



Results

Survey 66128

Number of records in this query:	159
Total records in survey:	226
Percentage of total:	70.35%





Field summary for Current Behavior

Please give us your best estimate of how many faculty development events you will have attended by the end of 2012-13 academic year.

Answer	Count	Percentage
0 - I was on sabbatical/leave (A1)	8	5.03%
0 (A2)	51	32.08%
1 - 3 (A3)	80	50.31%
4 - 5 (A4)	11	6.92%
More than 5 (A5)	9	5.66%
No answer	0	0.00%



Field summary for Current Behavior

Generally speaking, how do you find out about faculty development events?

Answer	Count	Percentage
This Week at UVM (SQ001)	67	42.14%
UVM News You Should Know (SQ002)	60	37.74%
Email announcement from professional development office (SQ003)	99	62.26%
Department Chair (SQ004)	33	20.75%
Department/College presentation (SQ005)	13	8.18%
Colleague (SQ006)	32	20.13%
Faculty development office web site (SQ007)	6	3.77%
Faculty development Facebook page (SQ008)	1	0.63%
Brochure or other mailing (SQ009)	20	12.58%
Other	9	5.66%

Other Responses

- Although there is way too much infor in the UVM news you should know
- College of medicine email
- Webpages (e.g., CTL, Gund, etc.)
- e-mail from CTL
- PROFESSIONAL ORGANIZATION
- CTL
- CTL only
- College of Medcine e-mail
- CTL emailing
- Nmbhm
- Seek workshops outside of UVM pertaining to my area.
- Center for Teaching and Learning
- CCP Mailings



Field summary for Current Behavior

What program formats are you most likely to participate in?

Answer	Count	Percentage
Lunchtime event (SQ001)	79	49.69%
Short one-time workshop (SQ002)	137	86.16%
Cohort-based workshop series (3 - 4 meetings) (SQ003)	36	22.64%
Book group (SQ004)	12	7.55%
Webinars (SQ005)	18	11.32%
All day events (SQ006)	25	15.72%
Multi-day institutes (SQ007)	18	11.32%
Individual consultations (SQ008)	29	18.24%
Other	3	1.89%

Other Responses

- short event, has to be either beginning or end of day as I have clinic almost all days of the week
- one time afternoon event
- Ongoing mentorship relationship
- Nnkm
- early am session
- PowerPoint email
- Evening sessions (I work elsewhere during the day)
- unlikely to attend



Field summary for Current Behavior

What barriers, if any, keep you from participating in faculty development events?

Answer	Count	Percentage
None. (SQ001)	17	10.69%
I don't have the time. (SQ002)	103	64.78%
I don't know what programs are available. (SQ003)	19	11.95%
The existing programs don't interest me. (SQ004)	35	22.01%
I prefer online resources to workshops. (SQ005)	7	4.40%
I prefer individual consultations. (SQ006)	5	3.14%
I prefer to have programs offered in my department. (SQ007)	6	3.77%
Program attendance is not supported by my department. (SQ008)	2	1.26%
Lack of financial or other incentives. (SQ009)	25	15.72%
Other	23	14.47%

Other Responses

I'm located off-campus

Better put, I do not prioritize these events given the time I have.

they are often during times when I have clinic or other clinical duties
conflict with classes, meetings, etc.

I am a clinician and have my schedule far in advance. Difficult to change patient schedules or alter call scheduled on limited notice.

conflicting times with my work schedule

EdDs who have never held down a demanding research/teaching schedule nor have ever taught in a university setting appear to be running the show. They are clueless and quite unaware of this..
Program scheduled when I teach

would only attend if of particular interest

schedule conflict

Many of the offerings are not applicable to my teaching situation.

I teach math and the curriculum is fairly set

Events scheduled during my teaching slots, particularly challenging for lecturers with four class meetings.
The events are scheduled when I am teaching.

N,vn

Scheduling

Several of the programs I've done re blackboard/writing have been too superficial and in the end not worth my time
scheduling conflicts

They are frequently scheduled during the day when I am busy performing my clinical duties



Often held during clinic hours

sheduled time conflict

Conflicts with classes

Conflicts with teaching schedule

increased workload and availability

I am only part time at the University and though I could very much benefit from development (especially around teaching and research), I simply can't attend any of the scheduled events that have been attractive to me due to the timing.

Other commitment (e.g., class, office hours) when the event(s) is offered

conflict with teaching schedule

clinical teaching related

times do not match my schedule

Most have little bearing on the realities of faculty pressures and life.

retired

Having to fill out lengthy applications.



