND IF IT IS CLOSE TO HOME. TIME RELEASE TO WORK OR SPEND TIME IN DIFFERENT ASPECTS OF THE FIELD TO KEEP CURRENT WITH WHAT'S HAPPENING, WHAT NEW EQUIPMENT IS AVAILABLE
Q34	#NAME?

	<b><u>If you had an extra hour week but could only allocate it to one component of your work, how would you spend it?</u></b>
Q36	1 HOUR PER WEEK WOULDN'T WORK FOR PD SINCE PD GENERALLY HAS TO BE IN A MUCH LONGER TIME FRAME (E.G. 1 DAY OR MORE) TO BE VALUABLE TO ME. AS A RESULT, I WOULD USE IT FOR PREPARATION.
Q36	ALL OF THE ABOVE
Q36	ASSUMING MY MANAGER ASSIGNED THE HOUR, HE WOULD INSIST THAT IT BE SPENT ON WHATEVER HE BELIEVES IS CURRENTLY A "CRUCIAL" JOB PERFORMANCE ELEMENT. WE NEVER GET AN HOUR ASSIGNED WHERE WE CAN USE OUR OWN JUDGMENT.
Q36	COURSE UPDATING
Q36	CURRICULUM DEVELOPMENT
Q36	DEVELOPMENT OF NEW COURSES AND/OR MATERIAL
Q36	DEVELOPMENT OF NEW EXCITING RELEVANT COURSES TO MEET THE GROWING DIVERSE COMMUNITY.
Q36	FOR TAXATION I COULD USE ANOTHER HOUR OF INSTRUCTION TIME WITH MY STUDENTS.
Q36	FORMALIZE ATTENDANCE AT THE GYM AND MAKE SOME FORM OF EXERCISE MANDATORY
Q36	GETTING A FUNCTIONAL SCIENCE LAB UP AND RUNNING
Q36	I WOULD DO ALL OF THE ABOVE BY ORGANIZING MY SCHEDULE SO I COULD ROTATE MY WEEKLY HOUR IN A TIMELY MANNER TO ACCOMMODATE ALL OF THE AFOREMENTIONED
Q36	I WOULD LIKE TO SPEND IT PREPARING FOR COURSES, BUT IN REALITY, IT WOULD LIKELY BE ADMINISTRATIVE TASKS
Q36	I WOULD PREFER PD, BUT I KNOW I WOULD END UP USING IT FOR COURSE PREP OR MARKING THOUGH BECAUSE IT IS THE PRIORITY EVERY WEEK.
Q36	MENTORING
Q36	MORE HOURS TO FULLY DEVOTE TO ROLE OF PROGRAM HEAD AND SUPPORTING STUDENTS AND FACULTY
Q36	MORE TIME ON PUBLICATION PROJECTS. NEVER GET ENOUGH TIME ON SWF
Q36	PRACTICAL LESSONS AND EVALUATION PREPARATION
Q36	PROFESSIONAL DEVELOPMENT FOR THE SECTOR
Q36	PROGRAM DEVELOPMENT
Q36	READING RESEARCH ARTICLES AS A PART OF PROFESSIONAL / PERSONAL DEVELOPMENT
Q36	RECEVOIR DE L'APPUI TECHNO-PÉDAGOGIQUE
Q36	REPAIR AND SERVICING OF LABORATORY EQUIPMENT AND FACILITIES.
Q36	RESEARCH
Q36	SCHOLARSHIP
Q36	SCHOLARSHIP ACTIVITY: CONDUCTING A CONCEPT ANALYSIS
Q36	SUBMISSION AND PREPARATION FOR A PROPOSAL FOR INTERNATIONAL EXCHANGE.
Q36	TEACHING TIME IN A COMPUTER LAB
Q36	THAT IS A TOUGH QUESTION. I WOULD ALLOCATE IT TO WHATEVER NEEDED DOING MOST AT THE TIME.
Q36	THE PREPARATION OF CERTAIN COURSE MATERIALS WHICH ARE USEFUL ACROSS OUR PROGRAM.
Q36	THIS WOULD DEPEND ON THE TIME OF YEAR. STUDENTS NEED EXTRA ASSISTANCE AT DIFFERENT TIMES. IN MOST CASES I WOULD USE IT TO HELP STUDENTS BUT SOMETIMES I WOULD TAKE ADVANTAGE OF PD ACTIVITIES
Q36	WORK ON THE RELATIONSHIPS WITH LOCAL SCHOOLS AND TWINNING WITH THE PROGRAMS WITH THOSE SCHOOLS TO FOSTER A PARTNERSHIP FOR THE SCHOOL STUDENTS BENEFIT & SHERIDAN
Q36	WORKING WITH MY CONTRACT EMPLOYEE COLLEAGUES

	<b><u>Are there any other comments or feedback?</u></b>
Q51	1. THE SURVEY BEGINS WITH QUESTIONS THAT ARE GENERAL BUT SUDDENLY IT REFERS TO SOME SPECIFIC COURSE (BUT I DON'T KNOW WHICH ONE. 2. IT IS NOT OBVIOUS WHEN QUESTION REFERS TO SECTION OR COURSE OR CLASS. A COURSE MAY BE TAUGHT BY DIFFERENT PROFS (DIFFERENT SECTIONS), SO QUESTIONS REQUIRING NUMBER ANSWERS ARE SOMETIMES DIFFICULT TO ANSWER. 3. SINCE EARLIER QUESTION/ANSWERS CANNOT BE REVIEWED, THE 'PREFER NOT TO ANSWER' OPTION SOMETIMES TAKEN, NOT BECAUSE I PREFER NOT TO ANSWER BUT BECAUSE OTHERWISE DATA SUPPLIED MAY BE INCORRECT OR INAPPROPRIATE. 4. DESPITE REPEATED READINGS I WAS NOT ABLE TO DETERMINE THE
Q51	A BOX WAS MISSING TO INPUT IDEAL NUMBER OF STUDENTS FOR THE LARGEST CLASS. THE ONLY OPTION IS "PREFER NOT TO ANSWER"
Q51	A FEW OF THE QUESTIONS NEEDED TO ALLOW FOR EXPLANATION SUCH AS THE USE OF OFFICE HOURS AND THAT WAS NOT AN OPTION. WHILE I DO NOT POST OFFICE HOURS TIMES I LET ME STUDENTS KNOW WHERE AND HOW THEY CAN CONTACT ME TO SPEAK WITH ME
Q51	A LITTLE TOO LONG.
Q51	A TYPICAL WORK WEEK FOR ME IS APPROXIMATELY 65 TO 70 HOURS
Q51	ADD "NOT APPLICABLE" TO "I PREFER NOT TO ANSWER/REFUSE".
Q51	ADEQUATE SPACE AND MODERN TECHNOLOGICAL TOOLS FOR TEACHING MY COURSES ARE INSUFFICIENT AT THIS INSTITUTION.
Q51	ADMINISTRATION NEEDS TO RESPECT PROFESSIONAL DEVELOPMENT TIME (THE DAYS ALLOCATED IN THE COLLECTIVE AGREEMENT) AND RESPECT THE NEED FOR FACULTY TO BE AWAY FROM THEIR OFFICES IN ORDER TO HAVE QUIET, UNINTERRUPTED TIME FOR
Q51	ADMINISTRATION WORK AT THE CO-ORDINATOR LEVEL IS GROSSLY UNDERVALUED AND UNDER REWARDED IN THE CURRENT SYSTEM
Q51	AGAIN, THIS SURVEY APPEARS TO COVER ONLY ONE COURSE FOR EACH TEACHER. I USUALLY TEACH BETWEEN 2 AND FOUR DIFFERENT COURSES PER SEMESTER, AND AS MANY AS 12
Q51	ALL FACULTY SHOULD KEEP REGULAR OFFICE HOURS. IT WOULD EASE THE WORKLOAD ON OTHER FACULTY, ESPECIALLY THOSE WHO SHARE THAT OFFICE, WHO HAVE TO COVER FOR
Q51	ALL TEACHERS SHOULD BE ON A SWF, NOT JUST FULL-TIME OR CONTRACTED TEACHERS.
Q51	ALTHOUGH I HOLD A FACULTY POSITION, MY DUTIES ARE NOT IN A SCHOOL. I AM NOT GIVEN A SWF PER SE, BUT AM OBLIGED TO SIGN AN MOU. THE MOU COVERS 17 WEEKS X 8.8 HOURS PER DAY. I FEEL MY SITUATION IS NOT ADDRESSED BY THIS SURVEY.
Q51	AN IMPORTANT ASPECT OF MY WORK IS SCHOLARSHIP - THIS IS REQUIRED FOR PROGRAM ACCREDITATION: HOWEVER I DO NOT THINK THIS IS SUPPORTED AND IT NEEDS TO BE FOR
Q51	AN INTERESTING OPPORTUNITY TO SHARE SOME OF THE IN'S AND OUT'S OF MY WORK. PLEASE NOTE, THOUGHT THAT MANY OF US, LIKE MYSELF, TEACH MORE THAN ONE COURSE SO THE QUESTIONS RELATED TO SECTIONS ETC. ARE A BIT MISLEADING. ALSO, MOST OF US ARE THE DESIGNERS OF THE CURRICULUM - EITHER INDEPENDENTLY OR IN GROUPS. MOST OF US ENJOY CONTRIBUTING TO THE LARGER COLLEGE COMMUNITY BY SERVING ON
Q51	ARE WE GOING TO GET SOME FEEDBACK FROM THIS SURVEY AFTER EVERYONE HAS
Q51	AS A COORDINATOR - THERE IS VERY LITTLE REAL TIME TO COMPLETE TASKS. THERE EXISTS ALSO A VAGUENESS IN THE COLLECTIVE AGREEMENT CONCERNING DUTIES AND THEREFORE DEFENDING THE TIME SPENT IS VERY DIFFICULT. IT IS EASY TO JUST HAVE WORK PILED ON
Q51	AS A NEW FACULTY MEMBER, THE SWF IS TOTALLY INACCURATE. I SPEND BETWEEN 55 AND 75 HOURS PER WEEK TO TEACH FOUR COURSES PROPERLY (WHICH I HAVE TRACKED FOR MY
Q51	AS A PROFESSOR THE WORKLOAD (SWF) IS OFTEN BALANCED DURING THE SEMESTER NOT ON A WEEK TO WEEK BASIS. I OFTEN CORRECT TESTS/ASSIGNMENTS ON WEEKENDS TO PROVIDE STUDENTS FEEDBACK WITHIN ONE WEEK OF THE EVALUATION. I BELIEVE THIS IS FAIR AND IT MIGHT FREE ME UP DURING THE COURSE OF THE WEEK; MANAGEMENT NEEDS TO UNDERSTAND THAT AS PROFESSIONALS WE KNOW WHAT WE NEED TO DO AND GET IT DONE.
Q51	ASK ME TO EVALUATE MY MANAGERS
Q51	AT THE START, YOU SHOULD HAVE INDICATED AN APPROXIMATE TIME FOR THE SURVEY.
Q51	AVERAGE CLASS SIZE CALCULATIONS SHOULD NOT INCLUDE FACULTY MEMBERS WITHOUT TEACHING ASSIGNMENTS. MEANS AND MEDIANS SHOULD ALSO BE PUBLISHED SO THAT

Q51	BECAUSE OF ONLINE CLASS MANAGEMENT AND ONLINE MATERIALS IT IS TAKING MORE AND MORE TIME TO GET EVERYTHING DONE; HOWEVER, I DON'T WANT TO GO ON STRIKE OVER THE ISSUE. A STRIKE AND MORE DEMANDS WOULD RESULT IN LAYOFFS IN THIS CURRENT ECONOMY. I'M HAPPY WITH STATUS QUO. I WORK TOO HARD BUT IT'S MY OWN FAULT. I CHOOSE TO POST ALL OF MY MATERIALS AND TO HAVE NUMEROUS ONLINE LINKS AND EXTRA MATERIALS; THE SCHOOL DOESN'T MAKE ME DO THAT. MY STUDENTS APPRECIATE WHAT I DO
Q51	BECAUSE OF SMALLER CLASSES, FACULTY AT THIS COLLEGE IS BEING PRESSURED TO DELIVER TOO MANY DIFFERENT COURSES (4+) JUST TO ENSURE THAT THE 44 MAXIMUM HOURS/WEEK ARE RECORDED. THIS IS THE CURRENT INDICATOR OF PRODUCTIVITY AND THUS
Q51	BLACKBOARD AND E-MAIL TAKE UP EXTRAORDINARY AMOUNTS OF TIME. THIS SHOULD BE RECOGNIZED IN ANY FORMULA DESIGNED. THE EVALUATION AND PREPARATION FACTORS ARE FAR TO LOW AND DO NOT ALLOW FACULTY TO BE EFFECTIVE. I AM VERY TIRED OF
Q51	CAN YOU DO A SURVEY REGARDING COLLEGES' PROGRAM CO-ORDINATORS. CO-ORDINATORS HAVE BEEN ON THEIR OWN WITH VERY LITTLE SUPPORT FROM THEIR UNION OR MANAGEMENT (REFUSAL OF ALLOWING APPROPRIATE STEPS, # OF HOURS REQUIRED, ETC...)
Q51	CAREFUL WITH ONLINE. HUGE AMOUNT OF PREP FOR FIRST TIME, BUT ONCE COURSE IS SET UP, YOU ARE TAKING LESS TIME EACH WEEK TO PREP AND DELIVER MATERIALS.
Q51	CENTENNIAL COLLEGE JOURNALISM TEACHERS HAVE NO DEDICATED CLERICAL SUPPORT, NO ADMINISTRATIVE SUPPORT, NO RECEPTIONIST, THE PART TIME TEACHERS HAVE NO OFFICES, NO T.A'S, NO WEBMASTER, NO DEDICATED LAB TECHNCIAN, NOT ENOUGH COMPUTERS (WE HAVE 1 CLASSROOM WITHOUT COMPUTERS AND 1 LAB WITH 16 COMPUTERS) FOR 70-100 STUDENTS EVERY SEMESTER. WE ARE WORKED TO DEATH, AND MOST OF US ARE SPENDING 80 HOURS A WEEK INCLUDING NIGHTS AND WEEKENDS MARKING ASSIGNMENTS, AND WE ALSO ARRANGE SPEAKERS, FIELD TRIPS, ELECTION COVERAGE, INTERNSHIPS FOR OUR STUDENTS, CAREER ADVICE, AND RUN A WEBSITE FOR THEM, AND THERE ARE JUST 4 FULL TIME PROFS, 2 PART TIME COORDINATORS, AND TWO CAMPUSES. IT IS A RECIPE FOR DISASTER AS WE ARE OVERLOADED. THE PART TIME TEACHERS DO THE SAME AS THE FULL TIME FACULTY, FOR \$45 DOLLARS AN HOUR. THAT TOO, IS A JOKE. THE STUDENTS ARE RIGHT
Q51	CLARIFY WHAT YOU MEAN BY OFFICE HOURS VERSUS STUDENT OPEN HOURS AND OUTSIDE OF THESE HOURS BEFORE STARTING THE QUESTIONS - ALLOW A BACK BUTTON TO RETURN
Q51	CLASS SIZE - TEACHERS SHOULD HAVE INPUT AS TO A CAP FOR THEIR COURSES
Q51	CLASS SIZE MAKES A HUGE DIFFERENCE IN COURSE MATERIAL DELIVERY.
Q51	COORDINATOR DUTIES ARE OPEN TO INTERPRETATION.
Q51	CURIOUS IF THERE IS A STANDARD FORMULA USED TO GIVE FAIR TEACHING ASSIGNMENTS
Q51	DEANS & ASSOCIATE DEANS NEED TO BE EVALUATED BY FULL-TIME FACULTY.
Q51	DEVELOPMENT TIME REQUIRED FOR ONLINE COURSES IS AT LEAST 4 TIMES MORE THAN OFFLINE AS THERE IS NO IMPROVISATION, ONGOING MANAGEMENT IS ABOUT THE SAME
Q51	DID NOT PROVIDE RESPONSES THAT I WANTED TO GIVE TO CERTAIN QUESTIONS. NO ROOM TO DISCUSS OWN WORKLOAD QUESTION
Q51	DIFFERENT TYPES OF COURSES REQUIRE DIFFERENT TYPES OF PREPARATION AND COURSE-APPROPRIATE EVALUATIONS (IN TERMS OF NUMBER AND VALUE). IT IS DIFFICULT TO EXPRESS THAT WITHIN THE CONSTRAINTS OF THE SURVEY.
Q51	DOES NOT ADDRESS ENVIRONMENT AND IMPACT ON ABILITY TO DO JOG - SUCH AS LACK OF ERGOMETRIC WORK PLACE, COMPUTER SCREEN SIZE/SPEED. DOES NOT ADDRESS HOW MORALE OR CULTURE OF WORKPLACE IMPACTS ABILITY TO DO JOB
Q51	DOESN'T SUIT LARGE LECTURES. NOT ENOUGH DETAIL GIVEN TO WMG SATISFACTION
Q51	DOING THIS IS TAKING TIME AWAY FROM MY PREP TIME
Q51	EMPLOYEE SATISFACTION ALSO INCLUDES THE PERSONAL OFFICE SPACE WHICH I OCCUPY, WHICH IS MUCH LESS THAN SATISFACTORY, WHEREBY ALL THE OTHER FACILITIES ARE FINE THAT I DO USE ON A DAILY BASIS. THE SURVEY MIGHT HAVE TOUCH ON THE "OFFICE"
Q51	EVALUATION FACTORS ARE BEING REDUCED WITHOUT REGARD FOR THE APPROVED COURSE
Q51	FAIRNESS OF SUMMER TEACHING LOAD COLLEGE WIDE. SOME PROGRAMS THAT HAVE COURSES RUN THROUGH THE SUMMER HIRE PART-TIME TEACHERS, WHILE OTHERS (DENTAL) EXPECT THEIR TEACHERS TO TEACH AN EXTRA 4 WEEKS EVERY SUMMER. THAT SIMPLY IS NOT FAIR. EITHER EVERYONE TEACHES THROUGHOUT THE SUMMER, OR NO ONE TEACHES THROUGHOUT THE SUMMER, OR AT THE VERY LEAST, REMUNERATE THOSE THAT DO. THIS IS

