2021 Faculty Development Needs Assessment

Teaching, Learning, and Scholarship (TLAS) at the UND School of Medicine and Health Sciences
Adrienne Salentiny, PhD

Summary of Findings

Demographics

A total of 78 responses were recorded. Many unique departments were identified, as represented below. A majority of the respondents had been teaching less than 10 years (55.1%, n = 38), were not on the tenure track (89.9%, n = 62), and had low percentages of both teaching and research. (This makes sense due to the high number of clinical faculty responding.)

Biomedical Science	4
Ed. Resources, EFA, and Dean's Office	3
Family & Community Medicine	10
Geriatrics	1
Internal Medicine	6
Library	1
Medical Laboratory Science	2
Medicine	6
MILE/ROME	1
Obstetrics/Gynocology	4
Occupational Therapy	6
Other Clinical Faculty	1
Other Program Staff/Admin	1
Pathology	1
Pediatrics	4
Physical Therapy	2
Physician Assistant Studies	1
Population Health	3
Psychiatry and Behavioral Sciences	2
Sports Medicine	3
Surgery	6

Teaching Preferences and Experiences

The results indicate that the majority of respondents (60.9%) taught online during the 2020-21 school year, which is unsurprising because of restrictions in place due to the COVID-19 pandemic. Of these, forty percent of respondents taught multiple classes online throughout the "pandemic year." In comparison, 71% of respondents reported they did NOT teach online before March 2020 and of those who did teach online before March 2020, 50% reported teaching only one class or session online. Preferred methods of teaching in person were lectures and clinical precepting, followed by active learning and discussions. The preferred method of teaching online was lecture, followed by discussions and active learning. (Note: these primary teaching methods were also identified as primary in our 2020 needs assessment.)

Faculty Development Experiences

The majority of responding faculty (76.8%) stated that their faculty development needs related to teaching were met extremely well, very well, or moderately well. For faculty development needs related to scholarship, 69.4% (n = 25) had their needs met in these ways. On the bottom end, 14.3% of faculty (n = 8) felt that their teaching faculty development needs were not met well at all, compared with 13.9% of faculty (n = 5) who felt their scholarship faculty development needs were not met well at all.

In the 2020-21 academic year, all TLAS events were provided virtually over Zoom. Recordings were made on Mediasite and posted to the TLAS website. Faculty were asked how often they attended these sessions live or watched them later. The majority of respondents (56.3%, n = 36) stated they rarely or never attended TLAS' live virtual sessions or watched them online. The majority of respondents (33.3%; n = 24) also stated they did not attend faculty development events elsewhere, either. Those who did attend events elsewhere mostly attended them at professional conferences (30.6%, n = 22) or through UND's Teaching, Transformation, & Development Academy (TTaDa) (26.4%, n = 19).

The majority of respondents not attending our events stated their reasons as either not having time in general, or having a class or other obligation that interferes with the events. Respondents were asked what would make them more likely to attend faculty development events. Offering sessions more than once (23.6%, n = 30), giving credit toward annual evaluations and tenure & promotion reviews (17.3%, n = 22), and offering different topics (14.2%, n = 18) were the top responses. A theme in the qualitative comments was a request to offer online asynchronous or recorded events. (See Appendix A for the raw comments.)

TLAS Faculty Development Considerations

Reasons Faculty Attend

Respondents mainly attend faculty development events either to improve their teaching or scholarship (35.5%, n = 42) or due to personal interest (27.1%, n = 42). Others (15.5%, n = 24) attend to network interprofessionally or with colleagues. Qualitative comments indicated that attendance depended on the timing or event schedule and whether events were online. The value of recordings or asynchronous resources was also stated.

Respondents stated they would be more likely to attend if sessions were offered more than once (23.6%, n = 30), if credit were given toward annual evaluations or tenure & promotion reviews (17.3%, n = 22), and if different topics were covered (14.2%, n = 18). Again, the value of online offerings and/or recorded asynchronous sessions was identified in the qualitative comments, as was the timing of live events. One commenter stated (summarized): *"It seems that sessions are always at the same time and day of the week. If you teach during that block of time you will not be able to attend a single event for the entire semester."* (See Appendix A for the raw comments.)

