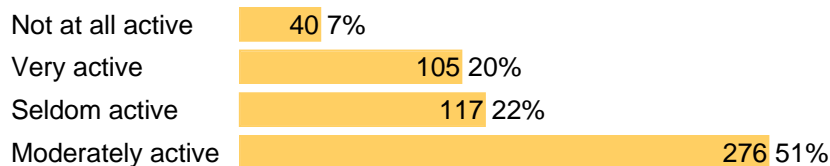
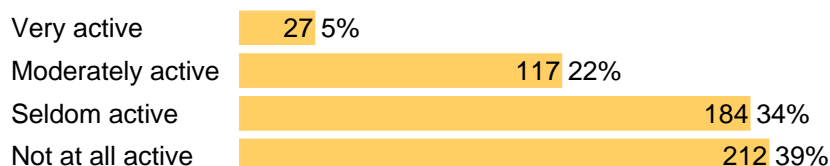
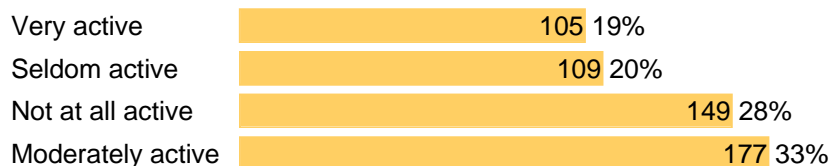
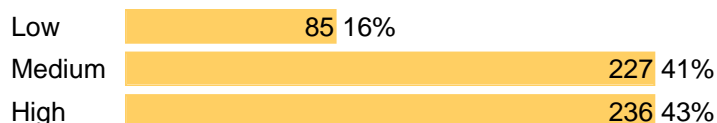
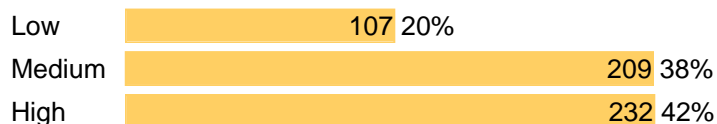


MINNESOTA UNIVERSITY FACULTY SURVEY, SEPTEMBER-OCTOBER 2003

548 Respondents

1. In the past 3 years, how active have you been as a participant in faculty development *on your campus*?**2. In the past 3 years, how active have you been as a participant in faculty development activities *systemwide*?****3. In the past 3 years, how active have you been as a participant in faculty development activities *nationally or internationally*?****4. Please indicate your level of interest in *student learning topics*, such as: brain research and student learning; students' learning styles; student motivation; and underprepared students.****5. Please indicate your level of interest in *teaching topics*, such as: syllabus design; lecture and discussion strategies; collaborative strategies; classroom management; team teaching; and effective assessment strategies.**

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6. Please indicate your level of interest in *curriculum-level development topics*, such as: service learning; writing across the curriculum; learning communities; civic engagement; curriculum and transfer; and student internships/practical experiences.

Low	149	27%
High	163	30%
Medium	236	43%

7. Please indicate your level of interest in *topics related to teaching online*, such as: blended courses; fully online courses; using instructional management software; engaging the online learner; and using electronic portfolios.

High	173	32%
Medium	181	33%
Low	194	35%

8. Please indicate your level of interest in *general technology topics*, such as: Microsoft Office; Web browsers; html; Web development; ISRS, DARS, CAS software; E-mail and listservs; and electronic calendars.

High	134	24%
Low	206	38%
Medium	208	38%

9. Please indicate your level of interest in *general professional development topics* such as: writing grant proposals; tenure and promotion; writing for publication; self assessment; educational leadership; conflict management; intellectual property.

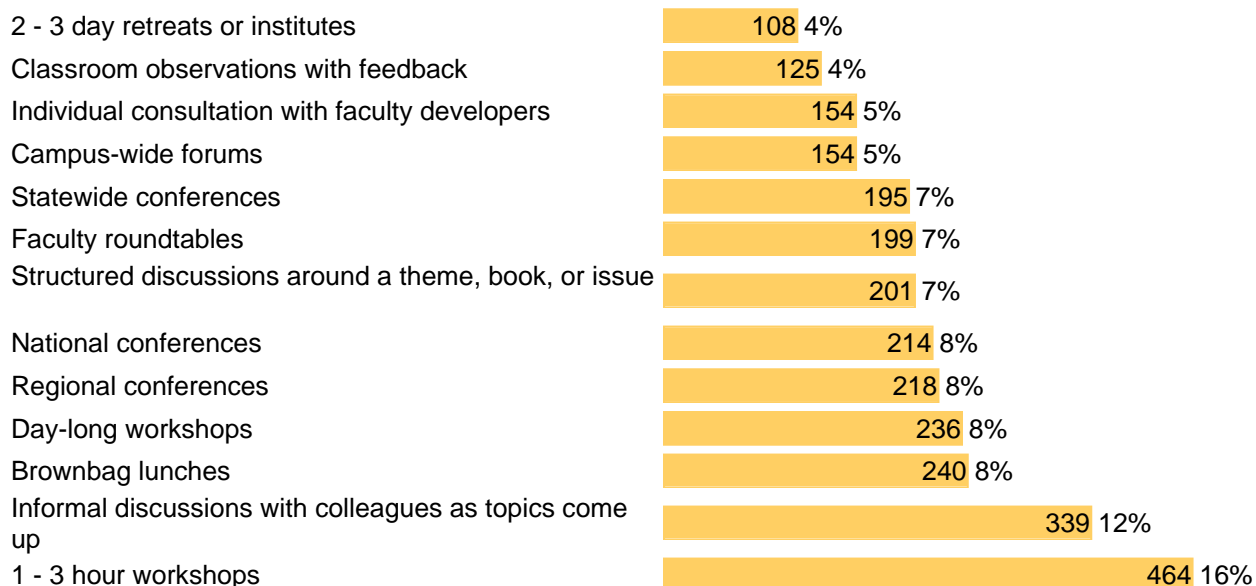
Low	124	23%
High	197	36%
Medium	227	41%

10. Which of these faculty development *delivery methods* do you, as a learner, prefer? (Choose all that apply.)

Satellite broadcast	57	4%
Videoconference	78	6%
Videotape	82	6%
Instructor-led online courses	117	9%
Self-paced online tutorial	206	16%
Reading handbooks or textbooks	250	19%
Face-to-face	504	39%

MINNESOTA UNIVERSITY FACULTY SURVEY, SEPTEMBER-OCTOBER 2003

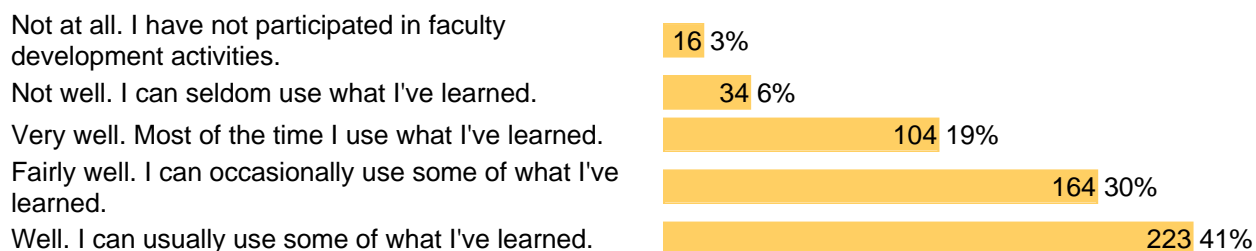
11. In which of these *types of activities* are you most likely to participate. (Choose all that apply.)



12. What time of the year do you prefer for faculty development? (Choose all that apply.)

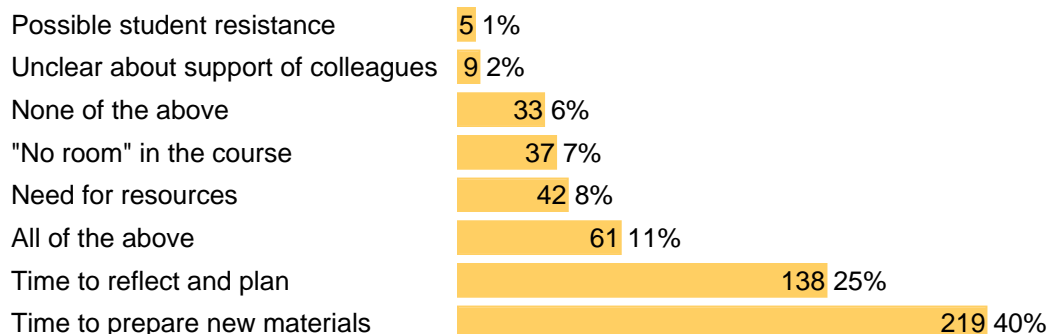


13. Generally speaking, how well are you able to integrate into your teaching practice the skills or knowledge you've learned through faculty development activities?

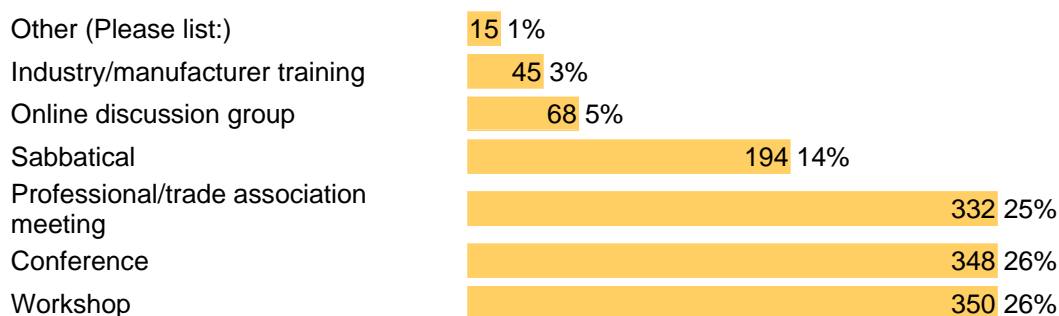


MINNESOTA UNIVERSITY FACULTY SURVEY, SEPTEMBER-OCTOBER 2003

14. What is the biggest challenge you face in integrating new ideas from faculty development activities into your teaching? (Choose the one that best applies.)



15. In what types of *discipline- or program-specific* faculty development do you prefer to participate? (Choose all that apply.)



