



Educators for Excellence . 2011

University of Oklahoma Health Sciences Center INAUGURAL MEETING REPORT

Office of the Vice Provost for Academic Affairs and Faculty Development
v1.2

INAUGURAL “EDUCATORS FOR EXCELLENCE” MEETING REPORT

A visit to Oklahoma from Kelley Skeff, M.D., Ph.D., Vice Chair for Education at the Stanford University College of Medicine provided an opportunity for faculty educators to convene at the invitation of the Vice Provost for Academic Affairs and Faculty Development (VPAA&FD) for fellowship, dialogue and discovery about what it takes to promote and sustain *educators for excellence* in teaching and learning. Over forty faculty and academic personnel assembled at the Bird Library Atrium for a breakfast meeting with Dr. Skeff followed by a roundtable discussion. Following the meeting a brief survey was sent to the participants to assess the experience.

OPENING THE AGENDA TO TALK ABOUT EXCELLENCE IN TEACHING

At 7:30 AM on January 5th assembled faculty and academic personnel were welcomed by Valerie N. Williams, Ph.D., and introduced to guest speaker Kelley Skeff, M.D., Ph.D., George DeForest Barnett Professor of Medicine, and Vice Chair for Education, Department of Medicine, Stanford University Medical Center. Dr. Skeff shared brief remarks about his experience, observations and insights garnered from his career to date as an educator. After opening the floor to questions and comments from the assembly he concluded with an opportunity for questions and closed by proposing a question to the audience:

“What is it that will satisfy us as individuals, that what we are doing [as teachers] is working?”

This question provided a perfect segue into the purpose for which the “Educators for Excellence” breakfast roundtable was convened. The VPAA&FD invited the group to adopt the following purpose:

Purpose. During the 12 months ahead, discover what it takes to sustain and foster a culture of teaching excellence at OUHSC. Use what is learned to support teachers and teaching excellence.

Discussion. Food for thought?

- What attributes and competencies engender “excellence as an educator?”
- What are your experiences as an educator and as a mentor for other educators?
- What are the expectations of your discipline with regard to teaching and teaching excellence?
- What are our OUHSC expectations about teaching? How are these reflected in our “teaching” culture?
- What, if any, are the points of alignment across our HSC colleges that shape our educational community and inspire excellence in teaching and learner assessment?

The preliminary agenda for the year ahead also posed the following questions for “Educators for Excellence.”

What are your priorities? Upcoming “Educators for Excellence” dialogue will include discussion about how we might:

- A. Prepare & sustain ourselves as “excellent” educators? (e.g., Faculty development, etc.)

- B. Support each other to foster excellence in education (e.g., mentoring, coaching, peer-feedback, etc.)
- C. Capture evidence of excellence in education? What, if anything, should be available in durable versus transient form? (e.g., faculty on-line/digital material, faculty letters, faculty portfolio, etc.)
- D. Be acknowledged (in addition to promotion and tenure) for excellence in education? (e.g., peer-recognition, leadership recognition, team recognition, etc.)

These questions will be revisited at the February 2011 Educators for Excellence assembly. During the roundtable discussion participants were invited to: 1) record their reflections for later reference as this dialogue continues, and 2) complete a session worksheet including their contact information and questions about a personal example of their teaching commitment and their role as a mentor for future educators. Educators interested in this initiative will be invited to contribute similar information. Summary reflections will be shared in February.

A FEW TAKE HOME POINTS

Dr. Skeff offered insights about his own development and evolution as a teacher, including reflecting on the comments made by his mentors and what he learned from seeking a degree in education in addition to his medical degree. A few of the most memorable comments were:

