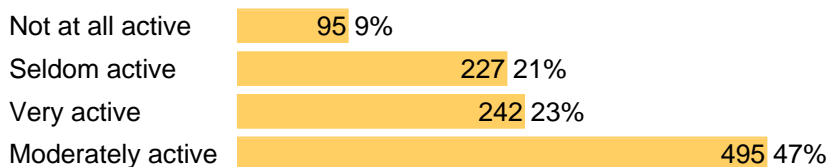


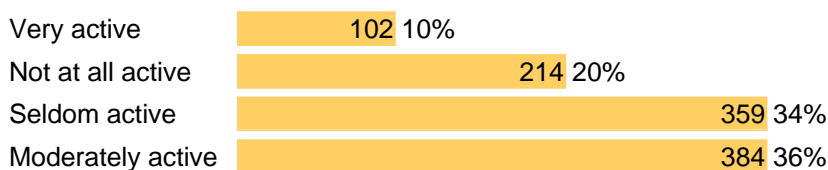
## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

Aggregate Faculty Survey Results – Total Responses = 1067

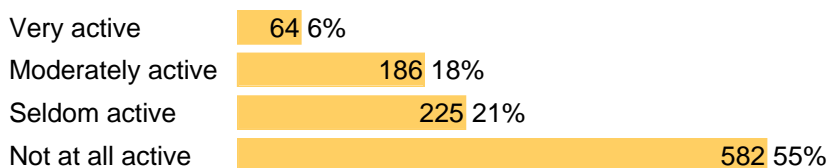
**1. In the past 3 years, how active have you been as a participant in faculty development *on your campus*?**



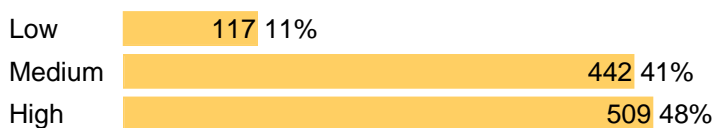
**2. In the past 3 years, how active have you been as a participant in faculty development activities *systemwide*?**



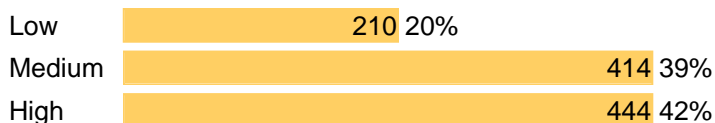
**3. In the past 3 years, how active have you been as a participant in faculty development activities *nationally or internationally*?**



**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.**



## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

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.



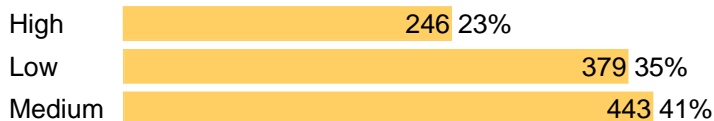
7. Please indicate your level of interest in *topics related to teaching online*, such as: blended courses; fully online courses; using instructional management software; engaging the online learner; and using electronic portfolios.



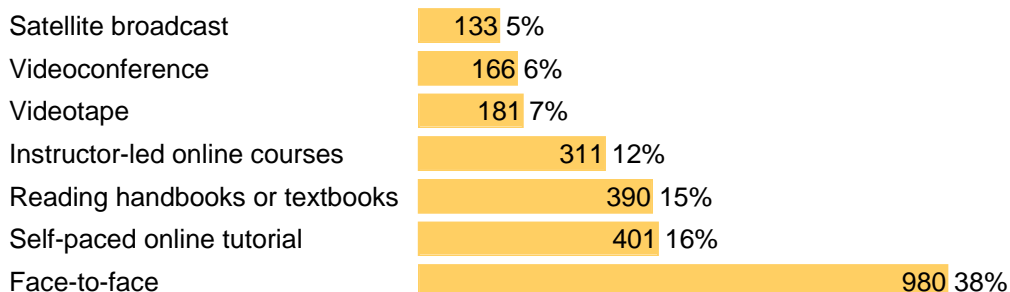
8. Please indicate your level of interest in *general technology topics*, such as: Microsoft Office; Web browsers; html; Web development; ISRS, DARS, CAS software; E-mail and listservs; and electronic calendars.



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.

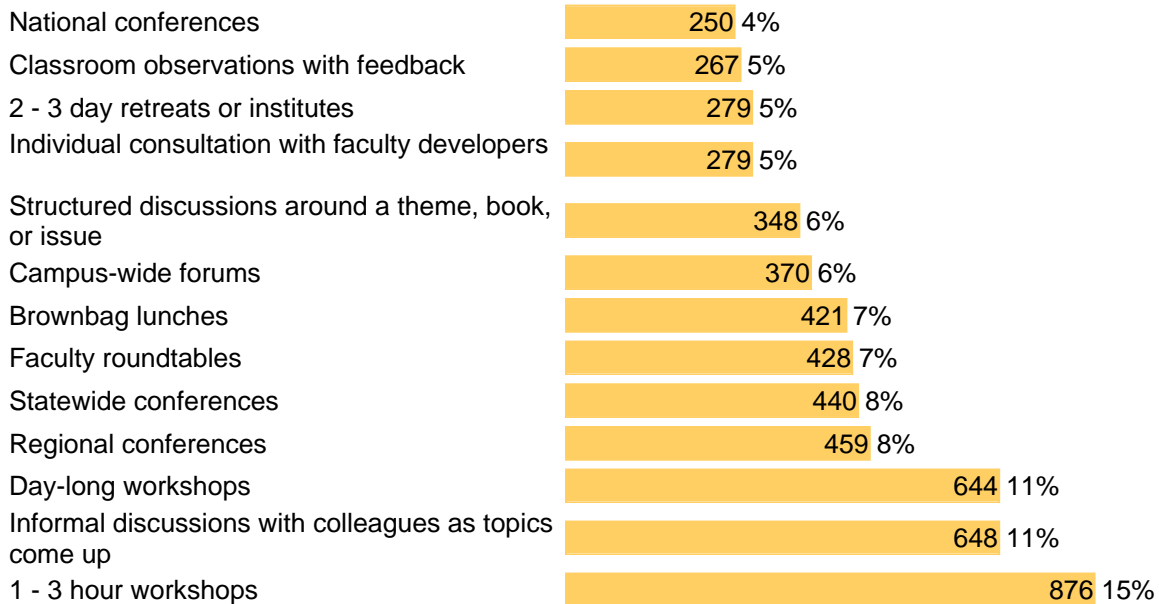


10. Which of these faculty development *delivery methods* do you, as a learner, prefer? (Choose all that apply.)



**MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003**

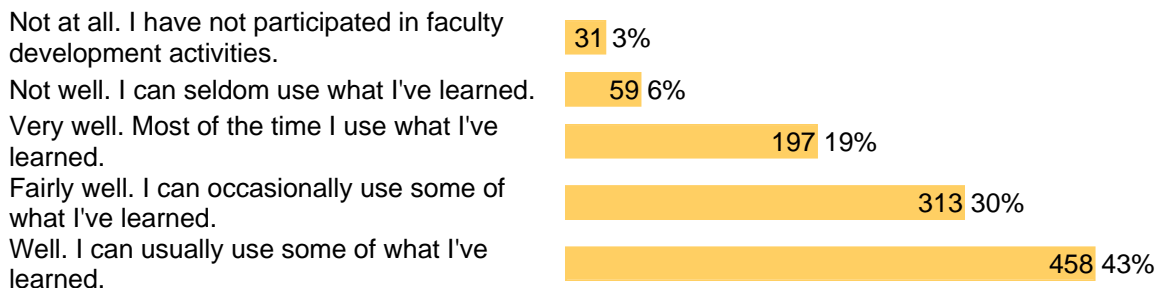
**11. In which of these *types of activities* are you most likely to participate. (Choose all that apply.)**



**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 COLLEGE FACULTY SURVEY, SPRING 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.)

Possible student resistance	11	1%
Unclear about support of colleagues	16	2%
Need for resources	53	5%
None of the above	60	6%
"No room" in the course	92	9%
All of the above	110	10%
Time to reflect and plan	223	21%
Time to prepare new materials	494	47%

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

Other (Please list:)	26	1%
Online discussion group	131	5%
Industry/manufacturer training	202	8%
Sabbatical	308	12%
Professional/trade association meeting	611	23%
Conference	618	23%
Workshop	757	29%

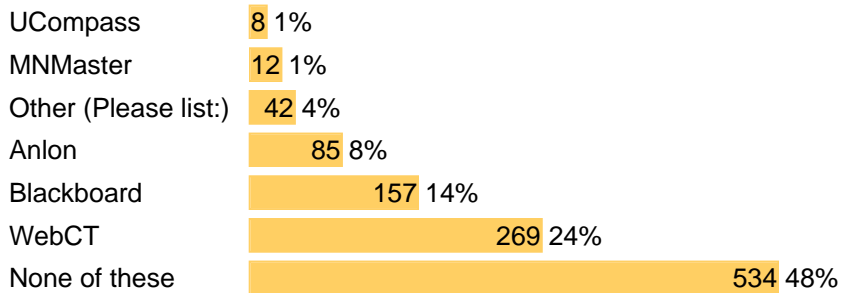
\* Please see free response results below.

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

I am already doing this <i>and</i> I would like to increase the number of courses I teach online.	75	7%
I am already doing this.	171	16%
No	398	38%
Yes	409	39%

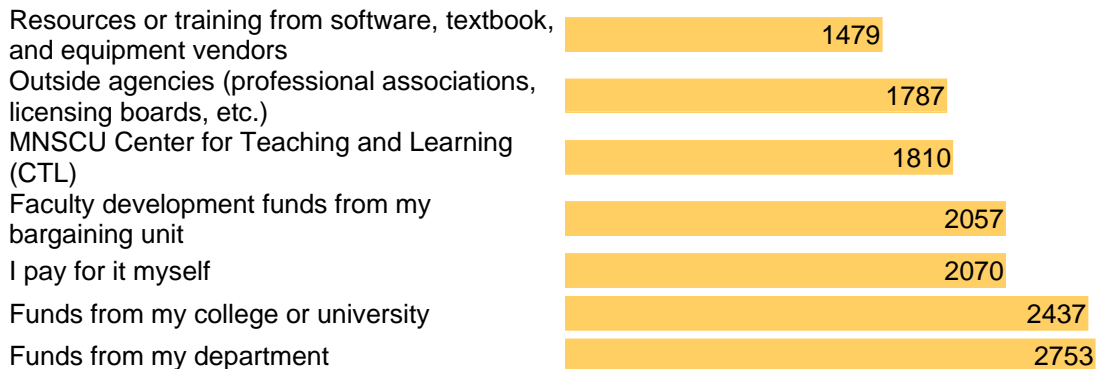
## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

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

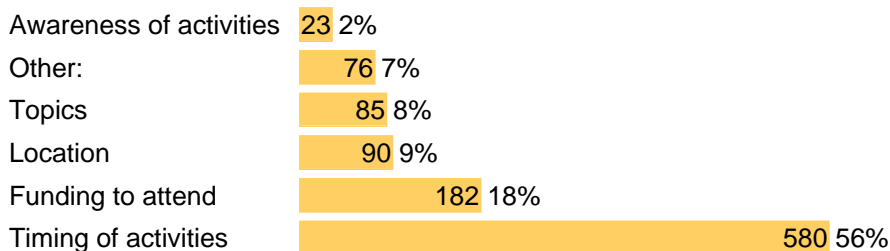


*\* Please see free response results below.*

**18. In general, what faculty development funds do you use most often to participate in faculty development activities? (Rank from 1 to 7. 1 = most frequently used, 7 = least; N/O = No opinion/don't know.)**



