

The Academic Senate, Center for Faculty Excellence, and Institutional Assessment and Effectiveness Committee have collaborated on a faculty survey which contains questions regarding your experiences at UAMS and your interest in various areas of faculty development. We value your feedback, and we will use the results to improve faculty services and development opportunities. Although demographic data is collected in this survey, they will only be used to aggregate data at the college level, and they are optional fields. Department level data may be aggregated to report on faculty development interests.

We invite you to complete this survey which may take 25-30 minutes. The survey is anonymous, and IP addresses will not be collected.

The survey will close on October 28. Please contact Dr. Kristen Sterba (kmsterba@uams.edu) with any questions. Thank you for your participation!

Sincerely,

**Tiffany Huitt, Ph.D.
Associate Professor, Department of Neurobiology and Developmental Sciences
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**Wendy L. Ward, Ph.D., ABPP, FAPA, FNAP
Professor
Associate Provost for Faculty
Director of Interprofessional Faculty Development
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Associate Provost for Students and Administration
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Services and Leadership

* 1. Please rate how satisfied you are with the following campus support services.

	Very Dissatisfied	Dissatisfied	No opinion	Satisfied	Very Satisfied	Not Used
Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registrar's office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT Technical Support Center (IT Help Desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom IT/Audiovisual support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard/ eLearning Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Security (UAMS Police)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Skills Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Assistance Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 2. Please rate how satisfied you are with the following campus resources.

	Very Dissatisfied	Dissatisfied	No opinion	Satisfied	Very Satisfied	Not Used
General Campus Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handicapped accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance of Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Health Insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of classrooms/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality and condition of teaching laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab support and setup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing space for non-computer based exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-based exam facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for testing students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless connectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom/lab technology for the instructor (e.g. computers, projectors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teleconferencing/Interactive Video Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical education sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study areas for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard e-learning platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard Collaborate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 3. Please rate the job performance of current administrators or leaders

	Poor	Fair	Good	Very Good	Excellent	N/A
The Chancellor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Provost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chief Financial Officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You Department Chairperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Division Chief/Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice Chancellor of Research and Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Senate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 4. The Academic Senate values faculty participation in shared governance activities. Which of the following describes your attitude toward the Academic Senate? (Check all that apply)

- I participate in Academic Senate activities.
- I trust the Academic Senate as a proxy for my concerns.
- I am too busy to participate.
- The issues that are discussed are not important to me.
- I am afraid of repercussions if I raise issues.
- Nobody cares about my opinion.
- This is not part of my job description.
- No anonymous means are available to express my opinion
- I do not know how to become involved in the Academic Senate.
- My input is not utilized by leadership or administration.
- Other (please specify)

5. How can the Academic Senate assist in the areas of:

Leadership and
Communication

Academic Support and
Core Facilities

Clinical Activities

Other

* 6. To what extent do you feel supported by the institution in your faculty role during COVID?

- Not at all
- Very Little
- Somewhat
- To a Great Extent

7. What resources can the institution provide to assist you in your faculty role during COVID?

8. Please provide additional comments or suggestions for the Academic Senate.

* 9. Please rate how satisfied you are with the following

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied	N/A
Your rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starting salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of campus life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary incentives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 10. In the past few years, has your salary:

- Decreased significantly
- Decreased slightly
- Not changed
- Increased slightly
- Increased significantly
- N/A
- Additional comments

Faculty Engagement

* 11. To what extent to you agree with the following statements?

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
My morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a highly engaged faculty (committed to the well-being of the institution).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy for faculty retention is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New faculty are adequately supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty mentoring is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is appropriate and equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My compensation plan is fair and equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development for faculty is valued by leaders at UAMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 12. How easy is it for you to protect time for faculty development?

- Not at all
- Very Little
- Somewhat
- To a Great Extent

* 13. Would a self-reported professional development plan annually be helpful?

- Yes
- No

Explain

* 14. Would a formal mentoring program be helpful?

Yes

No

Explain

* 15. Would a checklist of foundational professional development topics be helpful (by track and rank)?

Yes

No

Explain

* 16. Are you interested in faculty development topics regarding professional wellness? Click "Yes" to view a list of available topics.