- *“My attending said to me, ‘You seem to be enthusiastic about teaching. Wouldn’t it be interesting if you knew what you were talking about?’”*
- *“It became clear to me that when you’re unaware of your ignorance you can be quite confident.”*
- *“I was fortunate, I had people who said, ‘why don’t you go and study this?’ I watched them teach but I had all the blinders of a person who had been trained in medicine...it took me several months to realize that I didn’t know how to watch anybody. My second mentor said I ought to get another degree...I went to the School of Education and found they were researching what I thought I already knew.”*
- *“Who are the students we have? Are they gifted learners or remedial learners? In this era of accountability it’s very easy to start dealing with our folks as if they are remedial learners. Such precise definitions of what you’re supposed to know is antithetical to what graduate faculty members teach—they teach you to be unique....When does that approach to teaching begin for health professions students? Is it all about every one being exactly the same so that any doctor you see is going to be exactly the same as any other? That makes an interesting question for advancing medicine and health care.... What do we do with our gifted learners?”*
- *“We [faculty] have to be very aware that we are modeling the noble professions of medicine and education...we have to reexamine where we are...are we doing anything that can rejuvenate us aside from money?...Small things turn out to be bigger than we thought. Something as simple as a pin carries great meaning for our teachers – like a badge of honor, we all know what it means, what it took to get that pin. I love what I do. The reward system is there but you have to look for it.”*

Following Dr. Skeff’s departure and a short break the meeting was reconvened by the VPAA&FD for roundtable discussion of the question posed by Dr. Skeff (“What is it that will satisfy us as individuals, that what we are doing

[as teachers] is working?") and a topic selected by the table. Each table checked in and offered a brief comment on the dialogue so far, which included table talk about:

- How do you measure success? Use external standards or develop internal standards and compare to a national benchmark? What works best?
- Excellence in teaching is not a goal for all faculty. How do we help everyone strive for excellence?
- Quantifying and documenting excellence for promotion; seems more difficult in clinical setting than the classroom. Who excels at this? What approach or tools are used?
- Evaluating teaching varies depending on the teaching situation. Should we match teachers to the environment where they can excel?
- How do we adapt to the changes in technology to reach students?
- Do we have data about teaching and learning that we don't use to the fullest advantage. How do we use our data to set goals for advancing as an educator? Qualitative and outcomes data may be helpful.
- Faculty development is an important investment. What criteria are used to assess teaching/mentoring. The [department] Chair doesn't necessarily see every assessment of faculty teaching.

Participants used the blank side of their place cards to note personal reflections about the discussion and to finish the sentence, "What I love about teaching is...". This place card record of participation will be available to participants at subsequent meetings and will serve as a brief journal of their reflections during the year of dialogue and discovery ahead.

SURVEY RESULTS – 90.5% RESPONSE RATE

A link to a ten question post-session survey was e-mailed to participants following the Educators for Excellence program on January 5 to collect feedback about the inaugural program and input for the discovery and dialogue agenda. Thirty-eight of 42 potential respondents completed the survey following one reminder e-mail prior to the closing date for a 90.5% response rate. A summary of key points follows.

Eighty-two percent (35) of respondents reported they were "satisfied" with the breakfast portion of the meeting and 100% (38) reported that Dr. Skeff's comments "enhanced their thinking" about what contributes to excellence as an educator. Survey respondents commented that they would pose several questions to Dr. Skeff after reflection on his remarks and the meeting discussion. These topics may be integrated into dialogue for the year ahead and as appropriate posed for study and dialogue with Dr. Skeff through subsequent conversation or other guest speakers. Respondent comments identified the following topics:

Table 1: On Reflection Topics for Further Dialogue with Guest Speaker - Summary

- | | |
|---|---|
| <ul style="list-style-type: none"> • Curriculum innovations and educational exemplars with positive impact • Faculty adoption of new paradigms for use of technology in education • Interdisciplinary teaching tips, tactics and competencies • Making effective use of student evaluations | <ul style="list-style-type: none"> • Measures of effective teaching. Assessing and evaluating faculty teaching strengths and weaknesses • Motivating other faculty/Motivating ourselves • Online education's emerging role in biosciences and medicine • Teaching the new generation of learners • "Tea time" introduced as a way to bring teaching faculty together |
|---|---|

Also in the post-session survey, in response to the question, "To what degree were you satisfied with the roundtable discussion portion of today's Educator's for Excellence program?" 79% (30) of respondents indicated

they were either very satisfied or somewhat satisfied. Two respondents (5.3%) reported they were “dissatisfied.” Comments representative of those reporting dissatisfaction indicated that “acoustics and visibility were not ideal” and that there was insufficient time to hear from the speaker. Representative comments from respondents reporting “satisfied” included multiple ‘thank you’ notations. The following comments were representative of the responses:

- *“Dr. Skeff’s enthusiasm about being an educator is infectious. He was a great speaker to remind us of why we love teaching. ”*
- *“I appreciated his humor including his ability to laugh at himself as well as his acknowledgment that some of the challenges we face are large and that he doesn’t have all of the answers... but that doesn’t mean we shouldn’t be having an ongoing conversation about these issues... solutions/ alternatives are in the realm of possibility!”*

When asked, “Is there anything you would change to improve the roundtable discussion?” the most representative and frequent response was to assign seats and make the table groups more interdisciplinary so that people from different interests and/or colleges could talk. Seventy-nine percent (78.9%; n=30) rated the value of the roundtable discussion as very high value (36.8%) or high value (42.1%). Five respondents (13.2%) reported that they did not participate in the roundtable discussion. Of the total respondents who participated in the roundtable dialogue 90% reported it to be of very high or high value.

The full survey summary is included in the Appendix.

NEXT STEPS

The assembled group agreed that continuing the dialogue and discovery process about what it takes to develop and sustain excellence in teaching would be worthwhile. Future meeting dates were proposed and the initially invited group will receive this report and an invitation to join the dialogue as it progresses. Others will also be invited to join this initiative. Additional meeting dates will be selected to accommodate the emerging agenda. Initial dates were shared at the breakfast roundtable and include the following:

2011 Winter/Spring Meetings of “Educators for Excellence”:

<u>Date</u>	<u>Time</u>	<u>Location</u>
Thursday, February 10, 2011	7:30 – 8:30 a.m.	Library 223
Thursday, March 10, 2011	7:30 – 8:30 a.m.	Library 223
Thursday, April 7, 2011	7:30 – 8:30 a.m.	Library 223
Thursday, May 5, 2011	7:30 – 8:30 a.m.	Library 223

Those interested in participating in the Educators for Excellence dialogue and discovery year are encouraged to contact the Vice Provost for Academic Affairs and Faculty Development at: 405-271-5557 or e-mail valerie-williams@ouhsc.edu with “E4E” in the subject line.

January 12, 2011
Valerie N. Williams, Ph.D., M.P.A.
Vice Provost for Academic Affairs and Faculty Development
v1.1

APPENDICES

Educators for Excellence Inaugural Meeting

1. Agenda January 5, 2011
2. Participant List
3. Survey Results

AGENDA

“Educators for Excellence”

Agenda for Wednesday, January 5, 2011, Library Atrium

(RSVP Confirmed)

7:15 AM Breakfast available

7:30 – 8:45 AM Breakfast Meeting

- **Welcome & Introductions.** Valerie N. Williams, Ph.D., Vice Provost for Academic Affairs & Faculty Development
- **Brief Remarks and Opening for Questions.** Kelley Skeff, M.D., George DeForest Barnett Professor of Medicine, and Vice Chair for Education, Department of Medicine, Stanford University Medical Center

8:45 – 9:45 AM Roundtable Discussion

9:45 Adjourn

PARTICIPANT LIST – JANUARY 5, 2011 “EDUCATORS FOR EXCELLENCE”

College of Allied Health

Dora DiGiacinto, M.S.
Vesper Grantham, M.Ed.
Toby Hamilton, Ph.D., M.P.H.

College of Dentistry

Kevin Haney, D.D.S.
Sharukh Khajotia, B.D.S., Ph.D.

College of Medicine

John Campbell, Ph.D.
Chris Candler, M.D.
Sheila Crow, Ph.D.
Xi-Qin Ding, Ph.D.
Marilyn Escobedo, M.D.
Dominic Frimberger, M.D.
Kar-Ming Fung, M.D., Ph.D.
Carlos Garcia, M.D.
Kennon Garrett, Ph.D.
William Kern, Ph.D.
Germaine Odenheimer, M.D.
Dan O’Donoghue, Ph.D.
Myrna Page, M.P.H.
Charles Pasque, M.D.
Larry Rothblum, Ph.D.
Chittur A. Sivaram, M.D.
Rhonda Sparks, M.D.
Bryan Struck, M.D.
Michelle Wallace
Robert Wild, M.D.