Field summary for Awareness(SQ001)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Writing in the Disciplines Institute]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	44	27.67%
I was interested, but could not attend. (A2)	57	35.85%
I am not interested in this event. (A3)	46	28.93%
I am not aware of this event. (A4)	8	5.03%
No answer	4	2.52%



Field summary for Awareness(SQ002)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Teaching Effectively Online]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	32	20.13%
I was interested, but could not attend. (A2)	51	32.08%
I am not interested in this event. (A3)	53	33.33%
I am not aware of this event. (A4)	14	8.81%
No answer	9	5.66%



Field summary for Awareness(SQ003)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Engaging Students in Large Enrollment Classes]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	27	16.98%
I was interested, but could not attend. (A2)	59	37.11%
I am not interested in this event. (A3)	53	33.33%
I am not aware of this event. (A4)	12	7.55%
No answer	8	5.03%



Field summary for Awareness(SQ004)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Faculty Fellows for Service-Learning]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	24	15.09%
I was interested, but could not attend. (A2)	21	13.21%
I am not interested in this event. (A3)	71	44.65%
I am not aware of this event. (A4)	34	21.38%
No answer	9	5.66%



Field summary for Awareness(SQ005)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Sustainability Faculty Fellows Program]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	22	13.84%
I was interested, but could not attend. (A2)	22	13.84%
I am not interested in this event. (A3)	68	42.77%
I am not aware of this event. (A4)	38	23.90%
No answer	9	5.66%



Field summary for Awareness(SQ006)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Culture & Social Justice Session]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	11	6.92%
I was interested, but could not attend. (A2)	29	18.24%
I am not interested in this event. (A3)	57	35.85%
I am not aware of this event. (A4)	54	33.96%
No answer	8	5.03%



Field summary for Awareness(SQ007)

The following is a list of the major program initiatives recently offered by UVM's faculty development offices. We're interested in learning about your awareness of these events.

[Honors College Faculty Seminar]

Answer	Count	Percentage
I have attended (or plan to attend) this event. (A1)	25	15.72%
I was interested, but could not attend. (A2)	48	30.19%
I am not interested in this event. (A3)	47	29.56%
I am not aware of this event. (A4)	31	19.50%
No answer	8	5.03%



Field summary for Awareness(SQ001)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Syllabus Development/ Course Design]

Answer	Count	Percentage
I know where to go (A1)	128	80.50%
I am not sure where to go (A2)	27	16.98%
No answer	4	2.52%



Field summary for Awareness(SQ002)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Facilitating Discussion]

Answer	Count	Percentage
I know where to go (A1)	100	62.89%
I am not sure where to go (A2)	54	33.96%
No answer	5	3.14%



Field summary for Awareness(SQ003)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Classroom Management]

Answer	Count	Percentage
I know where to go (A1)	99	62.26%
I am not sure where to go (A2)	55	34.59%
No answer	5	3.14%



Field summary for Awareness (SQ004)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Grading and Responding to Student Work]

Answer	Count	Percentage
I know where to go (A1)	114	71.70%
I am not sure where to go (A2)	42	26.42%
No answer	3	1.89%



Field summary for Awareness (SQ005)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Blackboard]

Answer	Count	Percentage
I know where to go (A1)	151	94.97%
I am not sure where to go (A2)	6	3.77%
No answer	2	1.26%



Field summary for Awareness (SQ006)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Other Instructional Technology]

Answer	Count	Percentage
I know where to go (A1)	116	72.96%
I am not sure where to go (A2)	38	23.90%
No answer	5	3.14%



Field summary for Awareness(SQ007)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Information Literacy]

Answer	Count	Percentage
I know where to go (A1)	102	64.15%
I am not sure where to go (A2)	51	32.08%
No answer	6	3.77%



Field summary for Awareness(SQ008)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Cross-Cultural Issues/Cultural Competencies]

Answer	Count	Percentage
I know where to go (A1)	81	50.94%
I am not sure where to go (A2)	74	46.54%
No answer	4	2.52%



Field summary for Awareness(SQ009)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Writing-intensive Design]

Answer	Count	Percentage
I know where to go (A1)	115	72.33%
I am not sure where to go (A2)	39	24.53%
No answer	5	3.14%



Field summary for Awareness(SQ010)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Community Engagement/ Service-Learning]

Answer	Count	Percentage
I know where to go (A1)	93	58.49%
I am not sure where to go (A2)	60	37.74%
No answer	6	3.77%



Field summary for Awareness(SQ011)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Online and/or Hybrid Course Design]