15. *Free Responses:* In what types of *discipline- or program-specific* faculty development do you prefer to participate?

self-taught-because most of the time I have found that the faculty development programs in MNSCU have been more "politically correct" driven rather than what "really is effective teaching" (1)

???? (1)

Anything that doesn't involve the community college staff. I went to a statewide conference and was embarrassed that they were members of the same educational forum. They were only there because it was a "duty day" and had no interest in improving their teaching ability or learning anything. (1)

Appropriate courses at other universities (1)

Brown bag (1)

Class observations. (1)

currently involved in a multi-year intensive curriculum development project through a bush grant- very worthwhile. (1)

discussion and projects with colleagues; reading of the professional literature (1)

Discussions with knowledgeable colleague (1)

focused institute (1)

Home Study Materials (1)

I'd like to see my university (or MnSCU) provide release time, on a competitive basis, for writing, researching, and publications activities (of an academic nature). (1)

Informal discussion groups of 2-5 faculty. (1)

interactive DVD (1)

I've never had a sabbatical (1)

Journalis (1)

Local discussion group (1)

Meeting with faculty from other areas and states. Support from the institute from which I graduated has helped me more than what available here. (1)

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Metro's Faculty Seminars (small group meeting at intervals over a longer period of time, with assignments, reading, discussion) (1)

One-on one with practicing teachers (1)

personal research (1)

Reading of scholarly/professional journals (1)

round table discussions online chats (1)

self-study (1)

The opportunities to meet with pre-college course instructors and/or learning center coordinators in the state is very rare. It seems that when there are faculty development opportunities that they take place primarily in the cities and are only a couple hours. That's a LOT of travel time for a very short meeting. I am definitely not interested in someone talking AT me. I want to work on items that I can take back and apply to my courses/field. (1)

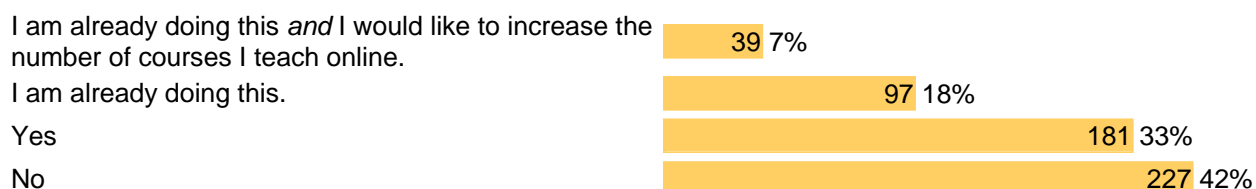
This survey is an embarassment. Does anyone in MnSCU know what "faculty development" means in a university as opposed to say, a community college or techical college? (1)

Time to collaborate with related off-campus entities. Also taking on-campus courses through tuition waiver. (1)

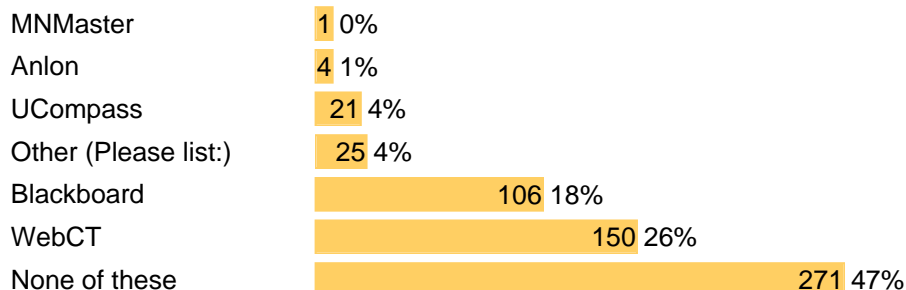
working with a mentor (1)

yyycourses (1)

16. Are you interested in teaching online or web-enhanced courses?



17. In which of these course delivery software systems are you proficient? (Choose all that apply.)



17. *Free Response:* In which of these course delivery software systems are you proficient?

beginning to use blackboard (1)

Blackboard-but we have only had this option on our campus. (1)

Calibrated Peer Review (1)

course delivery software systems generally suck; webpages and course newsgroups/email lists have worked well for me (1)

Department website (1)

Desire to Learn (1)

Ecollege (1)

e-collge (2)

e-mail PowerPoint listserv (1)

Front Page (1)

Had to develop my own. Those listed are all poorly designed. (1)

HTML (1)

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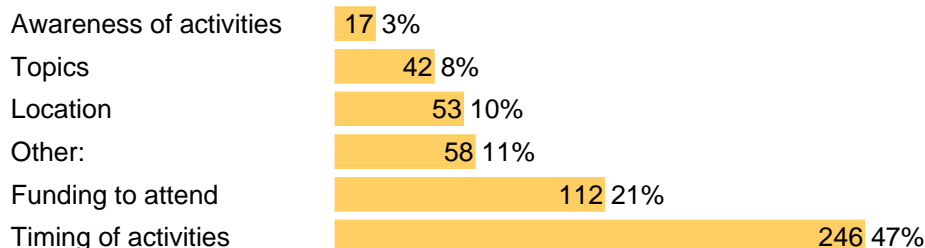
HTML and other Web development tools (1)
 HTML; it's not that hard. (1)
 I already provide much of my course content (notes and other resources) online. In addition, for my introductory course, the students must use a web-based homework system. (1)
 I am currently developing my web page with an eye to the future of creating hybrid courses or online courses, via WebCT or Desire2Learn (1)
 I am familiar with blackboard, webct, and Educator. I would not consider myself proficient in any of the platforms. (1)
 I am not proficient in any of them, but I am familiar with Blackboard and WebCT (1)
 I do not trust the changes that come down from above. I resist learning a system I think will disappear in favor of another. I currently do what I do with basic html and other programs I've learned to make threaded discussions, chatrooms, discussion groups, etc. (1)
 I post web pages for all my classes. (1)
 I prefer to use my own websites. (1)
 I really like pageout from HM as it is one of few that allows you to use diacriticals, etc. (1)
 I tried WebCT, but did not pursue it. (1)
 I'm not great at it but get the job done... (1)
 Internet (1)
 linux-based web server (1)
 Looking into integrating WebCT in moderate amounts--mostly for automatic quiz administering/grading. (1)
 Microsoft FrontPage (1)
 Open source software, which is free, is the most useful. TKMOO-light and MOOdle would be examples. (1)
 PageOut (1)
 Plain old "Front Page" (1)
 Powerpoint HTML (1)
 Some WebCT experience--planning to ramp up quickly with D2L (1)
 telephone (1)
 topclass (1)
 we are waiting for D2L, but i firmly believe in free enterprise and create my own Web-base, multimedia, testing and interactive material (1)
 We currently have been working with UCompass which I don't care for, but I understand from colleagues that Blackboard works well. (1)
 Webassign (1)
 webboard (1)

18. What faculty development funds do you use most often to participate in faculty development activities? (Rank from 1 to 7, with 1 = most frequently used, 7 = least; N/O = No opinion/don't know. Please select a unique number for each option.)

Resources or training from software, textbook, and equipment vendors	655	9%
Outside agencies (professional associations, licensing boards, etc.)	746	10%
I pay for it myself	968	13%
Center for Teaching and Learning (Office of the Chancellor CTL)	981	14%
Faculty development funds from my bargaining unit	986	14%
Funds from my college or university	1417	20%
Funds from my department	1494	21%

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19. What is the single most serious obstacle to your attending faculty development activities?



19. Free Response: What is the single most serious obstacle to your attending faculty development activities?

"Faculty development activities" are always defined in terms of remediation for faculty who don't know what they're doing in the classroom, never in terms of staying abreast of issues in their fields or scholarly work. Faculty development needs to be defined in a way that includes the professional activity more typical of university faculty than of highschool teachers needing workshops. (1)

1) Most are held in the cities. Out state MN is neglected. 2) Who has time to take a day off for a workshop?. 3) No funds with which to attend even if 1) and 2) were solved. (1)

Activities frequently conflict with my class schedule. I do not feel I can cancel class to attend faculty development activities. It would be nice to build faculty development time into the master schedule so that time would not be such an issue. (1)

All of the above (1)

and lack of time (1)

Another one- Limited time to be away from class sessions with students. (1)

Available Time (1)

available time given other expectations/demands on my time (1)

being adjunct we are typically left out. (1)

Busy schedule. (1)

Crowded calendar (1)

distance (1)

During the Fall and Spring Semesters I have no time to travel to faculty development activities. Such activities have to be scheduled during periods when I am not teaching. (1)

faculty development not specific enough to my discipline, and not much time to attend these (1)

Finding the time with all the other requirements of my position. (1)

Finding time to attend (1)

Fitting faculty development activities into my schedule. (1)

Heavy class load / large numbers of students (1)

I am never convinced that they are worth my time (1)

I can hardly keep up with my current classes, projects, responsibilities. Finding time for the workshop and then doing whatever was taught seems so difficult. (1)

I do lots of orientations for teachers myself; teacher-development is one of my areas of expertise.

Many of the sessions are on topics that I already know a lot about. It's also just hard to attend events with all of the work I have to do for my job. (1)

I do not have teaching responsibilities, I primarily advise undergraduates. (1)

I do not have time!!! My teaching and coaching load is very extensive...I can barely find time to prep!! (1)

I prefer to study on my own. (1)

I refuse to dismiss my classes. Our students have paid for them so we have an obligation to them above everything else. I would love to attend if they were offered on a Saturday and we knew well in advance. (1)

I teach classes every single day, and am the only person who teaches these classes and has the expertise and preparation to do so. Getting somebody else to "sub in" is not practical or realistic. Thus I am largely limited to things I can attend within my normal schedule. Given that people in my department are already overwhelmed with responsibilities, finding time to do extra stuff is very difficult.

