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From: Daniel Burkey, Associate Dean & Associate Professor, Chemical and Biomolecular Engineering
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Date: March 31, 2023

Subject: **CIRE Professional Development Report**

In September 2022, a 'Working Group' was convened to discuss and develop recommendations to the Provost about professional development for Clinical, In Residence, and Extension (CIRE) faculty. As stipulated by the AAUP and Labor Relations, the Working Group consisted of three members representing the UConn-AAUP (Professors Godfrey, Jolly-Ballantine, and Pancak) and three members representing the administration (Professors Burkey, Capshaw, and Gorin).

The Working Group was charged with the following purpose:

The Parties recognize the importance of non-tenure track faculty to the University and its mission. The parties also acknowledge that, in practice, non-tenure track faculty do not have the same opportunities for sabbatical leave as their colleagues in tenured positions. Therefore, the parties agree to establish a joint labor-management working group to discuss ways the University can support non-tenure track faculty in the advancement of knowledge or professional improvement to the mutual benefit of the University and the individual.

The Working Group was also charged with providing a cost estimate associated with each recommendation for each fiscal year. The Working Group understood that the Provost may implement any, all, or none of the recommendations and that the Provost's decision whether or how to implement or fund any of the recommendations of the Working Group is not grievable or arbitrable in any way.

Process

The Working Group met bi-weekly across the Fall 2022 semester, with a pause on discussions initiated by the AAUP in late October; discussions reconvened in January 2023. Given the

expanded timeline, the Working Group received from the AAUP and Labor Relations an extension on the deadline for the report to March 31st.

The Working Group gathered data from peer and aspirant institutions and conducted a survey of all CIRE faculty (see below). It discussed existing resources for professional development for CIRE faculty at UConn often located within Schools and Colleges but also within CETL and other entities; opportunities to promote or extend existing resources; needs both broad and specific around CIRE developmental support; equity and access concerns given the multiple locations of CIRE faculty across Schools and Colleges and campuses; and best practices for supporting the professional success and satisfaction of CIRE faculty.