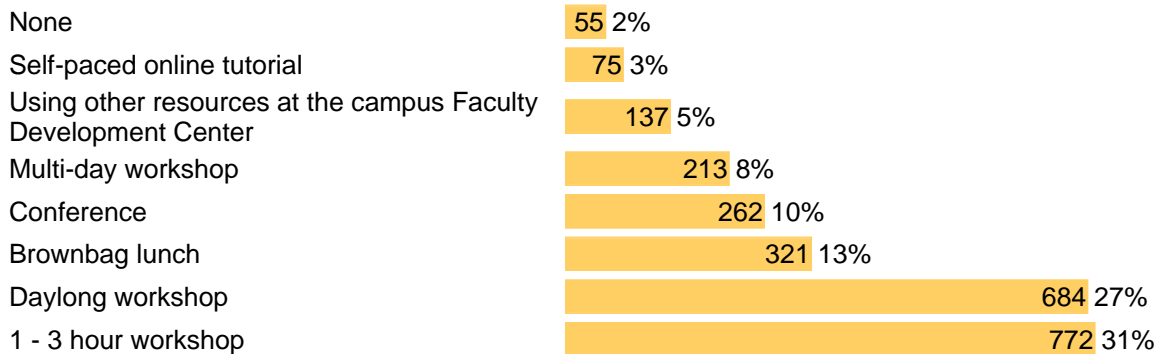
**19. What is the single most serious obstacle to your attending faculty development activities?**



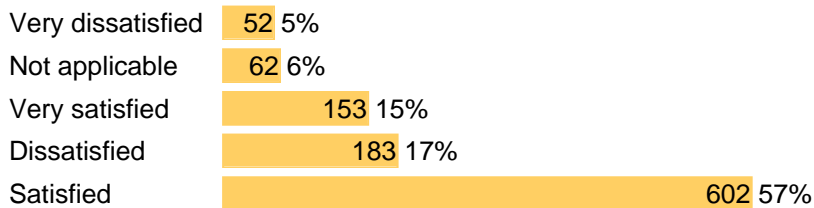
*\* Please see free response results below.*

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

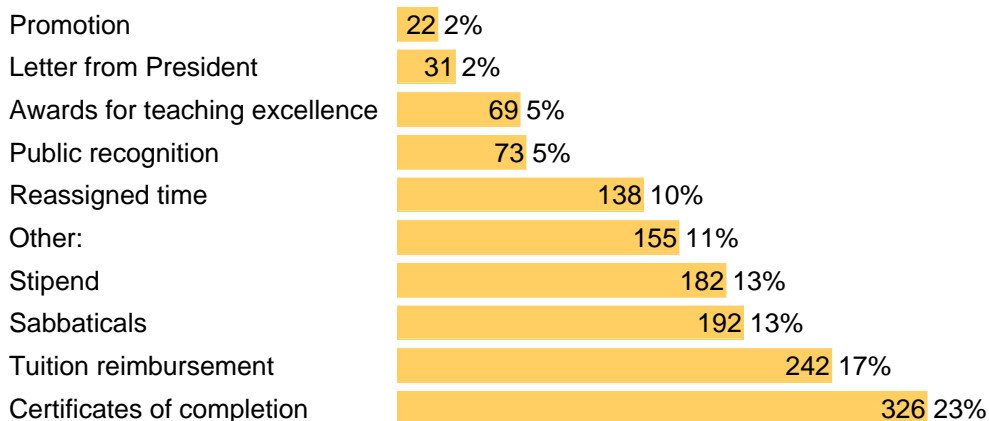
**20. In the past 3 years, what types of *on-campus* faculty development activities have you participated in? (Choose all that apply.)**



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



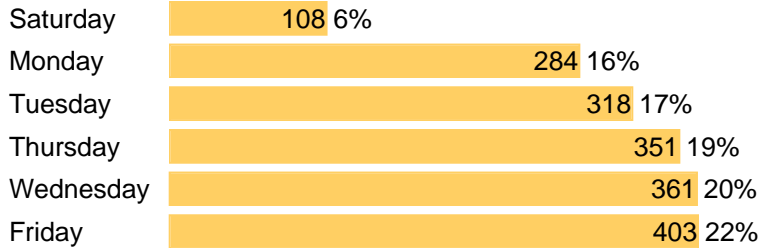
**22. What opportunities and rewards does your college offer for participating in professional development? (Choose all that apply.)**



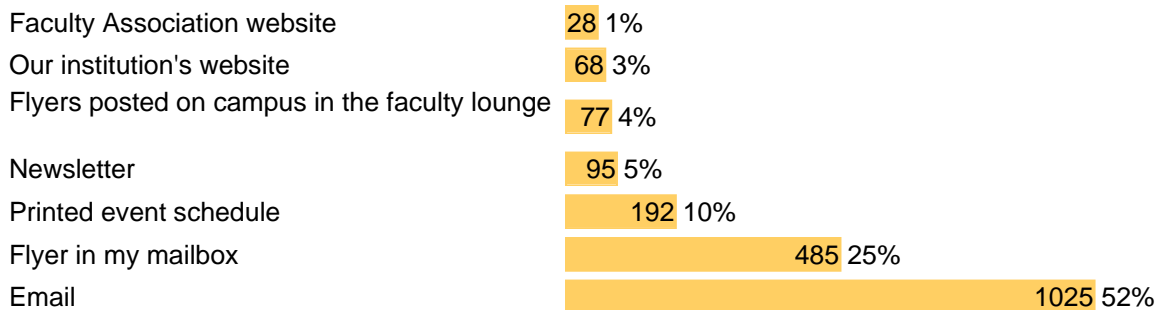
*\* Please see free response results below.*

**MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003**

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



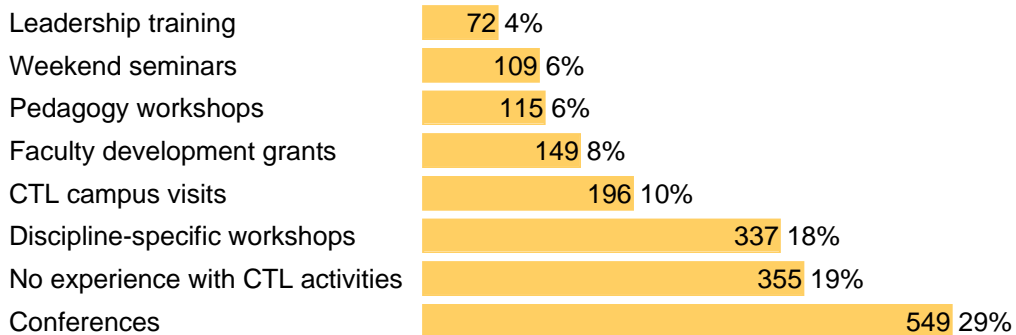
**24. What are the best ways for your campus faculty development coordinators to notify you of upcoming opportunities? (Choose all that apply.)**



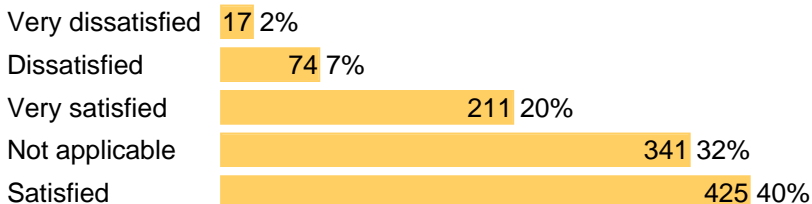
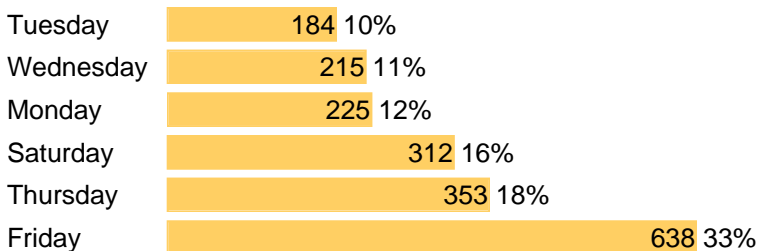
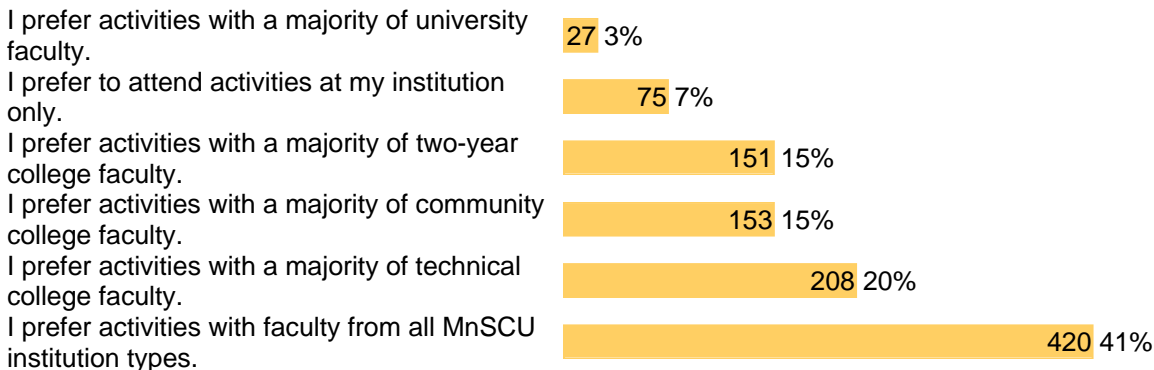
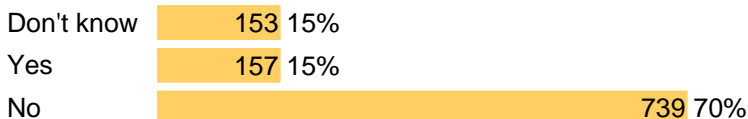
**25. Are you familiar with the MnSCU Center for Teaching and Learning (MnSCU CTL)?**



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

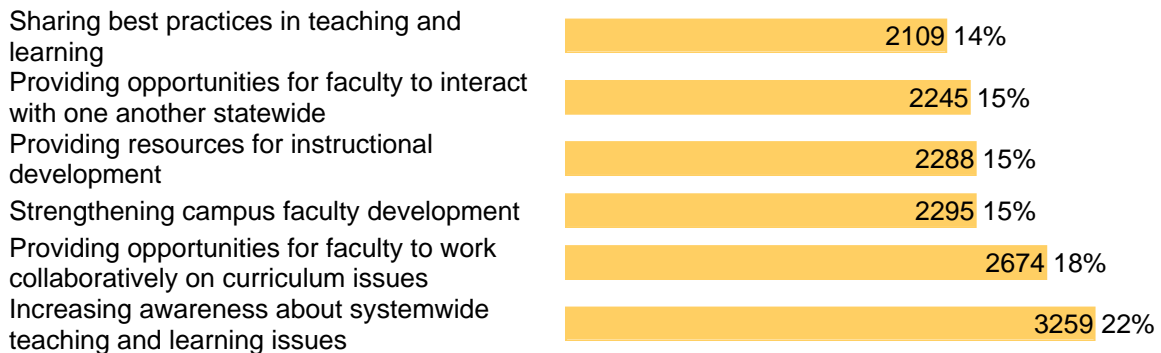


## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

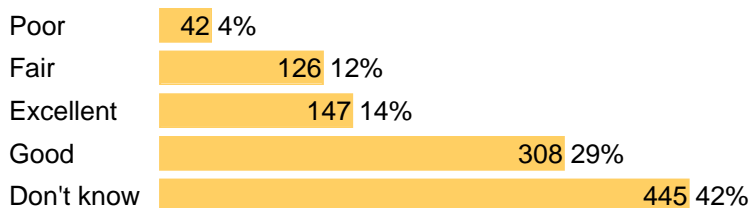
**27. How would you rate your level of satisfaction with the MnSCU CTL faculty development opportunities in which you have participated?****28. What days of the week do you prefer for *statewide, off-campus* faculty development? (Choose all that apply.)****29. When you participate in faculty development activities, what is your preferred "mix" of participants from other MnSCU 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), MnSCU's Office of Instructional Technology (OIT), or OIT's Instruction Technology Support Services (ITSS)?**