Q51	FIRST, THIS SURVEY IS WAY TOO LONG. MY ANSWERS MAY HAVE BEEN MORE CAREFULLY THOUGHT OUT IF IT WAS SHORTER. SECOND, THERE SHOULD BE AN AREA FOR COMMENTS BUILT INTO EACH SPECIFIC SECTION SUCH AS EVALUATION VS PREPARATION SECTIONS. THIRD, THIS SEEMS TO BE THE ONLY PLACE TO SUGGEST THAT SUPPORT FOR USING TEACHER BASED TECHNOLOGY IN THE CLASSROOM IS VIRTUALLY NON-EXISTENT WITHIN THE COLLEGE SYSTEM. FOR EXAMPLE, I HAVE BEEN SUCCESSFULLY USING A TABLET PC IN MY CLASSROOM WITH TREMENDOUSLY POSITIVE RESULTS. I HAVE EVEN WON SOME AWARDS FOR MY EFFORTS. UNFORTUNATELY, IT IS A HAND ME DOWN BORROWED FROM ANOTHER DIVISION AND I HAVE HAD TO LEARN HOW TO USE IT ON MY OWN TIME. THERE SIMPLY IS NO FUNDING FOR PROFESSIONAL DEVELOPMENT FOR SUCH TECHNOLOGIES, NO SUPPORT, AND NO ENCOURAGEMENT. I HAVE FOUND THIS LACK OF MONEY FOR EDUCATIONAL
Q51	FLEXIBILITY FOR ACADEMICS IS OF OUTMOST IMPORTANCE. THEY SHOULD NOT BE TIED
Q51	FOR SOME TIME I HAVE FELT NOT TO BE PART OF A TEAM - IT SEEMS FACULTY AND MANAGEMENT DO NOT SHARE THE SAME GOALS
Q51	FOR THE SECTION THAT ASKED QUESTIONS ONLY ABOUT YOUR FIRST COURSE ASSIGNMENT OF THE WEEK, THIS MAY NOT REFLECT OVERALL WORKLOAD BECAUSE OTHER COURSES MAY BE QUITE DIFFERENT; HOPEFULLY, A CROSS-SECTION OF RESPONSES FROM FACULTY WILL UN-COVER THE ISSUES REGARDING HOW MUCH TIME IT IS TAKING FACULTY TO COMPLETE ALL OF THE VARIED RESPONSIBILITIES OF THE JOB IN MEETING THE NEEDS OF THE PROGRAM AND STUDENTS AND ORGANIZING PLACEMENTS FOR STUDENTS AND EVALUATING THE ACADEMIC
Q51	FROM DAY ONE MY OFFICE HOURS ARE POSTED ON WEBCT, HOWEVER I ALSO STATE THAT I AM ALSO AVAILABLE BY APPOINTMENT OUTSIDE HOURS. THE HEALTH SCIENCES REQUIRE A GREAT DEAL OF READING FOR PREPARATION. ONE CAN ONLY READ SO FAST.
Q51	FROM MY OBSERVATIONS THE STUDENTS ARE LESS WELL PREPARED AND SPECIFICALLY LESS CAPABLE OF FOCUSING ON MATERIAL WHEN PRESENTED IN A LECTURE FORMAT. DIFFERENT APPROACHES TO TEACHING FOCUSING MORE ON HANDS ON IN-CLASS ACTIVITIES ARE REQUIRED TO ENGAGE THE STUDENTS. IN ANY GIVEN CLASS THERE IS A WIDER STANDARD DEVIATION OF GENERAL LITERACY SKILLS (MATH, ENGLISH LANGUAGE, AND RELATED COMPUTER SKILLS). STUDENTS APPEAR TO HAVE ACCESS TO, AND ARE MORE WILLING TO USE, MATERIAL PREPARED BY OTHERS AND PRESENT IT AS THEIR OWN WORK.
Q51	CONSEQUENTLY PAST TRIED AND TRUE EVALUATION APPROACHES APPEAR TO BE
Q51	GET RID OF THE UNION AND EDUCATION QUALITY WILL IMPROVE. STOP PROTECTING LAZY,
Q51	GIVEN THE VARIOUS DISCIPLINES IN THE COLLEGE SYSTEM, NO ONE SIZE FITS ALL FORMULA WILL SATISFY EVERYONE. THERE SHOULD BE DIFFERENT AMENDMENTS MADE TO ADDRESS
Q51	GIVING MEANINGFUL FEEDBACK TO STUDENTS TAKES TIME. NOT ENOUGH TIME ENDS UP AVAILABLE FOR THIS FUNCTION DURING THE SCHOOL DAY. COACHING AND HELPING STUDENTS DURING AND AFTER CLASS IS OF GREAT IMPORTANCE TO THEIR PROGRESS. I DO
Q51	GLAD TO SEE ONE IS BEING DONE.
Q51	GREAT JOB, GREAT PLACE TO WORK. SATISFYING CAREER.
Q51	HIRE MORE FULL TIME FACULTY. IT IS IN MY OPINION, THE BEST OVERALL COST EFFECTIVE WAY TO HELP STUDENTS LEARN.
Q51	I ALSO PUT IN TIME ON A COMMITTEE THAT MEETS 2X MONTH THAT TAKES AN ADDITIONAL 3 HOURS EACH WEEK THAT I DIDN'T PUT DOWN (AND I ADDED 10 HOURS GRADING TWICE) THE
Q51	I AM A DEPARTMENTAL COORDINATOR WHICH REQUIRED SIGNIFICANTLY EXTRA WORK
Q51	I AM A PROBATIONARY FACULTY THIS YEAR AND I DO FEEL THAT I HAVE HAD TO ABSORB A GREAT DEAL OF EXTRA WORK BECAUSE OF MY SITUATION. I HOPE THAT MY GOOD ATTITUDE AND WILLINGNESS TO WORK WILL BE RECOGNIZED WHEN I REACH MY SENIORITY DATE.
Q51	I AM A PROFESSIONAL AND I DO MY JOB NO MATTER WHAT THINGS LIKE SWFS ETC. SAY HOWEVER I HAVE BEEN DOING THIS JOB FOR 20 YEARS AND EACH YEAR THE WORK LOAD JUST KEEPS INCREASING WITH LESS AND LESS SUPPORT!!! IT IS NECESSARY TO PREPARE FOR CLASS AS WE ALWAYS DID BUT NOW WE ALSO HAVE A LOT MORE ILL PREPARED STUDENTS AND A LOT MORE NEED TO BE MORE 'ENTERTAINING' IN CLASS. ALTHOUGH THIS MAKES THE JOB REWARDING IT MAKES THE WORK LOAD AT TIMES INSURMOUNTABLE. ADD TO
Q51	I AM ALSO A PROGRAM COORDINATOR AND I SPEND A GREAT DEAL OF TIME ON ADMINISTRATION, PROGRAM PROMOTIONAL ACTIVITIES, TOURS, FIELDING INQUIRIES, CURRICULUM REVIEW, PROGRAM ADVISORY COMMITTEE WORK, AND DEVELOPING NEW

Q51	I AM AWARE THAT TEACHING IS A SEASONAL PROFESSION. DURING THE TERM WHEN DEALING WITH STUDENTS THE ACTUAL AMOUNT OF HOURS REQUIRED TO BE A SUCCESSFUL INSTRUCTOR IS FAR ABOVE THE AMOUNT OF HOURS CALCULATED IN THE SWF. ALL THE OTHER WEEKS OF THE YEAR THE WORK CAN BE MANAGED USING LESS HOURS AND/OR LESS
Q51	I AM DISAPPOINTED WITH THE ADMINISTRATION OF COLLEGE. THE ADMINISTRATION HAS MADE SEVERAL DECISIONS THAT DRAMATICALLY IMPACT THE EFFICIENCY AND EFFECTIVENESS OF MY CLASSES ð WITHOUT CONSULTING FACULTY OR COMPLETELY
Q51	I AM FINDING THAT EACH YEAR THERE IS MORE PRESSURE TO HANDLE LARGER STUDENT VOLUMES WITH NO INCREASED CREDIT FROM ADMINISTRATION FOR THE ADDITIONAL TIME REQUIRED TO HANDLE AND EVALUATE MORE STUDENTS.
Q51	I AM GENERALLY HAPPY WITH MY FUNCTION AT THE COLLEGE. I AM SOMETIMES FRUSTRATED BY THE LACK OF CAPITAL FUNDING AND/OR PHYSICAL EQUIPMENT PRESENT TO MAKE THE COURSES I TEACH "REAL-WORLD" (I.E. LAB AND FIELD EQUIPMENT). I SOMETIMES FEEL THE STUDENTS ARE CHEATED BECAUSE OF THE LACK OF EQUIPMENT AND FUNDING.
Q51	I AM LOOKING FORWARD TO HEARING THE RESULTS OF THIS SURVEY AND COMPARING OUR COLLEGE TO OTHERS ACROSS THE PROVINCE.
Q51	I AM OFTEN OVERWORKED
Q51	I AM TEACHING UNIVERSITY COURSES INSIDE THE COLLEGE STRUCTURE AND I DO NOT BELIEVE THE CORRECT AMOUNT OF TIME IS BEING ALLOCATED OR RESPECTFULLY CONSIDERED FOR THIS ANOMALY TO THE COLLEGE STRUCTURE. I AM ALLOTTED THE SAME PREP TIME AS SOMEONE WHO IS TEACHING NON ACADEMIC COURSES. UNIVERSITY LEVEL
Q51	I AM WORRIED ABOUT THE INCREASING REQUIREMENTS TO POST OUR NOTES/POWERPOINTS ON THE WEB. ADMINISTRATORS SHOULD LEAVE IT TO OUR DISCRETION, NOT REQUIRE US TO
Q51	I ANSWERED MOST QUESTIONS RELATED TO ONE COURSE AND COULD NOT GO BACK. MY ANSWERS WOULD HAVE BEEN DIFFERENT FOR THE OTHER COURSE. I FIND THAT IT IS THE EXTRA WORK THAT IS NOT RECORDED BUT EXPECTED THAT IS THE MAIN PROBLEM. WITH FT STAFF REDUCTIONS, THE FT ARE LEFT TO DO WAY MORE. MANAGEMENT IS BENDING THE RULES MORE AND MORE R/T WORKLOAD. E.G.. 7 SECTIONS, EXPECTING NONREASONABLE WITHHOLDING OF DENIAL. STUDENTS THEMSELVES ARE MORE DEMANDING, ESPECIALLY IF A MAJOR PROBLEM ARISES. THIS RESULTS IN TIME +++. THERE ARE MAJOR CONCERNS RE WORKLOAD THAT HAVE NOT BEEN ADDRESSED BY THIS SURVEY. INEQUITIES, VOLUNTEERISM,
Q51	I APPLAUD THE COLLEGE FOR UNDERTAKING THE SURVEY AND HOPE THAT THE DATA COLLECTED CAN BE USED TO STREAMLINE ADMINISTRATION WHILE AFFORDING INSTRUCTIONAL STAFF MORE TIME TO DEAL WITH EDUCATION AND STUDENT ISSUES.
Q51	I BASICALLY LIKE MY JOB BECAUSE OF MY FELLOW PROFESSORS AND THE HANDS-OFF
Q51	I BELIEVE THAT STUDENTS SHOULD BE TESTED IN MATH, ENGLISH, GRAMMAR AND SPELLING AND THAT THERE SHOULD BE AN EXTRA SEMESTER FOR REMEDIAL WORK TO BRING THE STUDENT'S SKILLS UP TO A LEVEL WHERE THEY CAN SUCCEED ON THEIR OWN AND NOT PUSHED FROM SEMESTER TO SEMESTER. IN MY AREA IF A STUDENT GRADUATES WITHOUT HAVING A GOOD KNOWLEDGE OF THE SUBJECT AREA, THEY COULD DO A LOT OF DAMAGE TO EQUIPMENT OR WORSE THEY COULD MAIM OR KILL THEMSELVES OR SOMEONE ELSE. IT'S
Q51	I BELIEVE THE TYPE OF COURSE A PROF TEACHES CAN VASTLY VARY. FOR EXAMPLE TEACHING A MATH COURSE DOES NOT TAKE ANYWHERE NEAR THE AMOUNT OF TIME IT DOES TO TEACH A HIGHLY TECHNICAL COURSE THAT CHANGES VERY FREQUENTLY IN CONTENT,
Q51	I BELIEVE THE WORKLOAD FORMULAS FAIL TO ADEQUATELY ADDRESS NEEDS AND ISSUES WITH VERY LARGE CLASSES (80+)
Q51	I CURRENTLY MENTOR MORE THEN 25 HOURS PER WEEK THERE WERE SOME AREAS WHERE I WANTED TO PUT IN A FRACTION OF AN HOUR BUT HAD TO ROUND OFF
Q51	I DO NOT DISPUTE MY WORKLOAD RELATIVE TO THE APPROACH THAT OTHER TEACHERS TAKE BECAUSE FOR THE MOST PART IT IS MY CHOICE TO ASSESS OR EVALUATE IN A CERTAIN WAY. HOWEVER, I THINK THAT GREATER CONSIDERATION SHOULD BE GIVEN TO THE ACTUAL METHODS OF EVALUATION AND THE EXTRA-CURRICULAR WORK THAT IS UNDERTAKEN ON
Q51	I DO NOT FEEL THE COLLEGE DIVIDES WORKLOADS EQUALLY AMONG FACULTY. I FEEL THE WORKLOAD ASSIGNMENTS/EVALUATIONS ARE VERY SUBJECTIVE.
Q51	I DO NOT WANT TO SEE THE WORK LOAD FORMAT CHANGED. MANY DEANS ARE FAIR IN ASSIGNING WORKLOAD BUT MANY ARE NOT. IF FACULTY ARE UNHAPPY IT DIRECTLY AFFECTS

Q51	I DON'T BELIEVE THIS SURVEY COVERED THE EXTENT OF WORKLOAD ISSUES PRESENT ON A DAILY BASIS. NUMBER OF HOURS SPENT EVALUATING STUDENT WORK WAS NOT ASKED, NOR WAS THE AMOUNT OF OVERTIME SPENT A WEEK ASKED. THESE ARE IMPORTANT QUESTIONS, SINCE THERE ARE MANY FACULTY WHO SPEND NUMEROUS HOURS (UNPAID, AND NOT SWF'S) EVERY WEEK TO ENSURE THE SUCCESSFUL DELIVERY AND ASSESSMENT IS GIVEN TO EACH INDIVIDUAL STUDENT. THE FACTORS ON OUR SWF'S ARE GROSSLY OUT OF DATE AND THEREFORE INACCURATE. ALTHOUGH THE IDEA OF A SURVEY IS A STEP IN THE RIGHT
Q51	I DON'T BELIEVE THIS SURVEY WILL MAKE ANY DIFFERENCE TO MY POOR MANAGEMENT.
Q51	I DON'T TRUST THE ADMINISTRATION, SO I DON'T TRUST THAT THIS INFORMATION WILL BE TO MY BENEFIT. THEY HAVE LOST SIGHT OF THE FACT THAT THE FACULTY ARE THE STAKEHOLDERS, NOT THE REVOLVING DOOR OF MANAGEMENT. THE TOTAL EFFORT SHOULD BE DIRECTED AT PROVIDING QUALITY EDUCATION AND TRAINING SO THAT STUDENTS CAN LAND AND KEEP JOBS. I JUST SEE THIS SURVEY AS AN EXCUSE TO TRY TO REDUCE THE NUMBER OF FULL TIME FACULTY, AND REPLACE THEM WITH LESS EXPENSIVE CONTRACTORS
Q51	I EMAIL YOU THAT ONE QUESTION ABOUT OPTIMAL CLASS SIZE THERE IS NO BOX SO IN ORDER TO MOVE FORWARD YOU HAVE TO CHECK REFUSE AND FOR MEETING TIME WITH NEW FACULTY AND PART-TIME ONCE AGAIN YOU CAN ONLY ENTER 25 HOURS PER SEMESTER. I AM A COORDINATOR AND SPEND MANY MORE HOURS THAN 25 PER SEMESTER. YOUR SURVEY IS
Q51	I FEEL FACULTY DOES NOT GET THE SUPPORT OF MANAGEMENT, ADMINISTRATION OR SUPPORT STAFF. THE ADDITIONAL AMOUNT OF TIME SPENT ON ANSWERING STUDENT EMAILS IS GROWING EXPONENTIALLY AND NOT BEING RECOGNIZED!
Q51	I FEEL IT IS A FAIR INDICATION OF WORKLOAD AND EXPECTATIONS
Q51	I FEEL LUCKY TO HAVE SUCH AN ENGAGING, INTERESTING JOB.
Q51	I FIND THAT A HARD HOUR STATEMENT IS NOT REALLY RELEVANT AS MUCH AS A FACTOR EVALUATION, IE 1.15 TIMES MORE, MIGHT BE BETTER FITTING IN SOME OF THE QUESTION.
Q51	I FIND THAT I PUT IN A FULL WEEK OF WORK EVERY WEEK OF THE SEMESTER. THE WORK CHANGES, BUT THERE IS ALWAYS LOTS TO DO.
Q51	I FIND THE QUESTIONS CLEAR, FAIR AND APPLICABLE.
Q51	I FOUND A NUMBER OF THE QUESTIONS VAGUE AND DIFFICULT TO PLACE IN CONTEXT.
Q51	I FOUND IT CONFUSING AT THE BEGINNING. I TEACH TWO COURSES, SO I WHEN I WAS ASKED TO COMMENT ON THE SIZE OF MY COURSE, I ANSWERED REGARDING JUST ONE, ASSUMING I WOULD BE ASKED ABOUT OTHERS. I ACTUALLY TEACH 2 COURSES (ONE WITH 4 SECTIONS OF
Q51	I FOUND IT DID NOT GIVE FLEXIBILITY WITH OTHER KEY ISSUES THAT AFFECT WORK LOAD (OLD AND INADEQUATE COMPUTERS AND EQUIPMENT, INADEQUATE LIBRARY, BROKEN AND INADEQUATE FURNITURE, INSUFFICIENT ADMIN STAFF, A LOT OF PART TIMERS, ETC.
Q51	I FOUND MANY OF THE ANSWERS WERE LIMITING - BLACK OR WHITE AND NO MIDDLE GROUND SO I HAD TO REFUSE TO ANSWER BASED ON THE LIMITED CHOICES.
Q51	I FOUND SOME OF THE QUESTIONS DIFFICULT TO INTERPRET AND UNDERSTAND WHAT YOU
Q51	I FOUND THIS SURVEY TO BE QUITE CONFUSING. I AM NOT SURE THAT THE QUESTIONS ACCURATELY REFLECT MY ISSUES WITH THE CURRENT WORKLOAD FORMULA. NAMELY, THAT THE WEIGHTING GIVEN FOR CLASS PREPARATION AND STUDENT EVALUATION DOES NOT
Q51	I HAVE A VERY DIFFICULT TIME WITH MY WORKLOAD. I AM A UNIVERSITY TEACHER AND COORDINATOR AT A SATELLITE CAMPUS WORKING WITHIN A COLLEGE SYSTEM. THE EXPECTATIONS OF UNIVERSITY PROFESSORS RE RESEARCH AND OTHER PROFESSIONAL ACTIVITIES ARE DIFFERENT THAN FOR A PROFESSOR TEACHING IN A COLLEGE PROGRAM HOWEVER, THERE IS NO ALLOCATION OF TIME FOR THESE ACTIVITIES. ADDITIONALLY, HAVING TAUGHT IN COLLEGE LEVEL COURSES AND NOW UNIVERSITY LEVEL COURSES, I SEE A HUGE DIFFERENCE IN THE PREPARATION TIME - NONE OF WHICH IS ACCOUNTED FOR IN THE WORKLOAD FORMULA. THE COORDINATOR ROLE IS ONE WHICH IS NOT CLEARLY DEFINED. I KNOW THAT COORDINATING A NEW, EVOLVING PROGRAM AT A DISTANCE IS MUCH MORE CHALLENGING AND TIME CONSUMING THAN COORDINATING AN ESTABLISHED PROGRAM
Q51	I HAVE FOUND COLLEGE TEACHERS TO BE INCREDIBLY DEDICATED, HARD-WORKING AND OVER WORKED. THE DRAMATIC INCREASE IN STUDENT NEEDS, EMAILS AND COLLEGE DEMANDS IS OFTEN STRESSFUL AND CAN BE OVERWHELMING. YET THIS IS IMPORTANT WORK
Q51	I HOPE THIS WILL BE USED TO IMPROVE CONDITIONS THAT WILL ENABLE ME TO DO MY JOB TO THE BEST OF MY ABILITY.