Answer	Count	Percentage
I know where to go (A1)	101	63.52%
I am not sure where to go (A2)	52	32.70%
No answer	6	3.77%



Field summary for Awareness(SQ012)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Teaching International Students]

Answer	Count	Percentage
I know where to go (A1)	52	32.70%
I am not sure where to go (A2)	102	64.15%
No answer	5	3.14%



Field summary for Awareness(SQ013)

Indicate whether you know where to find services available to enhance teaching in the following areas:
[Working with GTAs or Undergraduate TAs]

Answer	Count	Percentage
I know where to go (A1)	67	42.14%
I am not sure where to go (A2)	88	55.35%
No answer	4	2.52%



Field summary for Interest

Which, if any, of the following aspects of teaching would you like to learn more about?

Answer	Count	Percentage
Syllabus Development/Course Design (SQ001)	32	20.13%
Universal Design for Learning (SQ002)	29	18.24%
Teaching Large Enrollment Classes (SQ003)	49	30.82%
Facilitating Discussion (SQ004)	59	37.11%
Group Work (SQ005)	51	32.08%
Classroom Management (SQ006)	20	12.58%
Grading and Responding to Student Work (SQ007)	49	30.82%
Teaching Writing in My Discipline (SQ008)	34	21.38%
Curriculum Transformation Addressing Cultural and/or Domestic Diversity (SQ009)	22	13.84%
Experiential Learning (SQ010)	32	20.13%
Information Literacy (SQ011)	23	14.47%
Blackboard (SQ012)	33	20.75%
Other Instructional Technology (SQ013)	26	16.35%
Cross-Cultural Issues/Cultural Competencies (SQ014)	31	19.50%
Community Engagement /Service-Learning (SQ015)	15	9.43%
Online/Hybrid Course Design (SQ016)	51	32.08%
Flipped Course Design (SQ017)	52	32.70%
Teaching International Students (SQ018)	30	18.87%
Working with GTAs or Undergraduate TAs (SQ019)	34	21.38%
Other	8	5.03%

'Other' Responses

teaching in medical field

None

How to bring consistency to teaching med students who rotate every 2 weeks.

Spend time teaching medical students and residents, more one on one than large classes. Update in AV, presentation forms would be helpful. Dealing with challenged learner.

nice ideas, but don't have the time

Writing learning outcomes for programs & assessing them

Undergraduate research , DUR process

anything related to student development with age and implication for effective pedagogy

Topics specific to area of study...

None



why more students have difficulty reading and concentrating on what they read
clinical teaching in medicine



Field summary for Interest

Is there anything else you would like to tell us about support for teaching at UVM?

Answer	Count	Percentage
Answer	36	22.64%
No answer	123	77.36%

Responses

As an adjunct, I wish I were better informed about the teaching resources available at UVM. I probably need them more than most faculty!

just what is "Sustainability Faculty Fellows Program"? We use the word sustainability without any understanding of what it is. My biggest struggle is with USPP students and the language barrier between me and them.

I think we need more training re: int'l students as we are about to experience an influx. I also think we need more training on mental health issues in students, the legal status of privacy laws and when/who to tell about issues of concern. We have NO training on that but many more students with serious mental health issues.

There also seems to be no grant writing support. Someone needs to work on that process.

Seriously, there is a lot offered, but I don't have the time to attend most trainings I'd like to attend.

I have been one of the most popular professors at UVM for 9 years and I'll just say the issue with teaching is simple. The University does not care about it in tenure decisions or promotion cases. Everyone knows this is true. Nowadays you can get tenure and be an awful teacher. There was a time at UVM when you actually had to be decent in the classroom. Do you people seriously believe these rich white parents in Connecticut are going to keep paying tuition here once they figure out many professors have stopped caring because we get no credit for teaching here anymore.

Yes. A major barrier to taking advantage of these programs is time. A significant time-waster is having to work with out-of-date computer equipment. And yet, policies in the College of Arts and Sciences precludes us from spending our Professional Development Funds to buy newer, faster, more-efficient computers. This doesn't make sense.

I am a MD and I have never been taught how to teach but I have to do it everyday...it makes no sense not to have a basic knowledge of pedagogical principles to start with. That would be helpful.

No

team based teaching

I'd like UVM not to tell me teaching is going to be 40% of my tenure case when, in fact, it makes up almost none of the case.

there is no incentive to invest time in this type of professional development and in fact, there is a dis-incentive (based on how we are evaluated); it's not about money, it's about how we are "incentivized" to spend our time: publish and grants
More individualized consultations--like Dr. Is In program.



As an adjunct faculty member, I feel that the support for professional development seems directed to full time professors. I feel that we have ample resources on our campus. The issue is time.