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

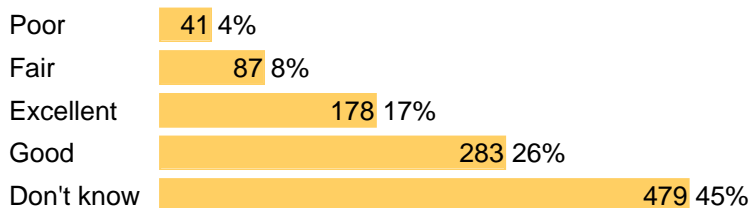
**31. Please rank the following MnSCU CTL program objectives for statewide faculty development in order of their value to you. (1 = highest, 6 = lowest; N/O = No opinion/don't know.)**



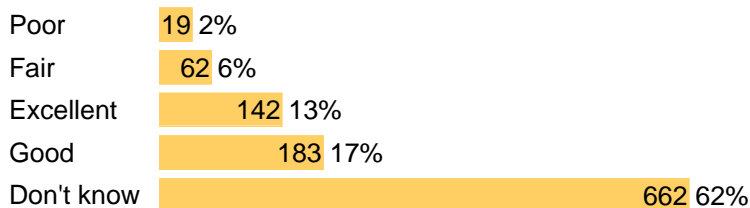
**32. Please rate the value of the MnSCU statewide conferences.**



**33. Please rate the value of the MnSCU CTL discipline and program workshops.**



**34. Please rate the value of the MnSCU CTL instructional development grants.**

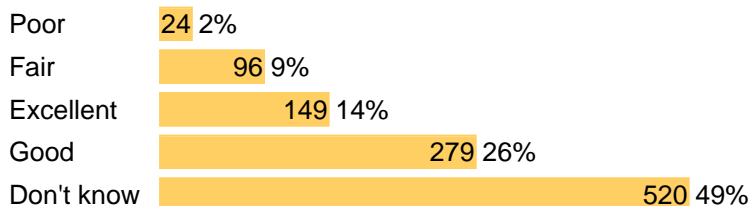


**35. Do you know who your CTL Campus Leader is?**

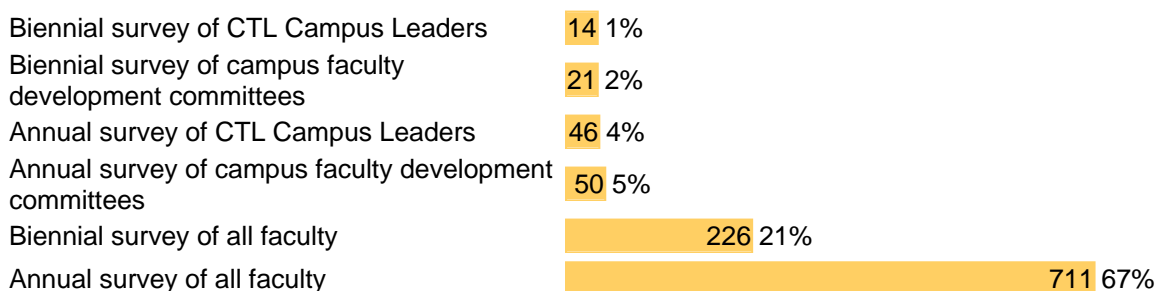


## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

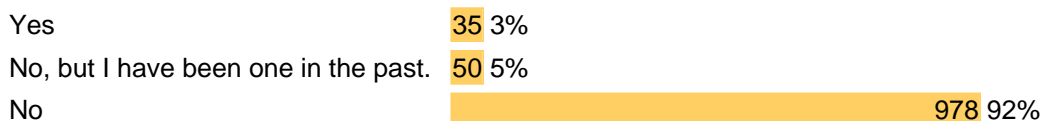
**36. Please rate the value of the MnSCU CTL *support for campus CTL Leaders* (CTL website, communication pieces, teaching materials).**



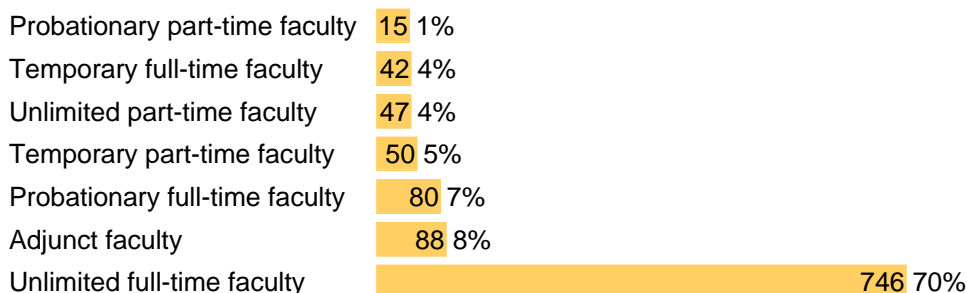
**37. In the future, what method should the MnSCU Office of the Chancellor use to obtain information like this about your faculty development needs? (Choose the one option that best matches your preference.)**



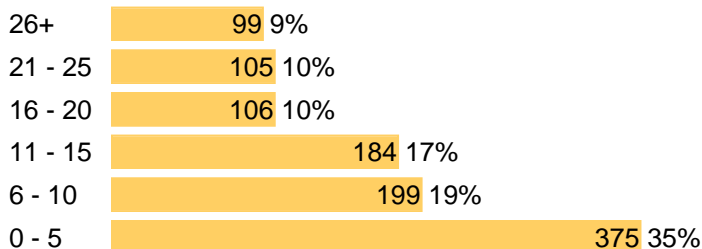
**38. Are you a campus CTL Leader?**



**39. Which type of appointment best describes your position?**



## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

**40. How many years have you been teaching at one or more of the Minnesota State Colleges and Universities?****41. At which college or university do you teach?**

\* Please see free response results below.

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

\* Please see free response results below.

**43. Your gender?****44. We welcome your comments:**

\* Please see free response results below.

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

- A regular college class (1)
- Collaborative meetings with other faculty in same programs, other colleges (1)
- correspondence and conversation with sociologists and anthropologists outside MNSCU. (1)
- Courses (1)
- creative research (1)
- Credit based coursework (1)
- Discipline-specific meetings, work sessions, ability to gain college credit for work during meetings (1)
- diversity and pedagogy (great conference at U Ed. dept. this [ast Feb.] (1)
- Facult Interest Group that would meet once a month (1)
- I don't understand this question. (1)
- I have attended one TES course (1)
- Independent Study (1)
- It has been tremendously helpful to have credit offered for some of the CTL workshops. If we must earn credits for lane change, it is hard to find time for other workshops as well. (1)
- Local discussion group for our discipline (1)
- Meet with the other Chemistry Instructors. (1)
- meeting with other surgical technology instructors - we used to have state meetings, but no more (1)
- Metropolitan State's teaching seminars (1)

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

metro-wide or state-wide department meetings where we determine our own agenda (1)

multi-campus discipline specific groups single-campus cross-discipline groups (1)

national discipline conference and state-wide discipline conference (1)

Nationally-known speakers. (1)

Nursing discipline day long workshops (1)

Nursing related (1)

On-Campus CTL meetings (1)

One day workshop on specific topics eg. teaching composition or creative writing. (1)

Online discussion only with folks I truly know, such as my campus colleagues. Online format does not work as well when participants don't know each other as well. It takes my online students a few weeks to really warm up to each other. (1)

professional (germane to the specific discipline) conference (1)

Reading/Discussion group (1)

Regional discipline workshops, i.e., Computer Information Systems. (1)

regular discipline-based meetings (once per semester) (1)

research in field; reading. (1)

research, reading, writing (1)

round table discussions (1)

Scientific conference (1)

self paced study (1)

Small group discussion, face-to-face (2)

Something that doesn't take time away from my current students! (1)

State wide discipline meetings across all MNSCU institutions. (1)

summer institute format (1)

Talking in the halls. (1)

Talks by prominent thinkers at other colleges or community venues. (1)

teaching circles (1)

The discipline meetings are the most productive. (1)

There is a serious negative trend on this campus. Sabbaticals are no longer allowed for rest , reflection, or individual intellectual development. The process is made so laborious and onerous, few apply.Few sabbaticals are approved unless they mesh with and advance institutional goals that are not been addressed due to shortages of resources ( in effect, sabbaticals are being used by the administration to get administrative and program development work done. (1)

Transportation trades Technology Powered sports / small engine / recreation equipment (1)

Working only with people in my profession as opposed to general development activities (1)

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

? (1)

A system I programmed myself and use currently in my courses to overcome shortfalls in WebCT and Blackboard (1)

academic systems (1)

ALSI (1)

Applied Learning Systems (1)

CourseForum (1)

Custom SW written by myself. (1)

Develop and maintain own web page. (1)

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

Developed and design my own course related site (1)

Do NOT think about dropping WebCT and the standard course management software. (1)

eCollege Jones (1)

Fairly easy to go from platform to platform. (1)

Front Page (2)

FrontPage (1)

FrontPage & MSN Groups (1)

FrontPage and web page creation (1)

Home page for materials, etc, and great links to Publisher's web site for practice tests, other useful links, use local campus network. (1)

I am interested as long as it does not take up more time than I am already expending and it proves to offer greater opportunities for discourse and learning potentials (1)

I am not proficient but familiar with the use of Blackboard and Webct. (1)

I create my own sites with dream weaver (1)

I do not feel pficient, however I do 1 whole class I teach online at this time. I am also self taught so I am guessing I only am using a small part of what is available through WebCT (1)

I feel confident that a switch to some of the other formats would not be difficult, but I would need TIME to do it. (1)

I have attended classes on WebCT but not offered any classes on the web. (1)

I have built my own IMS. (1)

I have course materials available on my website. (1)

I have used Blackboard & WebCT, but do not feel proficient. (1)

I have used Excel extensively in one of my statistics courses. (1)

I have used WebCT but do not consider myself proficient. (1)

I run my own website (1)

I sincerely hope that MNSCU doesn't drop the WebCt platform. (2)

I teach web-enhanced courses without using any software systems -- I think dependence on these systems can be problematic. (1)

I use my own web site. WebCT is the worst software I have ever used. (1)

I use on-line tools that I developed for my specific classes. (1)

I use WebCT but do not feel proficient. Availability of adequate training has been lacking this semester as I have tried to integrate WebCT into my courses. I would like to use WebCT more, but need more training AND the time to plan and integrate the training. It does me no good to get training, then not have time to begin to apply it while it's fresh. Also, this semester getting tech support has been difficult. (1)

I will learn Web CT this summer. (1)

I will learn WebCT this summer. (1)

I'm partially proficient with WebCT. I prefer mixed in-class and on-line classes in my discipline area. (1)

In blacboard, I am proficient as a user. (1)

Intersactive Whiteboard (1)

Introductory information on WebCT (1)

I've just started getting to know about WebCT. (1)

I've tried WebCT and need more experience to implement it successfully (1)

Just begining to put our EMS courses on line and I do not beleive we are using any of these. (1)

Lotus (1)

MNWest (1)

MS FrontPage (1)

my course is a hybrid. Student reaction papers are sent to me via e-mail. The rest is fairly traditional independent study (1)