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(1)

I think all of these are serious problems. If you want a single response, it would have to be location-- the entire MnSCU system should not revolve around the Cities while we are considered "outstate" and the \$\$ to attend are VERY TIGHT and take time to to. By the time I learn about an opportunity, there isn't enough time to get the funding and scheduling put together to be gone from my classes. We should have a place where all this information is posted for all faculty to review. Maybe a web site link on MnSCU that any faculty member could access whenever s/he wanted to do so. (1)

I'm teaching 4 classes during each semester and I don't like to miss class (1)

interest in the topic or format (1)

Just having the time to do anything more. The present work load really precludes having "extra" time and many faculty development activities seem to be considered "extra." (1)

Lack of funding for professional development activities at the local campus. Most of the money is now used by mnsucu rather than to meet the needs of the campuses. (1)

lack of interest/motivation (1)

Lack of relevance, value, etc. (1)

Lack of time (2)

lack of time (2)

lack of time - I teach 4 classes with 4 different preparations each semester to about 230 students, no assistants (1)

Lack of time in schedule (1)

Lack of time to attend them. (1)

Lack of time. I don't have enough to keep up with what I'm currently required to do, let alone take time away to attend more meetings. I don't feel as though I do anything well because I'm pulled in so many directions. (1)

Missing classes and being able to keep up with course content. (1)

Missing classes I teach. (1)

MnSCU works us so hard with a burn out teaching load that we simply do not have time to seriously engage in scholarship AND work seriously on our teaching. We must choose one or the other to be serious about or fail at doing either one as well as we are able. If you are serious about Professional Development, we need time. We cannot be teachers without being scholars. We need TIME. (1)

most "development activities" are too broad to be very useful; one-on-one mentoring is the best activity i've seen (1)

Mostly a lack of need for them. I feel most of the important problems facing higher education are elsewhere, namely poor secondary school education, class sizes, etc. (1)

My continuing development as a faculty member is done through professional reading and keeping up with new scholarly articles. I am very skeptical about the efficacy of group activities to accomplish these goals. (1)

Needing to miss classes to attend (1)

No free time: 4/4 teaching load, service, scholarship, etc. (1)

no resources to follow up.... ie web courses but no time for development or equipment lags.... attitude that you should do this and no one knows how much time it takes to do it (1)

No time to attend with 4 class course load which involve assignments that frequently take 20-30 hrs to grade (1)

No time to attend, no awareness of activities, no funding (1)

none (1)

Not enough hours in the day (1)

Often held when I am teaching. (1)

other professional demands on my time (1)

Overwhelming teaching load (1)

Pressed with too many other things that need to be done. (1)

Previously I had NO professional development funds. However timing is also an issue. (1)

Sessions that relate to what I teach. (1)

Taking time in my schedule to attend. (1)

teaching a 4-4 course load (1)

The extremely low quality of those I've attended make me unlikely to attend more. (1)

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The incentive for participating in such activities is outweighed by the cost of having to block out large chunks of time. (1)

The quality of the on campus and system wide faculty development activities is quite low. (1)

The QUALITY of the programs I have attended in the past was poor, and therefore I don't attend any longer. I don't have time to waste . . . If the quality was high, it would be worth making the time in a very busy schedule. (1)

the time to attend (1)

They tend to cover the same ground over and over. (1)

This varies with the offering. On-campus it is usually a timing problem and I'm in class. Off campus it is a combination of awareness, time to attend and funding--IF the topic fits my needs. (1)

Time (4)

TIME (4)

time away from my students (1)

Time commitments (i.e. not when activities are held but how long they take) (1)

time demands of my classes and related activities (1)

time off (1)

Time to attend (not the timing of the activities, but being able to take time out from other activities to attend AND to implement ideas) (1)

Time to attend! (1)

time to be away from my teaching and research (1)

Time to go! (1)

Time within my schedule and funding (1)

Time. It takes twice the effort to plan on missing a class or lab, than to just stay and do it. (1)

Timing and Funding. Teaching 4 courses plus all labs plus grading is inhumane at best. One cannot find time and money if one is already stretched beyond the limit. (1)

Timing is everything - so often faculty development is held when I have previous obligations such as department meetings, teaching, planning for an on-campus day for my online students, etc. (1)

To busy teaching to attend (1)

Too busy with teaching! (1)

Topics if you are talking about faculty developemnt systemwide or on campus. (1)

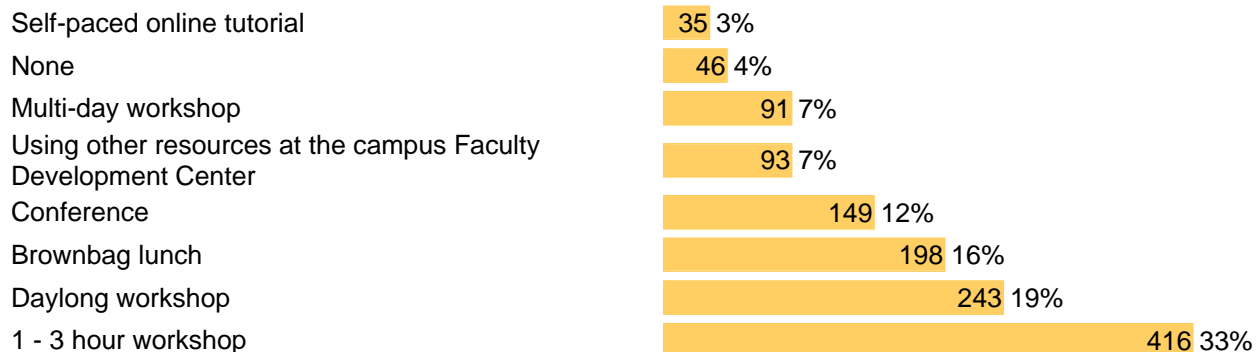
Well, location, actually. But I wanted to emphasise how difficult it is to plant to attend events in "smaller" minnesota when i'm out here in "greater" minnesota. (1)

With a full load or an overload, it is very difficult to get away for even part of a day to attend many faculty development activities. (1)

work load in the department related to program development and accreditation (1)

you forgot to put ADMINISTRATION SUPPORT as a radio button!!! if my Dean does not give a damn about my international activities, or rates them the same as local activities, i will eventually say, why bother.... (1)

20. In the past 3 years, what types of *on-campus* faculty development activities have you participated in? (Choose all that apply.)



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21. How would you rate your satisfaction with the faculty development activities offered on your campus?

Very dissatisfied	28	5%
Not applicable	45	8%
Very satisfied	61	11%
Dissatisfied	66	12%
Satisfied	338	63%

22. What opportunities and rewards does your college offer for participating in professional development? (Choose all that apply.)

Letter from President	16	2%
Reassigned time	41	6%
Awards for teaching excellence	43	6%
Public recognition	45	7%
Tuition reimbursement	52	8%
Stipend	70	10%
Promotion	77	11%
Sabbaticals	77	11%
Other:	115	17%
Certificates of completion	150	22%

22. Free Response: What opportunities and rewards does your college offer for participating in professional development?

(420)

all of the above are possible, though it's often hard to discern any specific effect. (1)

Although I checked sabbaticals, the MnSCU systems needs to provide for every 7th year sabbaticals as the term implies. (not 10 year gaps). (1)

Are you serious? Rewards? None at all. Anyone who puts in the additional time only puts in the additional time! (1)

Article 22/25 (1)

As part of the MnSCU system the atucal creation of knowledge by faculty as scholars or as teachers is a low priority. The highest priorty I can see from a system level is to make the lives of the teaching faculty as ineffective as possible. Successful faculty development requires time, whether it is for writing a book, keeping up on scholarship in your area, or improving as a teacher...all of hich the faculty want to do, bt we do not have TIME. (1)

atta-boys (1)

bookstore vouchers (1)

Can be used as part of Article 21 of IFO contract (1)

College - NONE (1)

considered part of professional development for annual report (1)

cookies and punch (1)

COSE at SCSU offers reassigned time to faculty union officer's department to promote Union activities. SCSU administration encourages that. (1)

Don' know (1)

don't know (3)

Don't know (3)

Faculty Improvement Grants (1)

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Faculty may include this in their Professional Development Plan, which is required by contract. (1)
 For computer technology stuff, we get a deal where we get some bookstore discounts. This has been very helpful when incorporating what I learned required buying new software or hardware or a manual, for example. (1)
 For facilitating sessions, I received a thank you by email. (1)
 Generally the relationship between these incentives and professional development is murky. The exception is stipends, which used to be offered with some frequency. (1)
 have no idea but I think they don't offer non-tenured faculty any (1)
 I am not aware of any rewards other than a line in the PDR, which I suppose is a stepping stone to promotion (1)
 I am not aware of any. (1)
 I am not quite sure what they offer (1)
 I am unaware of the rewards.. (1)
 I am unaware if many of these are "offered" on my campus. Sabbaticals are governed by the contract. (1)
 I do not know (1)
 I do not recall any rewards from my college. (1)
 I don't know (1)
 I don't know if there are any others. (1)
 I don't know what this question means (1)
 I don't know. (1)
 I have experienced no feedback or support for my activities, other than the reference to required PDP elements. Most often I dread the process and red tape associated with taking a professional development opportunity. (1)
 I have not been rewarded, in fact the university took away my full time job and offered me 10 credits as an adjunct. (1)
 I know of no reward. (1)
 I know of none. (1)
 I really don't know which of these are offered regularly (1)
 I thought this was just expected!! (1)
 I'm not sure (1)
 If a reward is need to learn then we are as bad as this current generation of kids. (1)
 I'm a new faculty member (been here only 2 months so I don't know the answer!) (1)
 I'm adjunct - don't know (1)
 I'm not aware that there are any real incentives. (1)
 I'm tempted to pick promotion. But I'm not sure what criteria are really used in determining whether faculty are awarded promotion. (1)
 It is one aspect of how we are evaluated for retention, tenure, and promotion (1)
 It is unclear to me the extent to which prof. dev. really has any bearing on promotion, so the answer may in fact be "none." (1)
 meets contract items for promotion/tenure (1)
 My college supports professional development by putting its money where its mouth is.....that is they fund professional development and allow us to put classes on independant study. Funding is by far the most important method to support professional development. (1)
 Never had any recognition (1)
 no clue (1)
 No reward whatsoever, other than the certificate that goes into the prof. dev. report / tenure packet. I have never been anywhere where so much effort is expended on prof. dev. and there is no to zero support for the time and funds required to implement it at the Department / College Level (1)
 no rewards and opportunities are not nearly as tangible as those listed above. When will good teaching be rewarded? (1)
 No rewards beyond what is expected in our normal retention/promotion. (1)
 No rewards offered--professional development activities are required as part of our contract. (1)
 No rewards, as far as I know. (1)
 NOne (20)

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None (20)

none (20)

NONE (20)

None -- because they're all too banal. (1)

none I can see (1)

none of the above (3)

None of the above (3)

None of the above are clearly related to such participation on my campus. (1)