College of Nursing

Beverly Bowers, Ph.D.
Gary Loving, Ph.D.
Maribeth Moran, M.S.N., R.N.
Emma Kientz, M.S., R.N.

College of Pharmacy

Tracy Hagemann, Pharm.D.
Mike McShan, Ph.D.
Patrick Medina, Pharm.D.

College of Public Health

Dave Thompson, Ph.D.

Graduate College

Jane Bowers, Ph.D.
James Tomasek, Ph.D.
Shari Clifton, MLS

Office of Academic Affairs & Faculty Development

Laura Fentem, M.Ed.
Angela Harnden, Ph.D. (Medicine)
Vyonda Martin, M.A. (Medicine)
Jennifer Raasch
Candace Shaw
Valerie N. Williams, Ph.D.

EDUCATORS FOR EXCELLENCE INAUGURAL MEETING POST SESSION SURVEY RESULTS

Survey Question

Result

Q1 Did Dr. Skeff's comments enhance or hinder your thinking about what contributes to excellence as an educator?

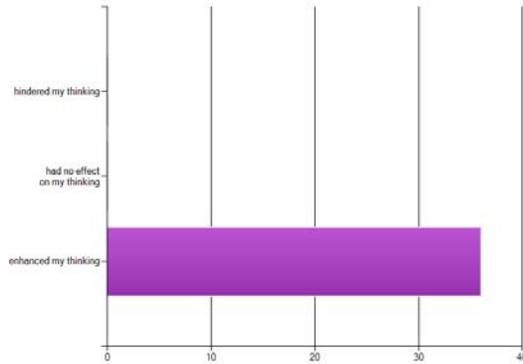
Hindered – 0%

No Effect – 0%

Enhanced – 100%

n = 38

ABOUT THE BREAKFAST MEETING: Did Dr. Kelley Skeff's comments enhance or hinder your thinking about what contributes to excellence as an educator?



Q3 To what degree were you satisfied with the breakfast portion of today's Educators for Excellence program (Skeff)?

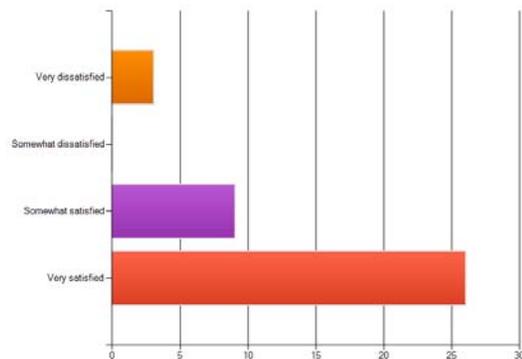
Very dissatisfied – 7.9% (3)

Somewhat dissatisfied – 0% (0)

Somewhat satisfied – 23.7% (9)

Very satisfied – 68.4% (26)

To what degree were you satisfied with the breakfast meeting portion of today's Educators for Excellence program (Skeff)?



Q4 Should we continue to include a breakfast speaker as part of what we will do through Educators for Excellence?

No – 0% (0)

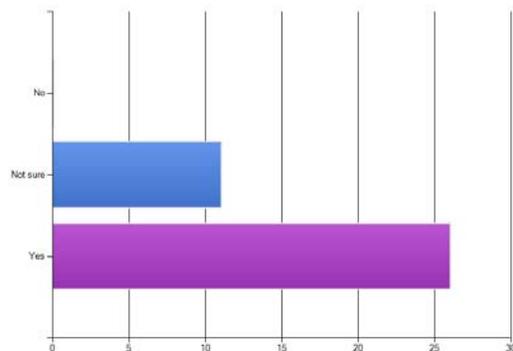
Not sure (29.7% (11)

Yes – 70.3% (26)