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

My own Web Pages and Just in Time Teaching. (1)  
 MyCourse by Thompson Learning (1)  
 Need more training. (1)  
 None - I have used Blackboard, WebCT and Anlon to take classes. I have not taught online. (1)  
 on our school's network (1)  
 oncourse (1)  
 Overhead projector (1)  
 Pageout by McGraw-Hill (1)  
 power point (1)  
 power point and creating CD'S for course presentations (1)  
 PROFICIENT??? I do not consider myself proficient in any of them. Use aspects of a couple of them, but proficient, no. (1)  
 Provided by text publishers (1)  
 Self-developed (1)  
 smartboard (1)  
 Textbook online resources (1)  
 Textbooks and the human voice. (1)  
 Univ. of Phoenix custom program using Outlook Express and MS Outlook (1)  
 video projector (1)  
 web page design, including discussion postings (1)

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

1. Personal energy 2. Need to be teaching my students (1)  
 Ability to leave the classroom---time away from preps and papers (1)  
 All of the topics sound like something from the College of Education. Give us some intellectual content instead. (1)  
 Also it is difficult to leave the classroom during the semester, and the summer gets busy with other activities plus I have taught for 15 years in the summer. (1)  
 and sub availability (1)  
 As an adjunct faculty member, it's difficult to attend some faculty development activities due to time/place obstacles (i.e. scheduled on "non-duty" days). Also, being farther down on the list to receive funds due to part-time status--I end up paying for these types of opportunities myself. (1)  
 Available time. I teach almost all day long and have little available time outside the classroom hours. Of course \$\$ is right up there with what I can do for training. (1)  
 Because of heavy teaching loads, it is very challenging to take the time to participate. My first obligation is to my students--to be in class and be available to them. Often faculty development activities occur during the semester, during a scheduled class day, and it becomes a choice between fulfilling our obligation to the students and finding the time to attend worthwhile development activities. (1)  
 Because of this, I think it is critical to offer multiple trainings to best fit varying schedules. (1)  
 Besides the timing, it is difficult to attend many off-campus/out of town development and conferences due to my health. (1)  
 Can't take time from my busy work schedule. (1)  
 child care issues (1)  
 coaching so there is no time I can go (1)  
 conflicts with teaching schedule (1)  
 Cost of paying for it myself (1)  
 Deciding whether the activity is useful (1)

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

Department funds were budgeted and appropriated, but then froze. This was a real kick in the teeth. It sends a message that MNSCU don't wish us to include professional development in our department budgets for program specific items rather that they want everyone to participant in CTL events and other general events. (1)

Development activities not convenient or applicable to part-time faculty. (1)

Don't feel I can cancel my classes to attend. So in a way it's funding to hire a sub very often. (1)

Family committments (1)

Finding qualified people to be on worksite with students. (1)

Finding the time to attend. (1)

Funding is also a problem (1)

Getting adminstrative permission (1)

getting the time off with out a lot of hassel (1)

Have small children and being away to work is difficult enough. (1)

hAVING TIME TO PARTICIPATE (1)

Having to do with missing classes/substitutes (1)

I always feel guilty leaving my students during the school year and I don't want to give up my personal time in the summer or on weekends. (1)

I am a new part-time faculty member, and I also work as an independent contractor. I have frequently had scheduling conflicts this semester. (1)

I am adjunct faculty at the Mankato campus so I am unsure if this even applies to me at this point. (1)

I am adjunct faculty with a full-time professional position in the computer industry. (1)

I am committed to taking classes for lane change so if there is no credit option I think twice. (1)

I am not sure how much these activities relate to my subject area, which is music. (1)

I am part time only. (1)

I am partime and it is hard to get the funds for development (1)

I have a full time job outside of my adjunct position in MNSCU. (1)

I have been teaching 30 years. I have dropped down to half-time. I would think this is true of those individuals that have been in the system for a long time. My interest is high. My participation in CTL was high. It is time to let others step in. It is time for me to continuing developing my classes with the information I already have and have not had the time to use. (1)

I have been working two jobs as I am part-time at both- very little time to add new things into my schedule (1)

I just don't have the time during the school year. (1)

I really have a tie between Topics and Funding to attend. (1)

I use the development funds allocated but the distant location of the conferences that interest me often makes them expensive. (1)

I work full time elsewhere and find adjunct faculty are limited in their time for faculty development. (1)

I would have to cancel classes to attend activities. (1)

I'd like to say timing and location (1)

I'd rather attend sessions that I need than what is provided by MNSCU. This is why I feel that funds should be available to faculty to cover training needed, often offered by private industry or national associations. Thes organizations are on the cutting edge in their fields---and I don't feel that MNSCU programs are of the same quality. (2)

I'm an adjunct teacher and work full time elsewhere. (1)

I'm not interested in supporting CTL faculty who should be doing more in the classroom (1)

In science, it is very difficult to maintain the integrity of the course if lab

## MINNESOTA COLLEGE FACULTY SURVEY, SPRING 2003

sessions are missed (also, with the content intense courses, it is difficult to miss any class days as well), so unless a conference falls on a day or days when I have no lab sections, I really cannot attend. (1)

including finding the time to attend (1)

Information about opportunities and how to access them (1)

interest in specific activity (1)

It is almost impossible to attend once the semester is in progress... (1)

It is impossible to attend if scheduled at the time when we are registering returning and new students. (1)

IT IS VERY DIFFICULT TO TAKE TIME OUT OF YOUR TEACHING HOURS TO ATTEND FACULTY DEVELOPMENT ACTIVITIES. (1)

I've been attending law school for the past three years and only teaching courses online. I simply have not had the time to participate recently. (1)

Knowing about activities with enough lead time to plan syllabus to be allowed time off with little impact on students (1)

lack of childcare; I'm a single parent. (1)

Lack of respect for the people running CTL and their inability to recognize the nuances of this faculty as well as their practice of engaging in hours of lecture to transmit new material. (1)

Lack of time (1)

Locally, topics germane to English are emphasised. At the state level, I have been "disinvited" from participation after some suggestions I made for improvement based on my many years of participation in the Community College Center for Teaching and Learning ( how many of that group have also been "sacked" from Staff Development activities? Certainly, MnSCU could find no place for the Learship of Peterson and Stack!) ruffled feathers. My conclusion: the egos of those in the present CTL and here on this campus prevent further involvement. For example, Service Learning on this campus was deliberately blocked by the administration. It is a waste of my time to try and propose Faculty Development initiatives is I am continually stonewalled. How much talent and good will is MnSCU going to squander to placate the insecure? (1)

Making time available (2)

mediocrity (1)

Missing classes (being absent from the classroom) (1)

Most activities are scheduled during times that I have class sessions. I would have to cancel classes in order to attend. (1)

Most learning sessions are during the day or afternoon making it impossible for us that teach in a PM program to attend. (1)

most of them address important topics but tend to be deathly dull power point presentations filled with fluff and jargon. (1)

Most of these faculty development activities occur during class time. Thus I have to make a choice between either teaching or going to the activity. (1)

My energy (1)

no obstacle (1)

No time and no interest. (1)

none (2)

not enough time, and then need to find a substitute teacher (almost impossible) or give independent study assignments (can't do too much of this, either) (1)

Not interested in topics. I was disappointed last October with the Mnsclu sponsored conference at MCC. Most of the sessions were very new age, very anti-intellectual, centering on students' emotional life and feelings, etc. At this point in my career, I'd rather spend time discussing more intellectually related issues. For example, I teach in Brooklyn Park where it has become more apparent to me that many of our students bring a very conservative

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perspective to the classroom, particularly those from the religious right. I come from a very liberal background and I'd love a workshop on understanding these students better, on techniques and strategies for dealing with their resistance, specifically from the religious right. Maybe that means understanding the demographics and other sociological factors of the area better. (1)

Not sure as a part-time adjunct faculty member what is and is not available to me or required of me. (1)

Not very practical (1)

Notice of the opportunity comes too late to build into the schedule of the courses I teach, if I knew about all the opportunities several weeks before the semester started, I could accommodate the time away by building it into the schedule (1)

Only so much time in a day! (1)

Only teaching part-time (1)

Parent of young child; cannot devote time outside of regular work hours, and often cannot leave worksite during regular work hours to attend faculty development programs (1)

Past experience that, the larger and more flashy the event, the less actual content; thus, the cost in time is generally too high for the probable benefit. (1) prioritizing my own time for all the things I need to do as a professional and as a human being (1)

Quality substitutes for my students (1)

Release time (2)

Release time from Department of Correction and the fact that I work 12 months out of the year. (1)

Relevancy---all of the activities offered are at an extremely low level and should be known by ANY competent teacher before they begin teaching. (1)

Scheduling is very difficult. There are no subs for classes. (1)

Scheduling time away from the classroom. (1)

So far they are boring and unrelated to my needs. (1)

Some are such a big waste of time. For instance, the one in the cities at MCTC where you made us sit in bleachers and listen to speakers we couldn't hear and who did not address issues of interest. These are the things that turn faculty off from coming to events. Tell us something we have not heard before, not the same old, same old. (1)

Takes time away from instruction. (1)

Takes time away from teaching. (1)

Taking the time away from my classes. (1)

Taking time away from classes. (1)

That includes the amount of time away from class, etc. (1)

the need for substitute instructors each time I leave for training (1)

The quality of the program. Is it really applicable to what I teach. (1)

The staff development money we are given does not come close to covering the costs of regional or national conferences. We need to be able to take the staff development money from one year and carry it over to the next year because only by combining two years worth of staff development money can we pay for a conference. (1)

The teaching workload of MSCF members allows little time to participate in serious faculty development, or to integrate new ideas into the classroom. Especially if a person is involved in campus committees and spends time going to meetings. If MnSCU is serious about faculty development it will reconsider the faculty teaching workload. (1)

The topics are often addressed to an audience with entry level of moderate knowledge, and I have extensive experience with the topic. I have been teaching for 33 years, and I am a pioneer in distance education and

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innovative teaching in my field. (1)  
 Thief River Falls is VERY far from most activities and takes a whole day or more, even if for only a two hour meeting (1)  
 Three children at home, so it is difficult to attend anything that is not within a M-F timeframe, e.g. no weekend conferences. (2)  
 Time (5)  
 time (5)  
 Time & application (1)  
 time available to me to be absent from campus (1)  
 Time away from teaching duties. (2)  
 Time constraints and conflicts (1)  
 Time to attend and time to integrate topics into my courses. (1)  
 Time to attend. I cannot get away due to my teaching schedule and department responsibilities. (1)  
 TIME! (2)  
 Time. I teach only one class at night; I'm part-time. (1)  
 Timeliness and Interest in Activities (1)  
 Time--not enough of it. Can't afford the time away from the classroom. (1)  
 topics is a close second (1)  
 Trying to find the time to go (1)  
 With current course loads, being gone can be difficult to arrange with all classes. (1)  
 work load (1)

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

\$1,000 in funding every three years (1)  
 ? (2)  
 A few opportunities, very few rewards. (1)  
 A letter from the President is meaningless. Our college doesn't value faculty development. (1)  
 acknowledged in faculty newsletter (1)  
 Adjuncts don't get sabbaticals, even if they've been teaching full-time in the system for many years. (1)  
 Ar one time money was offered but for the past two years this has not been so. (1)  
 As a new instructor, I really don't know (2)  
 college gives no formal recognition for attendance and it should. (1)  
 conference fees paid (1)  
 Deductions for non attendance. Days of the week preferred depend on teaching schedule (different each semsetr). (1)  
 Do not know what is available. HR keeps that info to themselves. (1)  
 Do not know. (1)  
 Don't know (4)  
 don't know (4)  
 Don't know. (4)  
 don't know. (4)  
 Don't know. Its my first year at this campus, I'm still learning. (1)  
 Flexibility regarding class meetings is essential: our administration is very supportive in this regard. The sabbatical is one of the elements that contributes to Minnesota's superior higher education. If secondary schools provided this it would improved that institution as well. Sabbatical is one of the best ways to improve and retain quality people. (1)  
 food (lunch) and allotted time (1)  
 Funding is simply not available, other than through association funds

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stipulated in contract - no rewards from college - this year (1)

generally nothing (1)