Yes

No

Professional Wellness Faculty Development Topics

* 17. Please rate how interested you are in the following professional wellness faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Stress management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to promote a culture of wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Wellness (work or home relationships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual Wellness (innovation/creativity, time management, work efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purpose and meaning in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing Gratitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental wellness (how work and home environmental design and function can support wellness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time for both work activities and living life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Policy

* 18. To what extent to you agree with the

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
Current policy for Promotion & Tenure is appropriate in my College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <u>405.1 tenure policy</u> is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The annual review evaluation process is fair and equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the general goals of UAMs' ten-year strategic plan <u>Vision 2029</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a role in executing Vision 2029.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy to enhance diversity on campus is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy to support international faculty and/or faculty of foreign national origin is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of sexual harrassment policy is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has equitable research resource allocation relative to other UAMS research units (ex. Cancer Institute, TRI).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 19. Are you interested in faculty development topics regarding promotion/tenure/strategic career planning? Click "Yes" to view a list of available topics.

- Yes
- No

* 20. Please rate how interested you are in the following promotion/tenure/strategic career planning faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Promotion/tenure guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing promotion/tenure packets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualized mentoring (1:1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Committee (1 mentee:3 mentors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Circles (small groups with one or two mentors that meet monthly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 21. If you are interested in mentoring, what areas should a mentoring program focus on, in addition to promotion and tenure sessions? (check all that apply)

- Goal-setting
- Strategic career planning
- Leadership development
- Not interested
- Other (please specify)

Admin/Leadership Skills

* 22. Are you interested in faculty development topics regarding administrative/leadership skills? Click "Yes" to view a list of available topics.

- Yes
- No

Administrative/Leadership Skills Faculty Development Topics

* 23. Please rate how interested you are in the following administrative/leadership skills faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Collaborating on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrative Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of admin team functioning with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual evaluations, Independent Development Plans, and Performance Improvement Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget Basics and Fiscal Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Infrastructure and Organizational Funds Flow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running Effective Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the UAMS org Structure and Related Resources for Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management and Delegation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How team functioning affects professional wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills—creating a vision and strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Narrative Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and Team Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Across Disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy Basics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced Legislative Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Build Cross-College communication pathways and partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to inspire your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your team members and your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to build trust in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced leadership training for existing leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project management basics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing multiple projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating an environment of psychological safety as a leader or manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crucial Conversations/Advocating for self or others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exerting Influence as a Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imposter Syndrome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Interview/Talk with Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best practices for hiring/recruitment/search committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity, and Inclusion Issues for Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity, and Inclusion Issues for Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation and Design Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When to Talk and When to Type: Email vs. In-Person Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaning Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and Leading Multigenerational Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best practices for retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For leaders, how to create a culture of wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking and How to get Involved Regionally/Nationally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excel Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outlook Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Word Skills



Adobe training



Other (please specify)

Communication and Education

* 24. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
Good faculty communication exists between Colleges of UAMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good faculty communication exists within your College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good faculty communication exists within your Department/Division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAMS leadership communicates well with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can freely express my opinions about University policies (academic freedom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the opportunity to participate in decisions that affect me (shared governance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 25. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
UAMS promotes excellence in Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence in teaching is recognized and rewarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existing teaching evaluations accurately reflect teaching quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued equally with research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued equally with clinical service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is adequately supported by UAMS infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring is valued and rewarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of students is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support/success is a high priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 26. Are you interested in faculty development topics regarding teaching? Click "Yes" to view a list of available topics.

- Yes
- No

Teaching Faculty Development Topics

* 27. Please rate how interested you are in the following teaching faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Team Teaching (Co-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching/Co-Facilitating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Event Design/Facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to create an unfolding case study online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best Practices for Facilitation of Active Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating Active Learning into your Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shadowing excellent teachers/facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitioning existing learning activities into IPE activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation and Feedback on Facilitation/Teaching Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Precepting Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why support staff are important members of the clinical team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizing Shadowing Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Event Design: Idea to Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Objectives/Syllabus Creation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Powerpoint Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulation Design and Debriefing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best Practices in Education Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Research Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Education Manuscripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics in Educational Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Skills/Mentoring the Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Classroom Teaching Skills

How to Create Podcasts, TED-like videos (<20 minutes), etc.