Skipped question 1

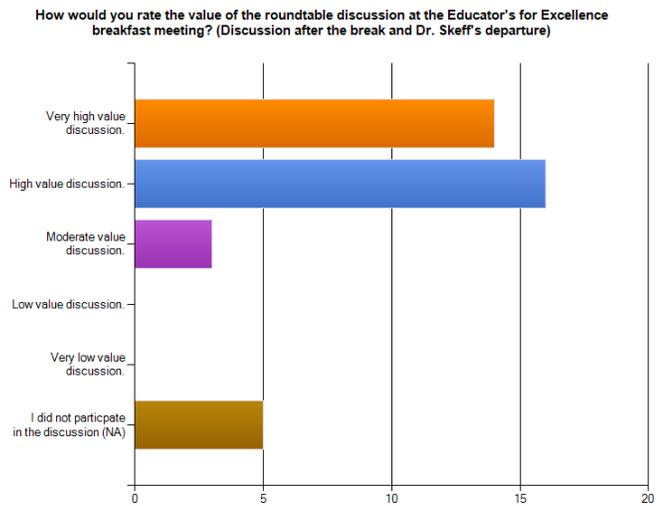
COMMENTS - 20

Should we continue to include a breakfast speaker as part of what we will do through Educators for Excellence?



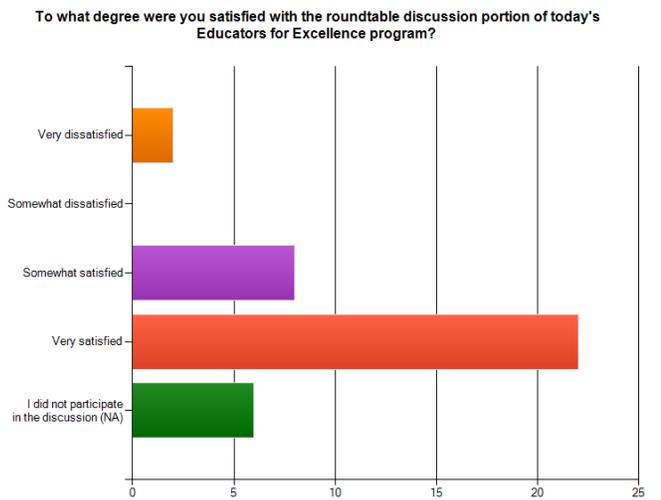
Q6 How would you rate the value of the roundtable discussion at the Educators for Excellence breakfast meeting? (Discussion after the break and Dr. Skeff's departure)

- Very high value discussion- 36.8% (14)
- High value discussion – 42.1 (16)
- Moderate value discussion – 7.9% (3)
- Low value discussion – 0% (0)
- Very low value discussion – 0% (0)
- I did not participate in the discussion 13.2% (5)



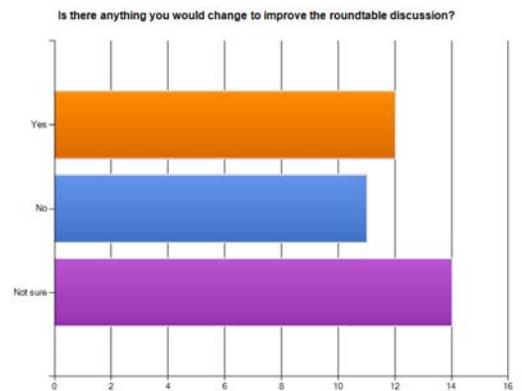
Q7 To what degree were you satisfied with the roundtable discussion portion of today's Educator's for Excellence program?

- Very dissatisfied – 5.3% (2)
- Somewhat dissatisfied – 0% (0)
- Somewhat satisfied – 21.1% (8)
- Very satisfied – 57.9% (22)
- I did not participate in the discussion (NA) - 15.8% (6)



Q8 Is there anything you would change to improve the roundtable discussion?

- Yes – 32.4% (12)
- No – 29.7% (11)
- Not sure – 37.8% (14)



Q9b Check the meeting time and day of the week that works best for you?