The majority of respondents (40%, n = 23) did not feel that offering a lunch/refreshment would affect whether or not they chose to attend. However, 36.8% of respondents (n = 21) stated that this was extremely important, very important, or moderately important to them. *Note: Lunch/refreshments were not offered for sessions during the 2020-21 academic year due to the exclusively virtual format.*

Topics of Value to Faculty

Respondents were asked to select their top two or three responses for the following question. Because of this, the total responses (N) was higher than the 78 unique responses – approximately 350. The responses (n) represent portions of the total responses to these individual questions.

Many topics of value were identified by faculty respondents, but the top requests included clinical setting precepting/teaching (8.3%, n = 29), effective ways to lecture (6.9%, n = 24), competency-based learning (6.3%, n = 22), assessment (5.5%, n = 19), and active learning (5.5%, n = 19).

Qualitative responses comments revealed some themes related to topics of value or requests for future events.   They are summarized here. (See Appendix A for the raw comments.)

- Interprofessional; learning about what other departments are doing (teaching and research).
- Alternate basic and more advanced content

Number One Current Faculty Development Need

Respondents were asked to provide their number one faculty development need right now. Qualitative responses comments revealed several themes.   They are summarized here. (See Appendix A for the raw comments.)

- Faculty Role guidance/mentorship
- Teaching strategies or topics including interprofessional, clinical precepting, active learning, and specific tools such as Leo
- Assessment and/or evaluation
- Research and scholarship
- DEI and human skills
- Time management

Logistics / Event Management

Respondents were asked to select their top two or three responses for the following questions. Because of this, the total responses (N) was higher than the 78 unique responses – usually between 75 and 150. The responses (n) represent portions of the total responses to these individual questions.

The majority (57%, n = 51) of respondents learned about TLAS faculty development events via email from Education Resources staff. Others (10%, n = 9) were told by a peer or colleague.

Mirroring this, 46% of respondents (n = 59) would like to receive notice of future events via email. Calendar events sent through outlook were requested by 25.8% of respondents (n = 33), and 14% (n = 18) would prefer to read about upcoming events in UND or SMHS newsletters.

In terms of event length, the majority of responding faculty indicated that 30 minutes (42.4%, n = 25) to an hour (33.9%, n = 20) was an acceptable amount of time, with 17% (n = 10) indicated that it would depend on their schedule. One commenter stated that TLAS events are always offered during times they are teaching.

When asked about preferred methods of attendance (AFTER COVID-19 risks are diminished), 35.6% of respondents (n = 21) preferred to attend in-person events, with an identical 35.6% (n = 21) preferring online synchronous events. Online asynchronous events were selected as a favorite by 22% of respondents (n = 13). Commenters indicated that they liked online sessions, but also value the availability of recorded sessions.

Twitter

When asked whether they follow the @SMHS_TLAS Twitter account, 58.6% (n = 34) of respondents said they do not use Twitter. Meanwhile a combined 25.9% (n = 15) of respondents either follow the account (12.1%, n = 7) or intended to start following the account (13.8%, n = 8).

When asked about general marketing efforts, 22% (n = 20) correctly identified hashtags associated with TLAS' twitter account, and 12.1% (n = 11) correctly identified the TLAS twitter account handle, @SMHS_TLAS. Respondents were much more familiar with the unit name, Teaching, Learning and Scholarship (34.1%, n = 31) and abbreviation, TLAS (31.9%, n = 29).

Summary and Proposed Actions

The following section summarizes the key points above and provides our tentative plans for ongoing improvement and better service to the SMHS community.

Faculty Development Needs

There is an identified need for faculty development around clinical precepting, effective lecturing, competency-based learning, assessment, and active learning. Additional interest was identified for learning about other departments' teaching activities and more research-related faculty development. These requests are consistent with the topics identified by needs assessment respondents in 2020.

To address these topics, we'll look for expert clinical faculty to deliver sessions relevant to faculty development. We'll continue to provide sessions on competencies, assessment, and active learning. We'll try to diversify our speakers' home departments in hope of offering a window into what other departments are doing.

To promote scholarship, TLAS will continue to integrate a research thread within each existing faculty development event or series. We can additionally increase marketing of individual / group consultations on this topic, and we'll offer some research-specific sessions as resources permit.