Q51	I INTERPRETED THE FIRST QUESTIONS ON OFFICE HOURS TO BE THOSE AVAILABLE FOR STUDENT ASSISTANCE. THE ACTUAL NUMBER OF HOURS THAT I'M ON CAMPUS EACH WEEK IS
Q51	I JUST WISH BOTH UNION AND MANAGEMENT WOULD AGREE ON THE DEFINITION OF PREPARATION AND SECTION. NEW COURSES THAT ARE PREPARED FROM SCRATCH SHOULD NOT GET THE SAME PREP TIME THAT YOU GET FOR NEW COURSES THAT ARE INHERITED.
Q51	I LOVE MY ROLE AT THE COLLEGE. I AM A PROGRAM COORDINATOR AND ENJOY TEACHING, WORKING WITH STUDENTS AND HELPING TO MANAGE AND PROMOTE THE ACADEMIC PROGRAM AND THE COLLEGE. MY ASSOCIATE DEAN AND DEAN ARE SUPPORTIVE,
Q51	I LOVE MY WORK
Q51	I LOVE TO TEACH AND THEREFORE WILL WORK HARD TO GET THE INFORMATION AND EVALUATION TO MY STUDENTS THE BEST WAY I KNOW HOW. IT JUST TAKES A LOT OF TIME.
Q51	I MAY HAVE MISUNDERSTOOD THE QUESTION PERTAINING TO ADMINISTRATIVE HOURS. IT IS DIFFICULT TO PREDICT THE ADMINISTRATIVE TASKS ASSOCIATED WITH COVERING EIGHT DIFFERENT COURSES THROUGHOUT THE YEAR. THEREFORE, MOST ADMINISTRATIVE TASKS SHOULD BE CARRIED OUT BY THE PROFESSOR TO MINIMIZE THE FRUSTRATION OF DEALING WITH SOMEONE ELSE. I AM RESPONSIBLE FOR MY CLASSROOM PERFORMANCE AND WOULD LIKE TO HAVE 6 HOURS OF ADMINISTRATIVE TIME FOR MYSELF. I BELIEVE AN ASSISTANT WILL
Q51	I MENTOR PART TIME AND SESSIONAL FACULTY APPROX. 50 HOURS PER SEMESTER...THE SURVEY DISALLOWED THIS ENTRY...ALLOWED FOR A MAX. OF 25 HOURS, IF I UNDERSTOOD
Q51	I MISUNDERSTOOD THE FIRST COUPLE OF QUESTIONS. MY FIRST CLASS OF THE WEEK IS A LAB. THE EVALUATION FOR THAT IS IN-PROCESS AND LAB REPORTS. IN THE THEORY PART OF THAT COURSE THE EVALUATION IS DAILY CLASSROOM CLICKER AND MONTHLY PAPER BASED TESTS. I HAD TO CANCEL ON-LINE HOMEWORK BECAUSE WE SWITCHED FROM WEBCT TO
Q51	I NEED MORE TIME TO PREP FOR TEACHING MY CLASSES WHEN ASSIGNED UNFAMILIAR COURSES LIKE A NEW GEN. ED. EACH SEMESTER. I ALSO NEED A SCANTRON MACHINE FOR MARKING MC TEST. MARKING BY HAND IS A HUGE WASTE OF MY TIME.
Q51	I REALLY ENJOY MY JOB AT THE COLLEGE. IN FUTURE, I WOULD LIKE TO INVESTIGATE OTHER TEACHING OPPORTUNITIES.
Q51	I REQUIRE THAT THE INPUT/FEEDBACK IS NOT ASSOCIATED BACK TO ME. I REQUIRE THAT MY PARTICIPATION IN THIS PROCESS DOES NOT CAUSE ME TO RECEIVE ADDITIONAL UNSOLICITED
Q51	I SACRIFICE MY TIME TO ASSIST STUDENTS SUCCEED. I WOULD APPRECIATE HAVING INPUT SURROUNDING ADMISSION REQUIREMENTS.
Q51	I SOMETIMES GET THE IMPRESSION THAT MANAGERS FORGET THAT OUR PRIMARY MISSION IS TO TEACH PEOPLE - AND THAT TEACHING TECHNOLOGY IS NOTHING LIKE TEACHING HISTORY
Q51	I TEACH 5 DIFFERENT COURSES BY DISTANCE EDUCATION. NOT ONLY IS THERE EXTRA PREP WORK INVOLVED IN DE, THE TECHNOLOGY IS LACKING AND MAKES IT VERY DIFFICULT TO MANAGE LECTURES AND ASSESSMENT. ALSO, I THINK WORKLOADS ARE NOT FAIR BETWEEN THOSE WHO TEACH THE SAME COURSE SEVERAL TIMES IN A WEEK VERSUS THOSE LIKE ME WHO HAVE 5 DIFFERENT PREPS. IT'S PREP WORK AND EVALUATIONS (GRADING HOMEWORK) THAT ARE SO TAXING ON TEACHERS - ESPECIALLY FOR NEW COURSES. THIS IS NOT
Q51	I TEACH COMMUNICATIONS IN A RANGE OF PROGRAMS, MOSTLY TECHNOLOGY COURSES. LARGE CLASS SIZES POSE A MONUMENTAL OBSTACLE TO EFFECTIVE LEARNING IN THIS AREA, WHETHER ONE DEALS WITH RELUCTANT LEARNERS (AS I OFTEN DO) OR EAGER ONES. LEARNING TO WRITE AND SPEAK MORE EFFECTIVELY REQUIRES LOTS OF OPPORTUNITY FOR PRACTICE AND INDIVIDUAL FEEDBACK. LARGE CLASS SIZES UNDERMINE THIS GOAL: IF INDIVIDUAL ASSIGNMENTS ARE OFFERED, THE MARKING LOAD IS TOO HEAVY TO OFFER MEANINGFUL FEEDBACK; IF GROUP ASSIGNMENTS ARE OFFERED--IN AN ATTEMPT TO OFF-SET MARKING RESTRICTIONS AND CREATE OPPORTUNITIES FOR GENERIC SKILLS DEVELOPMENT--
Q51	I TEACH IN ACADEMIC UPGRADING WHICH LARGELY USES INDIVIDUALIZED INSTRUCTION MODE. WORKLOAD ISSUES ARE DIFFERENT FROM TYPICAL POST-SECONDARY CLASSES. AU TEACHERS SPEND MORE TIME ASSISTING STUDENTS INSIDE AND OUTSIDE CLASSROOM HOURS BUT LESS TIME ON EVALUATION (MARKING) AND CLASS PREPARATION. OPPORTUNITIES TO USE ALTERNATIVE DELIVERY METHODS ARE LIMITED BY THE VARIETY OF



Q51	I TEACH IN BOTH A CLASS SETTING AND IN CLINICAL PRACTICE IN AN AGENCY. I ANSWERED MOST OF THIS SURVEY IN RELATION TO MY CLASSROOM TEACHING. HOWEVER, MY CLINICAL TEACHING IS AN ENTIRELY DIFFERENT TYPE OF TEACHING AND THE EVALUATIVE COMPONENT OF THAT CLASS IS 95% FORMATIVE RATHER THAN COMPARISON. I SPEND HOURS EVERY WEEK ON THAT EVALUATION AND I SPEND MUCH MORE TIME OUTSIDE WITH STUDENTS IN THAT CLASS THAN WITH STUDENTS IN THE CLASSROOM. HOWEVER, AT MIDTERM AND ASSIGNMENT TIMES, I SPEND A LOT OF TIME WITH STUDENTS WHO WANT FEEDBACK/EXPLANATION ON THEIR MARKS. THEY ALWAYS COME AFTER THE EXAM/ASSIGNMENT, NOT BEFORE. THIS
Q51	I TEACH MATH. MY SCHOOL ALLOWS TOO MANY STUDENTS TO ENTER POST-SECONDARY WITHOUT THE PROPER MATH REQUIREMENTS. THAT, ALONG WITH LARGE FIRST-YEAR CLASSES MAKES IT DIFFICULT TO TEACH AT A LEVEL CHALLENGING ENOUGH FOR THE
Q51	I THINK I MISUNDERSTOOD THE QUESTION ABOUT ON LINE COURSES - I ANSWERED THE QUESTION BASED ON THE FACT THAT THERE IS ELECTRONIC COURSE CONTENT DELIVERY
Q51	I THINK IT IS HARD TO EVALUATE WORKLOAD FROM A SURVEY DESIGNED FOR EVERYONE. I TEACH ENGLISH COURSES AND THE NATURE OF THIS SUBJECT MEANS I HAVE TO DO A LOT INTERACTING WITH STUDENTS IF I AM TO HAVE AN EFFECT.
Q51	I THINK IT IS TIME TO RECOGNISE THAT THEIR IS A DIFFERENCE BETWEEN THE SKILLS, EDUCATION AND EXPERIENCE NEEDED FOR DESIGN OF CURRICULUM, DELIVERY AND EVALUATION AS COMPARED TO THE DELIVERY AND CLASS MANAGEMENT.
Q51	I THINK THAT A TASK FORCE SHOULD ASSESS THE AMOUNT OF TIME SPENT ON SOME COURSES THAT DO NOT HAVE ANCILLARY MATERIALS PROVIDED BY BOOK PUBLISHERS. I ALSO FEEL THAT SOME COURSES REQUIRE MUCH MORE TIME THAN OTHERS TO KEEP CURRENT IN SUCH AS AN E-COMMERCE COURSE. SOME FACULTY DO NOT USE BLACKBOARD AT ALL WHILE OTHERS SPEND A GREAT DEAL OF TIME AND EFFORT KEEPING STUDENTS UP TO DATE AND ENGAGED IN SOME COURSES - THERE SEEMS TO BE INEQUITY IN THE AMOUNT OF EFFORT BY
Q51	I THINK THAT FACULTY IN THE COLLEGE SYSTEM HAVE VERY DIFFERENT WORKLOADS DEPENDING ON THE PROGRAM, THE SIZE OF THE PROGRAM AND HOW THE COURSES ARE DELIVERED. I AM NOT SURE THAT ALL FACULTY CAN BE PAINTED WITH THE SAME BRUSH WHEN IT COMES TO DETERMINING WORKLOAD ISSUES. WHAT WORKS WELL IN SOME PROGRAMS MAY NOT WORK IN OTHER PROGRAMS AND VICE VERSA. I LIKE MY WORKLOAD
Q51	I THINK THAT MOST OF MY PEERS AND I WORK WELL BEYOND THE SWF AGREEMENT BECAUSE WE BELIEVE IN OUR JOBS AND OUR FUNCTIONS. MOST OF US ARE VERY IRRITATED AND DISCONCERTED WITH MANAGEMENT'S INCREASING DEMANDS OF US, MANIPULATION OF WORKLOAD AND REFUSAL TO HIRE FULL TIME PERMANENT STAFF TO SUPPORT THE PROGRAMS AND TEH COORDINATORS. IN ADDITION, IT WOULD APPEAR THAT THE COLLEGES ARE SO INCREDIBLY DRIVEN BY NUMBERS AND ENT SATISFACTION THAT FACULTY ARE SIMPLY NOT SUPPORTED WHEN IT COMES TO MAKING "HARD" DECISIONS ABOUT STUDENTS (TERMINATING THEM FROM CLASS).THE CURRENT WORKLOAD ALSO DOES NOT TAKE INTO ACCOUNT THAT STUDENT NEED HAS CHANGED SIGNIFICANTLY, THE GENERATIONAL DEMANDS OF STUDENTS HAS CHANGED AND THAT WE NEED MORE TIME TO NURTURE STUDENT DEVELOPMENT. I WOULD ACKNOWLEDGE THAT MANAGEMENT IS IN A DIFFICULT POSITION
Q51	I THINK THAT SOME FACULTY NEED TO FOCUS MORE ON THEIR PURPOSE AND LESS ON THE SWF. WE ARE HERE TO ASSIST STUDENTS IN THEIR PERSONAL AND PROFESSIONAL GROWTH AND GOAL ATTAINMENT, NOT TO FILL A SET NUMBER OF HOURS PER WEEK. OUR COMMITMENT TO THE STUDENT REFLECTS ON THE SUCCESS AND POLITICAL PERCEPTION OF OUR
Q51	I THINK THIS A GOOD SNAPSHOT OF WHAT IS GOING ON. BEING A PROGRAM COORDINATOR ABOUT 70% OF MY TIME IS TAKEN UP WITH THOSE DUTIES AND NEW PROGRAM DEVELOPMENT. AS FAR AS COURSE/CURRICULUM DEVELOPMENT, ALL FACULTY MUST BE INVOLVED IN ANY CHANGES/UPDATES AND THE FACULTY WHO TEACHES THE COURSE MUST BE THE ONE WHO DEVELOPS IT. ALSO RELEASE TIME MUST BE GRANTED TO FACULTY WHO
Q51	I THOUGHT THERE WERE TIMES WHEN A BOX TO ADD ADDITIONAL COMMENTS WOULD HAVE