Evaluation tools for learners to rate you on your teaching abilities

Peer training/mentoring

Best Practices to teach learners connecting via IVN

Teaching with technology

Other (please specify)

Research/Scholarly Activities

* 28. Please rate how satisfied you are with the following research support services or policies.

	Very Dissatisfied	Dissatisfied	No opinion	Satisfied	Very Satisfied	Not used
Research space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Research and Sponsored Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grants accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Sponsored Programs Administrative Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Division of Laboratory and Animal Medicine (DLAM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Animal Care and Use Committee (IACUC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Review Board (IRB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core research facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indirect costs utilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translational Research Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 29. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
UAMS promotes research/scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence in research is recognized and rewarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued equally with clinical service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is adequately supported by UAMS infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

* 30. Are you interested in faculty development topics regarding research skills? Click "Yes" to view a list of available topics.

- Yes
- No

Research Skills Faculty Development Topics

* 31. Please rate how interested you are in the following research skills faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Quality Improvement Skills/Six Sigma Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to build clinical/research partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a clinical trial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and applying for K awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Science: Interdisciplinary Networking and Joint Productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary manuscript writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating having Co-PIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating Difficult Conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Ethical Concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research mentoring/individual or small group training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Clinical Activities

* 32. Do you have patient care responsibilities?

- Yes
- No

Patient Care Responsibilities

* 33. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N/A
Clinical staffing is adequate for the patient load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System and process flaws are corrected promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitted ideas for improvement are implemented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative Value Units (RVU) expectations are fair and equitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives for clinical, educational, and research roles are appropriately balanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The integrated clinical enterprise (ICE) has improved the clinical mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UAMS promotes excellence in patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

Clinical Skills Development Topics Interest

* 34. Are you interested in faculty development topics regarding clinical skills? Click "Yes" to view a list of available topics.

- Yes
- No

Clinical Faculty Development Topics

* 35. Please rate how interested you are in the following clinical skills faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Best Practices for an Effective Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based collaborative practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating a new member into an existing team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Clinical Ethics Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a Positive Team Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between teams/care areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write a business plan to expand your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Incorporate Digital Health in Your Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culinary Medicine/Healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality Improvement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clinical manuscripts/How busy clinicians get published	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of team functioning with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to handle conflict on your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telemedicine Best Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State of the Art Clinical Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer training/mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient- and Family-Centered Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Diversity/Equity/Inclusion

* 36. Are you interested in faculty development topics regarding diversity/inclusion/equity? Click "Yes" to view a list of available topics.

- Yes
- No

Diversity/Equity/Inclusion Faculty Development Topics

* 37. Please rate how interested you are in the following diversity/inclusion/equity faculty development topics:

	Not at all	Very Little	Somewhat	To a Great Extent
Unconscious Bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hidden curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incivility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poverty and the Social Determinants of Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best practices for the recruitment and retention of URM students/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to build an inclusive culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with students/faculty with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role Conflict and Hierarchy on Team Values and Culture (faculty/staff, research/clinician, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural humility and cultural competency training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upstander training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Micro aggressions and micro inequities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ Equity in Workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allyship and advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring, coaching and sponsoring across cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 38. What modality do you prefer your faculty development offerings (Check all that apply)?

- TEDtalk-like brief videos
- Live speakers
- IVN to a room at another campus/building
- Livestream activities to your desk
- Videotape lectures for later viewing
- Online modules available at any time
- Twitter Chats/Facebook Discussion Groups/Chat room discussions
- Videoconferencing (virtual classroom)
- Longitudinal programs (a cohort that goes to a series of training over time to progressively deepen learning)
- Checklist/Roadmap of trainings needed for new faculty (maybe per track)
- Online resources/toolkits
- Mini scholarships to travel to another institution and come back to train our faculty
- Learning communities (small to mid size groups with a similar interest that meet periodically and have a listserv)

* 39. What are the barriers to participation in faculty development (check all that apply)?