Qualtrics Survey

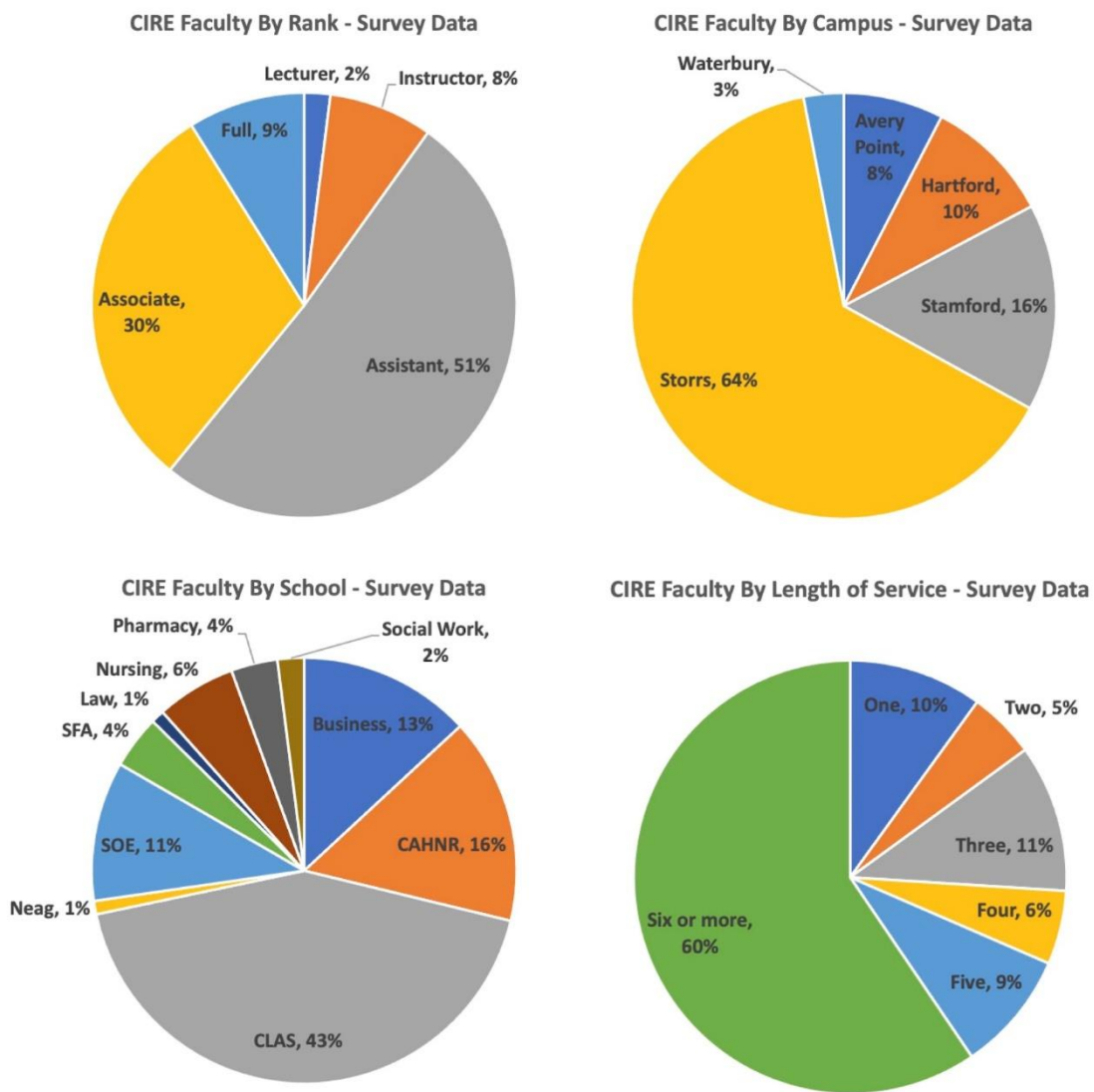


Figure 1: Demographic breakdown of CIRE faculty from Qualtrics survey responses

The Working Group collaboratively developed a survey that was implemented in Qualtrics and sent to all CIRE faculty (444 in total) in late February 2023. 199 responses were collected by the close of the survey period (45% response rate). Respondents were asked to indicate their current rank-in-position, which school or college they were affiliated with, which campus, and the length of time they had been at UConn. Results from this demographic survey are presented in **Figure 1**. Some key takeaways from the demographic questions were that while Storrs faculty did represent 2/3 of the survey respondents, we did get responses from CIRE faculty at all campuses – an important point since CIRE faculty often play different roles at regional campuses versus Storrs. A plurality of CIRE faculty respondents are in CLAS (43%), followed by CAHNR (16%), Business (13%), and Engineering (11%), with all other schools and colleges being fewer than 10% each, and is representative of how different schools and colleges employ CIRE faculty. The majority of respondents (60%) reported being at the university for six or more years, and the majority (51%) also reported being at the Assistant level. This could suggest that additional clarity in promotion opportunities and expectations would be beneficial.

The survey then presented a series of potential professional development possibilities and asked respondents to rank them on a 5-point Likert Scale ranging from “Not at all useful (1)” to “Extremely Useful (5)”. The listed possibilities are presented in order of “Combined Percentage of CIRE Faculty finding this Extremely Useful (5) or Very Useful (4).”

- Professional development funds to attend and/or participate in academic conferences (regional, national, international) **65% Extremely, 21% Very, 86% overall**
- Summer salary for research and teaching enhancement activities **58% extremely, 20% Very, 78% overall**
- Leave from teaching to pursue professional development (one semester at full pay or one year at half pay) **62% Extremely, 14% Very, 76% overall**
- Teaching enhancement grants and/or course load reductions **58% Extremely, 18% Very, 74% overall**
- Developmental support for institutes/programs and workshops, grant proposals, mentoring, or professional coaching **38% Extremely, 28% Very, 66% overall**
- Collaborations with faculty at other institutions, streamlined academic leave of absence to work at another institution. **33% Extremely, 13% Very, 46% overall**
- Course buyouts for externally funded projects **27% Extremely, 16% Very, 43% overall**

Overall, many of the suggested possibilities were viewed favorably by the faculty. The most popular options, with typically three-quarters of the faculty indicating strong support, were:

1. professional development funds for teaching or research enhancement, and
2. leave from teaching to pursue professional development opportunities

Finally, the survey also asked three open-ended, free response questions:

- What can the university do to support your professional development? What ideas do you have?

- How have the current offerings in terms of professional development affected your experience at UConn?
- If there is one thing that the university could do to advance your professional development, what would it be?

A full accounting of all responses (minus any identifying language) to the open-ended questions is provided as **Appendix 3: Responses to Open Ended Survey Questions**. With the assistance of a program assistant in the Provost’s office, the Working Group organized the responses into four primary themes: equity, funding, time constraints, and sabbatical/professional leave. Note that these themes align with the results of the Likert Scale data presented above.

Equity: Many respondents discussed issues of equity between TT faculty and CIRE faculty, including better documentation of policies and procedures for CIRE faculty regarding promotion and reappointment, reduction of administrative burdens surrounding reappointment, a better understanding of the limits on and expectations for CIRE faculty time based on their activities, equity of opportunity in being considered for things like internal funding and leaves, merit and salary equity. It was also noted that there are apparent disparities in opportunities for CIRE faculty across the schools and colleges.

Quotes:

If we are to be evaluated the same as tenure-track, we should have access to the same resources as tenure-track.

Fix this inequity. These are all great ideas proposed in the survey but don’t forget we’re going to need big support from the Dean’s office to sell this to TT faculty.

Funding: Many respondents discussed the need for funding for travel to conferences and summer course development or research. Support for professional licensures as well as continuing education (i.e., tuition waivers) were also mentioned as meaningful and important areas of support.

Quotes:

It really comes down to time and funds. Time in terms of being able to step away from other responsibilities and funds to allow for travel and time away from grant work.

Provide funding and opportunities for in-residence faculty to gain knowledge to bring that into the classroom.

Time Constraints: Many CIRE faculty pointed out that their current teaching loads left them little time for any other activities, including professional development. Since most of their time was devoted to teaching, this left little time to develop new courses, do other academic work, or redesign existing courses. Many also pointed out that they were doing service and administrative work comparable to TT faculty while also teaching significantly more, and that this was unsustainable. CETL and its programming were generally regarded as strengths of the university, but many CIRE faculty felt they struggle to find time to attend these opportunities.

Quotes:

More departmental responsibilities thus keep getting thrown at us taking more time....but more time to focus on our classes and students is what we really need.

...provide time as part of my contract to work on professional development, 15-20% of my time should be allowed for scholarship. Currently 100% of my time is teaching. Any development is on my own time.

To get promoted, I need to demonstrate that I'm doing more than excellent teaching. But I have no time to do anything else. It would be very helpful, if like tenured track faculty, I was eligible for occasional sabbaticals to achieve the milestones necessary for promotion.

Sabbatical/Professional Leave: Most respondents (76%) ranked some form of professional leave or course reduction for CIRE faculty as extremely or very useful. This was often discussed in comments in terms of both the equity theme and the time constraint theme above. Faculty felt that the lack of sabbatical or professional leave for CIRE faculty was inequitable, especially given the value they bring to the university. CIRE faculty often perform scholarship in addition to their high teaching load; in addition, CIRE high teaching loads also enable departments to meet their teaching needs so that tenure/tenure-track faculty have the time to focus on research. CIRE faculty commented in the survey that it is very challenging to improve either research or teaching work without dedicated developmental time for those activities. Sabbatical or professional leave will improve retention and faculty satisfaction by preventing burnout and exhaustion in a high-teaching environment, while also enabling CIRE faculty the space to bring novel ideas, methods, and perspectives to improve their classes.