None of the above. (1)

none-- please fix this (1)

none that I am aware of (2)

None that I am aware of. (2)

none that I am aware of. (2)

None that I am aware of... (1)

None that I have noticed (1)

none that I know (1)

none that i know of (2)

None that I know of (2)

None that I'm aware of. (1)

None to my knowledge (1)

None! (1)

NONE!!! (1)

None. (2)

None. Rewards often are negative. Develop something and get resistance or resources don't arrive, etc. It can be risky business. (1)

None: no budget (1)

not aware of any (1)

not aware of opportunities and rewards (1)

Not many rewards once you have tenure. (1)

not much (1)

not sure what is meant here; external reward is not the reason I do professional development (1)

Not sure/don't know (1)

Nothing (8)

nothing (8)

Nothing (8)

Nothing is awarded, as a former public school teacher...clock hours were awarded and accumulated for salary increases. This was a wonderful incentive. (1)

Nothing that I know of. (1)

NOTHING! Very Discouraging. (1)

Notices in on-campus newsletter. (1)

on campus workshops, free lunches (1)

One of the five criteria by which faculty are evaluated is "professional development," which includes faculty development, it seems. Our participation in such activities is therefore expected: it's part of job description. Keeping our jobs, I guess, is the reward. (1)

Other than allowing us to go and occasionally providing funds, I don't think my university does reward us for faculty development. We do get to include it in PDP's and promotion and tenure applications, but I doubt it carries any weight. (1)

Owing to lack of funding, our campuses do not offer professional development opportunities. (1)

Paid Time to Attend (1)

part of promotion and tenure requirements (1)

pay expenses (1)

Pay for lunch (1)

PDP goal completion (1)

PDR outcomes (1)

Permission to miss classes as needed for conferences, workshops, professional meetings. (1)

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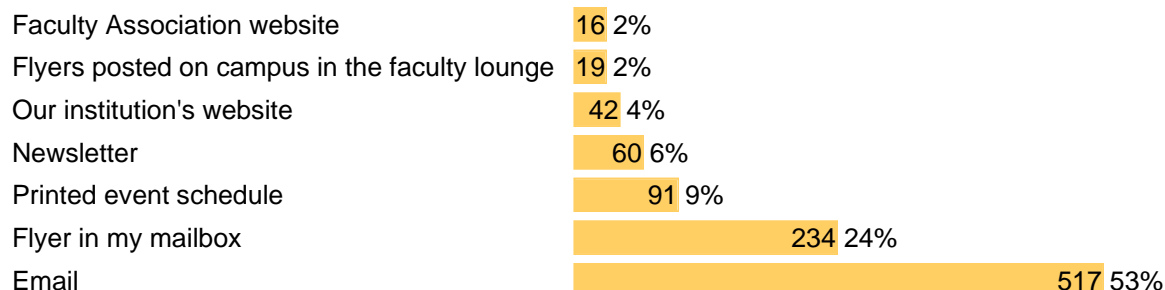
Professional Improvement Grants (IFO) (1)
 promotion? you gotta be kiddin' me... (1)
 Providing lunches (1)
 really no rewards (1)
 recognition on our professional development plans, which are used for assignment of tenure (1)
 Required by President, classes not held. (1)
 Rewards are primarily self-satisfaction. It is also important to note as you tally the results of this survey that there is a great deal of faculty development and faculty development activity on our campus. There are some things sponsored by the Faculty Center for Teaching Excellence, but there are also numerous college sponsored activities, departmental activities, multi-departmental activities. (1)
 Rewards? What rewards? (1)
 soemtimes gift certificates from local businesses (1)
 some financial support to make it happen on occasion, expected for promotion/tenure, so little other rewards (1)
 something to put on PDP (1)
 Sometimes certificates are offered, other times not (1)
 Stipend for a few on IT, otherwise, none that I know of (1)
 The IFO contract ensures that there is no connection between job performance and any tangible incentive. We get paid more by getting older. We get sabbatical leave every 10 years, not sooner, without any consideration of merit. (1)
 The only way anyone on this campus gets a reward for putting in the effort for development is if it happens to hit the right buzz word-innovation is actively punished. Sabbaticals-have been killed for everyone due to budget issues (or so we were told) It turns out that you can get a secret sabbatical for professional development if you regularly kiss the president's ass. So the climate on our campus is decidedly antidevelopment. (1)
 There are no tangible rewards that I can think of, but I do believe that professional development is its own reward. (1)
 There is really no reward from the college. However, I've never felt that I couldn't attend a prof development session of any type. (1)
 there may be others I am not aware of as a second year teacher (1)
 This is hard to categorize because professional development as used in this survey is too broadly defeined to be useful in this question. (1)
 Two years ago there was funding available for conferences in Minnesota. Now faculty are required to pay ourselves. Rewards are not clear. How much weight does faculty develop have compared to scholarship, etc.? (1)
 uncertain of anything else (1)
 Unsure of any "rewards." (1)
 We get credit toward tenure and promotion, but obviously we have to do more than participate in prof development activities to show prof development. We also sometimes get a letter of attendance, etc but I find those nice but not what I would call rewarding. I also have gotten gift certificates for some specific workshops and that was very helpful because I could use the certificate to buy tools I needed to implement the ideas from the workshop (1)

23. What days of the week do you prefer for *on-campus* faculty development activities?

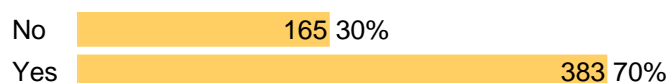
Saturday	99	11%
Monday	119	13%
Wednesday	135	15%
Tuesday	136	15%
Thursday	168	18%
Friday	253	28%

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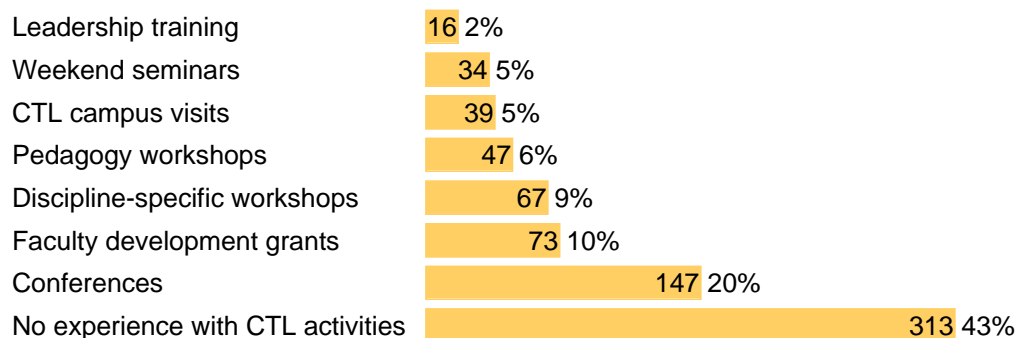
24. What are the best ways for your campus faculty development coordinators to notify you of upcoming opportunities? (Choose all that apply.)



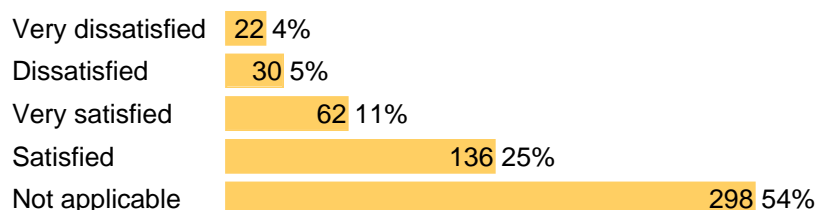
25. Are you familiar with the systemwide Center for Teaching and Learning (CTL)?



26. In which of these systemwide CTL programs have you participated? (Choose all that apply.)

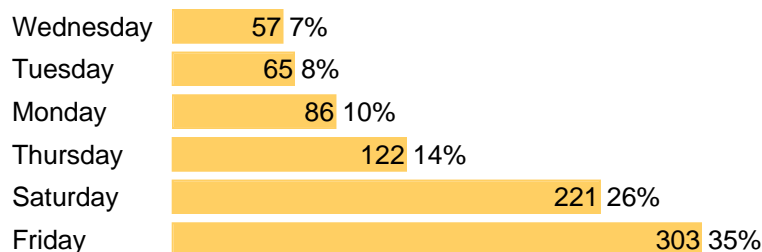


27. How would you rate your level of satisfaction with the systemwide CTL faculty development activities in which you have participated?

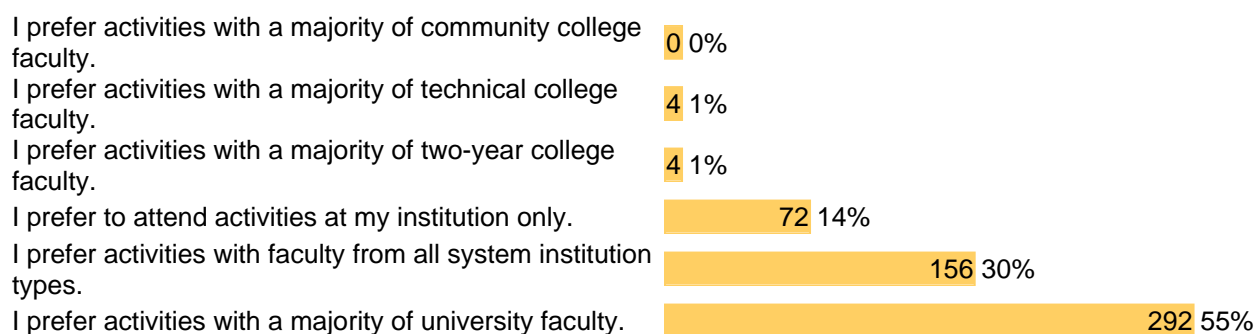


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28. What days of the week do you prefer for statewide, off-campus faculty development? (Choose all that apply.)