Q51	I TRULY ENJOY MY WORK AS FACULTY AND ALSO PROGRAM HEAD IN THE B. A. SC EARLY CHILDHOOD PROGRAM AT THE UNIVERSITY OF GUELPH-HUMBER. HOWEVER, I (TOGETHER WITH MY FELLOW PROGRAM HEADS) HAVE A GROWING SENSE OF FRUSTRATION WITH REGARD TO USE/ABUSE OF OUR ROLE. WE ARE EXPECTED TO FUNCTION AS A MANAGER BUT ARE TOLD WE ARE FACULTY, WHICH WE ARE BUT THERE ARE HUGE INCONSISTENCIES. THE UNIVERSITY IS A WONDERFULLY SUCCESSFUL BLEND OF THE BEST OF BOTH HUMBER AND GUELPH HOWEVER, THE ROLE OF PROGRAM HEAD IS STRETCHED BY THE CURRENT ADMIN. TEACHING IN A UNIVERSITY IS VERY DIFFERENT FROM THAT OF COLLEGE TEACHING (MY LIVED EXPERIENCE) AND THIS IS NOT ACKNOWLEDGED IN THE CURRENT COLLEGE WORK LOAD
Q51	I USE WEBCT IN MY COURSES - THIS HAS INCREASED THE WORKLOAD SUBSTANTIALLY; HOWEVER, THE STUDENT FEEDBACK IS THAT THEY LIKE IT. I ESTIMATED THE WAY IN WHICH I ENGAGE THE STUDENTS VIA WEBCT INCREASES MY WORKLOAD AT LEAST 7 HOURS PER WEEK. I SPEND AT LEAST AN EXTRA 10 HOURS A WEEK WORKING ON COURSE MATERIAL,
Q51	I WAS EXPECTING MORE COVERAGE REGARDING WORKLOAD ATTRIBUTABLE TO MAINTAINING
Q51	I WAS NOT ABLE TO CORRECT WRONG ANSWERS IN PAST SLIDES AND LEFT OUT A COURSE
Q51	I WISH THIS SURVEY WAS IN FRENCH
Q51	I WORK MORE THAN THE 44+ HOURS THAT ARE LISTED ON MY SWF. PREP AND MARKING REALLY DO NOT CALCULATE PROPERLY AND SHOULD BE HIGHER. EMAIL INQUIRIES TAKE A LOT OF TIME THAT IS NOT REALLY REFLECTED ON THE WORKLOAD
Q51	I WOULD HAVE LIKED A "RETURN TO PREVIOUS RESPONSE" BUTTON SO I COULD HAVE REVISITED SOME OF MY ANSWERS.
Q51	I WOULD HAVE LIKED TO ADD MORE INFORMATION RE: CLASS SIZES. IT DEPENDS ON WHAT I AM TEACHING. A LAB CLASS SHOULD BE SMALL, CLINICAL GROUPS SHOULD ALSO BE SMALL
Q51	I WOULD LIKE MORE INFORMATION ON HOW THEY FIGURE OUT THE WORKLOAD.
Q51	I WOULD LIKE TO KNOW HOW TO ADDRESS MY SPECIFIC WORKLOAD ISSUES
Q51	I WOULD LIKE TO RECORD MY DISPLEASURE WITH THE PRIORITY OF GNED 500 AT CENTENNIAL COLLEGE. IT IS ONE COURSE AMONG MANY, NOT A KEYSTONE IN ANY WAY. STUDENTS ARE COMPLAINING BITTERLY ABOUT A HEAVY WORK LOAD IN ADDITION TO THEIR TECHNICAL WORK AND DO NOT FEEL THAT IT WILL MAKE A DIFFERENCE TO THEIR EMPLOYABILITY. IN TECHNICAL COURSES, IT TAKES A LOT OF TIME TO GET STUDENTS READY FOR THE WORK PLACE BUT THEY DO MAKE EXCELLENT EMPLOYEES. THE CO-OP / GRAD EMPLOYMENT OFFICE AT CENTENNIAL COLLEGE IS INCREDIBLY SHORT STAFFED AND IS NOT BY ANY MEANS MEETING THE NEEDS OF OUR STUDENTS FOR JOB SEARCH TRAINING, CO-OP PLACEMENTS OR PREPARATION FOR THE WORK FORCE. WE NEED THREE TIMES AS MANY CO-OP OFFICERS, EACH ONE BASED IN THE PROGRAM/ SCHOOLS (SO THEY LEARN VERY WELL WHAT THE JOB OPPORTUNITIES ARE) AND EACH ONE GIVEN THE BUDGET AND COURSE HOURS THEY NEED TO
Q51	I WOULD LIKED TO HAVE BEEN ABLE TO GO BACKWARDS INTO THE SURVEY. SOME ANSWERS I WROTE IN THE BOX BUT DIDN'T CHECK OFF THE DOT - I HOPE YOU STILL GOT MY ANSWERS. (THAT IS WHY I WANTED TO GO BACK AND MAKE SURE THAT IT WAS DONE PROPERLY).
Q51	I WOULD TAKE MY WORKLOAD CONCERNS TO THE WMG BUT DON'T WANT TO GET A REPUTATION AS BEING A PAIN. I STRONGLY BELIEVE THAT SWFS SHOULD RECOGNIZE THE ADDITIONAL WORK REQUIRED BY THE INCREASING NUMBER OF ESL AND SPECIAL NEEDS
Q51	I WOULD TRULY LIKE TO SEE EXCEPTIONS TO THE STANDARD WORKLOAD FORM BEING MADE FOR WRITING INTENSIVE COURSES, PARTICULARLY JOURNALISM. IT IS IMPOSSIBLE TO COMPARE THE MARKING LOAD FOR THIS WITH EVEN STANDARD ESSAY WRITING. I WOULD TRULY LIKE THIS TO BE RECOGNIZED WITHOUT THE NEED TO GO CAP IN HAND EACH SEMESTER AND BEING MADE TO FEEL I AM ASKING FOR SOME KIND OF SPECIAL FAVOUR. THE ALTERNATE HAS BEEN TO SUCK IT UP AND DO THE EXTRA NEEDED WORK ON MY OWN TIME. I
Q51	I WOULD VERY MUCH LIKE TO SEE INCREASED TIME MADE AVAILABLE FOR COMMUNICATIONS INSTRUCTORS TO MARK PAPERS, EITHER THROUGH DECREASED CLASS SIZES OR AN INCREASE IN EVALUATION FACTOR ON THE SWF. MILLENNIAL STUDENTS TEND TO DEMAND A
Q51	IF MY WORKLOAD WORKS OUT ON MY SWF, I FEEL I HAVE NO RECOURSE BUT TO TRY TO DO THE WORK ASSIGNED TO THE BEST OF MY ABILITY
Q51	IL MANQUE DES QUESTIONS CONCERNANT LE TEMPS DE PRÉPARATION ALLOUÉ VS LE TEMPS DE PRÉPARATION RÉEL POUR LES COURS (NOUVEAU COURS, COURS ÉTABLI, ETC) QUELS SONT LES IMPACTS D'UNE SALLE DE CLASSE TROP NOMBREUSES? LA LOURDEUR DES

Q51	I'LL BE INTERESTED TO READ ABOUT THE OUTCOME OF THE SURVEY. INTERESTING TO DO.
Q51	IN 34 YEARS I'VE SEEN THE "SYSTEM" DECLINE IN COMMITMENT, QUALITY, INNOVATION, RISK TAKING AND I'M DELIGHTED THAT I'M EDGING TOWARD RETIREMENT.
Q51	IN MY 16 YEARS OF TEACHING, MY WORKLOAD HAS STEADILY INCREASED WHILE THE NUMBER OF FULL TIME FACULTY AND SUPPORT STAFF HAS DECREASED. I BELIEVE ANOTHER CONTRIBUTOR TO THE INCREASE IN WORKLOAD HAS BEEN A DECREASE IN SEMESTER HOURS WHILE TRYING TO COVER MORE CONTENT. ESSENTIALLY, HAVING TO DO MORE WITH LESS.
Q51	IN ORDER TO EVALUATE STUDENTS IN KEEPING WITH THE PURPOSE OF THE COURSES, MARKING TIME IS APPROXIMATELY 25 HOURS PER WEEK STARTING IN WEEK 7. THIS IS CONSISTENT ACROSS COURSES AND IS NOT CONSIDERED WHEN ASSIGNING WORKLOAD. THERE IS VERY LITTLE CONSIDERATION GIVEN TO THE DEMANDS ON A PROGRAM COORDINATOR'S TIME FOR A NEW PROGRAM WHICH REQUIRES MUCH LARGER AMOUNTS OF
Q51	IN THE END, CLASS SIZES ARE TOO LARGE FOR ANY TYPE OF INDIVIDUAL INSTRUCTION. MY SWF SAYS I WORK 44 HOURS A WEEK; HOWEVER, REALITY STATES THAT I WORK CLOSER TO 60 HOURS A WEEK. CAN ANYTHING BE DONE ABOUT CLASS SIZES? NOT WITHOUT HIRING MORE FACULTY. CAN WE AFFORD TO HIRE MORE FACULTY? I DON'T THINK SO. WE SEEM TO BE CAUGHT IN A CATCH 22 CYCLE. IT'S A GOOD THING MOST OF US LOVE OUR JOBS AND HAVE A PASSION FOR TEACHING; OTHERWISE, THERE WOULD BE A SHORTAGE OF COLLEGE
Q51	IN THE FIRST QUESTION WHERE MULTIPLE QUESTIONS WERE ASKED AND THE SCALE WAS PROVIDED I SAID STRONGLY DISAGREE WITH ALL BUT MEANT STRONGLY AGREE
Q51	INCLUDE QUESTIONS REGARDING THE MANAGEMENT OF FACILITIES AS RELATED TO WORK LOAD. A GOOD COMPARATOR IS THE TECHNOLOGY PROGRAMS VRS. THE BUSINESS PROGRAMS. IN OUR PARTICULAR PROGRAM WE HAVE FIVE (5) SHOPS/LABS TO MAINTAIN WITH ONLY TWO TECH "C"'S. WE (THE FACULTY) SPENT AN ENORMOUS AMOUNT OF UN-SWF'S TIME MAINTAINING EQUIPMENT, ORDERING MATERIAL, PROCESSING MATERIAL, SETTING UP FOR VARIOUS APPLICATIONS. MOST OF THE BUSINESS COURSES USE CLASSROOM FACILITIES
Q51	IT ASSUMES THAT I TEACH ONLY ONE COURSE. I TEACH TWO COURSES AND IN TOTAL THREE SECTIONS. ONCE I REALIZED THIS I DISCOVERED THAT I COULD NOT GO BACK AND CHANGE MY SECTIONS FROM 2 TO 3 TO MORE APPROPRIATELY REFLECT MY WORKLOAD. THE SECOND COURSE WHICH I ONLY TEACH ONE SECTION IS 6 HOURS PER WEEK. THE OPTION TO GO
Q51	IT COULD HAVE ADDRESSED MORE OF THE ADMINISTRATIVE TASKS THAT MANY OF US HAVE TO DO ALONG WITH THE TEACHING. THE REQUESTS FOR PARTICIPATION IN ADDITIONAL COLLEGE ACTIVITIES RELATED TO THE PROGRAM OF STUDY (E.G. IDEAS FOR MARKETING,
Q51	IT IS DIFFICULT TO ANSWER SPECIFIC COURSE QUESTIONS WHEN SEVERAL DIFFERENT
Q51	IT IS ENCOURAGING TO THINK THAT FACULTY (TEACHERS) HAVE INPUT AS WELL AS MANAGERS; WE (FACULTY) FEEL VERY DISCOURAGED IN OUR EFFORTS TO MAINTAIN A CLOSE BOND WITH STUDENTS BECAUSE WE ARE CONSTANTLY REMINDED OF OUR DUTIES TO OUR "CLIENTS" AND TO THE CORPORATE ENTITY IN WHICH WE TRY TO MAINTAIN A HIGH LEVEL OF
Q51	IT IS SOMEWHAT UNFAIR OF ME TO RESPOND TO THIS SURVEY SINCE I DO NOT TEACH MANY POST-SECONDARY COURSES. I WORK OUT OF THE CONTINUING EDUCATION DEPARTMENT AND TEACH FULL-DAY COURSES (8 HOURS PER DAY) LASTING FROM 1 TO 4 DAYS. THE GREATEST CHALLENGE IN DELIVERING THESE COURSES IS THE SHEER FATIGUE OF STANDING IN FRONT OF A CLASS FOR EIGHT HOURS - ESPECIALLY IF IT IS A FULL FIVE DAYS IN A ROW. ONE THING I'D LIKE TO KNOW IS IF THERE ARE OTHERS IN THE COLLEGE SYSTEM THAT TEACH IN THE SAME MANNER AS I DO. OTHER THAN THAT I HAVE THE BEST JOB IN THE WORLD.
Q51	IT IS TOO LONG SURVEY AND I FEEL MANY QUESTIONS DID NOT TACKLE THE ISSUE I AM INTERESTED IN. THAT IS THE WORKLOAD FOR TEACHERS IN DEGREE PROGRAMS SHOULD BE
Q51	IT TOOK MORE TIME THAN I ACTUALLY HAD
Q51	IT WAS A BIT LONG.
Q51	IT WAS DIFFICULT TO ANSWER MANY OF THE QUESTIONS BECAUSE THEY DIDN'T RELATE TO THE TYPES OF COURSES I TEACH. I APPRECIATE THE OPPORTUNITY TO SHARE MY
Q51	IT WOULD HAVE BEEN MUCH EASIER FOR ME TO RESPOND IN FRENCH.
Q51	J'AURAIS AIMÉ VOIR PLUS DE QUESTIONS SUR LE NOMBRE D'ÉTUDIANTS DANS UN COURS ET LE TEMPS ALLOUÉ À LA CORRECTION. J'ENSEIGNE DES COURS DE LANGUE (RÉDACTION) O· LA CORRECTION EST ESSENTIELLE ET LONGUE. QUAND ON A 34 ÉTUDIANTS, IL EST TRÈS

Q51	J'AURAIS PRÉFÉRÉ RÉPONDRE EN FRANÇAIS. WITH THE EVOLUTION OF THE INFORMATION IF WE WANT TO BE UP TO DATE IT TAKES A LOT OF TIME. THE COLLEGE WANTS US TO USE AND DEVELOP THE NEW TECHNOLOGIES BUT WHEN WE WANT RECOGNITION FOR THE TIME IT
Q51	KEY ISSUE IS HOW ADMIN ASPECTS THAT ARE KEY TO BEING A PROGRAM COORDINATOR & PLACEMENT COORDINATOR IMPACT COURSE PREP & EVALUATION
Q51	LACK OF A 'BACK' BUTTON IS UNSETTLING. WOULD HAVE LIKED TO GO BACK TO
Q51	L'ADMINISTRATION POUSSE POUR LA QUALITÉ DANS L'ENSEIGNEMENT MES NOUS ACCORDE PAS SUFFISAMMENT DE TEMPS ET DE SUPPORT POUR ATTEINDRE EFFICACEMENT CET
Q51	LE PROFESSEUR QUI ENSEIGNE EN FRANÇAIS DOIT SOUVENT FAIRE DE LA TRADUCTION CAR PLUSIEURS RESSOURCES SONT FOURNIES SEULEMENT EN ANGLAIS (EXEMPLE: NOUVEAUTÉS EN INFORMATIQUE). UN PROFESSEUR FRANCOPHONE PASSE PLUSIEURS HEURES PAR
Q51	LIKE THE COLLEGE, YOU REFER TO US AS TEACHERS RATHER THAN PROFESSORS (OUR ACTUAL JOB TITLE). A SMALL MATTER, BUT IN AN ORGANIZATION THAT HOLDS FACULTY IN
Q51	LOADING UP PART TIME AND NEW SESSIONAL FACULTY WITH EXCESSIVE HOURS IS UNFAIR TO THE TEACHER AND DETRIMENTAL TO THE STUDENTS.
Q51	MAINTAINING THE EDUCATION OF EACH TEACHERS IS VERY IMPORTANT, AN AMOUNT OF 3000\$ A YEAR SHOULD BE ALLOCATED. IT IS NOT ACCEPTABLE TO NOT LET THE TEACHERS TO BE UP TO DATE WITH THE TECHNOLOGIES BY SAYING WE DO NOT HAVE MONEY. THE CORE BUSINESS OF EVERY COLLEGE IS THE SHARING OF EXPERIENCE AND EDUCATE THE
Q51	MAJOR WORKLOAD ISSUES IS LARGE CLASS SIZES AND TOTAL NUMBER OF STUDENTS (250 -
Q51	MANAGEMENT ASKS FOR PHD DEGREE BUT REFUSES TO PAY FOR THE CREDENTIAL IN TERMS OF INCREASED STEPS IN SALARY.
Q51	MANAGEMENT HAS NO CLUE HOW MUCH TIME IT TAKES TO DEVELOP A NEW COURSE, GENERATE LECTURE NOTES ON THE COMPUTER AND NEW LAB EXPERIMENTS FOR A NEW COURSE. I HAVE WRITTEN ABOUT 250 PAGES OF MATERIAL JUST FOR ONE NEW COURSE.
Q51	MANY FACULTY SPEND TIME IN OTHER VOLUNTARY CAPACITIES ON SUPPORTING THE SCHOOL, COLLEGE AND STUDENTS. ATTEND COMMUNITY MEETINGS, HELP IN OPEN HOUSES, ARRANGING SPEAKERS AND DAY TRIPS, AND PULLING TOGETHER OTHER EVENTS (COMPETITIONS, DEMOS ETC). AS WELL WE OFTEN FIND WAYS TO IMPROVE COMMUNICATION AND COMMUNITY WITHIN THE SCHOOL AND COLLEGE -- NEWSLETTERS, EMAILS, WEBSITES,
Q51	MANY OF THE QUESTIONS ASKED WERE BASED ON THE ASSUMPTION ONLY ONE COURSE IT TAUGHT. I TEACH THREE. ANSWERING THE QUESTIONS IN THE CONTEXT PRESENTED DOES NOT PROVIDE AN ACCURATE SNAPSHOT OF MY SITUATION. I'D LIKE TO ALSO SHARE MY CONCERN REGARDING FACULTY RESEARCH INITIATIVES. I'M PLEASED TO SEE SENECA PROVIDING A DEGREE OF FINANCIAL SUPPORT TO FACULTY OBTAINING HIGHER DEGREES. HOWEVER, IF SENECA WISHES TO PORTRAY ITSELF AS A RESEARCH CENTRE, IT MUST RECOGNIZE, RESPECT, ENCOURAGE, AND POSITIVELY SUPPORT FACULTY IN THEIR
Q51	MANY OF THE QUESTIONS MERIT A MORE COMPLEX ANSWER THAN WHAT WAS ALLOWED FOR. THE NATURE OF WHAT WE DO MEANS THAT THE WORK LOAD TENDS TO BE UNEVEN TO SOME EXTENT - THAT'S JUST THE NATURE OF THE BEAST. MY RESPONSE IS PROBABLY ATYPICAL
Q51	MANY QUESTIONS DON'T FIT SITUATION OF FACULTY LIKE ME SECONDED OR ASSIGNED WORK LARGELY OUTSIDE TEACHING STUDENTS.
Q51	MANY QUESTIONS WERE POORLY PRESENTED IT'S A SURVEY, BUT THE QUESTIONS SEEM TO
Q51	MARKETING TAKES UP WAY TOO MUCH TIME.
Q51	MAY NEED TO DISTINGUISH BETWEEN A PROGRAM COORDINATOR AND PROFESSOR VS JUST A
Q51	MERCI DE CES QUESTIONS. J'ESPÈRE QUE CELA POURRA CONTRIBUER À AMÉLIORER NOTRE ENSEIGNEMENT. UN ASPECT N'A PAS ÉTÉ ABORDÉ ET DEVRAIT, SELON MOI, FAIRE L'OBJET D'UN SONDAGE DISTINCT: C'EST CELUI DE LA CHARGE DE TRAVAIL DES COORDONNATEURS.
Q51	MORE INDIVIDUAL CONTACT WILL HELP OUR STUDENTS WE ARE VERY ACCESSIBLE AND IT ONE OF OUR SIGNIFICANT ADVANTAGES
Q51	MORE SPECIFIC LAB SUPPORT IS REQUIRED OVER I.T. SUPPORT OF GENERAL PURPOSE LABS
Q51	MORE TECHNICAL SUPPORT, IN GETTING EQUIPMENT AND KEEPING IT WORKING, WOULD HELP. I DON'T NEED ASSISTANCE WITH TEACHING OR GRADING (PREFER TO DO THESE