Grant funds pay for on and off campus science research work and national science conference participation (1)

Have no idea but some people may be getting recognized. (1)

I am new faculty so am not fully aware of these. (1)

I am not aware of any opportunities or rewards other than having pay deducted for not attending professional development days. (1)

I am not aware of any. (1)

I am not aware that any of the above apply, particularly for part-time faculty. (1)

I am not sure -- I just started at a new college (1)

I developed two online courses to help MNSCU get the Transfer Curriculum on line.(Joel Peterson's project) I was promised a laptop for the one, and nothing was offered for the second. No payment, no reduced load, nothing, The college is presently paying \$3000 per course development to others. For this and other reasons, I have discontinued on-line teaching. This is just blatantly unfair. This is just the tip of the iceberg of abuse on the Anoka Ramsey campus.PS> I had to raise a big stink to get the promised laptop! (1)

I didn't know there were rewards! Is this how other colleges get faculty to attend? (1)

I do not know (2)

i do not know (2)

I do not know of any rewards offered. (1)

I don't all that apply, as I have only been connected to the campus for about 14 months. (1)

I don't do it for my college I do it for my self and my education (1)

I dont know (1)

I don't know (4)

I don't know. (2)

I don't understand the question. Our college doesn't reward participation in professional development. Our campus CTL makes available activities/workshops/etc. and presenters receive stipends. Every 7-8 years we are eligible for a sabbatical. Once in awhile I will get a note from administration thanking me for participating a certain event. (1)

I doubt there will be any reassigned times or stipends any more though! (1)

I have never heard of opportunities and rewards for attending. (1)

i have no idea (1)

I really don't know what this question is asking (1)

I would love release time but it is not given. I have developed two brand new interdisciplinary courses and am not sure I will ever do it again. the time and energy "comes out of my hide". Why not just offer the same old when I get paid the same, and have to work less? If you want innovation, you need to reward it. The current system rewards complacency. (1)

I have received nothing from my college for attending CTL activities although they tell us they support it. (1)

I'm new, not sure. (1)

i'm not aware of any (1)

It is usually on your own. Once in a while there is a small stipend. (1)

Learning new material and concepts that can be used in the classroom. (1)

Limited funding (\$200 from college, \$500 from MSCF) (1)

My Dean told me that it should be considered a "treat" to attend conferences. That tells me all I need to know about how the college looks at professional development. (1)

My incentive is personal growth as an instructor. (1)

n/a (1)

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No awards - jobs and promotion go to those who have not participated rather than those who have been most active. Any reward is the personal satisfaction of seeing students benefit. (1)

none (56)

None (56)

NONE (56)

none - (1)

None ! (1)

None I am aware of (1)

NONE OF THE ABOVE (2)

None of the above (2)

none other than the standard funding (1)

None-- professional development in the State University/Community College system is view with contempt by the Republican majority and hence administrators are unable to properly promote the development needs of their faculty. (1)

None that I am aware of (4)

none that I am aware of (4)

none that I am aware of (4)

None that I am aware of (4)

None that I am aware of. (2)

none that I am aware of. (2)

none that i been aware of (1)

none that I know of (5)

None that I know of (5)

None that I know of (5)

None that i know of as yet but I am new here. (1)

None that I know of. (5)

none that I know of. (5)

None that I know of. We need more professional development dollars per faculty member. (1)

None that I know. (1)

none that I see (1)

None that I'm aware of (1)

None that I'm aware of. (2)

none usually (1)

NONE WHATSOEVER (1)

NONE! (1)

NONE!! (1)

None, as far as I know. (1)

None, it's discouraged. (1)

None, other than food sometimes. (1)

None. (1)

None. Not encouraged financially or in other ways. (1)

none: anti-intellectual atmosphere (1)

none---we even have to pay to take WebCt training on our campus (ARCC)-- \$50 for a half day session. (2)

Not at all important to the administration of the college. (1)

Not aware of any (1)

not sure (4)

Not sure (4)

Not sure under present structure. (1)

Nothing (9)

nothing (9)

NOTHING (9)

Nothing is available to support adjunct faculty taking advantage of

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professional development opportunities that I am aware of. This needs to change, especially as more and more of the curriculum is taught by adjunct faculty. (1)

nothing significant (1)

nothing that I am aware of (1)

Nothing!! No incentive!!! (1)

nothing, really (1)

Nothing. Especially after our last contract removed workshops, classes or conferences incentives. However, in all fairness, our Dean tries to give public recognition. (1)

only sometimes do they offer a stipend (1)

Opportunity to share and discuss with other faculty on campus. Car to travel to Saturday seminars offered by CTL (1)

Our campus offers no rewards. Our administration only pays lip service to better or innovative teaching methods. The bottom line is what is important - if we can improve our teaching at no cost or loss of students to our campus - then we are rewarded with silence. If we screw up on some innovation, we are rewarded with public humiliation and a slap on the fingers for not maintaining the required teacher-to-student class size average. (1)

Our college needs improvement in this area (1)

Recognition for professional development in teaching? It's a joke! There is NONE. I have been teaching for over 20 years, and I've attended many, many professional conferences, etc. I have never been recognized or supported in any way by administration. (1)

reduced tallies for development of online classes (1)

Registration and/or expense reimbursement (1)

release time (1)

Release time to attend conferences (1)

relicensure time credit (1)

Renewal units (1)

Rewards? What rewards? (1)

Salary units (1)

Self satisfaction (1)

staff development pooled funds (1)

Stipend for the ones I teach. Nothing for the ones I attend. (1)

stipend is occasional. (1)

Stipend opportunities for best practices in assessment. (1)

Stipends come with completion of some Teaching Seminars, which meet usually half a dozen times over the course of a semester. Since we are expected to show continuing development, these activities are included in our annual performance reports; what effect they have overall is not obvious, except as they help improve our teaching. (1)

Thanks (1)

The teaching circle that I participated in had a \$500 stipend. Other activities had no stipend. I had to either participate or take a personal day. (1)

They strongly encourage faculty to obtain advanced degrees in order to satisfy NCA. The MSCF faculty contract then allows the faculty member to request a step increase/column change. However, once you advance too high on the salary schedule, you are threatened with layoff because you are becoming too expensive and the program enrollment can't support your salary anymore. (1)

This is all I have recieved from the college. They may offer other rewards I am unuware of. (1)

Time away from "regular duty" (1)

To my knowledge there are no rewards or opportunities afforded for participating in said events. The hours are sometimes applicable to

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relicensure requirements. (1)

Tuition is reimbursed for on-campus activities, such as online training by our college. (1)

Tuition waivers are a new contractual option at MNSCU institutions.

Sabbaticals have been refused on this campus. (1)

unknown (2)

unknown-ilam a temporary adjunct faculty. (1)

unsure (2)

Unsure (2)

Unsure if there are any (1)

Usually none! (1)

Usually none. (1)

We do not recognize faculty worth by offering any of the above. It is very difficult to be recognized on this campus for the work we all do. There is never any \$\$\$ incentive here. Faculty work very hard here because it is a small campus, yet little attention is paid to faculty development. We do not even have a faculty lounge or meeting place to discuss ideas. These are issues that have bothered me for years. I have been very involved on both my campus and on a state level to work with these issues. (1)

While sabbaticals are available for full-time faculty, part-time faculty are never eligible. (1)

#### 41. At which college or university do you teach?

Alexandria Technical College (35)

Anoka Ramsey Community College, Cambridge (18)

Anoka Ramsey Community College, Coon Rapids (22)

Anoka-Hennepin Technical College (18)

Bemidji State University (1)

Central Lakes College, Brainerd (13)

Central Lakes College, Staples (4)

Century College (83)

Dakota County Technical College (27)

Decline to Answer (5)

Fergus Falls Community College (12)

Fond du Lac Tribal & Community College (4)

Hennepin Technical College, Brooklyn Park (22)

Hennepin Technical College, Eden Prairie (26)

Hibbing Community College (52)

Inver Hills Community College (39)

Itasca Community College (18)

Lake Superior College (27)

Mesabi Range Community & Technical College, Eveleth (2)

Mesabi Range Community & Technical College, Virginia (8)

Metropolitan State University (11)

Minneapolis Community & Technical College (69)

Minnesota State College - Southeast Technical, Red Wing (12)

Minnesota State College - Southeast Technical, Winona (17)

Minnesota State University, Mankato (1)

Minnesota West Community and Technical College, Canby (4)

Minnesota West Community and Technical College, Granite Falls (7)

Minnesota West Community and Technical College, Jackson (9)

Minnesota West Community and Technical College, Pipestone (2)

Minnesota West Community and Technical College, Worthington (11)

Normandale Community College (83)

North Hennepin Community College (41)

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Northland Community & Technical College (20)  
 Northwest Technical College, Bemidji (11)  
 Northwest Technical College, Detroit Lakes (12)  
 Northwest Technical College, East Grand Forks (19)  
 Northwest Technical College, Moorhead (27)  
 Northwest Technical College, Wadena (4)  
 Pine Technical College (13)  
 Rainy River Community College (10)  
 Ridgewater College, Hutchinson (13)  
 Ridgewater College, Willmar (27)  
 Riverland Community College, Albert Lea (6)  
 Riverland Community College, Austin (18)  
 Rochester Community and Technical College (27)  
 South Central Technical College, Faribault (17)  
 South Central Technical College, Mankato (48)  
 Southwest State University (1)  
 St. Cloud Technical College (37)  
 St. Paul College (51)  
 Vermilion Community College (4)

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

Agricultural Business And Production (68)  
 Agricultural Sciences (3)  
 Architecture And Related Programs (9)  
 Area, Ethnic And Cultural Studies (1)  
 Basic Skills (16)  
 Biological Sciences/Life Sciences (44)  
 Business Management And Administrative Services (82)  
 Communications (33)  
 Communications Technologies (7)  
 Computer And Information Sciences (85)  
 Conservation And Renewable Natural Resources (4)  
 Construction Trades (25)  
 Education (19)  
 Engineering (4)  
 Engineering-Related Technologies (12)  
 English Language And Literature/Letters (110)  
 Foreign Languages And Literatures (21)  
 Health Professions And Related Sciences (146)  
 Health-Related Knowledge And Skills (30)  
 Home Economics, General (2)  
 Interpersonal And Social Skills (6)  
 Law And Legal Studies (12)  
 Leisure And Recreational Activities (1)  
 Liberal Arts And Sciences, General Studies And Humanities (38)  
 Library Science (16)  
 Marketing Operations/Marketing And Distribution (13)  
 Mathematics (46)  
 Mechanics And Repairers (13)  
 Parks, Recreation, Leisure And Fitness Studies (2)  
 Personal And Miscellaneous Services (10)  
 Personal Awareness And Self-Improvement (9)  
 Philosophy And Religion (10)  
 Physical Sciences (24)  
 Precision (3)

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Production Trades (8)  
 Protective Services (1)  
 Psychology (35)  
 Science Technologies (3)  
 Social Sciences And History (37)  
 Technology Education/Industrial Arts (28)  
 Theological Studies And Religious Vocations (1)  
 Transportation And Materials Moving Workers (10)  
 Visual And Performing Arts (16)  
 Vocational Home Economics (5)

**44. We welcome your comments:**

(1)

#29 can't be answered by those, like me, who teach in more than one disciplinary area. It needs a comment box. Metro State has its own Teaching and Learning Center which has been very active and often very helpful. They also seem to be the conduit for MnSCU-level activities/information, but I think most faculty see it all as one mission. (1)