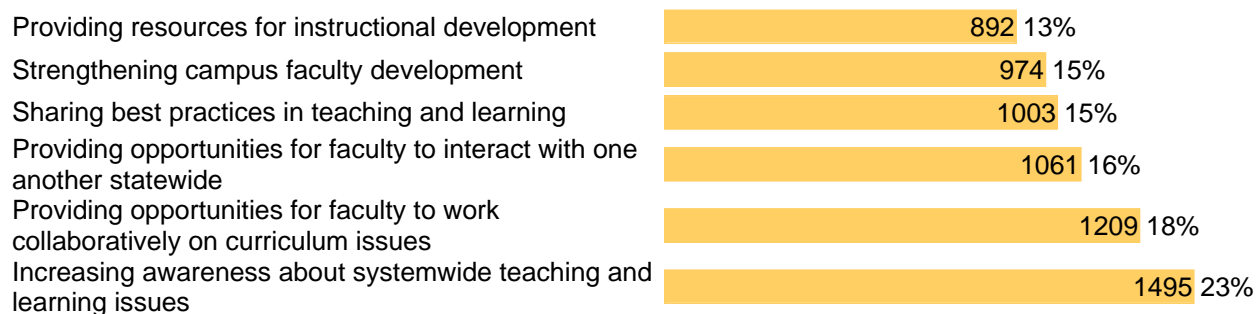
29. When you participate in faculty development activities, what is your preferred "mix" of participants from other system institution types (community college, technical college, state university or consolidated college)?



30. Have you participated in faculty development offered by Minnesota Satellite and Technology (MnSAT), the systemwide Office of Instructional Technology (OIT), or OIT's Instruction Technology Support Services (ITSS)?



31. Please rank the following CTL program objectives for statewide faculty development in order of their value to you. (1 = highest, 6 = lowest; N/O = No opinion/don't know. Please select a unique number for each option.)



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32. Please rate the value of the systemwide CTL *statewide conferences* (e.g., annual fall and summer conferences; Realizing Student Potential conference; ITeach conference).

Poor	34	6%
Fair	37	7%
Excellent	46	8%
Good	64	12%
Don't know	367	67%

33. Please rate the value of the systemwide CTL *discipline and program workshops* (e.g., this year's English composition, economics, and mathematics workshops).

Poor	19	3%
Excellent	24	4%
Fair	33	6%
Good	34	6%
Don't know	438	80%

34. Please rate the value of the systemwide CTL's *instructional development grants* (e.g., the former Faculty Small Grants, Learning by Doing Grants, Learning That Lasts Grants).

Poor	23	4%
Fair	39	7%
Excellent	63	11%
Good	67	12%
Don't know	356	65%

35. Do you know who your CTL Campus Leader is?

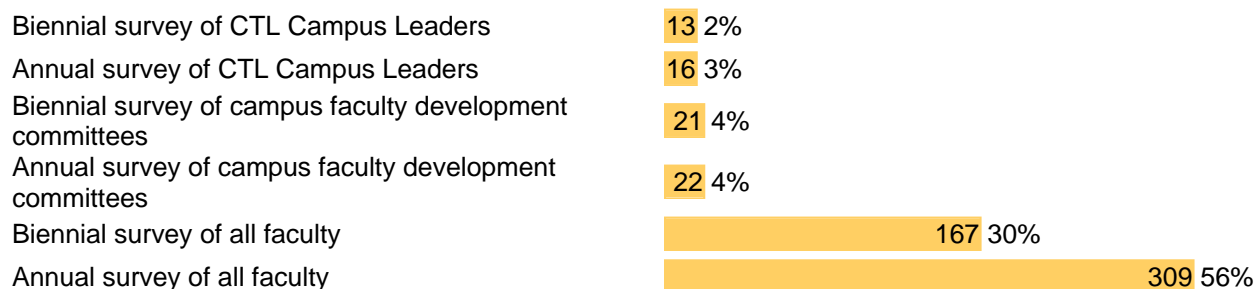
Not sure	92	17%
No	217	40%
Yes	235	43%

36. Please rate the value of the CTL *support for campus CTL Leaders* (CTL website, communication pieces, teaching materials).

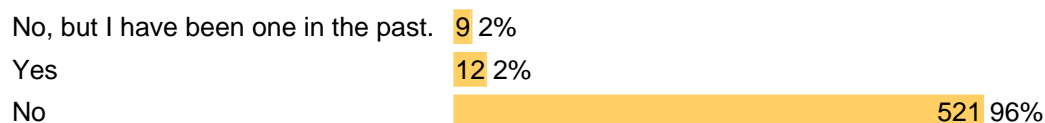
Poor	25	5%
Excellent	30	5%
Fair	40	7%
Good	72	13%
Don't know	381	70%

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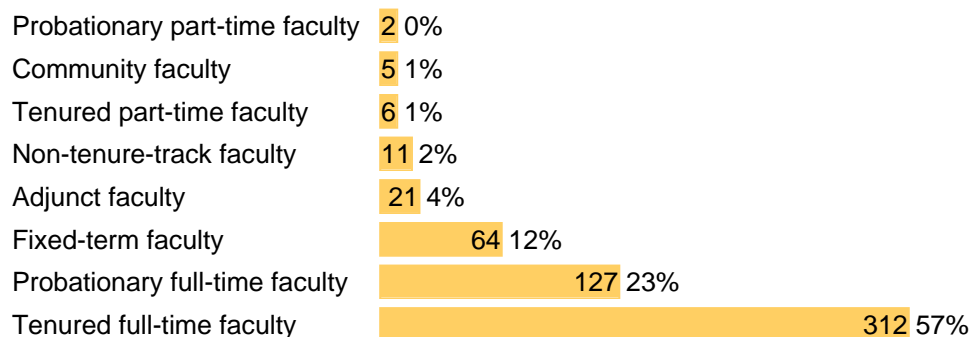
37. In the future, what method should the Office of the Chancellor use to obtain information like this about your faculty development needs? (Choose the one option that best matches your preference.)



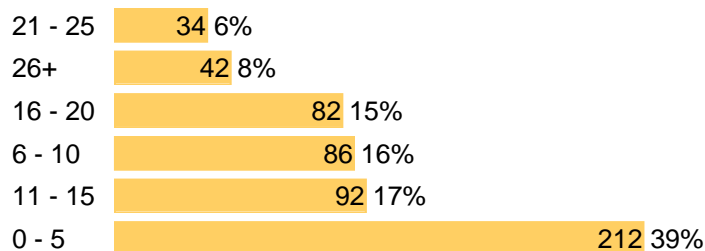
38. Are you a campus CTL Leader?



39. Which type of appointment best describes your position?

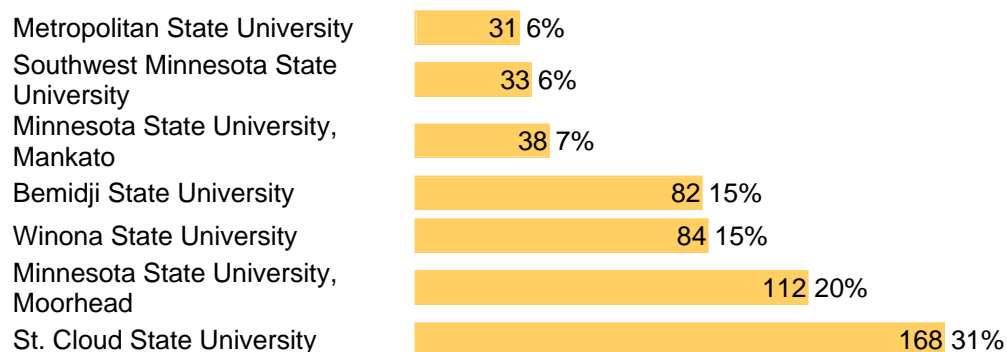


40. How many years have you been teaching at one or more of the Minnesota State Colleges and Universities?



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41. At which university do you teach?



42. What is your program area or discipline? (Choose best option from the list below.)

Aviation (8)
 Behavioral Sciences (7)
 Biological Sciences (30)
 Business Administration (41)
 Business Education (5)
 Communications (27)
 Computers & Computer Science (10)
 Education (64)
 Engineering (10)
 Engineering Technology (3)
 English (33)
 Environmental Studies (9)
 Ethnic/Minority Studies (3)
 Geography (7)
 Health Sciences/Education (40)
 History (13)
 Home Economics (3)
 Industrial Arts (3)
 Interdisciplinary Studies (6)
 Languages (12)
 Law/Criminal Justice (11)
 Learning Resources (10)
 Mathematics (23)
 Non-Teaching Areas (20)
 Physical Education & Recreation (14)
 Physical Sciences (25)
 Political Science (8)
 Public Affairs (2)
 Social Sciences (46)
 Special Education (4)
 Speech/Hearing Science (10)
 Statistics (5)
 Visual/Performing Arts (36)

43. Your gender?



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44. We welcome your comments:

1 and #2 Funds for professional development no longer go to the individual campuses; therefore, the first two questions of this survey will not produce accurate results. I have not been active in local pro dev activities because mnsu isn't funding local activities. Question #20 does not recognize that campus-level activities have been cut. ITV and online professional development activities are second-rate and not worth taking part in. Spend the money on face to face work. # 36: Websites are not support. I'm concerned that this sort of secondary support is standing in for real support: fund our local activities better. We can find our own professional sites when we need them. # 37. Stop surveying the system and start funding the local campuses. They can survey their own people. And if you really want cooperation, stop requiring responses to questions. The \$2000 incentive for the campus with the greatest return on the survey is an insult, more in keeping with marketing than professional development. Fund the activities, not the bloody survey-taking! (1)

#31 was very difficult to answer. I find the Instructional Technology staff at MSUMoorhead to be invaluable (Rhonda Ficek and Barb Hoppe!) (1)

#41 I couldn't get out of this survey without choosing a campus, however, I work at MCTC which wasn't a choice. (1)

#42- does not have an option that best represents my program area. Faculty Development is very difficult when you are teaching 4 class preparations a semester. It is hard to take time off from classes when you are putting your students first and want to give them a good education. (1)

1. Questions asked about the last 3 years; I've been at MSUM for 1 year so my responses may be different from those of a person who had been here 3 or more years. (Prior to that I was at another university in another state.) (1)

A well done survey! (1)

Activities at the beginning of the academic year when planning for courses is uppermost in faculty members' minds is not the best time for CTL workshops, conferences, or seminars. (1)

Again, due to my teaching load and my coaching responsibilities...I barely have time to prepare for the course I teach...let alone leave campus for any conferences you may offer. (1)

All of the support that I've ever received for development has come through the IFO contract. MnSCU itself is not much help in this matter. (1)

A lot of money is being spent on CTL activities. These are helpful, but money for CTL should not reduce the professional development funds available to us. (1)

As class sizes increase, it is more and more difficult to justify time away from the office where the student contact takes place. If the faculty development offering isn't exactly what I need or is offered the week of an exam, I'm uncomfortable canceling office hours to go to a workshop. That's why the self-paced, on-line is a great solution for me. (1)