Some faculty identified needs related to time, scheduling, or otherwise organizational issues. We can address these in a variety of ways. We have offered workshops on this before and can continue to do so. As resources allow, we can also add just-in-time, 5-, 10-, and 15-minute asynchronous modules and videos. We can also communicate our findings to program chairs and clinical chairs, asking them if it is possible to explicitly create time for their faculty to prioritize faculty development.

Some faculty identified needs for training related to technology tools or specific software products. We can address some of these needs by disseminating information about main campus technology workshops offered by University IT (UIT) and the Teaching, Transformation, and Development Academy (TTaDA). For additional technology training requests, we can work with Information Resources (IR) to ensure needs are met. In some cases, asynchronous videos can be used as technology tutorials, and TLAS also continues to add new step-by-step instructional sheets on our website as interest and need arise and as resources permit. Additionally, some faculty requested human skills topics including diversity, equity, and inclusion. TLAS can work with UND and SMHS entities to determine the best way for faculty to access and and take advantage of existing or potentially new sessions.

Finally, Dr. Salentiny is working with a group of five other medical and allied-health schools connected by the Association of American Medical Colleges (AAMC) Central Group on Educational Affairs (CGEA) to develop a multi-institutional faculty development program. While the program will not launch until 2022 at the earliest and the specific focal subjects have yet to be determined, data from this needs assessment will be used to ensure that needs identified here by SMHS faculty are addressed.

Faculty Preferences for Event Format and Logistics

Mirroring the 2020 needs assessment data, the majority of 2021 respondents once again felt that 30-minute sessions would be ideal. (Currently, all TLAS sessions are 1 hour in length, with few exceptions). We will work on developing a few shorter sessions to pilot during the 2021-22 academic year.

Respondents preferring to attend online or in person were split evenly. This is a difference from our 2020 needs assessment, wherein the majority of faculty wished to attend in-person events. In the fall of 2021, TLAS will continue to offer faculty development sessions in an online virtual format. Decisions about events beyond this will be made closer to the end of the calendar year and when health and safety data allow.

About half of respondents indicated that they were unable to attend our live or virtual events. Many respondents requested more event offering times to fit the varied scheduling needs of clinical and

academic faculty across multiple departments, campuses, and time zones. Furthermore, the availability of recordings was requested by several respondents. TLAS is easily able to provide this because they are already posted on our website. Although TLAS resources do not currently permit the scheduling or hosting of additional events, we can immediately address this need by increasing the marketing of our recorded event links, which are available at any time, to fit any schedule.

Respondents indicated that they would be more likely to attend sessions if credit was given toward annual evaluations or tenure & promotion. This is an ongoing topic of discussion with senior leadership.

Awareness of Our Services

The almost half of respondents prefer to receive notice of TLAS events directly to their email addresses, and another quarter of respondents requested outlook calendar invitations (which are sent to email addresses). Calendar invitations were also requested by many respondents in 2020 and were implemented in the 2020-21 academic year to great success. TLAS will continue to send outlook calendar invitations to events in the 2021-22 calendar year.

In 2020, the Teaching, Learning, and Scholarship name (and associated acronym, TLAS) were adopted and used exclusively to denote faculty development done by our unit within Education Resources. When asked about these marketing efforts, about a third of respondents expressed familiarity with the name, the acronym, or both. As TLAS continues to grow and use this name, we hope to increase recognition.

TLAS started a Twitter account in response to 2020 needs assessment data. The intent of this account was to be used for just-in-time dissemination of knowledge and research about faculty development, medical education, and health sciences education. TLAS raises awareness for this account by sharing it in email, live and recorded sessions, on our website, and in For Your Health announcements. Only about 25% of 2021 needs assessment respondents indicated interest in the Twitter account. The academic and professional use of social media is a growing trend but is still in its early stages. It also takes time to gain traction with a social media handle. Therefore, TLAS will continue to use the account to disseminate information (along with other methods).

Next Needs Assessment

The next needs assessment will be conducted by summer 2023.

Appendix A.

Data Exported from Qualtrics

Note: For some demographic questions, write-in responses have been grouped manually. These are noted where present. Yellow highlighting has been used to denote the most popular choices in selected-answer responses. Additional highlight colors were used to code textual responses later in the survey.