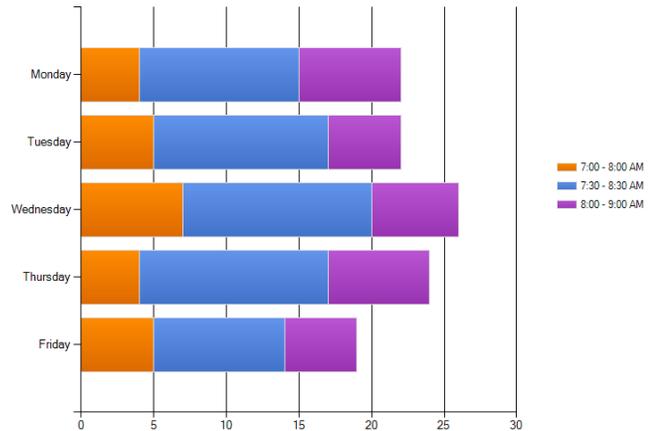
Best time:

7:30 – 8:30 am

Best days:

Tuesday, Wednesday, Thursday

Please comment below on what we can do to help you stay involved with the Educators for Excellence initiative. Check the meeting time and day of the week work that works best for you.



RESPONSES TO OPEN-ENDED QUESTIONS

Q2 Open-ended Survey Question On reflection, is there a question that has come to mind that you would like to ask Dr. Skeff but didn't ask during the breakfast program?
[Consolidated responses]

- Tips about how to work towards interdisciplinary teaching. What are the core competencies for being an effective teacher in an interdisciplinary education situation in the clinical teaching setting?
- Motivating clinical faculty who are required to teach but have no desire to do so. Knowing that all faculty have different reasons for teaching, how do you stay motivated when you work with those who are there only for the money, not wanting to be involved in committees/projects/etc, or are just biding time until retirement?
- The emerging role of online education. What is Dr. Skeff's opinion of online courses for the biosciences? What are some of the best practices in online education in medicine? What is his opinion on replacing classic lecturing with on-line self-learning process (almost everything is available on-line now)?
- Have there been any recent changes to the medical curriculum nationwide that have had a positive impact on medical education?
- What has been his experience regarding adoption of new paradigms and technologies by faculty?
- Skills for teaching the new generation of learners [dealing with the generation gap].
- Methods [Dr. Skeff] believes are effective and/or ineffective to measure effective teaching. Specific examples of colleges/programs [that] are exemplary models of exemplary teaching and measure[s] used, rewards offered, etc. Are there any simple assessment tools to evaluate our staff's strengths and weaknesses in teaching activities? Talk more about his ideas related to student evaluations of faculty and how they can be used.

- [Dr. Skeff's] views on mentoring compacts. What to ask students during residency interviews to get an idea if they fit the program.
- The possibility of [instituting] some variation of "tea time" in US medical schools? Perhaps lunches or happy hours? [to bring faculty together as Dr. Skeff mentioned from his experience in Great Britain].

Q3b Open-ended Survey Question To what degree were you satisfied with the breakfast portion of today's Educators for Excellence program (Skeff)? **COMMENT** [as written]

- Thank you for your thought provoking discourse
- [Y]our words hit home because of similar experiences thanks for being so direct your comments were very useful and should be a nice beginning regarding our attempts to become more creative and introspective re how to best bring about creative pos[i]tive change
- Dr. Skeff's enthusiasm about being an educator is infectious. He was a great speaker to remind us of why we love teaching.
- The acoustics of the meeting area & visibility were less than ideal
- It is always exciting to meet someone who has been able to dedicate his life to education.
- I really enjoyed his comments. He said many things that made me think and helped me be more enthusiastic about my work. I would like the opportunity to dialogue more.
- A couple of really excellent points: (1) must be "present" not "absent" in your job (2) must show enthusiasm or a mentee will have a negative image of the profession
- I appreciated his humor including his ability to laugh at himself as well as his acknowledgment that some of the challenges we face are large and that he doesn't have all of the answers... but that doesn't mean we shouldn't be having an ongoing conversation about these issues... solutions/alternatives are in the realm of possibility!
- Thank you for sharing your experiences with us
- His comments to meet with different faculties was greatly appreciated
- Thank you for coming and speaking, I have been feeling burned out on teaching and your comments have started me on the path to recharging my batteries
- Dr. Skeff's remarks helped me see some issues at the conceptual level about teaching in medicine that I had not thought about recently. I'm inspired to learn more.
- I would love to have had more time. I was unable to attend rounds where he spoke later though, so he might have gone into more depth at that time.
- Dr. Skeff, you were very intriguing and I enjoyed learning from you... wish we had more time! Thank you!
- I thought Dr. Skeff had some wonderful insights and comments to offer for the group and especially liked: A) Be happy where you are! Model happiness with your job and work. B) Concerns on balance with life and work and consider ways to model a positive balance to students. C) Team Work Dynamics and Work Flow Processes-how do we pass work to someone else or next shift when we can't handle it or are done for the day? D) Comments on the future of medical education might tie lecture/classroom activities more closely to the lab/clinical activities-food for thought!