- Lack of IT support
- Clinical time commitments prevent attendance
- Lack of time due to Inefficient EHR documentation process
- Teaching time commitments prevent attendance
- Research productivity demands prevent attendance
- Flexibility of time
- Geographic location (where I am versus where the event is)
- Lack of buy-in or perceived value by my leadership
- Lack of advertising/communication/awareness about events
- Not enough notice (need 3 months or more)
- Personal/family responsibilities
- What is offered is not what I want
- Quality of seminars/workshops presented via IVN is very low.
- Need more live events on my campus
- Other (please specify)

* 40. Which of the following would MOST influence your attendance to events (check top 3):

- Food
- Continuing Education Credits
- Drawing for prizes
- Tracked credits on annual review
- Consolidated advertisement of Faculty Development events to choose from
- Advertising includes more specifics about content to inform decision to attend
- Advance notice about programming
- Attendance by leaders
- Common protected time for all faculty to come
- Personal invitations/direct invitations
- Pair faculty development with a walk (Walk with A Mentor)
- Regular schedule so can block on calendar to be available
- Refreshers/reminders after the event to those who attended
- Other (please specify)

* 41. For one hour events what is your availability. Check all that apply most of the time.

- Monday 7 am
- Monday 8 am
- Monday 12 pm
- Monday 4 pm
- Monday 5 pm
- Tuesday 7 am
- Tuesday 8 am
- Tuesday 12 pm
- Tuesday 4 pm
- Tuesday 5 pm
- Wednesday 7 am
- Wednesday 8 am
- Wednesday 12 pm
- Wednesday 4 pm
- Wednesday 5 pm
- Thursday 7 am
- Thursday 8 am
- Thursday 12 pm
- Thursday 4 pm
- Thursday 5 pm
- Friday 7 am
- Friday 8 am
- Friday 12 pm
- Friday 4 pm
- Friday 5 pm
- Other (please specify)

* 42. For half-day workshops, what is your availability? Check all that apply most of the time.

- Monday AM
- Monday 11 am-2 pm
- Monday PM
- Monday Evening
- Tuesday AM
- Tuesday 11 am-2 pm
- Tuesday PM
- Tuesday Evening
- Wednesday AM
- Wednesday 11 am-2 pm
- Wednesday PM
- Wednesday Evening
- Thursday AM
- Thursday 11 am-2 pm
- Thursday PM
- Thursday Evening
- Friday AM
- Friday 11 am-2 pm
- Friday PM
- Friday Evening

Demographics

43. How long have you been faculty at UAMS (cumulative)?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- Over 20 years

44. What is your primary mission area? (may select 2 if equal FTE is allocated)

- Administration
- Clinical
- Education
- Research
- Other (please specify)

45. Are you a full-time employee?

- Yes
- No

46. Where is your primary work location?

- Arkansas Children's Hospital / Research Institute
- CAVHS
- UAMS Northwest Arkansas Campus
- Regional Campus
- UAMS Little Rock Campus
- Other (please specify)

47. Your primary appointment is in:

- Academic Affairs
- College of Health Professions
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health
- Graduate School
- Other (please specify)

48. If your primary appointment is in College of Health Professions, please select your department.

49. If your primary appointment is in College of Medicine, please select your department.

50. If your primary appointment is in College of Nursing please select your area.

51. If your primary appointment is in College of Pharmacy, please select your department.

52. If your primary appointment is in College of Public Health, please select your department.

53. Please select all of your degrees.

- MSN/MNSc
- DNP
- EdD
- MD
- PhD
- PharmD
- RN
- Other (please specify)

54. Please identify your career stage with years since degree conferred.

- Early (0-10 years)
- Mid (10-20 years)
- Senior (20-30 years)

55. Which gender do you identify with?

- Male
- Female
- Transgender
- Non-binary
- Gender-neutral
- Prefer not to answer

56. Ethnicity?

- Hispanic or LatinX: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race
- Non-Hispanic or LatinX
- Prefer not to answer

57. Which race do you identify with? Select any/all that apply.

- American Indian/Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian/Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, Marshall Islands or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Prefer not to answer.