Quotes:

I think an equivalent to sabbatical would be very helpful. Being able to propose a project to enhance my teaching and/or scholarship and get a chance to "change scene" for a semester would be very helpful to reinvigorate my curriculum and scholarly projects. I would also love to see a program where a faculty member could apply for funds to partially offset their course load to audit classes on campus in areas where they would like to grow (e.g. assessment or statistical methods or computational skills or leadership).

The sabbatical option for APIRs will be great to join other pioneer programs, learn and bring the knowledge to UC

Equivalent 'sabbatical leave' for CIRE faculty would advance the dedicated time for my professional development, publication, external funding (proposal writing), and collaboration.

...course release. sabbatical. Respect that teaching is a professional skill that needs to be nurtured and developed, and not always through yet another workshop I need to squeeze into my day.

Please allow us a sabbatical to refresh, research and retool! We need it just as much as tenure-track faculty.

Benchmarking of Sabbatical Leave for Non-Tenure Track Faculty

The Working Group reviewed several other university sabbatical leave policies. There does not appear to be consensus on sabbatical policy approach or wording.

Many universities have sabbatical policy language in governance documents, as does UConn, stating that faculty are eligible for sabbatical, without referring specifically to appointment type. Some university policies specifically state that only tenured or tenure track faculty are eligible. Some university policies specifically state that non-tenure track faculty are eligible for sabbatical or sabbatical-like leave. Some universities refer to professional development leaves, which involve characteristics of the sabbatical but may differ in some particularities. Please see **Appendix 1**: Benchmarking of Institutions with Sabbatical, Sabbatical-Like, or Professional Development Leaves.

In terms of implementation, it is not clear how universities execute such policies; gathering information comprehensively would necessitate conversations with institutions. Practices available through online reporting are limited but suggest some parameters around execution of sabbatical or professional development leaves. For example, Rutgers University stipulates that “The percentage of faculty that may be awarded a sabbatical leave in any one year is capped at 10%” and the University of Florida’s College of Liberal Arts has historically offered five one-semester professional development leaves at full pay per academic year. We recommend the University of Connecticut establish an Implementation Committee for Professional Development Leave/Sabbatical for CIRE Faculty, which would involve members from the CIRE faculty and administration, and be charged with gathering best practices and models, and with consultation with Schools and Colleges developing an appropriate and equitable implementation plan for the University.

Current University Resources for CIRE Faculty

UConn has several programs that at least partially meet some of the requests presented in the survey results, and some colleges/schools also offer their own programs that meet some of the needs expressed by CIRE faculty. A non-exhaustive list includes:

- AAUP/OVPR funds for attending conferences and workshops; these funds are for travel only (formerly they also covered professional development)
https://ovpr.uconn.edu/services/research-development/faculty-travel/#_Toc26440933
- CETL grants for creating or enhancing classes, especially online classes through e-campus <https://ecampus.uconn.edu/online-course-support-requests/> .
- Senate grants for improving classes, particularly the General Education Enhancement Grants
- University-wide positions supporting specific activities such as the Assessment Fellows program
- OVPR internal grants for developing research projects
- College/School-specific faculty support programs such as
 - Business school STAR funding
 - CLAS Leadership Fellows
 - CLAS Teaching or Research Enhancement Grants

It appears that many existing opportunities were not recognized by CIRE faculty in the survey. While new and comprehensive additional programs are important, it is also important for information and support to be made available to CIRE faculty who may not be applying for existing resources because of:

- a lack of awareness of opportunities available to CIRE faculty
- misinformation about what programs CIRE faculty may have access to
- a lack of time to apply for/carry out grants
- the feeling that CIRE faculty won't be likely to get grants/not be competitive relative to tenure track faculty
- the feeling that resources are not available to them based on position/campus

Working Group Recommendations

The breadth and richness of the responses to the survey suggest that there is a need for important follow-up to the work that has been done here. Significantly, some of the responses show that lumping all CIRE faculty together may not capture the differing professional development needs of different categories of In-Residence, Clinical, and Extension faculty, and that these needs should be more fully explored with the relevant groups. That said, the Working Group makes the following **five recommendations** based on the results of its work and responses from the CIRE faculty survey.

1. Implement a professional development leave/sabbatical policy for CIRE faculty. A preliminary cost estimate is included as **Appendix 2**: Preliminary Cost Estimate for CIRE Professional Development or Sabbatical Leaves.
2. In parallel, establish an Implementation Committee for Professional Development Leave/Sabbatical, which would:
 - involve members from the CIRE faculty and administration
 - gather best practices and models for implementation
 - develop, in partnership with the Schools and Colleges, an appropriate and equitable implementation and funding plan for the University
3. Establish a fund for professional development of CIRE faculty who do not have access to funds within their school/college.
4. Improve communication with CIRE Faculty. Improved communication could include:
 - a standing committee made up of CIRE faculty representatives from across the schools and colleges and appropriate members of the administration; this committee would address CIRE faculty needs, have an open dialog with the Provost's office, and serve as a mechanism to address concerns of CIRE faculty, especially regarding communication and equity
 - a centralized website for CIRE faculty in the Provost's Office detailing promotion and reappointment procedures (already exists), University-wide opportunities CIRE faculty can participate in and that are specific to CIRE faculty, and links to college/school level CIRE information
 - specific information on opportunities for CIRE faculty to be presented upon hiring in new faculty orientation and other events

- the establishment of a Listserv or other communication instrument specifically for CIRE faculty
5. Improve equity and transparency in the awarding of internal resources by reporting on who obtains awards and the population of applicants (e.g., faculty type/rank, department, campus) to determine whether general pools of funds are being equitably distributed.