Q51	MOST OF MY TIME IS TAKEN UP WITH COORDINATOR DUTIES, WHICH THIS SURVEY DOESN'T REALLY ADDRESS. I HAVE TRIED TO ADD THESE CONCERNS TO PARTS OF THE SURVEY WHERE THEY SEEMED RELEVANT, BUT THEY DON'T REALLY FIT WITH TEACHING. COORDINATORS ARE ALLOTTED 5 HOURS/WEEK TO PERFORM THESE DUTIES, BUT I GENERALLY SPEND 10 - 15 HOURS EACH WEEK DOING THESE. ALSO, THERE IS NO JOB DESCRIPTION FOR COORDINATORS, SO THE CHAIRS CAN ASK US TO DO ANYTHING THEY WISH. FOR EXAMPLE, THIS WEEKEND, WHICH SHOULD BE MY TIME, IT IS EXPECTED THAT I WILL SPEND 4-5 HOURS AT AN INFORMATION SESSION FOR HIGH SCHOOL STUDENTS AND THEIR PARENTS, AND JUST TODAY, I RECEIVED AN EMAIL ASKING ME TO CHOOSE A 4-HOUR
Q51	MUCH MORE TIME NEEDS TO BE GIVEN FOR UPDATING COURSE CONTENT IN A TECHNOLOGY COURSE. MY SOFTWARE FOR MY COURSES IS CHANGING EVERY 6 MONTHS.
Q51	MUCH OF THIS SURVEY IS BASED ON IDEAS ABOUT TRADITIONALLY DELIVERED CURRICULUM - IT WAS HARD TO ANSWER MANY QUESTIONS WITH RESPECT TO STUDIO COURSES SINCE MANY OF THE SAME PARAMETERS DO NOT COME INTO PLAY. IT IS FRUSTRATING SINCE THE SWF ALSO REFLECTS A VERY CONSERVATIVE AND TRADITIONAL VIEW OF TEACHING - WHERE ARE THE PROVISIONS FOR COLLABORATIVELY TAUGHT COURSES FOR EXAMPLE? THE NEEDS OF MY STUDENTS REQUIRE A MUCH MORE PERSONAL APPROACH THAN MAY THOSE OF STUDENTS IN OTHER KINDS OF PROGRAMS BUT RARELY DO THE 'TEACHING' QUESTIONS ADDRESS THOSE. PROFESSIONAL DEVELOPMENT IN MY CASE CANNOT BE FITTED INTO 10 DAYS A YEAR - IN ORDER TO PRACTICE MY ART (WHICH WOULD BE MY BEST FORM OF PROFESSIONAL DEVELOPMENT), I HAVE TO TAKE HALF A SEMESTER OFF WITH A CUT IN MY SALARY. AS A TEACHER AND CO-ORDINATOR, THIS SURVEY DOES NOT GIVE ME THE
Q51	MY BIGGEST PROBLEM IS DEALING WITH STUDENT E-MAIL, WHICH IS CONSTANT, PERSISTENT AND ALMOST ALWAYS TRIVIAL AND REQUESTING SPECIAL TREATMENT
Q51	MY CHAIR IS AWARE OF SOME OF MY ISSUES, AND I AM DISCUSSING THEM OPENLY. I THINK THAT IS THE FIRST COURSE OF ACTION WE MUST ALL TAKE.
Q51	MY COMMENTS REFLECT BOTH THE COURSES I'M CURRENTLY TEACHING AND THE ONE'S I AM SCHEDULED TO TEACH IN THE FUTURE.
Q51	MY EXPERIENCE IS QUITE ATYPICAL BECAUSE I HAVE A REDUCED COURSE LOAD BALANCED BY PROJECT MANAGEMENT DUTIES. ONE OF MY COURSES IS A TYPICAL-SIZED COURSE FOR THE SUBJECT AND THE OTHER IS VERY SMALL. SO MY EXPERIENCES THIS TERM ARE AN ANOMALY,
Q51	MY TOTAL HOURS PER WEEK AVERAGES 50-60 HOURS OF WORK AND I'M ON A REDUCED LOAD (85%). WHEN I WAS ON A FULL LOAD I AVERAGED 60-75 HOURS POWER WEEK OF WORK. SOMETHING IS WRONG WITH A FORMULA THAT DOES NOT ACCURATELY DEPICT THE WORK YOU PUT INTO IT TO TEACH OUR STUDENTS. HOPEFULLY A CHANGE WILL FINALLY OCCUR SO THAT OUR BURNOUT RATE DECREASES AND OUR WORKLOADS BECOME MORE REASONABLE
Q51	N/A
Q51	N/A
Q51	N/A
Q51	N/A
Q51	NEED TO FOCUS ON THINGS SUCH AS...ARE YOU SATISFIED WITH YOUR WORKLOAD, HAS WORK BEEN EQUALLY DISTRIBUTED AMONG FACULTY, ARE SOME FACULTY UNDER LOADED YET OTHERS OVERLOADED, ARE SOME FACULTY RECEIVING PREFERENTIAL TREATMENT
Q51	NEEDS MORE PLACE TO PUT SPECIFIC DETAIL. SOME COURSES REQUIRE MUCH MORE PREP EACH TIME THEY ARE TAUGHT. WITH TECHNOLOGY, KEEPING CURRENT TAKES MUCH MORE TIME BECAUSE THERE IS SO MUCH INFORMATION. NONE OF THIS IS REFLECTED IN SWF'S
Q51	NEXT SEMESTER I HAVE A CLASS OF 60 STUDENTS AND A CLASS OF 50 STUDENTS. I ALSO COULD NOT RESPOND TO EXPLAIN THE EXCEPTIONS WHICH HAVE AN IMPACT ON WORKLOAD. SUCH AS CICE STUDENTS ARE NOT RECORDED ON MY SWF BUT REQUIRE A TREMENDOUS AMOUNT OF EXTRA WORK. MANY OF MY COURSES ARE TAKEN BY THESE STUDENTS. I ALSO HAVE A GREAT MANY FIRST YEAR STUDENTS WHO ARE VERY NEEDY AND
Q51	NO
Q51	NO
Q51	NO
Q51	NO
Q51	NO



Q51	NOT ALL COURSES TAUGHT AT COLLEGE REQUIRE THE SAME TOTAL AMOUNT OF TIME; MATH REQUIRES LITTLE WHILE ENGLISH REQUIRES A VERY GREAT DEAL. WORK LOAD FORMULAS THAT NORMALIZE TEACHING COMMITMENTS ARE INHERENTLY UNFAIR. THE DISPARITIES MUST BE TAKEN INTO ACCOUNT. THIS SURVEY SHOULD HAVE BEEN MORE AGGRESSIVE ABOUT THE KINDS OF COURSES TAUGHT AND THE NUMBER OF HOURS INDIVIDUAL INSTRUCTORS COMMIT TO TEACHING THEM. ONLY THEN CAN THIS SURVEY'S RESULTS CAPTURE THE REAL PICTURE
Q51	NOT CLEAR AT TIMES AS TO THE CONTEXT. E.G. I THOUGHT THE FIRSST QUESTION ON CLASS SIZE -- COMING AFTER THE STRING OF DISTANCE ED QUESTIONS -- STILL REFERRED TO DISTANCCE ED. I THINK THAT ONE OF THE PROBLEMS WITH THE SURVEY IS THAT IS WAS DESIGNED AS A ONE-SIZE FITS ALL, AND WHILE IT PROBABLY WORKS FOR MOST FACULTY IN THE COLLEGE SYSTEM, IT DOES NOT WORK WELL FOR THOSE OF US WHO TEACH IN CERTAIN AREAS, SUCH AS IN GENERAL ARTS AND SCIENCES. WHILE FOR THE PAST THREE SEMESTERS, I HAVE TAUGHT -- FORTHE MOST PART -- THE SAME COURSES, THIS IS MORE OF AN ANOMALLY THAN THE NORM. MY FIRST THREE YEARS AT THE COLLEGE, EVERY SEMESTER MY WORKLOAD WAS ALL NEW PREPS. AND EVEN WHEN WE DO DELIVER THE SAME COURSES AS IN THE PREVIOUS SEMESTER, IT IS ALMOST ALWAYS TO A DIFFERENT PROGRAMME, OR AS GENERAL EDUCATION (THEREFORE A MIXXED-BAG). THERE ARE VERY FEW FACULTY IN MY
Q51	NOT SURE THAT IT GET'S TO THE BOTTOM OF UNDOCUMENTED WORKLOAD OF COLLEGE FACULTY. DOES NOT ADDRESS INCREASES OF PART TIME TO FULL TIME FACULTY RATIO AND
Q51	NOT SURE WHAT YOU ARE FISHING FOR BUT MOST FACULTY DO NOT APPROACH A 40 HOUR
Q51	NOTHING
Q51	NOTHING ABOUT THE SURVEY, BUT A COMMENT ABOUT THE COLLEGE SYSTEM AS A GROUP. OUR COLLEGE HAS GOT TO BE ONE OF THE MOST, IF NOT THE MOST, TOP-HEAVY ORGANIZATIONS IN THE SYSTEM. WE HAVE MORE MANAGERS, ASSISTANTS AND UNDER
Q51	NURSING FACULTY DO NOT RECEIVE THE CORRECT PREP OR MARKING FOR NURSING STUDENTS IN CLINICAL. BECAUSE IF THE SMALL CLASS SIZE, THE FORMULA PUNISHES ME. I GET 12 SWF HOURS AND THE CORRESPONDING PREP AND MARKING HRS. FOR 8 STUDENTS. I SPEND AT LEAST 36 HRS. ON THIS ONE COURSE ALONE WEEKLY. I ALSO TEACH ANOTHER COURSE. IF I HAVE CHALLENGING STUDENTS OR APPEALS THEN THE HOURS ARE EVEN GREATER. I ALSO DEAL WITH REAL CLIENTS & MAJOR SAFETY ISSUES EVERY TIME I AM IN CLINICAL. I DEAL WITH NEW SECTIONAL TEACHERS IN CLINICAL ALL THE TIME BECAUSE THEY
Q51	OFFICE HOURS VARY BASED ON THE NEEDS OF THE STUDENTS EACH WEEK.
Q51	ONE ASPECT OF THIS SURVEY THAT WAS NOT DISCUSSED WAS THE REGULATORY OBLIGATIONS OF PROFESSIONALLY CREDENTIALLED STAFF TO MAINTAIN PROFESSIONAL DEVELOPMENT. IT IS IMPORTANT TO UNDERSTAND THAT PROFESSIONALLY BASED PROGRAM EDUCATORS ARE REQUIRED TO CONTINUE TO IMPROVE THEIR KNOWLEDGE BASE. WITH THE CURRENT CUTBACKS THAT ONTARIO FACES, THIS WILL BE MUCH MORE DIFFICULT TO
Q51	ONE OF THE QUESTIONS THAT ASKS ME TO PUT A NUMBER IN A BOX DOESN'T HAVE A BOX.....
Q51	OUR COLLEGE NEEDS TO BE FAR MORE PRO-ACTIVE RATHER THAN RE-ACTIVE. THERE IS A CONSTANT STATE OF CRISIS MANAGEMENT. THE MANAGERS SHOULD CONSULT WITH THE
Q51	OUR WORKLOAD HAS TRIPLED OVER THE LAST YEAR, BUT MANAGEMENT'S RESPONSE IS TO FUDGE OUR SWFS, OUR NUMBERS ARE ALTERED TO 'BALANCE THE SWF' AND WHEN WE ASK WHAT THE FACTORS MEAN, THEY FLUFF THEIR WAY OUT OF IT. I DON'T HAVE THE TIME TO PURSUE UNION HELP, BUT WISH I DID. I KNOW THERE IS A WORKLOAD GROUP, BUT I CAN BARELY KEEP MYSELF AFLOAT WITHOUT TAKING ON MORE DOCUMENTATION AND CAUSING
Q51	OVER THE TWO DECADES I'VE BEEN A FULL-TIME FACULTY MEMBER, I'VE SEEN THE JOB CHANGE DRAMATICALLY. THE USE OF TECHNOLOGY IN THE CLASSROOM AND OUT HAS ADDED VALUE BUT ALSO HUGE QUANTITY OF TIME. STUDENTS' EXPECTATIONS OF CLASSROOM DELIVERY HAS CHANGED - CHALKBOARD DRAWING AND GESTURING JUST ISN'T ENOUGH ANYMORE - THEY EXPECT THE WHOLE A-V EXPERIENCE. THEY ALSO EXPECT MORE
Q51	PLEASE CONSIDER THE DIFFERING WORKLOAD NEEDS FOR FACULTY IN DIFFERENT DISCIPLINES. "ONE SIZE FITS ALL" DOESN'T WORK MOST OF THE TIME.
Q51	PLEASE E-MAIL ME THE RESULTS AND/OR CONCLUSIONS OF THIS SURVEY WHEN COMPLETED.
Q51	PLEASE GIVE CONSIDERATION TO THE UNIQUE LEARNING ENVIRONMENTS WITHIN THE COLLEGES. OPERATING A LIVE FULL-TIME BROADCAST FACILITY IS FAR DIFFERENT FROM TEACHING AN ACCOUNTING COURSE. THE CURRENT COLLECTIVE AGREEMENT DOES NOT

Q51	POORLY CONSTRUCTED SURVEY. NO WAY TO REVISIT A QUESTION. NO WAY TO DESELECT SOME OPTIONS (IF I CLICKED "CHOOSE NOT TO ANSWER" IT WAS IMPOSSIBLE TO CHANGE MY MIND ON SOME QUESTIONS). A FEW QUESTIONS WERE QUITE HARD TO UNDERSTAND -
Q51	PREPARATION TIME AND EVALUATION TIME ARE VASTLY UNDERESTIMATED IN MY FIELD IN THE
Q51	PREVIOUS QUESTION ABOUT LARGEST NUMBER IN A CLASS COULD NOT BE RECORDED - RESPONSE SHOULD BE 24. I'M NOT REALLY FOND OF SURVEY'S. HOW WILL WE KNOW WHAT THIS IS ABOUT AND WHY IT WAS DONE. HOW WILL OUR RESPONSES BE USED?
Q51	PROFESSORS WITHIN THE UNION SHOULD BE MUCH MORE OPEN TO HELPING NEW PROFESSORS, ESPECIALLY FULL-TIME ONES WHO ARE ALSO IN THE UNION. BY THIS I AM NOT REFERRING TO GUIDANCE BUT ACTUALLY HAVING A DATA BANK OF LECTURE NOTES, TEST QUESTIONS WITH ANSWERS, AND ASSIGNMENTS FOR NEW PROFESSORS TO USE. THERE'S
Q51	QUESTION ON ONLINE IS WORDED IMPROPERLY AS I DON'T TEACH THAT WAY AND NO OPTION OTHER THAN REFUSE. HOW ABOUT NOT APPLICABLE. SURVEY SORT OF ASSUMES EQUAL DISTRIBUTION OF WORKLOAD THROUGHOUT TERM AND THAT'S RIDICULOUS HOW TRAINED WOULD THE ADMIN HELP BE? IF WELL TRAINED, I'D HAVE THEM DO A LOT MORE....I ASSUMED ZERO ABILITY PAST CLERICAL FUNCTIONS. FEEL IT WAS LEANING TO "SEE, OUR TEACHERS DO
Q51	QUESTIONS REGARDING LAST YEAR'S ACTIVITIES WERE NOT RELEVANT - I WAS ON SICK
Q51	QUITE A BIT OF THE WORK I DO IS NOT COVERED IN THIS SURVEY, INCLUDING MEETINGS WITH MANAGEMENT, MEETINGS WITH INDUSTRY MEMBERS, PROGRAM DEVELOPMENT, EXTRA-CURRICULAR ACTIVITIES, RECRUITING ACTIVITIES, ETC. AT OUR INSTITUTION, MOST OF US ARE REQUIRED TO TEACH YEAR-ROUND. WE ARE TOLD NOT TO CANCEL COURSES IN ORDER TO UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES, WHICH SEVERELY RESTRICTS OUR PD OPPORTUNITIES - PRIMARILY TO WEEKENDS OR DURING VACATIONS. THE AMOUNT OF TIME ALLOCATED FOR THE PREPARATION OF NEW COURSES IS GREATLY UNDERESTIMATED BY THE CURRENT SWF FACTORS. USUALLY WHEN GIVEN A NEW COURSE, I AM GIVEN A COURSE OUTLINE, POSSIBLY WITH A TEXTBOOK. RARELY I AM GIVEN PARTIAL MATERIALS TO TEACH WITH. OFTEN, I HAVE BEEN GIVEN NOTHING, AND HAD TO CREATE THE COURSE FROM SCRATCH, WITH NO EXTRA TIME ALLOCATED TO DO SO. OFTEN, I AM GIVEN A COURSE TO
Q51	REGARDING THE MAX AND MIN NUMBER OF STUDENTS PER CLASS: THESE QUESTIONS DID NOT DIFFERENTIATE BETWEEN A THEORY CLASS AND A LAB CLASS
Q51	REGARDING THE APPEAL TO WMG, WHEN THERE IS A DECISION THAT IS 3 AND 3 ... IT IS NOT HELPFUL TO SOLVE MY WORKLOAD ISSUE. ALSO, SOMETIME, THE PEOPLE AROUND THE TABLE ARE NOT THAT KNOWLEDGABLE ABOUT OUR PROGRAMS AND OUR WORKLOAD THAT ARE HEAVIER IN HEALTH CARE. -ALSO, OUR WORKLOAD IS INCREASING WITH THE USE OF THE TECHNOLOGY AND THE ADMIN IS NOT RECOGNIZING THIS AND THEY ADD MORE AND MORE. -THE E-MAILS ARE MAKING A GREATER DEMAND ON US THAN BEFORE. -HOW CAN WE ENSURE A BETTER QUALITY OF TEACHING WHEN WE ARE HAVING LESS TIME TO PREPARE FOR CLASSES AND AT THE SAME TIME STAY UP-DATED WITH THE PROFESSION? -WE HAVE SUPERVISORS THAT ARE NOT HEALTH CARE PROFESSIONALS (I TEACH IN HEALTH CARE) AND THEY IMPOSE US DECISIONS THAT ARE NOT TAKING INTO ACCOUNT THAT WE HAVE PROFESSIONALS STANDARDS AND EXPECTATIONS... ONE BEING THE SAFATEY OF THE PUBLIC.
Q51	REGARDING THE WMG, OUR DEAN PULLED SUCH CRAPPY STUFF ON US THAT IT HAS LEFT ME VERY BITTER TOWARDS MANAGEMENT. HE TRIED TO CLAIM THAT OUR COMPLAINT SHOULD NOT HAVE GONE TO WMG BECAUSE WE DIDN'T TRY TO RESOLVE IT WITH HIM. THIS DESPITE THE FACT THAT MY COLLEAGUES AND I ALL TRIED TO TO RESOLVE THE PROBLEMS BY SENDING HIM OUR IDEAS FOR RESOLUTION, AND HE COMPLETELY IGNORED ALL OF US PRIOR
Q51	REGARDLESS OF THE ANSWERS, MOHAWK COLLEGE IS A GREAT PLACE TO WORK.
Q51	MANAGEMENT TRIES HARD TO HELP ASSIST IT'S EMPLOYEES.
Q51	REQUESTS FOR CONSIDERATION/ACCOMMODATION FROM MY DEAN RE CLASSROOM ISSUES
Q51	RESPONSES REFER SPECIFICALLY TO THIS SEMESTER
Q51	SEEMS A BIT LONG
Q51	SHARED TEACHING WITH UNIVERSITY COURSES ARE MUCH MORE DEMANDING AND TIME
Q51	SHOULD MAKE POTENTIAL PARTICIPANTS OF HOW LONG IT WILL TAKE BEFORE BEGINNING
Q51	SMALLER LAB SECTIONS.
Q51	SOME ANSWERS TO QUESTIONS ARE INCOMPLETE
Q51	SOME BROKEN QUESTIONS - I'LL FOLLOW UP WITH AN EMAIL. OTHERWISE, WORKED WELL!!