#42 doesn't have a clear choice for my area (Communication Studies) -- I wasn't sure if "communications" was more mass media/communications? BUT anyway -- I am a CTL junky. As a new instructor (started in a MN system in 1995), I was so delighted when I attended CTL events. I felt like I had found my "home" -- a place where teachers talked about teaching! I was enriched by instructors from all schools. When I was feeling like an "outsider" at my first job (nontenure) in the system, I found true colleagues at the statewide events. As I became more involved in statewide events -- I became more involved at the campus (and broke through the invisible wall of Tenure/nontenure faculty). I continue to spread the word on CTL -- trying to encourage faculty to attend events. I know we are all pressed for time but the enrichment one receives from colleagues across the state is priceless! Keep up the good work and I hope budget cuts do not harm what is such a strong program. PS -- can I be the official MNSCU spokesperson for CTL!?!?!?! (1)

\*Please\*! Diversity in Pedagogy conference. Tim Lensmire (U MN Dept of Human Dvlpt & Ed) put together an outstanding conference this past Feb. He'd be a good contact. Thank you. (1)

1. I am about 2 years from retirement, so I have pulled back from development activities for obvious reasons. 2. I have felt that the ration of wheat to chaff in the development activities I have participated in has been about 10 to 15 percent. (1)

1. Very active in industry seminars 2. Very active /MTTIA, Brainard, MN 9. Writing for publication/conflict management 10. And tech manuals 13. very well/technical updating 29. with industry individuals 42. Outdoor Power Equipment & Snowmobile Technology Don Anderson. I have talked with some of your representatives. If you are interested in reality, give me a call. 218-846-7446. (1)

A couple of years ago our campus development committee was very good; we had a lot of good workshops. The last two years we have had very, very few. I also believe our contract has decreased the motivation for faculty development, especially for technical college teachers. (1)

A survey such as this should be helpful for making future plans for faculty development. It is also thought-provoking for the participants. (1)

Add "Counseling" to the discipline area question #42 (1)

All the conferences are designed for academic teaching and not technical teaching. Specifically, I teach lab courses only. These courses do not lend themselves to discussions, brainstorming, etc. I could use info on teaching

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methods for labs. (1)

As a new instructor, I struggle to meet the day to day needs of students etc.

Perhaps one day this area will provide benefits. (1)

as a new instructor the more sharing of information from new to old is a wonderful thing (2)

As a part-time faculty member I find it hard to fit workshops into my schedule.

I am also unclear as to what types of faculty development are expected of me.

(2)

As a temporary employee (contracted by semester) I'm not sure what type of faculty development I can participate in. I also don't know what type of funds are available or how much for temporary employees. Even though I've been a MNSCU teacher for two years (four semesters), have taught at least 12 credits each semester and am also teaching two classes summer 2003 session, I don't think I receive any staff development money, which doesn't seem fair.

(1)

As a two-year college instructor, my course load is crushing (32 credits of writing classes) and the lack of funding is palpable. These are the obstacles in the way of my professional development. Thanks for your concern! (1)

As far as I'm concerned, the most useful professional development activities are those that are discipline-specific. I am very interested in participating in discipline-specific professional development. I am not very interested in general professional development activities. (1)

As mentioned, freezing department funds that had been budgeted and allocated for professional development seminars was very concerning. It doesn't make sense that faculty could use college professional development funds for out of state professional development conferences, but that department funds could not be used for this purpose. (1)

Because I teach science, my teaching load is roughly 20 hours/ week. This means that almost without fail, I can not attend brown bag lunches, and unless programs occur late in the day, I am unable to attend. I would like to do more, but the extra time in lab really hinders things. Also, it is much more difficult, if not impossible to find a substitute to teach my labs, or to cancel them. For these reasons I find that I can not participate in faculty development like I would like to. (1)

Being an adjunct staff member, the other staff in my department are very helpful and friendly. (1)

best way to survey is by email and web (1)

Brand new this year-limited experience with any faculty development; I focused on surviving my first year teaching! (1)

By asking which campus and which program area and gender, doesn't that not negate the anonymous issue about this survey. (1)

Career training areas need career related training and opportunities to rub elbows with their peers. Spend the money here! (1)

Century has alot of CTL activities and great CTL leadership. (1)

CTL activities seem to be too far away for me to access. (1)

CTL funds for staff/faculty development are critical to colleges. Monies should not only be given directly to colleges for staff/faculty development opportunities...CTL is needed to coordinate and provide state-wide and discipline specific activities. It's critical that all MnSCU institutions work together on staff/faculty development opportunities. (1)

CTL has been a strong supporter of state-wide discipline meetings. I hope that support continues in the future. (1)

CTL has provided the best and most inspiring conferences that I have ever attended. They are a boost to faculty! (1)

CTL is a great concept. We all want to teach better each time we teach a course. But learning about teaching my discipline from someone who teaches

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english makes about as much sense as going to a mechanic to learn to arrange flowers. The mechanic may know about arranging things. But flowers are not part of a mechanics every day job. Neither is english close enough to the things I am challenged with on a daily basis. (1)

CTL is a waste of my time in its current form. (1)

CTL is an important part of instruction for teachers on campus to keep us up to date ont the latest technology. (1)

CTL is incredibly valuable. I was in the MNSCU system when it seems no support was given to faculty development when faculty development as a line item was a given in all non MNSCU system college budgets. Resources must be put toward faculty development or the MNSCU system faculty will not be as prepared and as good a faculty as those in the private and U of MN institutions. (1)

CTL is more appropriate for h.s. teachers. Scrap CTL and provide more funds for discipline workshops. (1)

CTL is very important to faculty development and keeping faculy updated. (1)

CTL needs more emphasis on academic content rather than endless sessions on delivery technique! (1)

CTL on our Austin campus has been excellent during the past year 02/03. Continue the excellent work and presentations. (1)

CTL Summer Conferences were one of the primary places in which I had opportunities to meet and talk with other college faculty. Our course load has been so heavy that during the school year, there is little time. (1)

CTL SUPPORT AND THE CTL LEADERS ARE EXTREMELY IMPORTANT TO THE FACULTY AND THEIR DEVELOPMENT. PLEASE CONTINUE TO SUPPORT THEM WITH FUNDING AND TIME. ALSO,BE SURE MONIES SET ASIDE FOR CTL ARE USED BY THE CAMPUS FOR CTL. (1)

CTL waste of time (1)

Do not add more emails about activites. Currently I receive to many lengthy emails about opportunities that do not apply and I simply do not read them. Provide one listing of opportunities which can be quickly read and provides links to more details. (1)

English as a Second Language is not mentioned in discipline listing (1)

English as a Second Language should be its own discipline, not "Basic Skills." (1)

excellent initiatives. (1)

Faculty development funds are wasted on our campus by paying high-priced "consultants" to present information to us that we have taught in the classroom for decades. (2)

For questions 23 and 28, it varies by my teaching schedule each semester. In other disciplines schedules can be made much in accordance with personal preference, however in science their are many constraints on scheduling, and I never know which days will be lighter (no labs) each semester. (1)

For questions where I rank choices 1-7, after I was done ranking a choice, sometimes it would switch to NC. (1)

Glad to see such a survey being done. (1)

Good Program (1)

Graphic and Web Design is not included in your list (1)

How did you do this survey, i need the method, let me know at b.stevens@mr.mnscu.edu. (1)

I also participated in a Teaching Circle focused on Service Learning during Spring Semester 2003...a very good experience. (1)

I am burned out from all my teaching and non-teaching jobs. I want someone else to take over asd CTL camppus coordinator. (1)

I am looking forward to having the time to apply for instructional project funds via CTL-- I have not had time as of yet. (1)

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I am more interested in discussing ideas than how to teach. I would LOVE more meetings that stimulate us intellectually. (1)

I appreciate that you want our feedback (1)

I could not find my classification in question 42. I teach in the child development field. I put vocational Home Ec. because it is the closest to the area I teach. The term is outdated. (1)

I could not respond to questions 18, 31, 41 and 42 because the "format" didn't allow a response. (1)

I don't feel very anonymous any more! (1)

I don't like to cancel classes to go to CTL workshops. I prefer if they are held on duty days, any day but Saturday and Sunday. (1)

I have been a member of the CTL committee. It is an excellent aid to instruction. (1)

I have been teaching less than a year and my background is as a medical technologist. (1)

I have no comments (1)

I have not been involved for 3 reasons. 1) I have more students wanting to get into my program that I can handle.(Lack my time) 2)What I have attended drags 1-2 hours of actual material into a much longer time period.(Lack of respect for time ) 3) The quality of material presented that I have seen from most MNSCU training offerings has not been there. (1)

I have not been teaching long (four years) and am adjunct, so I realize there is a lot I do not know. Prior to my placement here, I worked in research within the museum and university community. During that work (approx 12 years) I wrote about 6-8 successful grants per year and was a regular presenter at state and national conferences, regarding research I conducted within my field. I do miss that- the national and regional networking. there seemed to be more funding for someone who was willing to work hard, etc. Now I am sort of out of the loop. I work really hard developing curriculum for my own teaching, will spend at least 8 weeks unpaid this summer, fulltime, working on this, and developing teaching tools. So, because I am self-motivated, I continue to learn, but I do not find the larger framework available for me as I used to. Also, when there are conferences available during the school year, it seems almost impossible to get away, as my first obligations are to my students and teaching, and to be able to leave for several days seems almost impossible. besides, I think there is no funding to do this anyway, at least not that I am aware of. Some of this (my lack of awareness) is simply due to my newness and inexperience, and does not reflect any incompetence on the school's part at all. Some, however, reflects the sad state of funding for higher ed at this point in time. I imagine there are cycles and this will change, as everything does. (1)

I have only been with the organizatin for 6 months, so it is hard for me to be a good participant in your survey. (1)

I have taken advantage of almost every program and idea! Really! The state office and local office folks are great to work with. I only didn't like that brain-energy guy... Thanks! (1)

I have valued having a centralized CTL and want it to continue!! If CTL funds are split among the campuses, small colleges like mine will not have the resources to develop the meaningful kinds of conferences that the centralized CTL can. (1)

I hope MNSCU will remain committed to Foreign Languages and will communicate that commitment to future students. (1)

I hope that CTL can remain in existence. Without CTL I would have little or no hope of doing significant faculty development if it was left up to my college. (1)

I hope this type of survey could be done every year because it is very helpful for myself as a faculty member, for my institution and for the whole MNSCU

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system as well. (1)

I love how CTL offers subsidized training locally by colleagues with expertise in the field who are willing to share. I also appreciate catered meals/snacks during the workshops/trainings, since all of your time can be concentrated on your work and networking (instead of searching for a distant place to meet your needs.) Keep offering popular training programs at various times of year to fit into differing schedules. For example, good items are offered this summer, but due to previous commitments, I can't make them. I have thoroughly enjoyed my summer training sessions in the past. Much less stress than when offered during the school year. (1)

I m a Professor Emeritus ?11 classroom observation with feed back. Review the system used by Pennsylvania State University. Call me for more information: fancher Wolfe 612-659-7155 (1)

I much prefer to chart my own course and engage in activities of my own design and choosing. (1)

I sincerely wish that we could have another year-long discipline workshop that produces a usable text such as The Community of Classrooms that English and Reading collaborated on a few years back. This type of work is useful to full and part-time faculty and is also helpful to program review. (1)

I spent 15 minutes filling out this form; when I went to submit it, I was prompted to go back and re-do two of the items because I had not ranked them. However, when I did that, the survey erased all my previous responses and I had to start over! If I didn't believe firmly in staff development (and I didn't have an extra 15 minutes today), I would have quit at that point. Also, #42 is not designed for Technical College faculty. There is no category for General Education or General Studies, for example. (1)

I teach a business law class. (2)

I teach air traffic control and human factors in aviation. I am surprised that it was not on the list for programs. We have enjoyed the CTL funds because we are a small group in an isolated location, we are never able to attend the MCTC events. All of the instructors team teach in the lab 6 hours a day. We have used CTL funds to buy books and lunch while we discuss issues during our lunch breaks. (1)