Conclusion

The Working Group appreciates the opportunity to examine the professional development needs of CIRE faculty. Additionally, it was gratifying to hear through CIRE survey responses that many CIRE faculty valued being asked about their needs. While the University currently offers considerable existing professional development programs for all faculty, more work is needed to address CIRE faculty equity, funding, time constraints and sabbatical/professional leave. We encourage the University Administration to carefully consider the above recommendations and take possible next steps to turn them into action.

Appendix 1: Benchmarking of Institutions with Sabbatical, Sabbatical-Like, or Professional Development Leaves

Below find benchmarking examples of institutions who permit research/teaching development leaves for non-tenure-track faculty, with related policy language and links. This list is not comprehensive. We have described the approaches through the following categories: *Sabbatical Leave*, *Sabbatical-Like Leave*, and *Professional Development Leave*.

UConn Aspirant Institutions:

University of California – Davis (applicable to all University of California institutions)

https://ucop.edu/academic-personnel-programs/_files/apm/apm-740.pdf

Sabbatical Leave: Eligible faculty include: Professor, Associate Professor, Assistant Professor, Instructor, Acting Professor in a law school, Senior Lecturer with Security of Employment, Lecturer with Security of Employment, Lecturer with Potential for Security of Employment, Cooperative Extension Advisor, Associate Cooperative Extension Advisor, Assistant Cooperative Extension Advisor, Specialist in Cooperative Extension, Associate Specialist in Cooperative Extension, Assistant Specialist in Cooperative Extension.

University of Florida:

<https://aa.ufl.edu/resources/resources-for-faculty/sabbatical-and-professional-development-leaves/>

Professional Development Leave: The University will provide professional development awards (PDL) for those full-time faculty members with six (6) or more years of service at the University, except those faculty who are serving in tenure-accruing or tenured positions. . . . Once eligible, faculty members may receive a PDL once every six years of fulltime service.

Penn State:

<https://policy.psu.edu/policies/ac17#B>

Sabbatical Leave: Untenured Position: They have served the University for a minimum of seven full contract years of full-time service and hold the rank of research professor, associate research professor, or assistant research professor.

UConn Peer Institutions:

University of Delaware:

<https://facultyhandbook.udel.edu/handbook/41147-sabbatical-leaves>

Sabbatical Leave: Sabbatical leave is granted by the University to full-time tenure-track or tenured assistant, associate, and full professors, to full-time, continuing non-tenure track faculty (see "Non[1]Tenure Track Faculty") and to administrators holding academic rank, with either or both of the following aims: (1) to provide time for research or other professional or creative activity; (2) to provide time for improvement of instructional materials and techniques or their administration.

Indiana University:

<https://policies.iu.edu/policies/aca-47-leaves-for-academic-appointees/index.html>

Sabbatical-Like Leave: Although not part of the university's sabbatical leave program, units are encouraged to provide sabbatical-like leaves for non-tenure-track faculty for professional development.

Sampling of Other Public Institutions (alphabetical):

California State University System

<https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article27.pdf>

Sabbatical Leave: A full-time faculty unit employee shall be eligible for a sabbatical leave if they have served full-time for six (6) years at that campus in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave.

Florida International University:

https://provost.fiu.edu/docs/Faculty_Handbook.pdf

Professional Development Leave: Faculty members who are not tenure-earning or are out of unit and who have six (6) years or more of service are eligible to be considered for professional development leaves. Contract and grant employees are eligible only if the contract/grant through which they are compensated allows for such leave. Leaves are not automatic.

Indiana University Kokomo:

<https://www.iuk.edu/academic-affairs/academic-resources/sabbatical-like-leave.html>

Sabbatical-Like Leave: The sabbatical-like leave program is undertaken to provide time for non-tenured faculty members for professional learning and collaborations with colleagues related to their teaching and service responsibilities.

Rutgers University:

<https://rutgersaaup.org/article-25-sabbatical-leaves/>

Sabbatical Leave: Eligibility begins at the rank of Instructor, which is a rank exclusive to the non-tenure track title series. We recommend that teaching-intensive NTTs explain how their sabbatical research proposal impacts the development of their own teaching and advances pedagogy in the department, unit, and/or University.

Temple University:

<https://taup.org/article-24-university-supported-research/>

Sabbatical Leave: Nontenure-track faculty who have completed ten (10) years of full-time service at Temple shall be eligible to be considered for a sabbatical. In each year, the number of sabbaticals made available shall be equal to ten percent (10%) authorized at the rate of one (1) per ten (10) of the eligible nontenure-track faculty members. Nontenure-track faculty members who have accrued more than six (6) years of full-time service nonetheless may apply, provided that they have secured the prior approval of their dean or the Provost.

University of Massachusetts:

<https://www.umass.edu/faculty-development/professional-improvement-leave-fellows>

Professional Development Leave: Professional Improvement Leave Fellowships provide a one-semester release for select non-tenure track faculty who have achieved the rank of Senior Lecturer or above or have six or more years of full-time equivalent service in an Extension or Clinical title. Professional Improvement Leave Fellowships support professional improvement activities that directly relate to the faculty member's job responsibilities and/or advance important initiatives for their department or college.

University of Virginia:

https://uvapolicy.virginia.edu/policy/hrm-038#Sabbatical_Leave

Sabbatical Leave: In addition, sabbatical leave may be approved for full-time teaching faculty of the schools (tenured, tenure-track, or non-tenure-track), usually to recognize faculty members who have contributed significantly to academic administration, have been appointed to an endowed professorship, or who have offered extraordinary service to the University at the department, school, or institutional level. For example, the winner of the Alumni Board of Trustees Teaching Award for tenure-track faculty members receives sabbatical leave as part of that award.