Department

(write-in responses grouped manually)

Biomedical Science	4
Ed. Resources, EFA, and Dean's Office	3
Family & Community Medicine	10
Geriatrics	1
Internal Medicine	6
Library	1
Medical Laboratory Science	2
Medicine	6
MILE/ROME	1
Obstetrics/Gynocology	4
Occupational Therapy	6
Other Clinical Faculty	1
Other Program Staff/Admin	1
Pathology	1
Pediatrics	4
Physical Therapy	2
Physician Assistant Studies	1
Population Health	3
Psychiatry and Behavioral Sciences	2
Sports Medicine	3
Surgery	6

Years of Teaching

Summary

Answer	%	Count
<mark>1-4</mark> years	29%	20
5-9 years	26.1%	18
10-14 years	14.5%	10
15-19 years	7.2%	5
20-24 years	8.7%	6
25-29 years	8.7%	6
30+ years	5.8%	4
Total	100%	67

Percent Effort of Teaching

Summary:

<mark>10% or less</mark>	25.8%
11%-25%	17.7%
26%-50%	19.4%
51%-75%	16.1%
76%-100%	11.3%
N/A or Other	9.7%

Percent Effort of Research

Summary

<mark>10% or less</mark>	72.1%
11%-25%	6.6%
26%-50%	6.6%
51%-75%	3.3%
76%-100%	3.3%
N/A	8.2%

What is the tenure status of your position?

#	Answer	%	Count
1	I am on the tenure track	7.25%	5
2	I am tenured	2.90%	2
3	==I am not on the tenure track==	89.86%	62
	Total	100%	69

Rank:

#	Answer	%	Count
1	Instructor	9.84%	6
2	Associate Professor	29.51%	18
3	Professor	18.03%	11
4	==Assistant Professor==	42.62%	26
	Total	100%	61

Track:

#	Answer	%	Count
1	Educator Scholar	33.33%	21
2	Clinician Scholar	15.87%	10
3	Research Faculty	1.59%	1
4	Teaching Faculty	4.76%	3
5	==Clinical Faculty==	39.68%	25
6	Scientist Scholar	4.76%	3
	Total	100%	63

Did you teach online/at a distance during the last year (2020-2021)?

#	Answer	%	Count
1	Yes	60.87%	42
2	No	39.13%	27
	Total	100%	69

Were you teaching online BEFORE COVID-19 (prior to March 2020)?

#	Answer	%	Count
1	Yes	28.99%	20
2	No	71.01%	49
	Total	100%	69

Which of the statements BEST characterizes the amount of online teaching you did last year (2020-2021)?

#	Answer	%	Count
1	A little (one class or session)	37.14%	13
2	A good amount (at least one class over several months)	22.86%	8
3	A lot (multiple classes over the course of the year)	40.00%	14
	Total	100%	35

Which of the statements BEST characterizes the amount of online teaching you did BEFORE COVID-19?

#	Answer	%	Count
1	A little (one class or session)	50.00%	7
2	A good amount (at least one class over several months)	35.71%	5
3	A lot (multiple classes over the course of the year)	14.29%	2
	Total	100%	14

When thinking about teaching on campus (face-to-face, not online), which TWO of the following are/were your PRIMARY means of teaching?

#	Answer	%	Count
1	Lectures	25.69%	28
2	Discussions	10.09%	11
3	Simulations in the Simulation Center	2.75%	3
4	Simulations in Class	0.92%	1
5	Simulations Online	0.00%	0
6	Games	0.00%	0
7	Laboratory Experiences	6.42%	7
8	Active Learning (e.g., small-group breakouts, Team-Based-Learning, Problem-Based-Learning, fishbowl, role-playing)	16.51%	18
9	Clinical Setting Precepting	22.94%	25
10	Tutoring/Mentoring (one-on-one or small group)	7.34%	8
11	Other	0.92%	1
12	I do not teach face-to-face.	6.42%	7
	Total	100%	109

When thinking about teaching at a distance (online/remotely), which TWO of the following are/were your PRIMARY means of teaching?