Q51	SOME EXPLANATION ON WHY THIS SURVEY IS BEING DONE.
Q51	SOME IRRELEVANT QUESTIONS
Q51	SOME OF THE QUESTIONS ARE A BIT VAGUE AND I AM UNCERTAIN HOW TO EXPLAIN HOW I MARK, PREPARE, ETC. A PERSONAL INTERVIEW MAY BE MORE EFFECTIVE.
Q51	SOME OF THE QUESTIONS ARE AMBIGUOUS
Q51	SOME OF THE QUESTIONS ARE PROGRAM RELATED AND OTHERS ARE COURSE RELATED. THOSE ANSWERS ARE VASTLY DIFFERENT IN SOME CASES.
Q51	SOME OF THE QUESTIONS AT THE BEGINNING WERE A BIT SKEWED AS IT WAS TALKING ABOUT ALL OF YOUR COURSES (I THOUGHT), AND THEN IT WENT TO TALKING ABOUT A CLASS (WHICH CLASS WAS I SUPPOSED TO CHOOSE). ALSO, THE SURVEY RESPONSES STARTED WITH NEGATIVES FIRST. I THINK YOU WILL FIND THAT IT WILL ALSO SKEW THE RESULTS TOWARDS A
Q51	SOME OF THE QUESTIONS ON THIS SURVEY WERE NOT CLEAR. I CAN'T GIVE YOU SPECIFIC QUESTIONS SINCE I CAN'T GO BACK TO THEM, BUT YOU ASKED MY OPINIONS ABOUT A SPECIFIC COURSE, YET DID NOT NAME THE COURSE. I WAS INTERRUPTED WHILE COMPLETING THE SURVEY AND CAME BACK TO IT SEVERAL DAYS LATER, SO I DON'T KNOW IF THERE HAD BEEN A SUGGESTION THAT I PICK ONE COURSE AND ANSWER THE QUESTIONS
Q51	SOME OF THE QUESTIONS WERE NOT ENTIRELY APPLICABLE TO MY COURSE AND CONTENT
Q51	SOME OF THE QUESTIONS WERE VAGUE AND I WAS UNSURE OF HOW TO ANSWER THEM. I AM CONCERNED THAT SOME OF MY ANSWERS WILL IDENTIFY ME.
Q51	SOME OF THE QUESTIONS WHERE I WOULD LIKE TO HAVE ELABORATED DID NOT HAVE SPACE TO DO SO. MY CURRENT CLASS NUMBERS DO NOT ADDRESS THE PAST SEMESTER CLASS NUMBERS OF OVER 100 AND THE NEXT SEMESTERS OF OVER 150
Q51	SOME OF THE QUESTIONS, SUCH AS THE WMG ONE, ONLY ALLOWED ONE RESPONSE WHICH IS INAPPROPRIATE. QUESTIONS ABOUT WHAT HINDERS OUR ABILITY TO BEST DELIVER COURSES AND HOW THE MANAGEMENT OF COLLEGES COULD BE IMPROVED SHOULD HAVE
Q51	SOME OF YOUR "QUESTIONS" ARE NOT PHRASED AS QUESTIONS, WHICH MAKES ANSWERING IMPOSSIBLE. YOU DIDN'T ASK ABOUT MANAGER/FACULTY RELATIONSHIPS, MANAGER'S QUALIFICATIONS (AWFUL! -- I HAVE A DOCTORATE AND MY MANAGER HAS A COLLEGE DIPLOMA IN A DIFFERENT DISCIPLINE!!), OR THE DEGREE TO WHICH PROFESSIONAL JUDGMENT CAN BE EXERCISED BY FACULTY. I APPRECIATE THIS OPPORTUNITY, BUT I MUST SAY THAT I CANNOT IMAGINE ANYTHING COMING OUT OF IT. MANAGERS WANT AN INDUSTRIAL MODEL OF EDUCATION AND BUTTS IN THE SEATS; THEY NEVER EQUATE "EXCELLENCE" IN EDUCATION WITH ANYTHING OTHER THAN KPI SCORES, WHICH THEY CONTROL BY EXERTING TOTAL
Q51	SOME OTHER QUESTIONS I WOULD LIKE TO HAVE SEEN
Q51	SOME QUESTIONS ARE NOT CLEAR; SOME QUESTIONS NOR REALLY RELEVANT. SOME VERY RELEVANT ISSUES SUCH AS TEACHER, MANAGEMENT RELATIONSHIPS NOT ASKED. THE DESIGN OF THE SURVEY, IE. UNDER MY EMAIL SO THAT I CAN NOT SEE THE FULL PAGE
Q51	SOME QUESTIONS ASKED ABOUT ONE COURSE. I TEACH 4 SO IT WAS HARD TO ANSWER. IT WOULD BE NICE TO HAVE A BACK BUTTON. SOME QUESTIONS WERE CONFUSING.
Q51	SOME QUESTIONS CANNOT BE ANSWERED, BECAUSE NO SUITABLE ALTERNATIVES WERE OFFERED. E.G. MARKING: COMPARISON OR STIMULUS? BOTH
Q51	SOME QUESTIONS DID NOT APPLY, SINCE I AM A COUNSELLOR WHO ALSO TEACHES. MOST QUESTIONS WERE GEARED STRICTLY TO TEACHING.
Q51	SOME QUESTIONS DID NOT REFLECT MY REALITY. IN PARTICULAR THE FIRST ONES, TALKING ABOUT ASSIGNED CURRICULUM. I HAVE NO ASSIGNED CURRICULUM, EVERYTHING WE TEACH IN MY PROGRAM IS DEVELOPED FROM SCRATCH BY THE FACULTY RESPONSIBLE FOR THE COURSE, ACCORDING TO THE PROVINCIAL GUIDELINES. THIS MAKES THINGS MUCH MORE
Q51	SOME QUESTIONS DON'T REALLY PERTAIN TO APPRENTICESHIP TRAINING I.E. SMALLEST
Q51	SOME QUESTIONS WERE DIFFICULT TO ANSWER BASED ON MY CURRENT ASSIGNMENT. THIS IS A NEW TEACHING COURSE FOR ME AND I AM STILL LEARNING HOW TO COPE WITH NOT HAVING HANDS ON WITH MY STUDENTS BEING IN A FIELD PLACEMENT 24/7 AND I AM NOT WITH THEM IN THE CLINICAL SETTING THEREFORE I MAY NOT HAVE ANSWERED THE QUESTIONS ACCURATELY. THIS SEMESTER IS ALL NEW TO ME - HUGE LEARNING CURVE AND I HAVE TAUGHT FOR 23 YEARS. I AM ON CALL 24/7 AND FEEL I NEED TO BE AVAILABLE IF PROBLEMS
Q51	SPECIFIC QUESTIONS RELATED TO THE INCREASED DEMANDS PLACED ON FACULTY DUE BOTH TO LARGER CLASSES AND STUDENTS' EXPECTATIONS AROUND RESPONSES TO EMAILS

Q51	STUDENT FEEDBACK TO BE WORTHWHILE NEEDS TO CONSUME A GREATER AMOUNT OF TIME IN ILL-DEFINED LEARNING DOMAINS SUCH AS MARKETING.
Q51	STUDENTS ARE NOT UP TO PAR THESE DAYS, WHEN STARTING COLLEGE. A GREAT DEAL OF TIME IS SPENT DEALING WITH DISCIPLINE.
Q51	STUDENTS SEEM LESS COMMITTED TO THEIR STUDIES MAKING IT MUCH MORE DIFFICULT TO DO MY JOB WELL. THEY NEED TO HAVE SOME TYPE OF ACCOUNTABILITY WITH A LEARNING PLAN AND REGULAR MEETINGS WITH TEACH TO DISCUSS PROGRESS BUT THERE IS NO TIME
Q51	SUBJECTIVE MARKING SHOULD BE MORE HEAVILY WEIGHTED FOR COURSE LOAD DETERMINATION. WHEN INSTRUCTORS EVALUATE SKILLS, IE ESSAY WRITING, REPORT WRITING ALONG WITH GRAMMAR, SPELLING ETC. IT IS HIGHLY INTRICATE MARKING THAT IS REQUIRED. TESTS OR EXAMS CANNOT BE GIVEN TO ASSESS WHETHER LEARNING OUTCOMES
Q51	SURVEY DOES NOT CONSIDER MANY DIFFERENT FACTORS SUCH AS HAVING TO DEVELOP COURSE MATERIAL WHEN A TEXT DOES NOT EXIST. ALSO...TECHNOLOGY RELATED COURSES WITH A LARGE LAB COMPONENT ARE MUCH MORE TIME CONSUMING THAT A CLASS THAT
Q51	SURVEYS ARE GREAT THERAPY - BUT CHANGE IS SLOW IN COMING
Q51	SWF IS NOT A TOOL THAT EASILY REPRESENTS THE WORKLOAD OF A PROFESSOR. IT SHOULD
Q51	TEACHING AT A COMMUNITY COLLEGE IS THE BEST JOB I CAN IMAGINE. WE ARE PAID WELL, HAVE A GREAT DEAL OF FLEXIBILITY AND EDUCATING STUDENTS IS VERY REWARDING.
Q51	TELL THE AMOUNT OF TIME IT REQUIRES TO COMPLETE BEFORE I START
Q51	THANK YOU FOR ASKING. UNFORTUNATELY, I DON'T FEEL THE QUESTIONS GOT AT THE CRUX OF THE ISSUE. IN ADDITION, I FOUND THE WORDING OF SEVERAL QUESTIONS TO BE PROBLEMATIC. SPECIFICALLY, "MY FAMILIARITY WITH MY COURSE MATERIALS MAKES PREPARING FOR CLASS EASY" WHILE I STRONGLY AGREE THAT I AM FAMILIAR WITH MY COURSE MATERIALS, I STRONGLY DISAGREE THAT THIS MAKES PREPARING EASY. WITH RESPECT TO EVALUATIONS, WHAT IF I FEEL SOMEWHAT IN THE MIDDLE. IT SEEMS TO ME THAT #4 COULD OR PERHAPS SHOULD BE BOTH, NOT NEITHER. 1- COMPARATIVE TOOL 2
Q51	THANK YOU FOR ASKING. IT'S AN IMPORTANT ISSUE. THE LAST TIME I SYSTEMATICALLY KEPT TRACK OF MY WORK HOURS, IT WAS COMING OUT TO 55 PER WEEK AVERAGE. BUT I'M COMPENSATED FOR LESS THAN THAT.... AND I SOMETIMES HAVE THE FEELING THAT BECAUSE I'M NOT ACTUALLY BEHIND MY DESK FOR THAT AMOUNT OF TIME (SOME WORK BEING DONE
Q51	THANK YOU FOR INCLUDING ME IN THIS EXERCISE
Q51	THANK YOU FOR THE OPPORTUNITY TO TALK ABOUT TH TRIALS F TEACHING IN AN ENVIRONMENT WHERE ALL MANAGEMENT WANT TO DO IS PACK BUMS IN SEATS WITH LITTLE REGARD FOR FLOODING THE MARKET WITH STUDENTS (WHO THEN CAN'T FIND INTERNSHIPS), OR HOW INAPPROPRIATE LARGE CLASSES ARE FOR TEACHING ARTS AND MEDIA.
Q51	THANK YOU SO MUCH FOR DOING A SURVEY LIKE THIS IN THE FIRST PLACE. SOME OF THE QUESTIONS WERE DIFFICULT TO ANSWER, B/C NOT ALL OF THEM APPLIED TO THE PROGRAM IN WHICH I TEACH. MY PROGRAM IS A BIT DIFFERENT BY COMPARISON TO SOME OTHER PROGRAMS. IN MY PROGRAM SOME OF THE RESPONSIBILITIES OF FACULTY ARE VERY MUCH
Q51	THANKS FOR DOING IT
Q51	THE ABILITY TO ENTER ZERO SHOULD BE AVAILABLE. IF ONE DOESN'T WISH TO ANSWER THERE SHOULD BE AN ITEM STATING "I DO NOT HAVE ANY RELEVANT COMMENT."
Q51	THE BSCN PROGRAM WORKLOAD IS NOT RECOGNIZED AT THE COLLEGES. NEED TO CLARIFY WHAT TYPE OF PROGRAMS ARE BEING COMPARED.
Q51	THE COLLEGE SHOULD REINSTATE SOME FORM OF ENTRANCE QUALIFICATION TO SCREEN THE ADMISSION OF STUDENTS WHO ARE NOT ACADEMICALLY CAPABLE OF BENEFITTING FROM OUR CLASSES. THIS SADLY HAS ERODED THE QUALITY OF EDUCATION FOR ALL STUDENTS.
Q51	THE CURRENT 35 WEEK TEACHING MODEL & THE LECTURE SEMINAR FORMAT ARE NOT CONDUCIVE TO PROPER LEARNING & TEACHING
Q51	THE FACTORS THAT HAVE BEEN GREATLY INCREASING WORKLOAD ARE NOT ON THIS SURVEY IN MY OPINION. THE GREATEST CAUSE OF WORK HAS BEEN DUE TO THE ENVIRONMENT OF CONSTANT CHANGE AND TURMOIL THAT IS EASILY TRACED TO LACK OF PROVINCIAL FUNDING FOR POST SECONDARY EDUCATION. THE PROGRAMS THAT I TEACH IN ARE CONSTANTLY CHANGING IN AN EFFORT TO SLIM THE BUDGET. THIS CONSTANT CHANGE IS WHAT HAS BEEN TAKING TIME. ALL OF THE REARRANGEMENT TAKES A LOT OF TIME AND ENERGY. THIS IS