I would like for career service to be included in discussions of teaching and professional development. I am comfortable teaching about career exploration, application materials, and networking skills, but I know students are yearning for more career information in the classroom and some colleagues are unsure how to accommodate.

At a previous institution, faculty could have their lectures videotaped and then the video would be workshopped in small groups with other faculty (or one-on-one sessions) to improve teaching. This was immensely helpful; I wonder whether anything like this is possible at UVM.

This survey was not designed with the medical school in mind--which is fine if that is OK with you. Many of our faculty development sessions and resources are not listed here. We run in different circles, as they say...

The cohort model really works! Also, it would help to publicize all of these development offerings together instead of in many separate emails.

It must be very difficult to balance time-constraints and education/training intensity. Sometimes I think important ideas from faculty training activities must be short-changed and teachable moments are lost in the process that may not be recovered.

It would be good to assess whether these efforts are making any impact. The writing in the disciplines effort is a (sore) case in point. Many students are graduating from UVM without ever writing a term paper.

assistance with technology in imagery,

I often have technology based questions in regards to lectures (eg how do I ad clickers, can I use alternative presentation formers such as prezi,etc) but don't know who do go to for assistance Support for supervising students would be very helpful--UTAs, RAs, etc.

I am discouraged by the disconnect between FTEs taught and resource (\$) flow. Our college's metrics are super high, yet we get cut more than arts & sci whose metrics are not as good as CALS.

I think the programs offered at UVM have been extremely helpful for me. I will continue to try and attend as many sessions as my schedule will allow.

Jinni

Participation in developmental activities should be expected and rewarded in the salary and RPT processes.

I found it very very difficult to find support in my department, even when I asked directly. I wanted to learn how to be a good teacher, but I was told that I could not attend conferences, that I could "just ask colleagues" when I had questions, and I felt that I had no formal way to learn how to teach. This was very unfortunate, and led to some very bad circumstances. This is part of the reason I am leaving the University and I will no longer be Nursing Faculty. Nursing has a dire shortage of faculty, and I hope that this can be improved in the future. I suggest you work with the Nursing Department if possible to remedy this issue, and also please strongly encourage new faculty to attend your events and use the Mentorship program. Thank you for your events. I really enjoyed the forums for teaching award winners and other sessions - I believe that is part of your program. Thank you so much for the



opportunity for feedback! I needed it!!!

Make better use of the faculty who are experienced in these fields.

Connect faculty with each other. There seems to be an over-reliance at UVM on outside-the-discipline consultants.

You seem to have good programs, but we little time. I think it is absolutely ridiculous that a course only counts for 0.1 FTE. It takes much longer than this to do a good job!

I admit that it would be helpful to learn about these topics as they apply to my course (and not someone else's). I'm happy to attend a webinar, but how to get personalized advice needs to be part of the take-away conversation. Thanks for asking - good survey.

The courses I have attended have been great.

I feel very supported by my department chair and when questions arise usually speak with my chair- the things I feel I need advice on tend to be unique, one-time issues rather than trends, but I am glad to know some of these offerings exist for future reference.

I wish there was a greater understanding of the limitations that faculty have in terms of time and energy to devote to teaching/learning and implementing new techniques/learning and implementing new technologies, etc.

I also wish that CTL and other teaching centers on campus would advocate more for the faculty and students in terms of encouraging better teaching practices that include smaller classes. I feel that we have passively accepted that giant classes are here to stay at UVM and that we just have to come up with a new snazzy teaching technique to engage our students. What happened to small professor: student ratios? No one seems to talk about that anymore.

Teaching workshops for graduate and undergraduate students involved as TAs.

Examples drawn from particular disciplines are always good, as they help teachers see how new things might be applied in their classroom. It's probably too specific to do something for each discipline, but you might consider separate programming geared toward the humanities, social sciences, and natural sciences.

ž

Thank you for all you do!

I thought this survey was going to be about more than just teaching. I don't teach any courses -- just occasional lectures. I have a research appointment, so I don't know if you should count my survey.

I am very interested in new/newly diffusing concepts for teaching, such as the flipped classroom. As an adjunct teaching an advanced topics course, I feel as though I have a good environment for experimenting with new styles or technologies.

It would be nice to find more ways to bring faculty together from across the institution to share resources/experience.

Not at this time.

Thank you for all of your good work and your dedication to help us in providing our students with excellent teaching methods.

Of all the teaching topics given above none addresses the problem that ever more students do not know how to concentrate and read to understand. Few can explain in their own words what they have just read.