University of Vermont:

https://www.uvm.edu/sites/default/files/Sabbatical_and_Professional_Development_Leaves.pdf

Sabbatical Leave: Sabbaticals are for tenured faculty, Senior Lecturers and other Associate and (Full) Professors, subject to eligibility requirements. Lecturers who have completed six (6) years of full-time (.75 FTE or more) service out of last eight (8) years may apply in 6th full-time year if they are submitting an application for promotion to Senior Lecturer.

Private Institutions:

Brown University:

<https://dof.brown.edu/sabbatical-leave>

Sabbatical-Like Leave: Sabbaticals are available to all tenured faculty, junior sabbaticals are available to all tenure-track assistant professors, and scholarly leaves are available to full-time regular lecturers who do not hold staff appointments. Visiting, adjunct, research, clinical and other non-regular faculty are not eligible for sabbaticals.

Wesleyan University:

https://www.wesleyan.edu/acaf/faculty/faculty-handbook/8_acaf-policies/sabbaticals-leaves.html

Sabbatical Leave: Sabbaticals for non tenure-track faculty may be awarded by the VPAA in exceptional circumstances. The VPAA's decision will be based on the ability of the department to deal effectively with the absence of the faculty member, and on the circumstances of the faculty member's appointment.

Appendix 2: Preliminary Cost Estimate for CIRE Professional Development or Sabbatical Leaves

For the purposes of estimating potential costs for granting sabbatical or professional development leave to CIRE faculty, the Working Group collaborated with the Office of Institutional Research (OIR) to determine the number of CIRE faculty and their employment history with the university. OIR searched Human Resources records for any faculty with “In Residence” in the title field, which yielded **298** current records as of Fall 2022. We recognize that this undercounts, as Clinical and Extension faculty may have different titles.

Historically, sabbatical leaves have been available to faculty with six or more years of service at the university and to those promoted to the rank of associate professor. Since the career pathway is somewhat different for CIRE faculty, who do not have the tenure process, we can consider two analogous criteria for determining potential eligibility of CIRE faculty for leave:

- Six or more years of service as a CIRE faculty member.
- Six or more years of service AND the rank of Associate or Full in the CIRE classification.

Imposing the first criteria would result in **121** In-Residence faculty who would be eligible for leave. Imposing the second criteria would result in **54** In-Residence faculty who would be eligible. The breakdown of eligibility by school and college is included in **Table A2** below.

	Eligible Based on Years	Eligible Based on Year + Rank
TOTAL	121	54
CAHNR	5	0
Business	19	8
Education	1	0
Engineering	16	11
Fine Arts	11	0
CLAS	65	30
Nursing	1	1
Provost/Werth	1	1
Research/Sea Grant	2	2

We assume that the typical CIRE faculty member teaches three courses per academic semester and that those courses are typically three credits each. With an adjunct rate of \$1,888/credit plus 27.8% fringe, the replacement cost for a single three-credit course would be approximately $\$1,888 * 3 * 1.278 = \$7,239$ or $\sim \$7,300$.

The estimated cost to grant the 121 CIRE faculty eligible under the assumptions above would then be:

1. $121 \text{ faculty} * 3 \text{ courses per faculty} * \$7,300/\text{course} = \$2.65\text{MM}$.

This represents a **maximum** and assumes that all eligible faculty would be granted leave at the same time, which is neither desirable nor feasible. In reality, leaves would be managed similarly to existing faculty sabbaticals and professional development leaves and would take into account the needs of the department as well as the relative merits of the applicant's proposal for leave.

If we impose the second criteria, that of Associate or Full rank, that reduces the eligible pool to 54 candidates currently. Granting all of these faculty leave at once would cost:

$$2. \quad 54 \text{ faculty} * 3 \text{ courses per faculty} * \$7,300/\text{course} = \$1.183\text{MM}.$$

Under this model, the university could clear the “backlog” of eligible In-Residence faculty in a staged fashion, implementing a cap of say, 20 faculty per year. For comparison, data from OIR and HR suggest that on average, approximately 100 tenured faculty are on sabbatical or other leave per year.

Capping the number of In-Residence faculty at 20 per year would result in a cost of:

$$3. \quad 20 \text{ faculty} * 3 \text{ courses per faculty} * \$7,300/\text{course} = \$438,000.$$

Thus, a reasonable estimate of the cost of granting 20 In-Residence faculty a three-course release for professional leave or sabbatical would be approximately \$438,000 per year. If we assume on average that a tenured faculty member would teach 1.5 courses per semester, then a comparable cost for replacing their teaching would be:

$$4. \quad 100 \text{ faculty} * 1.5 \text{ courses per faculty} * \$7,300/\text{course} = \$1.095\text{MM}.$$

Due to the changing hiring strategies over the past decade, it is not clear what percentage of In-Residence faculty stay at UConn to meet the criteria of both 1) six-plus years of service and 2) promotion in rank, but based on the current data, we can estimate the number of In-Residence faculty that would reach the six-year service mark each year in the coming years by looking at the current distribution of the CIRE faculty as a function of total time at UConn:

As can be seen in **Figure A1**, the number of CIRE faculty with one to five years of service is remarkably consistent at approximately 35 per year. If we were to assume that some fraction of those would meet the added criteria of promotion to Associate or Full rank, and that there is not a 100% uptake – i.e., not everyone who is eligible for leave will elect to take it, then the assumption of a steady-state of approximately 20 CIRE faculty per year being granted leave is a reasonable estimate, with costs as outlined above.