[] indicates VPAAFD notation/clarification

Continued on next page--

Q4b	Open-ended Survey Question	Should we continue to include a breakfast speaker as part of what we will do through Educators for Excellence? COMMENT [representative]
Yes -		“At least periodically... I think presentations like Dr. Skeff's will spark discussions that may be difficult to begin otherwise.”
Not sure -		“I am not sure because the opportunity to talk in the small groups was really great and it happens too infrequently. I thoroughly enjoyed the speaker though!”
No -		“The insights were helpful and outside perspective/experience is welcome but needs to be balanced with time to plan internally for teaching improvements.”
Q5	Open-ended Survey Question	About the Roundtable: On reflection, is there a comment that has come to mind that you would like to have shared during the roundtable dialogue but did not?
		No – 7 Yes – 13 [representative] Skipped – 18

“Not every faculty member will excel in education, just as all faculty do not excel in patient care. However in graduate medical education, clinically active faculty have greater power of persuasion over the housestaff over the code of conduct. After all, one emulates those that one admires (and most housestaff look up to clinical faculty more than educators since they go into practice)”

“[M]any participants discussed lack of support from administration ([name deleted] you are the exception) re individual efforts to expand the intent of what was discussed, some comments were made that efforts put forth have been blocked How do we deal with the concept that our teaching efforts are [responsibility] for the learner just as much as for the teacher? how do we change the culture so that excellence of scholarship is regarded as high value ? because there is so little external reward most liked the idea of reward by recognition given many feel that love of teaching goes against the grain and is a bit like swimming upstream many serious skilled teachers are concerned that quality teaching requires [commitment] beyond efforts to achieve popularity creative concepts should be assessed by outcomes with real tracking of data to find out what really works this a great step in the right direction”

“I would have liked to ask what can be done about faculty who are poor teachers and are unwilling to work to improve their teaching skills.”

“We had a lively discussion at our table and some of the interesting questions/topics that came up were:

- How do and should we assess our teachers? What skills should they develop, behaviors modeled, tasks/goals accomplished? What do students ID as good teachers and why?
- How do we encourage uniqueness in our faculty? How can we encourage self-awareness of goals, skills, strengths and weaknesses? How can we better align similarities in teaching content to focus more on the differences and utilize those in teaching (cross or inter-discipline perspective-some faculty think general courses should be moved to Graduate College but not likely to happen due to internal funding and politics)?
- How can we better provide teaching skills development and learn teaching styles, terminology, and best practices? Encourage a formalized basic teaching training program and it’s critical to have internal support from college and department colleagues!

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- Provide opportunities to learn online course development/training and best practices?
 - What general tech skills are needed by faculty to teach and complete work tasks? What help with training and technology to support teaching efforts can be offered?
 - What do the faculty want to give forward? How do you want medical education to look in the future and what improvements need to be made by the students of today who will be teachers in the future?
 - Can you be comfortable with failure and learn from your mistakes to improve your teaching methods and grow”

“We need more opportunities for meaningful interdisciplinary interaction on this campus; I think this initiative is a huge step in the right direction.”