I teach in a technical area(automotives) and need to maintain my technical knowledge. The auto is changing so fast that I spend all my hours, staff development dollars, and energy to maintain. I participate in national, state, and factory training. My curriculum is always in need of updating. The amount of hours to maintain my teaching license is not nearly enough. Most of the incentives in the contract are gone. I fear for these programs that have major technical changes. The instructors will fall from the leading edge of this technology. (1)

I teach in the Accounting area. "Business Management and Administrative Services" was the closest answer for #42, but it is totally different than Accounting. (1)

I think far too much time and too many resources have been put into this area in the past. It has rarely offered useable information or techniques to apply to the classroom that aren't readily available elsewhere, and the fact that we continue to repeat the same work on curriculum and transfer makes it look as though no progress has been made statewide. At a time of limited budget resources this is an area that could easily be cut. (1)

I think most faculty members would be better off receiving more professional development money to be used for professional development activities of their choosing...rather than pouring more money into statewide professional development programs. (1)

I think that the statewide CTL is a waste of taxpayers money. I think it is another example of waste in MnSCU. (1)

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I think this survey is a good idea, and hopefully it will be continued on an annual basis centered on all faculty. Personally I would be more actively involved in regional and state-wide conferences if they were scheduled on Fridays. We teach block classes at the Cambridge Campus of ARCC, which meet for 3 or 3 1/2 hours once a week. I do not like it when faculty development days are scheduled on M, Tu, Wed, or Th because I hate to lose a full week of instruction for that day. If I had to choose between class time and meeting time, I would always choose the former. (1)

I think we could do just as well without CTL. Some people are using this to make up for not having students. The topics are caring/sharing types and not related to what is useful in my program. It's a good deal for those who conduct the CTL activities. (1)

I used to invest heavily in my personal professional development, with no compensation. As an adjunct, I simply have come to the conclusion that it is not appreciated. Professional leave has a negative impact on student performance, and I haven't been offered compensation in cash. Advancement on the pay scale is based on coursework in my discipline, and none of the faculty development opportunities provide that. (1)

I wish I had more time to access CTL resources and learn how to use different learning techniques ex; blackboard, web ct , online course. I have no clue how to use these things, but when does one find the time to do so? (1)

I would benefit more from Technical faculty development in my area other teaching with other similar programs (1)

I WOULD LIKE TO ATTEND MORE TRAINING BUT FIND IT DIFFICULT TO GET QUALIFIED PEOPLE TO SUBSTITUTE IN THE CLASSROOM AND ON THE WORKSITES. (1)

i would like to know more about CTL and have classes available on my campus rather than regionally (1)

I would like to learn more about this but my part time status prevents me from being in the know. The SCTC campus is great about communicating through email, however a lot of the things I receive doesn't pertain to me as a Part time adjunct instructor. (1)

I would like to see another discipline-specific initiative made available that produces a text such as The Community of Classrooms several of us participated in a few years back. These resources are useful to part as well as full time faculty in a discipline area. (1)

I would like to see more recognition for faculty who publish in national journals. Also, when I submitted this survey the first time, I was told to go back because I hadn't ranked my items on number 31. But I \*had\* ranked them! And the computer wouldn't go back; I had to re-do the entire survey. (1)

I would like to see statewide discipline based conferences, supported by MnSCU, and held in the Twin Cities. These conferences might be further subdivided by specialty within discipline. Conferences should be supported by sufficient resources to enable bringing in a panel of nationally prominent scholars and educators. These need not be academic "superstars" but persons of solid reputation connected to programs with successful records. (1)

I would rather have more money funneled into the general faculty development pool for attending workshops in my area of study (1)

I'd like to have to opportunity to answer more open ended questions. For some of the questions the option I would have liked to select was not an option, thus I don't think my opinion is reflected very accurately in this survey. (1)

If you intend to conduct surveys, you need to provide comment spaces like these under many of the categories or questions. Surveys, by their nature, are designed to elicit specific kinds of responses. Remarks respondees may need

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to make may not be adequately expressed within the restrictions of the survey format. (1)

In most workshops I have learned some small piece of new and interesting information. Workshops provide an opportunity to grab a bit of intellectual stimulation with my colleagues between presenters. (1)

In past years the quality of the Mnscu conferences was much higher.

Blending three institutions has created problems because we were just thrown together at conferences and expected to get along. We all speak different languages and hence much time is spent trying to get others to understand the system in which we work. We are not the same, nor do we have the same issues. It is time to give us our identity back by allowing us to find some common ground through speakers who have topics that challenge us in the system where we work. The MnSCU conferences of the past, at Cragun's Resort in the summertime are one example of how you addressed CC issues and combined learning with relaxation. These conferences were a reward.

Once you merged the systems we lost some of that collaborative voice. I think we want it back. Give us some time to have fun with each other by having top notch professionals come in to lead us instead of giving us sub-standard quality speakers. Honor our commitment to education by rewarding us and we will return the reward to our students and our institutions and the state.

Thanks for asking about these things, I hope it helps to get things back to real teaching and learning. (1)

In question 42 counselors were not listed. This year 2year counselors benefited from a CTL grant for a discipline workshop - It was great -THank you (1)

Include Counseling in Discipline list (1)

Include nursing as a program area (1)

It is the CTL (both campus and MnSCU) that has made me the teacher that I am today. Our campus CTL would not be what it is without the support of our administration. (1)

It is very difficult to find the time to attend workshops when it requires missing class. Also, it is hard to find the time to integrate the ideas into teaching unless they are really easy. We have so many issues with assessment and committee work that take so much time besides all the teaching time. (1)

It seems to me that #43 Gender is an irrelevant, and for the purposes of this survey, an inappropriate query, even on an anonymous basis. (1)

Keep it up! (1)

Keep the CTL funded please! (1)

Keep the funding of CTL at or above current levels! MnSCu must continue to lead in the area of teaching and learning! (1)

Keep up the good work! (1)

Keep up the great work with the statewide conferences and discipline workshops! (1)

Library Science is listed as a discipline, Counseling is not..that is a problem.

CTL needs to equally focus on the interests and needs of technical faculty. (1)

Local campus Brown Bag Sessions on content based topics. (1)

long survey (1)

Make the grant applications easier to complete. (1)

Many instructors are very concerned with their teaching skills and do quite well learning from one another, personal research, watching those who instruct workshops, etc. There are far to many faculty development activities being planned and far to little person one on one concern in the MnSCU system. It is harder to do but much more effective. (1)

Metro alliance days were great, please spread their past work to all faculty, especially new faculty, regularly. Communication meeting have been very productive, but I fear thier conclusions and decisions are not maintained in

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MnSCU! (1)

Mine is the EMS Program I often find this program does not fit with the traditional full time programs. However, I try to stay as involved as I can with the campus issues (1)

miss the "closeness" and comradery of the original CTL (WAC, Critical Thinking, ala Bush Foundation...Izaty's and summer workshops @ Craguns! We seem to have lost that when it became a MNSCU program; now, credentialism seems to play a more important role in the interactions of faculty...MINE's better than YOURS. I know...we must do so much with so little for so many... (1)

More information and funds for adjunct training. (1)

Most of the questions are not real applicable to my particular discipline. Ergo, the choices I was forced to make from the options listed do not reflect the true level of activity our CTL center offers. (1)

Most of the reasons that I do not attend Professional development is due to the time. I cannot give up class or especially lab time to attend meetings. I am the only faculty on this campus for the program. The best use of Professional meetings is State National meetings where I get the newest information in technology as well as learn the most current information. (1)

My area of discipline is Employment Skills - this was not a choice for question #42. My course includes resume writing, interviewing and job search skills. (1)

My area requires constant technical updating. It would be beneficial to factor in training time to all instructors in this field. (1)

My discipline is not in your list: READING/STUDY SKILLS!! (1)

My experience is our administration is either not aware or is not interested in faculty involvement in teaching and learning activities. My experience is as a presenter at many conferences/workshops throughout the world pertaining to teaching strategies and tactics and no acknowledgement. I have found faculty members to be passionate about t&l activities and hope that it be considered a major priority within MNscu. Thanks for asking! (1)

My program area/discipline is Counselor/Counseling, but there was no choice for that in # 42. (1)

Need more discipline-specific workshops instead of "general" topics because specific disciplines demand different methods; we're not all under the same umbrella as far as pedagogical approaches. (1)

No matter where funding is cut, CTL money should be kept even or increased. Another faculty mis-answered one question and when she submitted it, the whole thing was erased. That is not a good way to run a survey! (1)

none (3)

Not all questions had feedback boxes like this. Since our scedules are not consistant from one semester to the next you have limited validity in responses. (1)

Not sure Accounting program fits into Business Management and Administrative Services. (1)

Our local CTL activities are usually on our department's clinical days so we are unable to participate. (1)

Overall, my most effective training and faculty development is in courses, and seminars with other professionals in the same field. The broad faculty development initiatives are not as rewarding since the more specific the issues discussed and presented, the more motivating, relevent and useful the time that is spent in trainging. (1)

Participation by science faculty is constrained by the teaching load we carry. Earning 1 hour of credit for a 2 hour lab puts us in class about 20 hours a week. The load makes participation very difficult and planning time for integrating initiatives into our classes non-existent. (1)

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Peter Johnson and Lynne Groves do a wonderful job with promoting and enhancing CTL efforts at SCTC. They are to be commended. (1)

PLEASE ADD Supervisory Management to your choices of Programs. The program has been around too long to keep forgetting it. Also, Debbir Brude at AHTC is an Excellent CTL LEader. Frank PLachecki, Ph.D., AHTC Supervisory Management. (1)

please continue to use online resources (like this survey) as a means of communicating and inviting our participation. (1)

PLEASE keep CTL as it is even with the budget cuts. It's important to all of us who want to be better teachers, and as a reesult, it's important to all of our students' education! (1)

position description did not fit me! (1)

Problems with your questions. #14, no option to choose ADMISTRATIVE obstruction/barriers. On # 16, no way to indicate one has taught e-courses, but is not now...thus you lose the follow up question about why online faculty might not persist. In my case, it was blatant discrimination in pay, as noted above. I have too high a regard for my self to allow the administration of this college to once more exploit me. Faculty development will fail as long as it just means more work and no rewards of any kind. (1)

Professional development is essential to maintaining current skills in the IT industry, yet there is never any funds available to get us up to speed. Our \$175 from the union contract does not cut it. If we are to sell credits, then we must be current. We need training which is current and doesn't take away from our current students. (1)

Re: #40 & 41 I have just joined HTC this year. Previously I was at St. Paul college (1)

Remember that some of the instructors work at correctional facilities away from their home college, especially when communications are involved. I for one have no idea if I could be taking professional development from home on-line or ????? (1)

Schedule CTL activities farther in advance. I have had multiple occasions where there was a CTL event I would like to attend but could not because of lack of time to shift my schedule to fit it in. Please keep CTL local. The most valuable faculty development activities I have participated in have been put together by the local CTL. (1)

See above (1)

Since I am a part-time faculty member, I have other part-time jobs which seriously constrain any available time allotment in which to attend conferences and/or related activities. (1)

So far in my career, the absolutely least usefull "professional development" I have been subjected to is the TES sequence. (1)

so much to learn and so little time (1)

Some of the speakers brought in for the CTL Conferences have been (last year-year before???) the next best thing to kinky..... (1)

Some questions were too loaded or heavy to answer specifically. More specific check boxes on some would help me be able to answer more exactly. (1)

Still getting my feet wet on campus. Will look in to some development courses that may be available on campus that I am currently unaware of. (1)

Teaching at a correction facility in an open entry program creates special needs. Much of the college wide traing is not customized to our unique situation, we gain some but not alot out of the training offered. It is often very frustratin to have our college understand so little about what we do and how they could help with our training needs. I would love to have our college offer a one day workshop specific to the faculty at the correction facility. One subject that would be great to have covered would be the "open entry"