Q51	THE FIELD FOR MENTORING SET A MAX OF 25 HRS PER SEMESTER, I SPEND ABOUT THREE HOURS A WEEK ON AVERAGE
Q51	THE FIRST LIKER SCALE I ACCIDENTLY CHECKED 1 INSTEAD OF 7 (I MIS-INTERPRETED THE
Q51	THE FOLLOWING QUESTION SHOULD BE ASKED, DO YOU FEEL THAT YOU ARE ALLOTTED ENOUGH TIME FOR COURSE PREPARATION, (MOST FACULTY WI
Q51	THE FORMULA USED TO ASSESS HOW MANY HOURS OF PREPARATION AND EVALUATION DOES NOT REFLECT REALITY AND HAS LITTLE FLEXIBILITY FROM EITHER THE TEACHER OR THE
Q51	THE GENERAL LEVEL OF STUDENT APATHY, WORK HABITS, AND PREPAREDNESS ARE PLACING CONSIDERABLE STRESS ON ME WHEN TRYING TO MAINTAIN STANDARDS AND BALANCE
Q51	THE GROWING IMBALANCE OF WORKLOAD FACTORS USED IN SWFS DUE TO COLLEGES ASSUMING RESPONSIBILITY TO TEACH AND MAINTAIN STANDARDS AT THE DEGREE LEVEL. THE TIME ALLOCATIONS ARE QUITE INADEQUATE GIVENT HE HIGHER EXPECTATIONS OF STUDENTS TAKING DEGREE PROGRAMS, AND THE HIGHER PREPARATION/AWARENESS/SUBJECT CURRENCY LEVELS THAT PROFESSIONAL INTEGRITY DICTATES - WE ARE UNDER IMMENSE PRESSURE TO JUGGLE THE EXPECTATIONS, MEET STANDARDS FAR AND ABOVE DIPLOMA PROGRAMS TRADITIONALLY OFFERED BY COLLEGES. THER SYSTEM WILL START SNAPPING, - BURNOUT & STUDENT DISSATISFACTION THREATENS TO DISCREDIT THE APPLIED DEGREE INITIATIVES IN ONTARIO'S COLLEGES. THE ORIGINAL INDUSTRIAL RELATIONS MODEL FOR TECHNICAL SCHOOL INSTRUCTORS DOES NOT ADEQUATELY ADDRESS THE STRESSES AND DEMANDS FOUND IN 4-YEAR DEGREE-LEVEL
Q51	THE INFORMATION BEING SOLICITED HERE ASSUMES A "COOKIE CUTTER" APPROACH TO TEACHING THAT IS NOT CONSISTENT WITH STUDENT EXPECTATIONS AND MANAGEMENT RHETORIC ABOUT DYNAMIC AND MEANINGFUL TEACHING. THESE QUESTIONS REFLECT A TIME-
Q51	THE LACK OF A BLOCK OF WEEKS TO RE-EVALUATE COURSES AND COURSE MATERIAL AND MAKE ANNUAL REVISIONS AND IMPROVEMENTS MEANS THAT COURSES OFTEN STAGNATE. ALSO, THIS TIME PERIOD WOULD GIVE FACULTY A CHANCE TO FOCUS ON TECHNOLOGICAL ADVANCEMENTS THAT COULD IMPROVE THEIR DELIVERY OF COURSE MATERIAL.
Q51	THE LACK OF FUNDS FOR PROFESSIONAL DEVELOPMENT IS OUTRAGEOUS
Q51	THE LAPTOP IN THE CLASSROOM IS A DISTRACTION AND PROVIDING MORE SOURCES OF DISRUPTION THAN IT AIDS IN THE EDUCATION PROCESS. THERE HAS TO BE SOME LIMITATION OF INTERNET, MSN AND ONLINE ACCESS TO GET THE BEST OUT OF THIS TOOL. THE IDEA SOME ACADEMICS HAVE THAT OUR STUDENTS CAN MULTI-TASK IS A SAD DISGUISE TO
Q51	THE LARGEST ISSUE FACING MY WORK IS THE NUMBER OF STUDENTS IN MY CLASS. TEACHING IS ABOUT RELATIONSHIPS AND I CANNOT BUILD THOSE RELATIONSHIPS WITH NEARLY 50 STUDENTS IN MY CLASS. REDUCING CLASS SIZE CRITICAL TO STUDENT SUCCESS.
Q51	THE MATERIAL I TEACH IN TAXATION HAS GROWN MORE AND MORE COMPLEX. IN THAT PERIOD THE HOURS AVAILABLE FOR IN CLASS INSTRUCTION HAS DECREASED FROM 4 HOURS A WEEK FOR 16 WEEKS WITH AN EXAM WEEK TO 3 HOURS A WEEK FOR 14 WEEKS WITH THE EXAM CONTAINED IN THAT 14 WEEKS. I AM PROVIDED \$200 ANNUALLY FOR PD. ONE CICA SEMINAR TO UPDATE FOR ANNUAL CHANGES TO THE TAX ACT COSTS \$1,500. WITH THE
Q51	THE MENTORING QUESTION ONLY ALLOWED A CERTAIN NUMBER OF HOURS, WHICH WAS INADEQUATE. MORE ATTENTION SHOULD BE PAID TO THE FACILITIES AND SUPPORT ISSUES.
Q51	THE MOST IMPORTANT FACTOR IN DETERMINING WORKLOAD FOR FACULTY IS THE EVALUATION FACTOR ON THE SWF - BUT THAT FACTOR IS TOO OPEN TO INTERPRETATION AND IS OFTEN ABUSED BY MANAGEMENT WHO TOO OFTEN EXPLOIT FACULTY (PARTICULARLY PART-TIME FACULTY) OUR UNION REALLY NEEDS TO STEP-UP AND START SUPPORTING
Q51	THE OFFICE SPACE FOR FACULTY HAS BECOME INCREASING SMALLER, CROWDED, AND MAKES IT VERY DIFFICULTY TO GET PREP, MARKING OR OTHER WORK DONE. THERE IS VERY LITTLE SPACE AVAILABLE WHERE TEACHERS CAN TALK PRIVATELY WITH STUDENTS. FACULTY WHO WORK AS COORDINATORS OFTEN WORK IN CROWDED AREAS, AT A CROWDED DESK (NO
Q51	THE PHYSICAL STRUCTURE OF THE COLLEGE HAS TO CHANGE. BETTER EQUIPMENTS FOR SOMEONE WITH A SLIGHT HANDICAP TO MANAGE WHEN TEACHING FOR LONG HOURS AND
Q51	THE QUALITY OF MANAGEMENT AND ADMINISTRATION IN THE COMMUNITY COLLEGE SYSTEM IN ONTARIO IS A PROFESSIONAL EMBARRASSMENT - THERE A PEOPLE IN POSITIONS OF POWER AND AUTHORITY THAT ARE FAILED MANAGERS IN THE PRIVATE SECTOR WHO HAVE

Q51	THE QUESTIONS ABOUT COURSES AND CLASS SIZE DID NOT PROVIDE FOR A CLASS WITH LARGER LECTURES AND DIVIDED UP INTO SMALLER LAB SECTIONS.
Q51	THE QUESTIONS AND AVAILABLE ANSWERS ASSUME I'M ONLY CONCERNED WITH TEACHING 'MY COURSES', RATHER THAN THE SUCCESS OF THE STUDENTS ACROSS THE ENTIRE OF THE TWO PROGRAMS I TEACH IN. THE TEACHERS IN OUR PROGRAMS WORK VERY HARD TO ENSURE ALL THE PARTS WORKING TOGETHER MAKE SENSE. IT IS NOT THE SAME AS, FOR
Q51	THE ROLE OF A PROFESSOR IS NOT ONLY TO TEACH BUT TO ENGAGE IN ACTIVITIES THAT PROMOTE THE PROGRAMS. THE DEAN MUST TAKE THIS IN CONSIDERATION WHEN ASSIGNING WORKLOADS. TOO MANY IDIOTS TRY TO REPRESENT PROGRAMS AND PUSH AWAY POTENTIAL
Q51	THE SCHOOL'S TESTING POLICIES NEED TO BE MORE CLEAR. FOR EVERY TEST I'VE GIVEN, I'VE HAD TO GIVE AT LEAST 1 "OTHER" TEST BECAUSE STUDENTS HAVE MISSED THE REGULAR TEST. CREATING A TEST FOR 1 PERSON VERSUS FOR 30 PEOPLE STILL TAKES THE SAME AMOUNT OF TIME, AND THIS EXTRA TIME IS NOT ALLOCATED FOR IN OUR SWFS. THE CLASSES
Q51	THE SMALLEST CLASS IS OF 9 STUDENTS IN THE HOSPITAL FOR 6 HOURS X2 DAYS PER WEEK.
Q51	THE SURVEY DOES NOT CONSIDER THE VARIABLE WORK LOAD THAT HAPPENS ON A WEEK BY WEEK BASIS OVER THE SEMESTER.
Q51	THE SURVEY DOES NOT DIFFERENTIATE BETWEEN LECTURES AND LAB DELIVERY. FOR EXAMPLE, IN LABS THE IDEAL NUMBER OF STUDENTS FOR ME IS 12 AS THERE ARE ONLY 12 WORKSTATIONS IN THE LAB. WITH THIS NUMBER I CAN SPEND ENOUGH TIME WITH EACH STUDENT DEMONSTRATING PROPER TECHNIQUES, DETERMINING ERRORS IN REASONING, FAULTY OR WEAK GRASP OF CONCEPTS VIZ-A-VIZ PRACTICAL LAB ACTIVITIES. I ALWAYS HAVE 12 OR MORE STUDENTS IN LAB SO I CANNOT SPEND ENOUGH TIME WITH EACH STUDENT, NOR CAN I DETERMINE WHETHER STUDENTS ARE PERFORMING WORK OR SIMPLY ALLOWING THE STUDENT THEY ARE PAIRED WITH PERFORM THE WORK. IN LECTURES 24 STUDENTS IS A BETTER NUMBER AS I CAN GET TO KNOW THEM BETTER, THEY ARE MORE APT TO ASK QUESTIONS, AND IT IS POSSIBLE TO PLAN AND EXECUTE GROUP ACTIVITIES WITH THIS SIZE. MY CLASS SIZES ARE IN THE HIGH 80'S. HOW CAN ANY OF THE RESPONSES TO QUESTIONS
Q51	THE SURVEY IS PRIMARILY ORIENTED TO FULL-TIME FACULTY. AS A COORDINATOR, MY
Q51	THE SURVEY IS TO DEAL WITH FACULTY WORKLOAD AND I KNOW THAT FOR MANAGERS IT MAY SEEM TEDIOUS AT TIMES BUT I THINK IT IS A GOOD FORMULA WITH LOTS OF FLEXIBILITY IF USED PROPERLY. SOME MANAGERS SIMPLY LOOK FOR MAXIMUM OUTPUT AT THE LEAST COSTS, WHILE SOME FACULTY LOOK FOR LEAST AMOUNT OF ASSIGNED WORKLOAD WORK. BOTH OF THESE APPROACHES ARE POOR!!!! THE WORKLOAD FORMULA IS THERE TO PROVIDE A REASONABLE ASSIGNMENT OF WORK TO A FACULTY WITHOUT ABUSE AND IS THERE BECAUSE OF PAST ABUSE. I DO NOT BELIEVE THAT FACULTY SHOULD BE ABLE TO USE THE WORKLOAD TO DO LITTLE. A MANAGER WHO IS KNOWLEDGEABLE ABOUT THE
Q51	THE SURVEY REFERENCED "THIS COURSE" MULTIPLE TIMES BUT DIDN'T TELL ME WHICH OF MY COURSES TO SELECT. ALSO, THERE WERE TIMES WHEN IT DIDN'T ALLOW ME TO SPECIFY
Q51	THE SURVEY SHOULD HAVE ASKED HOW MANY FACULTY HAVE SUFFERED HEALTH ISSUE DUE TO THE EXCESSIVE WORKLOAD - HEART ATTACKS ETC.
Q51	THE SWF (STANDARD WORKLOAD FORM) DOES NOT REALLY SHOW THE AMOUNT OF WORK DONE IN ONE WEEK. ALSO, FIRST SEMESTER STUDENTS REQUIRE "MORE WORK" THAN OTHER SEMESTERS AND THE CLASS SIZES ARE TYPICALLY LARGER. THESE TEACHERS SHOULD NOT
Q51	THE SWF DOES NOT CONSIDER THE ADDITIONAL HOURS REQUIRED TO PREPARE FR CLASSES IN A LAPTOP ENVIRONMENT NOR DOES IT CONSIDER THE SIGNIFICANTLY GREATER NUMBER
Q51	THE SWF WORKLOAD DOCUMENT WE ARE REQUIRED TO SIGN EACH SEMESTER FAILS TO ACCURATELY REFLECT THE HOURS WE SPEND ON STUDENT EVALUATIONS; MY COLLEAGUES AND I ROUTINELY WORK WEEKENDS, EVENINGS AND ON SO-CALLED HOLIDAYS ON GRADING, COURSE PREP -- WHICH IS NOT REFLECTED IN THE SWF WE SIGN. WE ARE NOT OFFERED OVERTIME YET WORK IT ON OUR OWN ACCORD; TYPICALLY WORKING ON SCHOOL-RELATED TASKS 7 DAYS A WEEK. WE ARE SUPPOSEDLY ON HOLIDAY IN JULY AND AUGUST, YET ARE

Q51	THE THINLY VEILED POLICY TO RETAIN STUDENTS REGARDLESS OF THEIR ACADEMIC ABILITIES IS DISTURBING, AS IS THE OPEN DOOR POLICY ON STUDENT ADMISSIONS. IT HAS BECOME PAINFULLY APPARENT THAT THE QUALITY OF STUDENT EDUCATION HAS TAKEN A BACKSEAT TO THE TUITION DOLLARS THAT EACH STUDENT REPRESENTS. AS A RESULT, ALL STUDENTS SUFFER, THOSE WITH STRONG ACADEMIC SKILLS, THOSE INTERNATIONAL STUDENTS WITH AN INADEQUATE COMMAND OF ENGLISH, AND THOSE WHO ARE MERELY PUTTING IN TIME DURING THEIR THIRD OR FOURTH PROGRAM ATTEMPT, YET THE COLLEGE
Q51	THE VOLUME OF TIME TO MANAGE LARGE GROUPS OF STUDENTS WITHOUT ANY HELP OF TA IS EXCESSIVE. FORCES MANY TEACHERS TO SIMPLY TEST STUDENTS WITH MULTIPLE CHOICE QUESTIONS ONLY AND NOT TEST STUDENTS ON THEIR ABILITY TO EXPRESS THEMSELVES.
Q51	THERE ARE COURSES IN A SWF THAT ARE GIVEN HOURS THAT NEVER MATCH THE TIME NEEDED TO TEACH THEM. INSTEAD, HOURS ARE GIVEN VOLUNTARILY WITHOUT PROPER
Q51	THERE ARE NO TEACHING ASSISTANTS AT OUR COLLEGE. CURRICULUM DEVELOPMENT IS THE RESPONSIBILITY OF THE TEACHER.
Q51	THERE ARE SO MANY FACTORS THAT THE CURRENT WORKLOAD DOES NOT CONSIDER BECAUSE THEY SIMPLY WERE NON-EXISTENT WHEN THE WORKLOAD WAS FIRST CREATED. MUCH MORE TIME IS NEEDED IN TODAY'S EDUCATIONAL CONTEXT THAN WAS IS CURRENTLY
Q51	THERE ARE SOME QUESTIONS THAT I WOULD HAVE LIKED TO COMMENT ON, RATHER THAN JUST ANSWERING A "YES" OR "NO". SOME PLACES WHERE I HAD TO LIST NUMBER OF HOURS WHERE BEING ABLE TO PUT A RANGE MAY HAVE BEEN HELPFUL. ASKING THE TOTAL NUMBER OF HOURS THAT I WORK PER WEEK WOULD HAVE BEEN HELPFUL. I DO KEEP TRACK OF MY ACTIVITIES. THE QUESTION ON MENTORING /ASSISTING NEW AND PART TIME TEACHERS - I HAVE SPENT AS MANY AS 45 HOUR OVER THE SEMESTER FOR THIS ACTIVITY- THE UPPER LIMIT
Q51	THERE ARE THREE QUESTION WHICH LIMIT RESPONSES. THE MAIN ONE IS 41. YOU ARE NEVER GOING TO GET CORRECT RESPONDS WITH THIS TOOL. I ALMOST STOPPED COMPLETING IT WHEN I COULD NOT GIVE THE ANSWER I WANTED.
Q51	THERE HAVE BEEN SOME PRETTY UNPROFESSIONAL "BULLYING" IN THE PAST BY A PREVIOUS BOSS. IF WE DID NOT "CAVE" IN TO HER WANTS, WE WERE TOLD SHE COULD MAKE US TEACH COURSES WE WERE NOT QUALIFIED FOR. AS IT WAS, SHE COULD MAKE LIFE PRETTY HELLISH
Q51	THERE IS NEVER ENOUGH PREP. TIME ALLOCATED ON THE SWF. I ALWAYS FEEL I AM RUSHED WHEN IT COMES TO PREP. THIS SEMESTER I HAD 3 COURSES TO PREP. FOR AND IT WAS VERY STRESSFUL TO GET IT ALL WELL, PLUS MARK, SEE STUDENTS, DO ADMINISTRATIVE DUTIES, ETC. THE PREP. FACTOR SHOULD BE AT LEAST EQUAL TO THE AMOUNT OF TIME IN THE CLASSROOM. I AM ALSO BEING ASSIGNED TO TEACH COURSES OUT OF MY AREA OF
Q51	THERE IS NO FOCUS ON THE LEVEL OF DIFFICULTY AND WORK REQUIRED TO TEACH SOME COURSES VS OTHERS. ALL COURSES ARE NOT CREATED EQUAL
Q51	THERE WERE NO QUESTIONS RELATED TO THE NUMBER OF TEACHING WEEKS. I TEACH IN NON-POSTSECONDARY (ACADEMIC UPGRADING), AND THE COLLECTIVE AGREEMENT STATES THAT WE CAN TEACH UP TO 38 WEEKS. WE ALWAYS TEACH 38 WEEKS, AND THIS MEANS THAT WE RECEIVE VERY LITTLE PROFESSIONAL DEVELOPMENT, AND HAVE ALMOST NO TIME FOR CURRICULUM DEVELOPMENT. I FEEL STRONGLY THAT FOR ACADEMIC UPGRADING PROGRAMS TO STAY CURRENT, AND REALLY PREPARE STUDENTS FOR POST-SECONDARY, THE ACADEMIC UPGRADING TEACHERS NEED TO BE GIVEN MORE TIME FOR CURRICULUM
Q51	THERE WERE NO SATISFACTION QUESTIONS
Q51	THERE WERE SOME VERY POORLY WORDED QUESTIONS ON THIS SURVEY THAT WILL PRODUCE INACCURATE/INCOMPLETE RESPONSES
Q51	THIS IS A DIFFICULT AREA TO ASSESS. AS AN EXAMPLE, I WAS HIRES TO TEACH LARGELY IN THE DEGREE PROGRAMS WHERE - MY FOCUS IS ON PREPARATION AS MUCH ONE-ON-ONE HELP AS I CAN PROVIDE. I HAVE COLLEAGUES WHO TEACH PROGRAMS LIKE WRIT WHERE MOST OF THEIR WORK LOAD IS MARKING. WORKLOAD IS A FUNCTION OF WHAT YOU TEACH
Q51	THIS IS A GREAT JOB.... ITS GREAT WORKING WITH STUDENTS EVERY DAY..... KEEPS A FRESH PERSPECTIVE ..... I HAVE NEVER BELIEVED IN THE IVORY TOWER APPROACH TO TEACHING.... I LIKE TO CONNECT TO THE STUDENTS... AND EVOLVE MY CONTENT TO SUIT THEIR NEEDS....
Q51	THIS IS A GREAT PLACE TO WORK, TO TEACH AND TO BE ASSOCIATED WITH