As far as I know we have NO faculty development on campus and NO institutional rewards for anyone that does it on their own. (1)

As I stated above, frankly, I don't participate very much in such programs because I feel most of the important problems facing higher education today are elsewhere, namely, poor secondary school education, large class sizes, etc. I feel that by the time most academics nowadays obtain a position and have some experience, the market is so competitive that generally they do a very good job and have little need to be schooled further by outside resources in how to improve their teaching. If we really want to get to root causes of flaws in our educational systems, we need to look and spend elsewhere. (1)

As the only Ph.D. level academic in my discipline on my campus, I need resources to free up my time for research and for travel to major cities where I can interact with others in my field and also research. Money spent on the local level and within the system is not of much benefit to me. Thank you. (1)

At a time of declining budgets and less full-time hires (at least at my institution), there needs to be more emphasis on working with existing faculty and enhancing their effectiveness. This is NOT a time to reduce a Center's activities, but some Centers are being reduced simply because of funding issues. OUCH. That bandaid just isn't going to work. We'll keep our fingers crossed for better years

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to come! (1)

Becareful to include TEchnology Education in the Program/discipline listings!!! There is no Industrial Arts Accreditation body, nor has there been from 1987 till now. Programs which still call themselves Ind. Arts are not nationally recognized!!! (1)

Because of the nature of my profession (both as an educator and performer) I have found many of the workshop offerings to be out of my teaching arena. I lead rehearsals with small groups of students, and I also do a large amount of one-on-one private instruction with students in my studio. I do attend conferences at the state, regional and national levels to stay current in my field. The CTL programs seem to be more designed for traditional classroom application. (1)

Can I get back to work now? (1)

Communication Studies or Speech Communication should be listed as a discipline. (1)

Days of the week for workshops and classes are dependent on the semester. My assignment changes with each semester. (1)

Disband the center for teaching and learning and use the money to hire more FACULTY!!!! We teach students, bureaucrats don't. How much time and money went into this self serving survey that could have been used for student instruction? Why does it take as much money to run MnSCU as it does to run SCSU? How much money does the MnSCU system save over the old administration? What has worked best for my professional development, is to select a national conference in a field of my interest and use my professional development funds to go and attend. (1)

Discipline specific faculty development is most reasonable to me. In university-wide events I often find myself asking, "But how would that relate to teaching mathematics?", and not seeing any answers. (1)

Events on the weekends so we can teach our Friday classes. (1)

Excellent teaching deserves recognition and support. There is no excuse for reassignment rewards being given in our system to faculty exclusively for research, since we are not research institutions. Faculty need time not money to develop their teaching. No doubt it can be done, because it's done for publications that mean very little to the institution and the classroom. CTL should aggressively promote equal rewards for teaching in the system and all these efforts will become much better attended and more productive. (1)

Faculty development is for me an ambiguous term. So in many of these questions I don't know what to answer because I'm not sure what you all mean by faculty development (1)

Faculty development should not be reduced to teaching and delivery systems. The only worthwhile thing for faculty development on SCSU's campus was a number of years ago: a Q-7 initiative that pooled faculty expertise to create interdisciplinary courses. But that went away with MnSCU and was never met with any ongoing commitment. (1)

Faculty developmet could include more interface bewteen employers and faculty (1)

faculty talking to faculty lunches are super; I would love to learn more about online teaching etc. but time is needed not only to attend a short informational session, time is needed to think and practice...since the latter is not available it isn't all that productive to attend the initial short presentations...one doesn't get the chance to use the info while it is fresh...one of the most valuable resources is tech staff who are willing to come to faculty offices to review and assist. (1)

For me, the issue is keeping current in my subject area. Teaching and related workshops are secondary. (1)

Funding for faculty to attend weekend conferences would be welcomed. (1)

Given that you did not define "faculty development" at the outset, I was in the dark about many of the questions and my answers are probably worthless. Althoug I teach in a major discipline, you don't list it in question 42. (1)

good luck with the results and hope they make a change (1)

Good survey (1)

Good survey, overall. I'm concerned that your broad definition will make analysis less useful than it might have been. (1)

Having development days after finals are useless. I think development days should be turned into class days. 20 development days a year is absurd. We should be working with students. (1)

I am a full-time coach who teaches activity couses,so much of this does not apply to me or my positon. (1)

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I am a librarian and teach quite a number of instruction sessions each year. I think that our "subject" should be one of the choices above. I didn't really know what to select since we're hardly "nonteaching"! (1)

I am in a very small department and in order to attend any professional meetings, I have to trade with other faculty members so I can go. In other words, I have to work twice as hard to attend. This is why I have yet to participate in CTL experiences. Another reason is with small children, family time is very important. I can rarely attend weekend meetings. (1)

I am new to MNSCU (1)

I am not impressed with most of what my campus has done to improve faculty teaching ability. Lots of paper work and lots of fancy writing reports and no effective outcome. I feel like an assembly line worker. No time for anything! University has no control over the credit distribution for faculty. Education programs /classes mostly have 20-25 students in each class. In my area of teaching(chemistry), I have 70 or more in a class with 50 minutes to teach math, logic, chemistry, computation, etc. It takes me 15 minutes to collect homework, give quizzes, answer questions, etc. You be the judge of it. What can a student learn about a subject, that is almost foreign to them, in 35 minutes? We need to remind ourselves that "universal" education can not be achieved by budget justification. We need to be willing to put some money into system to secure the achievement of the set goal (universal education). We are stretching ourselves too thin. Cut some programs and be more committed/thorough on what we offer. I feel we are cheating our students out of a successful future. We must also remember that our students have to compete globally. How could they compete with students from Europe, Asia, and rich kids from the third world countries that enter the world scene well prepared. We are losing our focus on our objectives and play with our inconsistent means. (1)

I am not opposed to systemwide types of activities, but they simply are too time consuming because of travel time involved or because they are so lengthy (day long or 2day). I also have not heard about grant opportunities very much and would appreciate more info. (1)

I am on "Phased" retirement but selected full-time tenured as best fit (1)

I am working too hard day to day to pay attention to notices or participate in some workshops. I attend some events. I'm not sure how helpful the sessions would be - I guess if I benefit from a workshop I would be more likely to repeat. (1)

I chose environmental science because there was no geoscience or earthscience option for number 42 (1)

I don't teach at a University. So either question 41 is stupid, or I shouldn't have been directed to take this survey. (1)

I had almost completed all of this when the system blipped me out of the survey. I believe that our host server does not give us enough time on email to do it to completion. (1)

I had the opportunity under the State University system to participate in and present at the Bush Grant conferences. I found these to be very beneficial and met my needs better than the current CTL offerings. These sessions crossed many disciplines and incorporated issues specific to both upper and lower division instruction. I have missed these conferences since the merger took place. (1)

I have appreciated Jim Berg in the CTL office. (1)

I have been awarded grants, lead workshop, attended trainings of all kinds. I have never been evaluated or even told I was doing a good job. My reward was a reduction in my position from full-time to adjunct. (1)

I have enjoyed and benefited from the professional development opportunities on campus such as book talks and short workshops. I have been involved in statewide professional organizations and a number of national organizations where there are opportunities for professional development in relation to teaching. I do not have time to be involved in system wide training or professional development at this point. (1)

I have just returned from a 3 year leave of absence so I have not been around for many of the available activities. (1)

I just completed a PhD in Education; education was also a minor in my M.S. degree. This doctoral experience included considerable experience in taking online courses, along with studying the better ways to offer online courses. I know it's somewhat unusual to have someone in higher education who has this depth of experience in education along with a depth of knowledge and experience in a professional area. My interest presently is in other types of faculty development, keeping up with the

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knowledge in my field of interest. (2)

I just started here this term and feel that I may not be an appropriate responder for the survey. (1)

I look at all the flyers from CTL for professional development opportunities. However, librarians who teach library resources in classes and in one-on-one settings are pretty much excluded from the topics which CTL focuses on. Collaboration activities between teaching faculty and "non-teaching" faculty could be helpful. (1)

I receive dozens of training brochures throughout the year for my discipline. When I do attend, it is for both personal and professional growth and development. Think about marketing the system offerings in brochures and mail them to faculty home addresses. Take a look at the templates that training institutes use to market their workshops and institutes. I think you might get a wider participation. I get way too much e-mail at work and at home, I tend to pay more attention to professional training activities when I receive in via snail mail. (1)

I teach at CENTURY COLLEGE. The option wasn't available in number 41. (1)

I teach at St. Cloud Technical College. Is there a reason TC's and CC's weren't included in question #41? (1)

I teach in the Robotics Automated Systems program at Central Lakes College (1)

I teach Nursing (1)

I think that many professors would be interested in simply having increased time and funds available to the department or individual faculty to utilize the available resources we have for development. I also believe the key for increased involvement of professors is to reward them for investing their time and money in faculty development activities. (1)

I think the university would be better served with less money being spent at the MnSCU level and more spent at the campus level where the students are. (1)

I would be VERY interested in a CTL workshop on departmental/programmatic assessment. (1)

I would like to address the issue of dismissing classes to attend sessions. I have heard many students complain about professors missing their classes. We cannot short change these people, they've paid to attend and we must fulfill our "contract" to them. Offer classes on a Saturday, put a little stipend with it, and I'm sure you'll see more participants. (1)

I would like to see something more applicable to sciences. When I attend events rarely to I see anything that might be beneficial/applicable to scientific disciplines. These are different course with different formats so many of the ideas that work for other classes are more difficult in these classes. Additionally, many of the teaching strategies are great for smaller class sizes, but due to teaching loads and lack of funding many of these strategies cannot be used for large class sizes. Furthermore, It sometimes seems wasteful to get together to discuss ideas that could be implemented when there is no financial resource to actually implement them. (1)

I would suggest giving more money to local on-campus centers, and de-centralizing a bit. I'm not sure the system-wide stuff is as relevant or as well-done. Down-size at the top. (1)

I would welcome more comment areas on some of the questions to more narrowly define which of many topics presented in a question are of most interest. (1)