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programs. CEA (Correction Education Association) would be a great resource. I think it would be great if our college got an annual "institution membership" to CEA for the faculty teaching in corrections. (1)

thank you and please keep this in place mr. chancellor, tell the politicians that they need to fund the future or we will become an cold south dakota. (1)

Thank you for extending this survey time as I could not get into it earlier. (1)

Thank you for providing opportunities and funding them. Along with timing and availability - I too often feel limited by available funding. (1)

Thank you for taking the time to do this. I believe it is important!! (1)

Thank you for this survey. Please see #22 above...The best professional experiences I have had through the years were the early Writing Across the Curriculum Bush conferences. To this day, those exchanges with other professionals have influenced my teaching as no other experiences have. I truly miss the scope of the WAC program. I also miss seeing my colleagues from across the state. There were so many opportunities to do so in the past, but not since the MNSCU merger. The excellence of sharing teaching and learning cannot be underestimated. (1)

Thank You. (1)

Thanks (1)

Thanks for asking these questions. (1)

Thanks for asking! (2)

Thanks for asking. (1)

Thanks for doing this survey. Please continue to provide funding for staff development. It is critical to our growth as a system. (1)

Thanks for the opportunity to answer this survey. (1)

The biggest issues, I think, are TIME and MONEY. My department is very interested in collaborative work and finding out about best practises, but we are swamped with work. Also, we wishfully dream about attending regional/national conferences designated to our dicipline but don't have the funds for it. Yes, we ALL are affected by these same perils! (1)

The campus that I work from isn't even on your list, nor is the area or discipline in which I teach. The program area that I chose is as close as it gets. Typical of this type of survey is the implication that everyone has a large campus and a major program. I am in customized training and as such, our needs or wants are seldom, if ever, considered at all. We have a 65 year old building in which we lease space in an old industrial site. The walls, ceiling tiles and exposed pipe insulation are all asbestos-laden. We jokingly refer to ourselves as the poor stepchildren of the MnSCU system. Even our customers are aware of the joke, although many of them do not understand it. We are living proof of the old saw that states: "Those that tell us that it can't be done had better get out of the way of those of us that are busy doing it" (1)

The center of my discipline and teaching development is in my personal program which is ongoing throughout the years. It is not dependent on meetings. Administrative concerns on campus are such as to leave little space for collegial interaction on substantive matters. This interaction occurs mostly along hallways between other obligations. (1)

The choices offered for some questions did not really express my opinions. Our campus rep has done a great job, but when I read about the workshops etc. offered there is nothing that seems worth the time and effort for me. I'm not sure if the problem is with the CTL or higher ed in general. Thanks for asking my opinion. (1)

The CTL and its services are a lifeline to faculty within MnSCU -- especially at the 2-year colleges. Let's keep this strong to continue to strengthen our faculty talents and promote great teaching & learning practices. (1)

The CTL program had a LOT more involvement and usefulness when it was run by faculty, for faculty. As soon as MNSCU stepped in to "structure" it, they

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ruined it. The level of involvement and enthusiasm on our campus dropped dramatically! I would recommend that MNSCU fund it, and leave it alone. If the faculty have ownership of it, it will serve its intended purpose and not be the political tool that it is currently perceived as being. MNSCU would do well to follow the old Minnesota farm wisdom of "If it ain't broke, don't fix it." (1)

The issues are time and money! (1)

The last 3 questions make me very identifiable. I think you should leave them off if this is to be an anonymous survey (1)

The last MnSCU conference held at MCTC was for the most part a waste of time. Aside from the demographer, the opening lectures were of no special help to me as a teacher (and sounded mostly like feel-good pep talks); the small sessions in the morning and afternoon that I attended were primarily unscientific ramblings in very general terms about learning styles which had no real application to my classroom, and the keynote talks at the end were again extremely general with little substance about policy initiatives. My students would have been much better served by my being allowed to spend the day reading and writing. (1)

The metro alliance department meetings were VERY valuable. We need more of them. The agenda should be worked out by the members of the departments. Example: Art department - topic for discussion: curriculum, equipment, facilities, budget comparison (1)

The old cc system that provided a sustained theme (writing across the curriculum, etc.) for several years with a mix of regional, local, and statewide activities that was focused on results: assignment design, curriculum redesign, etc. was excellent and that brought in nationally recognized experts to jump-start thinking and doing was excellent. (1)

the ones I did not answer were not appropriate survey questions as outlined in the instructions under a. q 41-43 (1)

The only time my discipline has asked CTL for funds for a state-wide instructors workshop, we were turned down. So, I'm surprised CTL lists state-wide discipline meetings as part of its services. (1)

The problem is not CTL; it is CTL's emphasis on pedagogical fads rather than true faculty development in the disciplines. (1)

The programs have had interesting and seemingly useful topics. However they seem unprofessional and amateurish once I attend. Usually I do not get much out of the conferences. I have started limiting how many I attend. (1)

The satellite programs always sound good, but don't fit in my schedule and I don't have the extra time to view a tape, so I have not had the chance to use them as much as I would like. (1)

The survey can't be very anonymous when our campuses are small and we have single member departments! However, I don't mind sharing my thoughts. MnSCU CTL and our campus CTL experiences have been great! (1)

The survey is flawed. If you do not make a choice for campus it chooses the one that is first alphabetically. I am sensitive to this because I teach at RRCC and I knew that if I indicated both my campus and my discipline that there would no longer be any ambiguity about who I am as we have one person departments! (1)

The system-wide conferences are a good idea and they are usually well-marketed, but they are often disappointing in substance. We need to have more information about how to effectively teach severely underprepared students - all the technology in the world does not help students who can barely read or write. There is too much self-congratulation and not enough scientific information at conferences that also use too many resources in promotion. (1)

The timing of workshops are designed for general college faculty not faculty

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that teach off campus or directly related to the specific discipline. (1)

The very best learning and sharing opportunity for me is always the collaborative CTL/OIT ITeach Conference each spring. Extremely valuable! I also value the discipline (transfer)workshops. (1)

There are so many programs and issues that new instructors have to get used to in the system that I think a lot of what is being offered is overlooked. Instructors are not able to use some of these resources because of time issues. Most instructors are eager to take advantage of meaningful programs and resources. (1)

There is a perception that pedagogical workshops are useless. Faculty seem to enjoy disparaging the field of education, elevating the idea that one's subject matter is most important. I find it quite frustrating. The CTL could present the best workshop or professional development opportunity, and faculty would say it has little or no value. I don't know what you can do to solve that problem. (1)

There is no mention of my program area on your list. It is Culinary Arts. (1)

There is no space for counselors to indicate our discipline. I marked Psychology instead. (1)

There may be different development needs depending on years in the classroom. Some topics/activities might be more interesting for new versus seasoned faculty. (1)

There needs to be more administrative support for CTL on campus - not just lip service. (1)

There needs to be more focus on Internationalizing MnScu colleges/system and more support for international activities in faculty Development. Regarding number 43 above - where do the counselors fit? They ARE faculty. (1)

This is my first year instructing. There is a lot to learn. I am very willing to participate in faculty development activities. I don't know anything about them, though. (1)

This spring has been my first semester with IHCC, so I am not yet well informed about all of the MNSCU activities/ options/ programs (2)

This spring was my first semester teaching, so everything is new to me. I find it challenging to keep up with all the information coming at me and often the use of acronyms is confusing. I will have orientation in August, 2003 and I hope to be able to gain a better understanding of all of the resources available. I truly want to improve my teaching. Thanks, Sheila Gale-Jacobson (1)

This survey is even more restrictive than others I have taken, due to the online format... (1)

This survey might be more informative for BOTH those who administer it and those who respond to it if it were to be preceded by an informational report of some sort indicating the status of CTL activities on our respective campuses. Is this something CTL leaders presently do? If not, why not? I have the sense that the glut of material sent out by the individual whom I believe is the CTL leader at my campus significantly diminishes whatever positive presence he might otherwise make. Too often, those materials are filled with all manner of effluvia that I am not interested in dealing with. Moreover, the reports are often embedded several layers deep in attachments, making the simple act of accessing the material announced in the subject line of his frequent e-mails a time-consuming project. I know that I am not alone in routinely deleting any and all items that appear from the individual in my electronic mailbox simply because experience has taught me that most of what he disseminates is unhelpful and often patently trivial. Frankly, I marvel over the fact that someone is actually paid to spend time doing what he does. My other major comment about faculty development is that all too often this comes at the

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expense of developing and sustaining the resources that would actually support what goes on in the classroom. What does it matter how many conferences, brown bags, seminars, and kaffee klatsches I and my colleagues attend when, for instance, the only tutorial service that we have for writing is staffed by part-time peer tutors? They do a great job, but it's simply not enough in the face of the massive skill deficiencies that many students who enroll in community colleges like the one I teach at display. Faculty, schmactulty, I say (or, to be more accurate, one part of my says)! Put the focus on students' needs first, and THEN ask how we can better prepare ourselves to meet the many challenges that providing competent instruction to them entails. (1)

This survey was way too long. I started feeling imposed upon by item 21 and was ready to just quit by item 31, but I did finish it. (1)

This took much longer than 10-15 minutes. (1)

This was an okay survey to do until I got to number 42 forced choice on what is my discipline and it wasn't listed! I am a faculty member and a counselor and I did not find that listed as a program area or discipline and that very much disappoints me! (1)

To stay current within my field, I benefit best with associating myself with some of the statewide and national organizations. I went to a national conference in December in Arizona - it was the BEST conference I've ever attended. I hope funding for specific content areas continues so we can stay current within our industry. (1)

Too many activities are well intended but not appropriate for my needs. Wish I had more opportunities to indicate what I already know about teaching and learning so every duty day, conference, etc, would not be all old information to me. (1)

We need discipline specific CTL activities. Collaboration with discipline specific professional organizations would be a great improvement. Efforts should be coordinated with Mn. Business Educators, Inc., Technical Educators, Mn. Association of Agriculture Educators, etc. (1)

We need funding to keep computer technology instructors current in their use of technology and development of current technology curriculum. (1)

We need more discipline specific workshops like we have a few years back. These were the most beneficial. (1)

We need to have professional development a continuing priority. (1)

We should do more for adjuncts, as they are generally treated as second-class citizens. (1)

We want scholarly activities--not even alluded to in questions 4-9. (1)

When staff go to state, national or international conferences, sabbaticals, etc. (at great cost to the system), why are they not required to bring back papers, models, ideas, etc. for all to share? Best practice ideas from fellow state educators have always given me the most benefit at staff development activities. And why do we waste precious workshop time with required topics (i.e. hazardous materials, first aid, FERPA, federal requirements, etc.) when they could just as well be put on the computer to read, react, and sign off?? (1)

Where does counseling fit????????? (1)

Where was Counseling in #42? (1)

Why does everything CTL offers have to be in the Twin Cities???? It's too far to drive for 1/2 day or even 1-day conference...and it's expensive. You realize life exists north of St. Cloud, don't you? :) (1)

Why is gender important? (1)

With a reduction in budgets, CTL support for faculty to best serve our student population needs to be carefully considered. I would hope that this support would be directed at strengthening areas other than or in addition to on-line

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instruction. (1)

Would like to attend REGIONAL discipline-related workshops. (1)

Would much prefer discipline-related professional development activities w/content specific to particular research/teaching interests. (1)

You did not include my discipline in the list of choices - does this mean you do not care about those of us in Physical Education or related disciplines?

Should you have used the assigned fields that instructors have? (1)

Your survey makes many assumptions about development and the CTL that should have been measured by the survey. It left little room for a person to say that he or she did not participate in these activities because they are, for the most part, useless. It also left no room for suggesting faculty development activities that involve intellectual stimulation and presentations by nationally known speakers on academic topics that cross disciplines but are NOT directly related to pedagogy. (1)

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