Q51	THIS IS A GREAT SURVEY AND COVERS A LOT OF TEACHER CONCERNS. YOU SHOULD ALSO FACTOR IN HOW MANY STUDENTS WE HELP AFTER HOURS, ON THE WEEKENDS AND VIA EMAIL. WE ARE TEACHING A NEW SORT OF STUDENT WHO COMMUNICATES WITH US MORE VIA EMAIL THAN IN CLASS AND THAT EATS UP A LOT OF OUR TIME. TEACHING IS THE HARDEST JOB I HAVE EVER HAD AND I CONSIDER MYSELF TO BE A GREAT TEACHER. THANKS FOR ALLOWING
Q51	THIS IS A TERRIBLY DESIGNED SURVEY. A NUMBER OF THE QUESTIONS, EARLIER IN THE SURVEY I DID NOT ANSWER BECAUSE YOU ASSUMED THE TEACHING OF ONLY ONE COURSE (WITH MULTIPLE SECTIONS). MOST OF THE PROFESSORS I KNOW TEACH MULTIPLE COURSES WITH MULTIPLE SECTIONS, SO THE QUESTIONS DON'T APPLY. IF I HAD TO GUESS, IT SEEMS LIKE THE SURVEY WAS DESIGNED BY SOMEONE UNFAMILIAR WITH THE COLLEGE TEACHING ENVIRONMENT, OR A COMMITTEE. IN EITHER EVENT, I CAN'T IMAGINE IT WILL PRODUCE PARTICULARLY RELEVANT DATA. IT IS A WASTE OF TIME AND MONEY. A FOCUS GROUP (OR
Q51	THIS IS A TERRIBLY DESIGNED SURVEY. THE QUESTIONS ARE VAGUE, POORLY WORDED AND DO NOT ACCURATELY MEASURE WHAT I ASSUME THEY ARE INTENDED TO. IN ONE QUESTION, I WAS NOT ABLE TO ENTER ZERO AS THE MINIMUM ANSWER WAS 1. I AM NOT CONFIDENT THAT
Q51	THIS SURVEY ALTHOUGH INTERESTING DID NOT ADDRESS THE INADEQUACIES OF THE VARIETY OF COURSES. I TEACH A VARIETY OF COURSES AND THE SURVEY HAD ME ONLY
Q51	THIS SURVEY SHOULD HAVE TAKEN INTO ACCOUNT THE TYPE OF COURSE WHICH IS BEING TAUGHT BY THE FACULTY WHO IS RESPONDING TO THE SURVEY QUESTIONS. IT IS NOT THE SAME ASSIGNMENT TO TEACH A MATH CONTENT COURSE AND TO TEACH A COURSE THAT DOES NOT HAVE A MATH COMPONENT. ANY COMPETENT FACULTY WHO IS TEACHING A COURSE WITH HIGH MATH CONTENT HAS TO DEAL WITH HIGH RATES OF STUDENT FAILURE; AS A CONSEQUENCE, THESE PROFESSORS EXPERIENCE MUCH MORE STRESS CAUSED BY HOSTILE AND FRUSTRATED STUDENTS. THERE IS ALSO AN OUTRAGEOUS LACK OF SUPPORT FROM THE ADMINISTRATION OF THIS COLLEGE WHEN IT COMES TO ENCOURAGE HIGHER STANDARD OF LEARNING/EDUCATION. THIS COLLEGE REWARDS PROFESSORS WHO ARE
Q51	THIS WAS TOO LONG
Q51	THOUGHTFUL QUESTIONS
Q51	TIME MUST BE ALLOTTED FOR PROFS IN A FRENCH INSTITUTION TO TRANSLATE MATERIAL AS THERE ARE LITTLE TO NO FRENCH BOOKS AVAILABLE
Q51	TIMETABLING FOR BOTH STUDENTS AND INSTRUCTORS IS AN ISSUE DUE TO LACK OF GOOD
Q51	TO DELIVER A QUALITY EDUCATION IT REQUIRES COMMITTED FACULTY THAT FEEL THEY ARE VALUED FOR THEIR WORK AND EFFORT. IT ALSO REQUIRES UP TO DATE EQUIPMENT AND FACILITIES TO BE AVAILABLE AND FACULTY TO HAVE A STRONG KNOWLEDGE OF THE
Q51	TO HAVE IT IN FRENCH
Q51	TO THE BEST OF MY KNOWLEDGE, THERE IS NO SUCH THING AS "OFFICE HOURS" IN THE COLLECTIVE AGREEMENT. THE TERM "NORMAL ADMINISTRATIVE TASKS" IN THE COLLECTIVE AGREEMENT ALSO NEEDS TO BE CLEARLY DEFINED - WHAT DOES THIS REALLY MEAN AND
Q51	TOO FRIGGIN LONG!!!
Q51	TOO LONG
Q51	TOO LONG ALMOST STOPPED...
Q51	TOO LONG!
Q51	TOO MANY DEMANDS FOR DELIVERABLES ARE COMING FROM SUPPORT STAFF, WHICH ARE, IN TURN COMING FROM UPPER MANAGEMENT. MOST ARE NOT RELATED TO OUR CENTRAL ROLE -- TEACHING STUDENTS -- BUT ARE MORE FOR THE BENEFIT OF UPPER OR MIDDLE
Q51	TOO MANY MEETINGS WHERE ATTENDANCE IS EXPECTED BUT BENEFIT ACCRUED IN TERMS OF RECEIVING BENEFIT OR GIVING BENEFIT IS '0'. A FEELING THAT MEETING S ARE CALLED FOR THE SAKE OF HAVING A MEETING - TOPICS ARE RECYCLED AFTER HAVING BEEN RESOLVED OR ADEQUATELY EXPLORED AT AN EARLIER MEETING. BEING PULLED INTO MEETINGS THAT HAVE NO RELEVANCE TO ACADEMIC RESPONSIBILITIES. THE SENSE THAT MEETINGS ARE HELD TO DOWNLOAD MORE WORK FROM NON-ACADEMIC TO ACADEMIC - REASON - A SENSE THAT NON-ACADEMIC SEE ACADEMICS AS UNDER UTILIZED AND A SOURCE
Q51	TYPICALLY FACULTY MEMBERS TEACH MORE THAN ONE COURSE, TO MORE THAN ONE PROGRAM AREA. THIS WAS NOT APPROPRIATELY IDENTIFIED IN EARLIER QUESTIONS
Q51	UNION SHOULD BE MORE COOPERATIVE WITH COLLEGE ADMINISTRATION OR DISSOLVE.
Q51	VERY COMPREHENSIVE.

Q51	VERY LONG
Q51	VERY TIME CONSUMING, I SUSPECT THAT THIS WILL LIMIT THE NUMBER OF RESPONSES. THE TIMING OF THE SURVEY LATE IN THE SEMESTER (AT THE BUSIEST TIME) WILL PROBABLY LEAD
Q51	VOUS DEVRIEZ PRØVOIR UNE CASE: NE S'APPLIQUE PAS. VOUS DEVRIEZ INDIQUER AUX GENS DE NE PAS FAIRE DE RETOUR. IL DEVRAIT Y AVOIR UN MOYEN DE RETOURNER EN FRANÇAIS, SI ON A FAIT "RETOUR". CERTAINES QUESTIONS NE SONT PAS CLAIRES.
Q51	WAS CONFUSING
Q51	WE ARE USING SIMULATION MORE AND MORE. THE TIME REQUIRED TO SET THIS UP IS TREMENDOUS. WORKLOAD FORMULAS DO NOT ADDRESS THIS COMPONENT. IN ADDITION, FOR SIMULATION TO BE EFFECTIVE, SMALL CLASS SIZES ARE NECESSARY. THIS IS NOT POSSIBLE
Q51	WE HAVE NO SUPPORT FROM OUR DEAN. SHE'S DEMEANING, DOES NOT FACILITATE A GOOD WORKING RELATIONSHIP, WON'T ALLOW TIME OFF FOR PROFESSIONAL DEVELOPMENT, PITS PEOPLE AGAINST EACH OTHER, DICTATES BUT, DOES NOT CONSULT, TREATS OUR DEPT LIKE SOMETHING SHE FOUND UNDER A ROCK, WILL NOT BUDGET FOR CONFERENCES WE DEEM CRITICAL FOR DEVELOPING AND REVISING OUR PROGRAM, ONLY PERMITS PD DURING OUR NON-CONTACT HOURS BUT, MANY OF US DON'T EVEN HAVE A NON-CONTACT DAY. WHEN I REQUESTED ONE YEARS AGO HER RESPONSE WAS " A NON-CONTACT DAY IS NOT A NON-WORKING DAY"...SHE INDICATED SHE THINKS OUR DEPT TRIES TO "CON" HER WITH BELOW-THE-LINE COMPLIMENTARY HOURS. SHE ONLY GIVES US EVALUATION FACTORS FOR MULTIPLE
Q51	WE NEED MORE FULL-TIME FACULTY AND ADMINISTRATIVE SUPPORT (FOR THE CO-ORDINATOR AS WELL AS FOR THE FACULTY) TO MAINTAIN THIS PROGRAM AND LEAVE ENOUGH TIME TO ADEQUATELY DO THE WORK OF TEACHING. PART-TIME TEACHERS NEED TO BE PAID FOR ATTENDING MEETINGS AND BEING AVAILABLE FOR OUT-OF-CLASS CONSULTATION, FOR WHICH THEY NEED PROPER OFFICE SPACE. I APPRECIATE BEING ASKED THESE QUESTIONS AND HOPE THE ANSWERS (FROM ALL OF US) SHEDS LIGHT ON WORKLOAD ISSUES, WHICH AS FAR AS I AM CONCERNED ARE MORE IMPORTANT THAN SALARY ISSUES. MY WORK REGULARLY SPILLS OVER INTO WEEKENDS AND EVENINGS. BURNOUT HAPPENS WHEN
Q51	WE NEED MORE INFORMATION SESSION RE WORKLOAD. UNION LEADERSHIP NEEDS TO CONTACT NEW FACULTY AND PROVIDE INFORMATION
Q51	WE NEEDS FEWER CLASSES OR MORE MARKERS
Q51	WE OPERATE MOST OFTEN AS A COST CENTRE WITH LITTLE REGARD FOR QUALITY. MOST NEW PROGRAMS IN THE BUSINESS DIVISION UTILIZE ONLY "RT" EVALUATION FOR THIS EXACT REASON. THE COLLEGE INVESTS IN CAPITAL REGULARLY BUT I HAVE NEVER SEEN A SIGNIFICANT REINVESTMENT IN OUR 3 YEAR BUSINESS ADMINISTRATION PROGRAMS EVEN
Q51	WHENEVER CAPITAL PROJECTS INVOLVE RESTRUCTURING OF A LEARNING/TEACHING ENVIRONMENT, BROAD STUDENT AND FACULTY PARTICIPATION SHOULD BE INCLUDED IN ORDER TO PROVIDE FOR AN ENVIRONMENT THAT TRULY WORKS FOR BOTH STUDENTS AND
Q51	WHERE ARE THESE RESULTS GOING TO BE USED AND WILL I RECEIVE FEEDBACK ON THE
Q51	WHILE HELPFUL, THESE QUESTIONS TO DO NOT CAPTURE ALL OF THE WORK INVOLVED IN PREPARING FOR CLASSES. AT TIMES, WE NEED TIME TO GET A FEEL FOR THE ZEITGEIST, NOT JUST WHAT SPECIFICALLY WE NEED FOR THE NEXT CLASS. WE NEED TIME TO REFLECT TO SEE DIFFERENT CONNECTIONS, ETC. OUR WORKLOADS, ESPECIALLY WHEN MARKING, ARE
Q51	WHY ARE YOU DOING THIS IN WEEK 14????
Q51	WHY PICK THE BUSIEST TIME TO DO SURVEY
Q51	WILL THERE BE A RESULT OR CONCLUSION TO THIS SURVEY? WILL THE RESULT BE SHARED WITH THE STAKEHOLDERS? DOES ANYTHING FACULTY SAY MAKE A DIFFERENCE ANYWAY
Q51	WITH A NUMBER OF THE (EARLY) QUESTIONS, I WROTE DETAILED RESPONSES, BUT DID NOT PUT A CHECK MARK ON THE BOX "PLEASE RECORD RESPONSE" I ESTIMATE THAT THIS HAPPENED IN 4 - 8 QUESTIONS! AND THERE WERE NO WAY TO GO BACK. ALSO, YOU SHOULD HAVE ALERTED US IN THE BEGINNING THAT 1) IT TAKES VERY LONG (SPECIFY A TIME LENGTH) 2) TELL US AHEAD OF TIME HOW MANY QUESTIONS THERE ARE, AND 3) ALERT US WHEN WE CLICK ON THE ARROW TO PROCEED THAT I HAVE NOT CHECKED EITHER RECORD OR PREFER NOT TO ANSWER. I HAVE PROCEEDED WITH NO CHECK MARKS AT ALL, AND NO REQUEST TO
Q51	WORK LOAD IS DIRECTLY RELATED TO THE QUALITY OF STUDENTS - THERE SHOULD BE A SCREENING PROCESS SO THAT ONLY QUALIFIED STUDENTS ARE ENROLLED IN CERTAIN

Q51	WORK SHOULD BE DISTRIBUTED EVENLY AND FAIRLY, ANY EXTRA WORK SHOULD BE COMPENSATED FOR. ONE STEP UP FOR A COORDINATOR IS NOT WORTH IT.
Q51	WORKLOAD ALLOTTED TO INSTRUCTORS ON SWFS DO NOT APPEAR TO REFLECT ACTUAL TIME SPEND BY INSTRUCTORS.
Q51	WORKLOAD HAS VERY RARELY BEEN AN ISSUE. USUALLY QUITE CONTENT WITH WORKLOAD
Q51	WORKLOAD IS NOT AN ISSUE AND SHOULD NOT RECEIVE ONGOING ATTENTION.
Q51	WOULD LIKE MORE FISCAL SUPPORT IN PROFESSIONAL DEVELOPMENT.
Q51	WOULD LIKE TO HAVE BEEN MORE SPECIFIC ON SOME OF THE QUESTIONS. DO NOT FEEL AGREE/DISAGREE WAS AN APPROPRIATE RESPONSE.
Q51	WOULD LIKE TO SEE THE RESULTS
Q51	YES, THERE SHOULD BE A BACK BUTTON IN ORDER FOR YOU TO UPDATE YOUR RESPONSE, SOMETIMES THE NEXT PAGE MAKES THE QUESTION MORE CLEAR AND EASIER TO
Q51	YES. FIRST OF ALL - I LOVE MY JOB. I BELIEVE IN THE WORK I DO AND THE CONTRIBUTION I MAKE TO MY COMMUNITY. I WANT TO DO MY JOB WELL. IT IS GETTING HARDER TO DO THAT. IT IS IMPORTANT TO HAVE CHECKS AND BALANCES IN PLACE TO PREVENT THIS EROSION. THE WORKLOAD FORMULA IS CRITICAL TO PREVENT EVEN WORSE CONDITIONS QUALITY IS AT RISK. FACTORS NEED TO BE MINIMUMS NOT TARGETS. FACULTY NEED TO DETERMINE EVALUATION METHODS THE FACTORS NEED TO REFLECT REAL WORKLOAD. THE NUMBER OF PART TIME PEOPLE ERODES QUALITY. THE GRADES THEY ASSIGN ARE NOT ACCURATE REFLECTIONS OF STUDENT ACHIEVEMENT. THERE IS TOO MUCH ERROR IN THEIR
Q51	YES: VERY FRUSTRATING NO SPACE TO RECORD PROPER HOURS (E.G. 1/3 CAN'T BE RECORDED) NO "N/A" FOR SOME QUESTIONS UNABLE TO GO BACK AND CHANGE ANSWERS!
Q51	YOU COULD ADD THIS QUESTION- DO YOU FEEL YOU WERE PROPERLY EVALUATED FOR THE PAY STEP YOU WERE PLACED AT? 1 AGREE - 7 STRONGLY DISAGREE
Q51	YOU SHOULD ASK ABOUT ALL OUR COURSES - NOT JUST THE FIRST ONE OF THE WEEK. THEY ARE ALL DIFFERENT AND REQUIRE DIFFERENT TYPES AND AMOUNTS OF PREP AND EVALUATION. EVALUATION TIME IS NEVER REALISTICALLY CAPTURED ON THE SWF.
Q51	YOU SHOULD INDICATE HOW LONG A SURVEY IS BEFORE YOU START IT, TO DETERMINE IF WE HAVE ENOUGH TIME TO COMPLETE IT.
Q51	YOU SHOULD SAY HOW LONG THIS WILL TAKE AND HOW IT WILL BE USED AT THE START OF
Q51	YOUR QUESTION ON PREFERRED/USED EVALUATION TECHNIQUES/PHILOSOPHY WAS TOO RESTRICTIVE. I BELIEVE I ENGAGE BOTH PHILOSOPHIES AT ONCE - NOT ONE OR THE OTHER.
Q51	YOUR RESULTS MAY NOT BE EXACT. EXAMPLE: I ACCIDENTLY CLICKED ON "I PREFER NOT TO ANSWER/REFUSE" AND I COULDN'T REMOVE THE HIGHLIGHT.
Q51	YOUR SURVEY SHOULD BE MORE CLEARLY DEFINED TO SEPARATE LABS AND CLASSES AS STUDENT/PROFESSOR RATIOS ARE DIFFERENT. THE SURVEY SHOULD NOT BE SOLELY BASED ON CURRENT COURSE LOADS. QUESTIONS FOR COORDINATORS SHOULD BE ADDED TO MORE ACCURATELY REFLECT WORK LOADS, WORKING CONDITIONS AND ADMINISTRATIVE SUPPORTS VISA-VIS TEACHING AND EVALUATION RESPONSIBILITIES. MORE QUESTIONS