I'd like to see more opportunities for free-form comments, and fewer questions designed to tabulate statistics of dubious value (e.g., # of times faculty attend development sessions, % who know who their campus CTL coordinator is - I question the usefulness of such numbers). A atmosphere of severe anti-intellectualism pervades my campus. This inevitably affects both student learning/evaluation and faculty development. Re faculty development, scholarship of a recognizable kind (writing and publishing either for one's peers or for a broader intellectual audience) is not only not rewarded in any tangible way; it is actively stigmatized. The pernicious myth that teaching and scholarship are mutually exclusive activities or concerns is relied on heavily. Thus, those who deride scholarly activity can present themselves, almost for that reason alone, as those who "care" about teaching the most (as opposed to actually teaching most effectively). Re students, it's hard to set high standards of intellectual work for students and measure students by such standards when faculty don't do that for themselves. Grade inflation and the social promotion of faculty are two sides of the same coin. How about addressing that as a professional development topic? (1)

I'll emphasize my response to question 14. Given the teaching load (preparing and "grading"), advising students, committee obligations, etc. there simply is not enough time (I think) for a conscientious faculty member to have the time for reflection and planning to seriously think about

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and rework existing courses. I am constantly tweaking classes, but don't have the time for full-scale rethinking and implementing. (1)

In (42), you have Political Science and Criminal Justice...but not Sociology and Psychology? (1)

In the above, I have interpreted "professional development" to include academic conferences in my research area as well as events devoted to curriculum and teaching. In the past three years, I have presented, and published in conference proceedings, over twenty papers, and I have published one journal article, with another submitted. Some of these have been collaborations with students or with faculty at other institutions. My research is my primary "developmental" activity, and my time is more than occupied pursuing it and preparing to teach my classes. About the latter, students generally find my classes both challenging and interesting, and my reviews are consistently good. The big obstacle is funding. Any one good conference will more than exhaust my contractual funds, the foundation is broke, so I find myself subsidizing the university through scholarly activity just to stay current and active in my research area. (1)

In the past two years, my knowledge of the work generated by the Office of the Chancellor Center for Teaching and Learning has increased significantly. I have been working in complete ignorance and admittedly with bias against the CTL. Now that I am aware of the quantity and quality of work that the system office CTL offers, I have experienced a professional epiphany. Not taking advantage of all the CTL offers is my single biggest professional mistake in over 25 years of teaching.

Regarding the epiphany: better late than never. Keep up the excellent and important work! (1)

Industrial Arts no longer exists it is Technology Education. (1)

institutional support is the best way to increase faculty participation for professional development especially in the areas of time and fund. when you need to teach 4 classes and publish, where do you find time for professional development? (1)

It is hard with a 12 credit teaching load to find time to attend faculty development opportunities. It is hard to find colleagues to cover your courses and/or catch up on courses when you attend a conference. (1)

It seems as though you forget about the outstate institutions. St. Paul shouldn't always be the host for professional development activities. (1)

It would be interesting to share in a conference systemwide within my discipline...in the systemwide conferences I have attended it is so broad that yes, I might pick up a thing or two quite generic, but because physical education has such a broad content area as well as a unique environment for teaching (not always in the classroom), it is difficult to address some of the teaching specifics that would be helpful. Maybe some system wide offerings within specific disciplines would help to address this issue. (1)

It would be nice if my discipline, economics, was recognized in item 42 (1)

It's interesting to note that in #42, you do not even give the choice of reading, study skills, or pre-college/student success courses. It's as if you don't know we exist and yet LOTS of MnSCU's students need and use our assistance. #41 asked for a university designation. The survey would not accept my information until I chose one and yet I teach at a two year college not a university. (1)

Keep up the good work, Linda. Thank you for coming to the DLiTE annual meeting last year. Your input was excellent. I hope that our future grant requests will match your needs and criteria. (1)

Let me remind you of your definition of Professional Development: This survey asks about "faculty development," the very specific kinds of professional development opportunities designed to assist faculty in being successful as teachers, scholars, researchers, and professionals. I ask you, where in this survey is there any mention of a faculty member's life as a scholar? MnSCU must come to understand that scholarship and teaching go together and that as long as faculty must choose between the two teaching will suffer. No conference or on-line thing will work to emergize or improve faculty teaching as much as the time and conditions to help faculty in their quest for discovery. This is essential. I feel certain that we are a long way from this based on the nature of the survey. (1)

Local short activities work best for me in this area. Routinely planning to attend conferences does not work well with my teaching schedule. (1)

many of our professional development goals, needs, and objectives are outlined, according to our faculty contract, in the Article 22 process. In terms of assessing some desires of faculty for professional development, the information can be found in these documents which the administration reviews on an annual basis. I hope that you will make the results of the survey public,

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at least for those of us that participated, to evaluate the needs, goals, and challenges of others. thank you. (1)

MnSCU CTL is doing an excellent job. Coordinators have come to our campus and given workshops on a number of topics, including the grants opportunities. They are most helpful with faculty questions—and they are most patient! (1)

More extra-Mural support from Sponsored program is needed for attending international conferences. I get invited as I am a leader in an area called Fractional Calculus. I have edited books and written numerous papers and reviews. I am editor of three Journals—two US and one international. I review for Math Reviews (amer Math Soc) and Zentralblatt (Germany). But, the College of Science gives me no reassign time as Union has convinced the SCSU adm that 12 credits is Max, but not for them. They have across the board reassign time of 1/rds. That is against MnSCU-IFO bargaining agreement. Yet, this is the situation. There are other colleges where the Deans are giving arbitrary financial awards and reassign time. The administration is using there management rights without any responsibility and duty towards academic work by faculty in general. MNSCU has to have a Strategic Plan to plug these holes. They should find out why there are faculty in various Colleges who get Faculty Development Opportunities in a selective manner. Ravindra Kalia, Professor. President FA for two terms 1998-1999 and 1999-2000. Unless these basic issues are taken care of nothing can develop. We are on our own or at the mercy of the local adm. (1)

Most of the items are irrelevant. They suggest an attempt to treat very disparate issues as similar for purposes of managerial convenience. You might be doing some useful remedial work and basic information work, but essentially nothing of any value at a real university. Try doing a genuine needs analysis in a professional manner and then you might develop something useful. This survey simply violates just about everything a professional should do. In institutions with real professionals, this becomes clear rapidly. Why do we see such things so often from MnSCU people? Is it just politics, or do you really not know better? To the point, this silly system say I cannot send in the survey without filling out a response to some item for which there is no appropriate response. So, what is the value of forced responses when they are inherently wrong? I'll fill in something and you can worry about it! (1)

Mostly a poor use of my time. (1)

My answers might be far different if I were teaching faculty, which I have been, but before there was much development effort and before MnSCU (1)

my discipline area (economics) is not listed as a choice for question 42! (1)

My experiences with MnSCU sponsored events have been poor. I no longer choose to participate. (1)

My lukewarm response to the systemwide program is colored by the fact that I attended one of your conferences, and it was the worst I have ever experienced. I also submitted a collaborative grant proposal, and was convinced (as were the others involved in the proposal, as well as some in our university administration) from MnSCU's response to the proposal and the list of those who received grants, that awards were not based on merit, but on the fact that the decision had been made in advance to grant most of the money to technical colleges. This despite the fact hat the RFP gave no indication that was the case. I'm sure this sounds like "sour grapes," but I assure you that I take the time and effort to include this information only for the benefit it might be to you in planning. Suffice it to say that we got the project done without MnSCU money, and I have not bothered to submit subsequent proposals or attend subsequent MnSCU- sponsored conferences--and not out of pique. I just don't see it as worth the effort. I don't see enough potential for benefit accruing to me or my institution. (1)

My program area or discipline was not listed. Shouldn't the state office know what programs are available? (1)

My survey responses will show that I haven't participated in many of the activities offered by the CTL the past few years. However, by virtue of being in a College of Education, I am continually immersed in issues of teaching and learning--student learning styles, brain research, motivation, etc. Of course, we all must continue to learn new methods and techniques, but what I thrive on most are activities that don't necessarily add to my reservoir of teaching strategies but to my OWN GENERAL KNOWLEDGE as a life-long learner. For example, the past 3 years I've used faculty dev. \$ and FIG money to participate in international conferences and work teams looking at issues of intl. peace

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education, development of global communities, establishment of cross-national relationships with other academics, etc. The knowledge and insights I've gained from these experiences have CHANGED MY LIFE--which, of course, impacts every class I teach. These are the things that keep me passionate about my profession. I have become a huge cheerleader for this state system that has provided me with the means to do this. Yes, I always need to throw in some of my own money, but I'm willing to do that because they add immeasurable richness to who I am as a "knowledgeable citizen of the world," and shouldn't that be a big part of what we model for students? (1)

Now that I have identified my area, college and discipline, you now know who filled this out. How personal and confidential can this possibly be? (1)

Nursing is not listed!! (1)

Nursing is not on program/discipline list. I would have chosen nursing. (1)

On items 18 and 31, a unique number for each option could not be selected. By default the program allowed choosing an unique number for only one option (1)

One on one scheduled sessions would allow me to fit Prof Dev into my schedule. I have an interest in many areas but do find it difficult to attend. At my prior employer, IUPUI, we could schedule individual sessions which worked out very well. Additionally, I would like to have sessions reviewing different computer statistical packages. (1)

Our campus leader is very anti-administration and "pro-IFO" which I think is inappropriate in his role. (1)

Our Center for Teaching Excellence is not excellent. It needs more support and a director that does not make us feel as if we are high school teachers. There needs to be more support for the academic aspect of teaching. (1)

Our teaching load os so extreme there is minimal time for the above. At times I am just glad to be through the week having successfully taught my classes. Enrichment is useful but only with reassigned time--this teaching load is excessive--especially on the university level. (1)

Please save \$\$\$ and stop trying to package this stuff for all campuses. Decentralize. We have different needs than the technical and community colleges, and even our "sister" universities. (1)

Professor Emeritus/Community Faculty (1)

Putting your programs online would be a great benefit to those faculty members like myself, who would like to take advantage of your service, but cannot take time off from are other duties to attend workshops off-campus and even many offered on campus that conflict with our teaching schedules. (1)

Question 41: Minnesota State University Moorhead has no comma in its school name. The MnSCU Board dictated no punctuation in the name after Mankato changed its name and included a comma. (1)

Question 42 did not list a good match for my discipline. I noticed several that were missing. So the info obtained from 42 is going to be subject to a lot of guessing (error). (1)