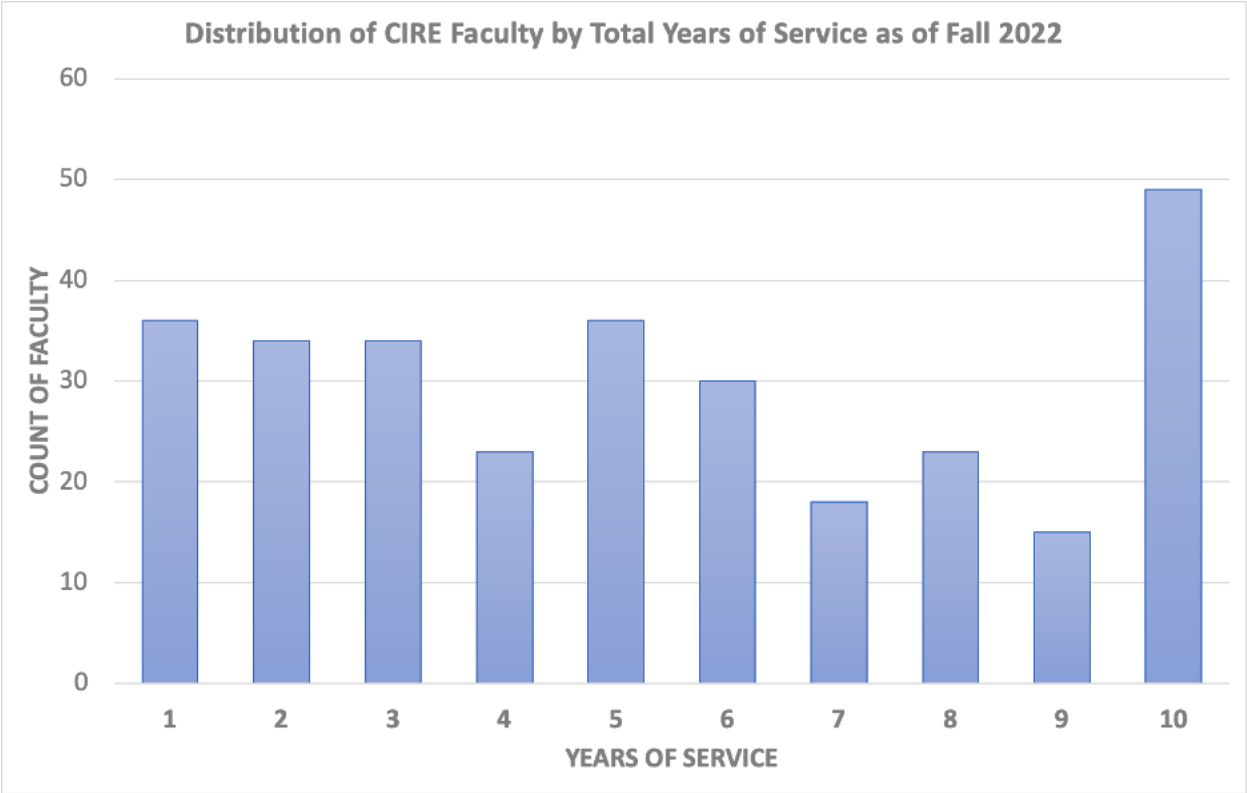


Figure A1: CIRE Time-of-Service by Year

Appendix 3: Responses to Open Ended Survey Questions

CIRE Faculty Survey March 2, 2023_15.27

Open Ended Response Themes

Provost Office – March 9, 2023

591 Responses (205 blank, 386 answers)

10 Themes: (1) Blank, (2) Funding, (3) Policy Revision/Push for Equity, (4) Professional Development & Time Constraints, (5) Request for Supports, (6) Structural Feedback, (7) Request for Networking, (8) Possible Solutions, (9) Sabbatical Leave and (10) Thank You/General Response

Note there are a handful of places where the Working Group removed wording that potentially could identify the faculty member making the comments (as indicated by replaced language in brackets).

Question 6: What can the university do to support your professional development? What ideas do you have?

Blank: There were a total of **68** blank responses for question 6.

Funding:		
Provide funding and opportunities for in-residence faculty to gain knowledge to bring that into the classroom.	Summer salary to support teaching would be fantastic. I would love to use the summer as a time to edit/enhance my fall/spring courses, but that work would be unpaid...so instead I teach for summer salary.	funds to pursue certifications! My field has a wide variety of certifications that we can pursue to advance our areas of expertise and our clinical competency. There are currently no incentives in place to encourage us to pursue them.
offer tuition waivers to pursue continued education. I live out of state and want to pursue getting my PhD. UConn didn't allow me the luxury to do so. I am paying out of pocket to pursue my PhD at another university, while working full-time at UConn.	Implementation of the opportunities from the above will be really helpful for my professional development. Teaching load reduction on funded projects (education or research) would be helpful for meaningful development and scholarly reputation.	For professional growth, it is imperative that opportunities be provided to be able to carry out some research activities. Specifically, resources should be provided to set up a research group in the Stamford campus for opportunities to work with students, get published and funded for further research.

<p>I have received some grant funding for a research project and with the teaching load, I'm finding it hard to balance working on the project and keeping up with my teaching responsibilities. I know many of my peers do not pursue the research they would like to do because of teaching obligations. Although there are buy-out terms, it is still very limited, and if you have a little bit of funding, you do not get any buy-out.</p>	<p>funding to participate in pedagogical/teaching conferences in related fields, not only in what you're specialized</p>	<p>More money for travel and other professional development activities</p>
<p>I have taken full advantage of all PD opportunities to attend national and statewide conferences related to my teaching practice and my field of work. As a lecturer, my terminal degree is a Masters' Degree. I would love the opportunity to continue my education beyond. In other unions at UCONN, staff have the opportunity to access funds for tuition reimbursement/remission. I would be eager to have this funding opportunity extend to faculty in teaching roles as well.</p>		<p>It really comes down to time and funds. Time in terms of being able to step away from other responsibilities and funds to allow for travel and time away from grant work.</p>
<p>I would like to take an in person short course on a particular topic. If the University could help pay for this course and travel it would be really helpful.</p>	<p>More funding opportunities (summer salary for teaching enhancement projects, funding for similar projects throughout the academic year). Leaves, even if partial (course load reduction) would also go a long way toward helping our professional development efforts.</p>	<p>funding for national licensure; protected funds for each faculty member to attend a certain amount of professional development activities rather than have it be based on a first come first serve and money runs out. Example- you may not know of a conference until later in the calendar year when funds have run out.</p>
<p>Provide funds to participate in conferences.</p>	<p>Summer salary for collaboration with faculty at other institutions is particularly interesting.</p>	<p>Attendance at conferences is essential to our development and financial assistance. It also might be beneficial to look at the promotion aspect of these positions as we work doubly</p>

		as hard as some of our tenured counterparts with no recognition.
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Policy Revision/Push for Equity:

<p>Continued refinement and attention to CIRE P&R policies at every level (University, College, Department), as many decision-makers across these levels have differing understanding of CIRE roles and responsibilities. Clarifying expectations for advancement will help us better use the professional development resources most effectively.</p>	<p>The university should provide tuition waivers for UConn coursework. This is really important for CIRE faculty members. I'm currently working on my PhD here and I pay nearly 100% of it out of pocket. My husband who was employed here under the professional union, had full tuition waivers for his MBA degree. This would encourage substantial incentive and assistance in the realm of professional development.</p>	<p>I was previously an Adjunct Professor at UConn before joining full-time in August 2021. Upon joining full-time, I had very little orientation to the expectations of an Instructor In-Residence. It was never explained the purpose of the CIRE/PTR Form and the importance of documenting all contributions throughout the year including teaching, research and UConn community contributions. There needs to be some orientation</p>
<p>Respectfully, UConn needs to recognize the clinical faculty similar to TT faculty. We cannot be expected to participate in scholarly activities such a publications, and small research initiatives when we are expected to carry 21-25 credit teaching load every academic year.</p>	<p>for new CIRE faculty when joining UConn so that we can be more successful and understand all the professional growth opportunities and how we will be evaluated.</p>	<p>If we are to be evaluated the same as tenure-track, we should have access to the same resources as tenure-track.</p>
<p>Provide opportunity for those in informal teaching roles to obtain teaching enhancement grants and work load reductions/buyouts.</p> <p>Expand 12/12th rule to allow for both expanded grantsmanship and additional teaching opportunities. Current rules are very limiting especially to 11 month CIRE faculty.</p> <p>Provide tuition waiver for AAUP faculty to obtain a terminal degree</p> <p>Increased tuition reimbursement</p> <p>Minimize the burden of annual reporting, reappointment and promotion. Once on a multi-year contract required to submit for reappointment every 3 years and then promotion timeline is two years later, this is not best use of my professional time.</p> <p>Eliminate four tier title system in Extension or streamline an earlier promotion timeline, i.e.</p>		

<p>every 3-4 years rather than 5. It take five years longer to get to Sr. Extension Educator then it does to get to Professor.</p>
<p>Provide a clearly accessible, professional development budget to be used for travel to conferences and other PD.</p> <p>Provide written clarity of applied research expectations within extension appointment: discrepancy in expectations between Dept Head and Dean make it difficult to know what professional skills to focus most on developing and simply how to spend one's time.</p> <p>Ensure that teaching workloads are in line with appointment % or that credit is given for the effect that excessive workloads have on other appointments.</p>
<p>Beyond professional development, it would be super helpful having more programs to sponsor student internships. Students generally help create capacity in our work.]</p> <p>Also, Extension will greatly benefit from a revision of policies regarding promotion. There is a long waiting period for promotion when our entry position is often seen as the equivalent of a lecturer position or, as I've been told directly, a "postdoc".</p>

Professional Development & Time Constraints:

<p>There is currently no way to take time to redesign a course. This is a significant challenge for "teaching track" faculty -- students aren't the same post-2020, ChatGPT is wreaking havoc, etc and yet we have no paid time to redesign courses. While there are grants, they are limited in number and scope, and these are competitive across CIRE and TT faculty -- and require department chair signoff, itself a challenge for those of us who aren't TT.</p>	<p>ease some of the pressure in regards to course load -- if you want us to grow as professionals, then we need time and energy to do so, but with a course load of 7 courses / year, there is not much time or energy left</p>	<p>Mindful of how limited my time is due to my teaching responsibilities. It is very difficult for me to participate in anything on campus because I am always teaching.</p>
<p>Having the opportunity for a leave to pursue professional development opportunities is essential if I am able to grow as a teaching professor. With the heavy teaching load and committee work, there</p>	<p>Leave from teaching and course releases</p>	<p>The university can reduce course workloads to make more time available for professional development. It is difficult to travel for conferences when juggling seven courses per academic</p>