Q6b	Open-ended Survey Question	How would you rate the value of the roundtable discussion at the Educators for Excellence breakfast meeting? COMMENT [as written]
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Note: Seven comments were offered which have been assigned to one of two thematic categories: logistical and reflective. Logistical comments will be addressed in preparation for future meetings. Reflective comments included the following:

- “It raised my awareness of others with similar interests and struggles. And it was very validating of some of the steps I have implemented in my clerkship.”
- “It was so interesting to share and discuss things with people that I have rarely (or never) interacted with.”
- “This was an excellent opportunity to get together with individuals who have very busy schedules. Just to share some things that work for each of us in the classroom would be beneficial. I would love to get an insight into each faculty member's class without having to actually sit in their class since we obviously don't have time for that.”

[] indicates VPAAFD notation/clarification

Q8b	Open-ended Survey Question	Is there anything you would change to improve the roundtable discussion? COMMENT [as written]
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- I liked when group reported back to larger group about what was discussed when appropriate cross disciplines. Having a stimulus, like a speaker, is very useful.
- There should be a smaller 'tighter' venue for the discussion and brainstorming
- Perhaps make them more interdisciplinary.
- Assign seats so that people from different colleges interact with each other.
- Attempt to plan groups according to areas of interest/learner groups/etc.
- Consider assigning seats instead of random seating. This way, we can ensure that experienced and knowledgeable educators are available at every table. Also, it is a good way to start promoting inter-college collaborations.
- It would be nice to have representation from multiple colleges in each small group.

-
- In the future I would like to devote meetings to specific topics or problems.
 - Ensure that faculty from the same college do not sit at the same table so as to foster broader inter-college discussion
 - [Different] location. Too much noise around. Allow more time. Allow to send in questions before. Give out list who is there so it is possible to [prepare] questions for other [participants]
 - More time.
 - Don't let people stay at tables with same school. Mix it up
 - Narrow the roundtable question.
 - I would say more time, but that would be impossible!! Thank you for facilitating this meeting!
 - Be more specific on the topic we should be discussing.
 - The 7:30 am breakfast venue worked well for me.
 - Probably just more time to share!
 - Lunch time meeting instead of early morning

Q9b	Open-ended Survey Question	Please comment on what we can do to help you stay involved with the Educators for Excellence initiative. COMMENT [representative]
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Ten of the 11 written comments related directly to scheduling preferences identified in response to question 9a. One reflective comment stated the following,

- *“This is important to me; I will try to work around whatever day/time works for the majority of the group.”*

Q10	Open-ended Survey Question	What other thoughts do you want to convey at this time regarding this initiative “Educators for Excellence” ore related matters. COMMENT [as written]
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- Can you distribute the agenda a little earlier so that we can take time to think about it before the meeting?
- Good idea. We can gain a lot from sharing what we do. It might help to have topics decided for the upcoming sessions or some preparation activities. Encourage table groups to be interdisciplinary to maximize benefit of learning from other disciplines.
- great idea one of the largest challenge on this campus has been knowing there are pockets of [excellence] that communicate with one another in common cause and shared experience I applaud what you are trying to do
- Excellent way to pull educators with different ideas together to share and take us to the next level.
- It has potential. The direction to take will evolve with time and will be appropriate to our needs.
- I hope these happen often enough to maintain the enthusiasm and momentum.
- I think this group could be very helpful to me as I try to improve my teaching skills and as I mentor new faculty.
- Appreciate your efforts [! [Names deleted]
- This effort will promote the awareness and recognition of Education for Excellence on campus.
- This is an outstanding initiative - I especially liked knowing who else on campus is interested in creative teaching! I plan to network!

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- Congrats and thanks much!!
 - My sincere appreciation to [names deleted] for making this happen!
 - This is a laudable effort. Thank you for initiating it.
 - Great idea!!
 - Thank you for the opportunity to participate. I really appreciate it and look forward to more!
 - Thanks for bringing us together. I feel renewed!
 - [Name deleted], Thank you for including me in this group of inspiring faculty!
 - Develop strategic plan with two-three items want group to accomplish
 - The concept is great- we need to learn from each other and combine our resources when possible.
 - Thank you for pulling this together!!
 - This is a great start to getting faculty to develop the skills to become more than just a faculty member. It reminds them they should be contributing more to one another's success here at OUHSC
 - Hope much is accomplished to better assist faculty with developing their teaching skills!

A copy of the survey report PDF is available on request.

--End of survey results --

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