Question 42 does not list librarian as a program or a discipline. Your survey is flawed in this respect. I answered, but it is an incorrect answer. Librarians teach students across many disciplines and programs. It is offensive that your survey ignored so many faculty. (1)

Questions 1-3 are difficult to respond to because I consider faculty development to include much more than attending conferences dealing with teaching methods and the use of technology. It also includes study done by the professor in his/her area, including research. No one can be a successful teacher without continuing to learn and without still being excited about learning. Hence attendance at subject oriented conferences is faculty development as is attending conferences. We also mentor new faculty. Many things contribute to teacher development other than the topics listed for MNSCU workshops. While my attendance at MNSCU sponsored workshops is low, I am very involved in faculty development. (1)

Response list for Question 42 does not include Economics, my own department. Busines Educ or Business Admin are not reasonable substitutes. (1)

Several thoughts: 1. Time is huge factor for me. I teach every day, and am the only person who teaches my classes or really can teach them effectively. Anything which requires time away from my classes I really hate to do, because it isn't fair to my students. 2. Being in Moorhead, state-wide stuff is rarely held in our neighborhood! Most things are relatively east, and given the travel time it is very difficult to attend. 3b. For above reasons, sessions that are actually at our campus and don't require

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huge time commitments and rescheduling commitments are relatively appealing. 3. Discipline-specific teaching topics are most interesting to me. The unique demands and nature of my field (chemistry) sometimes makes some of the content of development or teaching seminars seem relatively impractical. But learning what works for other science teachers, that's much more appealing. 4. Use of the web is crucial. Training on how to do more and do it more effectively and easily is very desirable. 5. Time Part 2: In my department, everybody seems to be working a ton of hours already, and is stretched to the max just to keep up with our current responsibilities. Even to take time for a conference is problematic; and to take time to think a lot about major changes in approach, or to make major adjustments in teaching approach, is hard to do. We are so tied by the urgent and the must-be-done-yesterday that it's difficult to plan for the important and plan for what should-be-done-in-the-future. (1)

Since you've left off Philosophy, would you at least include a category like "Other Humanities". There is no area that would be an appropriate selection. (1)

So how do we get smaller classes that we can teach in? (1)

St cloud tech. college (1)

St. Cloud offers a myriad of excellent Prof. Dev. opportunities, but they are essentially wasted because as faculty we are so absurdly stretched that we are never able to implement the new ideas properly or find the time to redevelop material. The biggest block to either retaining us as faculty, or us improving our teaching is the time and money and space part of the equation. If I cannot get more time to do what I have to do, I'm going to end up burning out and stopping to care. (1)

St. Cloud Technical College (1)

strapped resources... i am expected to do develop online courses with no release time etc.... so one wonders why do i take this on when i don't have to.... their should be some serious discussion about developing online courses and providing the necessary resources (rather than out of hide) to do it right... need additional funding to support the development of distance based learning opportunities (1)

TESTING (1)

Thank you for providing in opportunity (1)

thanks for a good survey (1)

Thanks for asking our opinion. (1)

Thanks for asking! (1)

Thanks for asking...FDL Wasn't an option for "school"..so I just picked Bemidji, so the form would go in. ...FDL is where I teach. I love teaching but there isn't much support for adjunct. We need to get information sent to out homes in addition to our school mailboxes. Most information has deadlines and when we are not teaching a particular semester or summer, we miss out. (1)

Thanks for collecting this data. (1)

Thanks to the CTL for all that it does! Great survey too. (1)

The air traffic control program is so unique to the system. Our students have already graduated from college, are almost always highly motivated, we are funded by a federal program and we have a curriculum that is foreign to most college courses. It is difficult for our faculty to be interested in conferences that do not directly relate to our intense ATC program and its participants. Our faculty meet regularly to discuss necessary changes and improvements. We work closely on all issues. (1)

The CTL concept is good and many of the workshops seem like they would be valuable but it is difficult to find time in a busy schedule to participate. (1)

The department and college of social and natural science is very supportive. I have attended workshops offered by BSU computer services in WebCT and MS Access, They were too basic. I have been working to develop on-line courses in MS Excel for scientists, Chemometrics, and the neurophysiology of learning. All asset support has come from publishers or myself. The University does not provide me with a useable computer, and I currently use my personal computer. We could talk about adjunct compensation, but that is a topic for another survey. Please work hard to get innovative, we need to integrate technology and really shake up higher ed. The educational system we find ourselves in from K to undergraduate, has not changed significantly in the time I have been alive. It is time to really look hard at what we are doing and make some bold leaps forward. (1)

The fact that a State office still refers to this program as Industrial Arts, reflects the outdated and lack of appropriate faculty development available in the Minnesota system. (1)

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The greatest obstacles for most people in pursuing the TYPE of faculty development which you discuss here (i.e. teaching skills, etc., as opposed to content-based development) are (in my opinion) that 1) we have little or no TIME to participate in a meaningful way in training, discussion and development in these areas; 2) we have little or no FINANCIAL support, which includes release time, and technical and staff support; 3) the quality of the programs, as I have experienced them (and, admittedly, I haven't participated in many local/state activities in the past two years now), is low. (1)

The lead-in to this survey refers to teaching. The 4-yr institutions are educational institutions that do and should continue to go beyond just teaching. Application of what is learned and hands on learning through research is an essential component of the educational process that is largely ignored by MnSCU. More should be done to address this area of education rather than focusing entirely on teaching techniques that change with whatever new trend arises. (1)

The majority of my development activities occur via professional organizations and with colleagues in my field in nearby states. These opportunities fill my time and provide me with more development opportunities than I can possibly address. My specialty area is narrow and general faculty development activities are of little interest to me given my age and narrow focus. I am not at all critical of what has been done and what is being done but much prefer working with colleagues in the midwest and with the organizations that I support. (1)

The pandemic problem in our system is centralization. (1)

The single most-needed resource is release time for course development (either new content or new delivery method) during the academic year. Suggest one-half credit release for each credit of course to be developed, e.g. release time of 2 credits to develop a 4 credit course. (1)

The work loads make faculty development nearly impossible. I am ahead of the curve with just elementary knowledge of WebCT, Dreamweaver, etc. Also, I am opposed to entirely on-line courses. The availability of a program in meteorology at Mississippi State University has degraded the average knowledge of a meteorologist substantially. (1)

There are faculty improvement grants for presenting at conferences, but there is no funding to attend conferences and workshops just to gain expertise in our discipline specific teaching areas. I think funding to increase expertise should be a priority along with research presentations, especially since we are a teaching university. (1)

There are many workshops, conferences, etc. I would like to attend. However, it is almost impossible to schedule around classes. (1)

There have been so many initiatives coming down the road in the last few years that I think internally motivated desire for faculty development have been driven to the sidelines. The crisis atmosphere of budget cuts, program redevelopment and accreditation mandates have crowded out any other kinds of activities. (1)

There should be more of an emphasis on quality research. This leads to quality instruction. We need a 2-2 teaching load so more time can be spent on research and thereby improve quality in teaching content. Funding of research would also help! All the top ranked liberal arts colleges in this country have a 2-2 or a 3-2 teaching load. They attract both quality talent and quality students. The formula works! We should adopt it. (1)

There was no option for nursing as a program area or discipline above--not sure that health sciences reflects it. (1)

There were many questions for which the selection of answers offered was insufficient...I would have preferred it if each question had a box (like this one) where I could record my comments on that particular question... (1)

This has been an opportunity to self-reflect - I can see what I am ignorant of. (1)

This is a waste of time. Conscientious faculty will undertake personal growth activities, whether the system is involved or not. Unconscientious faculty will not do so, whether the system is involved or not. (1)

This survey highlights the lack of merit-based teaching awards available in our system, a deficiency also accentuated at an NSF workshop I attended this past summer. (1)

This survey is a little difficult to answer because it is aimed at teaching faculty. It is very important to build more of a relationship with teaching & non-teaching faculty, which is a bit of a misnomer. Librarians are teaching faculty, just not in the sense of structured courses. When you say "system" in the survey, I assume you mean MnSCU. (1)

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This took longer than 10 minutes. (1)

Undergraduate research is an underdeveloped area in MnSCU. Promoting it would invigorate faculty, increase student learning opportunities and generate income for the system. For that, we need funds for supplies and stipends, and a recognition of research mentorship as part of our teaching load (i.e. a compensatory reduction in conventional teaching load to promote a more effective form of teaching and learning). (1)

We are overworked and underpaid. We are expected to do research for tenure and promotion, and yet not given time or financial resources to do this. It is obvious that education is no longer valued in this state and country. It is very discouraging. We have to wait 10 years for a sabbatical... (this is my 10th year here) and I am way beyond burn out, and desperately need a break to rediscover why I wanted to be a professor and teach. My research makes me a better professor, helps me maintain currency in my field, helps me place students in good jobs or at good grad schools -- yet it is not really encouraged. We need to get in line with national standards and accreditation to be better teachers. A reasonable teaching load and support for our research would improve morale and performance. It would also help us attract better students! My colleagues and I all get very ill by the time each semester is winding down... from stress, lack of support, and a work load that it is not humanly possible to maintain. Thanks for doing this survey... I am skeptical that anyone will listen... but willing to spend the time to fill it out and write anyway. (1)

When forwarding this survey to faculty our dean asked us to communicate to him whether we had completed it. I believe this could result in a confidentiality problem. (1)

When you start the survey, it is kind of hard to tell what you mean by "faculty development" - I often associate it with research, attending meetings/conferences dealing with research, etc. I do not so much associate it with seminars on campus, etc. The second half is all about CTL which I have minimal experience with except through some of the teachers within our department. (1)

Why don't you list broader program areas/disciplines? Choices not even close to my area. What about different levels of "professional development," from less experienced to more experienced faculty? (1)

Why is faculty development only about teaching? What about research? I am at an institution that makes noises about valuing research, and it is one factor considered in tenure decisions, but research gets little or no real support. I've generated close to \$500,000 in outside research grant dollars in under 5 years and not once have I received even the slightest bit of recognition from my institution's higher administration. Not even a simple letter. My dean and the OSP at my institution have been most helpful, but the remainder of the administration is hopeless. Your survey does nothing to change the perception of the MNSCU system as being little more than a bunch of glorified high schools. We are supposed to be academics. As such research is part of our job. Let's start acting like it. Start putting as much effort into promoting researchers as we do promoting teaching. (1)

you forgot student support services as a program, ie. counseling, college orientation courses (1)