#	Answer	%	Count
1	Lectures	37.33%	28
2	Discussions	25.33%	19
3	Simulations in the Simulation Center	0.00%	0
4	Simulations in Class	0.00%	0
5	Simulations Online	1.33%	1
6	Games	0.00%	0
7	Laboratory Experiences	4.00%	3
8	Active Learning (e.g., small-group breakouts, Team-Based-Learning, Problem-Based-Learning, fishbowl, role-playing)	17.33%	13
9	Clinical Setting Precepting	8.00%	6
10	Tutoring/Mentoring (one-on-one or small group)	4.00%	3
11	Other	1.33%	1
12	I do not teach online/remotely.	1.33%	1
	Total	100%	75

How did you learn about past SMHS TLAS/Education Resources faculty development sessions? (Check all that apply.)

#	Answer	%	Count
1	Emails from Education Resources personnel (e.g., Adrienne Salentiny, Shae Carlson)	57.30%	51
2	Education Resources website	3.37%	3
3	Digital signage	1.12%	1
4	Printed posters at the SMHS	1.12%	1
5	Told by a peer or colleague	10.11%	9
6	Announced at a faculty meeting or in departmental communications	3.37%	3
7	Saw in For Your Health newsletter	8.99%	8
8	Saw in UND's U-Letter	2.25%	2
9	Social Media	2.25%	2
10	Saw on the UND or SMHS Events Calendar	5.62%	5
12	Other	4.49%	4
	Total	100%	89

Q41 - In the year(ish) DURING COVID-19, how well were your needs for faculty development related to TEACHING being met?

#	Answer	%	Count
1	Extremely well	14.29%	8
2	Very well	37.50%	21
3	Moderately well	25.00%	14
4	Slightly well	8.93%	5
5	Not well at all	14.29%	8
	Total	100%	56

Q42 - In the year(ish) DURING COVID-19, how well were how well are your needs for faculty development related to EDUCATIONAL RESEARCH/SCHOLARSHIP being met?

#	Answer	%	Count
1	Extremely well	11.11%	4
2	Very well	25.00%	9
3	Moderately well	33.33%	12
4	Slightly well	16.67%	6
5	Not well at all	13.89%	5
	Total	100%	36

In the year(ish) DURING COVID-19, how often did you watch recorded sessions of SMHS TLAS/EDUCATION RESOURCES faculty development events ONLINE (live or later)?

#	Answer	%	Count
1	All the time	0.00%	0
2	Often	15.63%	10
3	Sometimes	28.13%	18
4	Rarely	20.31%	13
5	Never	35.94%	23
	Total	100%	64

In the 2020-21 academic year DURING COVID-19, where else did you attend faculty development events? (Check all that apply.)

#	Answer	%	Count
1	Teaching, Transformation & Development Academy (TTaDa)	26.39%	19
2	University Information Technology (UIT)	1.39%	1
3	Faculty development or education-specific events at a conference (e.g., pre-conference workshops; teaching strategy sessions)	30.56%	22
4	Other	8.33%	6
5	I did not attend any other faculty development events.	33.33%	24
	Total	100%	72

Other:

Monthly faculty meetings always include some form of faculty development
Teaching Academy
online
other online continuing education
Uni of IOWA

What are the THREE primary reason(s) you would be interested in attending faculty development offerings?

#	Answer	%	Count
1	Personal interest	27.10%	42
2	Improve my teaching or scholarship	35.48%	55
3	Needed for tenure or promotion	2.58%	4
4	Referred by chair, supervisor, or other leadership	4.52%	7
5	Referred by colleague	0.65%	1
6	To network with other professions/colleagues	15.48%	24
7	To support a peer/colleague who is presenting	12.26%	19
8	Other	1.94%	3
	Total	100%	155

When attending faculty development AFTER COVID-19 risks are diminished, what is your preferred method or attendance?

#	Answer	%	Count
1	Live, in person in a conference room	35.59%	21
2	Online, interactive (e.g., using Zoom to stream and interact with presenters)	35.59%	21
3	Online, non-interactive (e.g., webinars; Mediasite to stream or watch recording)	22.03%	13
4	Other	6.78%	4
	Total	100%	59

Q26 - How important is having a lunch or refreshments provided in your decision whether or not to attend an in-person session?