Spending extra time on these matters is quite difficult for untenured faculty, and the information is often presented in a rather formulaic way, with lots of buzzwordy jargon that doesn't seem to translate into real elements of life. I sometimes feel



these structures need to take into account the priorities that we are urged to make as we seek tenure.

I retired last spring and will only teach one course a semester for next year or so.

I would like UVM to define "excellence in teaching."

Where to go when student behavior/issues are really challenging to the classroom dynamic AND/OR personally/professionally disturbing. What rights do faculty have when students' behavior, attitude, comments, etc., are inappropriate



Field summary for Demo

What is your academic rank?

Answer	Count	Percentage
Full Professor (SQ001)	41	25.79%
Adjunct Faculty (SQ010)	0	0.00%
Associate Professor (SQ004)	43	27.04%
Assistant Professor (SQ005)	37	23.27%
Senior Lecturer (SQ006)	17	10.69%
Lecturer (SQ008)	21	13.21%
Library Faculty (SQ003)	0	0.00%
Extension Faculty (SQ007)	1	0.63%
Research / Clinical Faculty (SQ002)	2	1.26%
Other	1	0.63%

Other Responses

director

Mkhn



Field summary for Demo

What is your primary University affiliation as faculty?

Answer	Count	Percentage
BSAD (SQ001)	6	3.77%
CE (SQ011)	2	1.26%
CAS (SQ002)	71	44.65%
CALS (SQ003)	26	16.35%
CEMS (SQ004)	15	9.43%
CESS (SQ005)	16	10.06%
COM (SQ006)	1	0.63%
NHS (SQ007)	12	7.55%
RSNR (SQ008)	10	6.29%
UVM Extension (SQ009)	2	1.26%
UVM Libraries (SQ010)	1	0.63%



Field summary for Demo

What is your primary department affiliation?

Answer	Count	Percentage
Answer	102	64.15%
No answer	57	35.85%

- Responses**
- Psychology
 - religion
 - Education
 - CDAE
 - Psychiatry
 - Pathology
 - education
 - Romance Languages and Linguistics
 - Csd
 - Surgery
 - Pathology
 - Political Science
 - Philosophy
 - Art
 - Mathematics and Statistics
 - MMG
 - Department of Education
 - Math & Stats
 - Psychology
 - General Internal Medicine - Research
 - School of Business Administration
 - chemistry
 - history
 - cnhs
 - Sociology
 - Theatre
 - Pharmacology
 - Family Medicine
 - Psychology
 - CDAE
 - nursing



NFS

Psychiatry

neurological sciences

MLRS

Nutrition and Food Science

School of Engineering

Medicine

Medicine

romance languages

medicine

CDAE

Neurological Sciences

Pediatrics

ECSP and EDEC

physics

history

Plant Biology

not sharing

Pediatrics

Political Science

Philosophy

RLL

nfs

Mathematics and Statistics

Neurological Sciences

Math/Stat

CDAE

Political Science

history

Family medicine

Music and Dance

Plant Biology

Neurological Sciences

Economics

Psychiatry

Asian Languages and Literatures

Math & Stat

RSENR

Environmental Program

Rehabilitation and Movement Science

Pediatrics



No departments in School.

PSS

Math and Stat

Art and Art History

Medicine

psychology

English (with all of this demographic data, you might as well just ask my name)

Elementary Education

Medicine

Pathology

PSS

Romance languages & linguistics

NFS

CDAE

NFS

Biology

Nutrition and Food Sciences

Mbhugn

English

Mathematics and Statistics

LDS

DON

Mathematics and Statistics

Leadership and Developmental Sciences

Critical care

ASCI

Romance languages

Education

Biochemistry

nursing

CDAE

Surgery

Mathematics & Statistics

Nursing

Surgery

Plant and Soil Science

Parks, Recreation, & Tourism

Education

English

CDAE

Plant and Soil Science



Anesthesiology
Neuroscience
arts
English
CSD
CSD---OF NOTE!!!! You do not have CNHS as a college choice. The NHS choice is not the current name of this college. Thanks.
Mathematics
rsenr
History
History
Chemistry
Psychology
Mmg
Biology
Surgery
DOE
CDCI in CEES but i also teach a undergrad class in nutrition department
Psychiatry
Business
Medicine
Education
English
ENVS
Education
German and Russian
Pathology
a foreign language dept
CDAE
medicine
Medicine
RMS
Family Medicine
Biochemistry
lecturer
RLL
Department of Nursing
Rehabilitation and Movement Science
Information & Instruction Services
German and Russian
Pediatrics



Religion