#	Answer	%	Count
1	Extremely important	5.26%	3
2	Very important	10.53%	6
3	Moderately important	21.05%	12
4	Slightly important	22.81%	13
5	Not at all important	40.35%	23
	Total	100%	57

Q29 - When attending a faculty development session, what session length best balances your needs, interest, and depth of the session?

#	Answer	%	Count
1	15 minutes	3.39%	2
2	30 minutes	42.37%	25
3	1 hour	33.90%	20
4	90 minutes	3.39%	2
5	2 hours	0.00%	0
6	Half-day	0.00%	0
7	It depends on my schedule	16.95%	10
	Total	100%	59

The following two questions were asked only of respondents who indicated they rarely or never attended TLAS faculty development events in the past year.

Please select TWO primary reasons you do NOT attend faculty development events (SMHS or others).

#	Answer	%	Count
1	I usually have class or other obligations at the same time as the events.	26.32%	15
2	I do not have time to attend in general.	35.09%	20
3	The topics aren't usually relevant to me or how I want to teach.	3.51%	2
4	The topic coverage is too basic.	7.02%	4
5	The topic coverage is too detailed or advanced.	0.00%	0
6	Faculty development/teaching improvement isn't valued in my evaluations or promotion and tenure requirements.	5.26%	3
7	I am staff or a student and thought these events were only for faculty.	0.00%	0
8	I do not know when the events are.	14.04%	8
9	Other	8.77%	5
	Total	100%	57

What would make you more likely to attend faculty development events? (Select all that apply.)

#	Answer	%	Count
1	Offer sessions on different topics	14.17%	18
2	Offer sessions at different locations	5.51%	7
3	Offer each session more than one time	23.62%	30
4	Offer shorter sessions	11.02%	14
5	Offer longer sessions	0.79%	1
6	Offer sessions in a different format	3.15%	4
7	Provide food at the sessions	11.81%	15
8	Provide certificates or badges	5.51%	7
9	Give credit toward annual evaluations and tenure and promotion reviews	17.32%	22
10	Other	7.09%	9
	Total	100%	127

Common themes from comments (in order of frequency)

1. Event timing
2. Offer recordings/asynchronous
3. Offer events online

Comments:

May sound silly, but an option to receive reminders to go back to some of the saved recordings because I've missed several due to time conflict & then have not gone back to review them later.

easily available asynchronous. Clinic days often prevent attending synchronous events

I always try to make it point to attend when able. No matter the length, location, topic, etc.

When I see a particular need arise. Ex: assessment data raises concern about retention of students from diverse backgrounds raises a need for faculty development on Teaching with DEI.

Time availability

On line learning? Offer as CME

Offer sessions at various times throughout the day. It seems that sessions are always at the same time and day of the week. Well if you teach during that block of time you will not be able to attend a single event for the entire semester.

offer at different times

Offer sessions online rather than in person

How would you prefer to receive notice of future faculty development sessions? (Select all that apply.)

#	Answer	%	Count
1	==Emails from Education Resources== (i.e., Adrienne Salentiny, Shae Carlson, Alissa Hancock)	46.09%	59
2	Calendar invitations sent to Outlook	25.78%	33
3	Education Resources website	2.34%	3
4	Digital signage	0.78%	1
5	Printed posters	0.00%	0
6	Communication from department head or admin	3.13%	4
7	Printed mailer or newsletter sent to department	0.00%	0
8	UND and SMHS newsletters (e.g. For Your Health, U-Letter, UND Events Calendar)	14.06%	18
9	Text Messages (Subscription)	2.34%	3
10	Social Media	3.91%	5
11	Other	1.56%	2
	Total	100%	128

Which of the following are associated with SMHS TLAS/Education Resources faculty development and marketing efforts (check all that apply)?

#	Answer	%	Count
1	TLAS	31.87%	29
2	==Teaching Learning and Scholarship==	34.07%	31
4	#AskTLAS	6.59%	6
5	@SMHS_TLAS	12.09%	11
6	#SMHSFacDev	6.59%	6
7	#TLASTeachingAcademy	8.79%	8
	Total	100%	91

Do you follow our account on Twitter?

#	Answer	%	Count
1	Yes	12.07%	7
2	Other	1.72%	1
3	Did not know there was a Twitter account, but will follow.	13.79%	8
4	Did not know there was a Twitter, and do not plan to follow.	13.79%	8
5	N/A; do not use Twitter.	58.62%	34
	Total	100%	58

Comments:

Rarely use twitter.

Which of the following would you like to see as a focus of our faculty development offerings next year? (Select all that apply and/or write in your suggestions below.)

#	Answer	%	Count
1	Effective ways to lecture	6.90%	24
2	Face-to-face discussions	2.87%	10
3	Online discussions	4.31%	15
4	Face-to-face simulations	3.45%	12
5	Games in learning	3.16%	11
6	Competency-based learning	6.32%	22
7	Assessment	5.46%	19
8	Active learning (e.g., small-group breakouts, Team-Based-Learning, Problem-Based-Learning, fishbowl, role-playing)	5.46%	19
9	Clinical setting precepting/teaching	8.33%	29
10	Tutoring/Mentoring (one-on-one or small group)	3.45%	12

11		Interprofessional teaching	4.89%	17
12		Professionalism	5.46%	19
13		Empathy and patient-centeredness	3.45%	12
14		Providing feedback	5.17%	18
15		Educational theory	2.30%	8
16		Education Scholarship (conducting, publishing, etc.)	4.60%	16
17		Course development	3.45%	12
18		Writing educational objectives	2.59%	9
19		Hearing from other faculty about their teaching or research	3.74%	13
20		Efficiencies, logistics, and time-management	3.45%	12
21		Technical help or "how-to" for academic technologies	3.16%	11
22		Badging	1.72%	6
24		Diversity, Equity, and Inclusion	4.31%	15
25		Other	2.01%	7
		Total	100%	348

Please elaborate on your answers to the previous question or add additional topics here.

Common themes from comments (in order of frequency)

1. Topic suggestions
2. Offer recordings/asynchronous

I appreciate all you do.

Any method you provide needs to be available offline as well. That is, have a live session and then push out a recording of the live session for those of us that miss it.

I have no idea what some of the other departments are doing, especially the basic science groups. I think there may be some interprofessional areas research or teaching if we knew what they did and vice versa.

Maybe alternating more basic and advanced type content? Particularly interested in scholarship

Clinic precepting strategies, direct communication and giving feedback, objectives writing and lecture composition

What is your NUMBER ONE need for faculty development right now?

Common themes from comments (in order of frequency)

1. Faculty role guidance
2. Specific teaching strategies or topics
3. Assessment and evaluation
4. Research and scholarship
5. DEI and human skills
6. Time management

Support with technical assistance

Unsure

I need to spend the time to learn what my faculty role is all about. I've had a peer mentorship course with interprofessional mentoring. Now, I need to have someone walk me through the big picture- how does my role have potential to contribute to the department success and the SMHS and University's success? In other words, I've helped complete a lot of work, but I'm not connecting it to the overall gains we have made through this work yet.

ongoing interprofessional teaching methods/strategies

time management, I have a difficult time balancing administrative duties along with clinic duties and effective teaching.

trauma informed teaching/advising

Evaluation

time saving tips

How to improve professional profile for faculty who do not have classroom teaching responsibilities

diversity, inclusion, value

Use of electronic tools like LEO, etc

Professional Growth and Improvement

Assessment

Time to focus on all areas of my job - teaching is consuming much more time than my % effort should allow.

clinical precutting for busy clinicians

be the best teacher I can be in any format of learning

Process for writing and submitted grant proposal.

Active methods of teaching so that students can retain majority of information.

Methods for teaching across generational/cultural lines.

How to accept, process and utilize faculty feedback (especially critical or constructive feedback points) from learners (in a clinical practice setting).

Sharing what are the goals for the students from the university view

Improving my teaching/precepting skills

Improve my online presentation skills

Need new education

Scholarship

development on how to lecture

The proper leadership to advance teaching options for students.

Alignment between course content and writing exam questions.

Grooming young faculty in teaching using active learning and creating objectives.

expectations or the residents and the residency program.

Respect for my clinical responsibilities/call schedule. I'm always on call when there are events.

SGM education (Sexual and Gender Minority)

Scholarship and grant writing around teaching efforts

Survey development methods

INFORMATION ON WHAT IS AVAILABLE

professional development

Clinic precepting and giving feedback