<p>is hardly enough time to make substantial changes to courses, develop new courses, develop new teaching strategies.</p>		<p>year. The university can also host a website that faculty and staff can access to view upcoming professional development opportunities that are relevant to each individual school or college.</p>
<p>Credit load release to allow for scholarship opportunities for clinical track professors.</p>	<p>Having a leave to develop new courses or implement new pedagogies would be extremely useful. Teaching so many class doesn't allow much time for this.</p>	<p>Course buyouts or reductions to allow for the focus of professional development during the year.</p>
<p>I appreciate this survey! I believe the CIRE faculty bring so much to the institution--and I say this as a former tenure-system faculty member who left an institution voluntarily to move with a spouse, thus leaving my tenure-track behind during a difficult economic downturn (2008). I think it would be beneficial to this institution for CIRE faculty like me to have opportunities like research or PD leaves. I'm working on a textbook, which would benefit not just our institution, but be a book the publisher markets to other writing programs. Being able to concentrate on completing that project would allow our approach to take to the national stage.</p> <p>I do think that for most CIRE, the teaching load is so high that it's difficult for them take their in-class work on teaching and learning (for example) to a wider audience. I don't think the institution has to think of CIRE as the teaching faculty who enable research for those in the tenure system. Instead, we might think of CIRE faculty only as a group who will not be tenured or tenurable, but who can contribute in all the same ways that tenured or tenurable faculty do. I do believe the University will need to recognize and promote a work-life balance for CIRE, however: from what I see, we do all the same service, administration, and almost the same level of research the tenure-system faculty do while also teaching almost 75% more classes (4 courses per AY versus the 7 per AY most Storrs CIRE faculty teach--whether those are 4-credit classes or 3-credit classes makes no difference to administration). I think many of us need time to WRITE our research and to create life-work balances that improve and sustain our productivity. I'd also like to be able to create mentoring and professional opportunities FOR non-tenure-system faculty. And, finally, how far can I advance. Recently, an APiR was in the Provost's office (hired by Carl Lejuez); can I become an administrator? Or? What pathways are open to CIRE?</p>		
<p>Frequently I see workshops on professional development, but I am always teaching, grading, or completing my service obligations. The simple fact is that I do not have an hour in the day. When the university offers funded positions that would help my professional development I can't apply because funding doesn't actually free up time (when it comes in the form of summer salary it is particularly unwelcome as this contributes to the 12/12s). The only thing that would help me, honestly, are teaching releases for development activities. Also some clear restrictions on the amount of service a unit can ask of an APiR. In my department the</p>		

APIRs have become a way for tenure line faculty to teach only the courses they want to teach and the least onerous service. We are helpless in this situation because our contracts are constantly up for reevaluation

Request for Supports:

<p>In residence faculty are the work horses of the university. We have higher course loads than tenure faculty and as such teach higher numbers of students with much less support. More support is necessary.</p>	<p>In-Res faculty still have research responsibilities even though it is not the focus of the role. I would love support in getting started with research, organized mentorship in this area, organized research collaborations with tenured faculty, etc.</p>	<p>support for in-residence faculty. we are forgotten.</p>
<p>There are many resources at the university that support faculty interested in learning about entrepreneurship and how to commercialize innovations. However, these are scattered between CCEI, OVPR, TCS, etc. What to do and how to proceed is kind of confusing (at least to me). It would be very helpful if faculty could have access to a single point of contact or a one-stop portal that could help us navigate the many entrepreneurial programs and processes at UConn.</p>	<p>I really appreciate the offerings from CETL and our director of teaching and learning. This has been very helpful. I would like to see support to study our teaching practices, especially in collaboration with other institutions. In xx we do not have a robust body of knowledge related to xx education, especially in the changing times for xx and xx practice.</p>	<p>Recognize and reward the disparity in class sizes! I regularly teach 400-500 students each semester yet get the same teaching credit per class as someone who has 20 students vs my 300! Perhaps this could be acknowledged as a factor in promotion and reappointment, service to the department and university, toward merit considerations, etc. I have no idea how I am supposed to pursue teaching excellence each semester with that volume of students and also fulfill my requirements of departmental service, applying for grants, and doing course redesigns. It's insane.</p>
<p>Increase access, mentorship and support for teaching and course development grants</p>	<p>support to apply for education-focused grants</p>	<p>support applied research work, particularly with corporations in the region</p>

<p>that would support developing innovative clinical teaching modules. My impression is that the concept of identifying and applying for grants(of all types) is a portion of the education and professional training many PhD candidates and holders receive. I suspect this is not the background knowledge and skills for the vast majority of clinical faculty, thus the institutional knowledge and skills for successful application might benefit from primers and mentorship.</p>		
<p>support non-tenure track faculty in the faculty success program within NCFDD. In that same vein, professional development that focuses on work-life balance.</p> <p>Additionally, it would be wonderful to get more interdisciplinary courses/projects supported since it can be hard to get these initiatives going within the current departmental structures.</p>	<p>With the heavy teaching load, it is difficult to concentrate on research and professional development. There is lack of mentoring, and little/no support in terms of collaborating with the faculty at other institutions. Things have gotten better a little that we can now go to conferences, however no time to produce work to go to those.</p>	<p>UConn is a great employer and very happy with the working environment, which in itself it is very relevant for professional development. Most of the initiatives have to come from the professor and UConn has already an amazing infrastructure of support. Said that, UConn can continue to expand opportunities for further development by increasing annual funds for general expenses related to courses, conferences, equipment, database, and other expenses (which in the Business School is understood as the Star account).</p>
<p>First thank you for asking! Pedagogy in clinical education at UCONN would benefit from supported opportunities for interpersonal collaborative professional development</p>	<p>Leave from teaching with full pay for one semester, the ability to receive teaching enhancement grants, developmental support for grant writing,</p>	<p>Even though we aren't expected to do research, we are still academic professionals who have a thirst for knowledge. We can and should be encouraged in</p>

<p>with near and far partners. Second, gaining the support of tenure-track faculty for new endeavors which CIRE faculty may undertake in the future is really important. There's resistance here as some TT faculty may see these undertakings as reducing their potential for keeping the sabbatical rotation most departments have going.</p>	<p>and professional development funds for attending conferences would meaningfully contribute to my development which would benefit the university.</p>	<p>our research endeavors. UCONN does very little to support our research.</p>
	<p>Provide options for sabbatical leave Provide GA support for W courses</p>	<p>Many professional development opportunities exist right now at UConn but often without a reduction in current responsibilities. Having the opportunity to get a release and/or funding such as the ability to take a leave, time/money to attend academic conferences would also be extremely useful given that CIRE tend not to have the same amount of start-up funds or time within responsibilities to get research support/funds to cover these typical costs. It will not only help the individual but overall the university.</p>
<ul style="list-style-type: none"> - Providing eligibility for sabbatical assignments: Unlike tenure/tenure-track faculty members, CIRE faculty are not eligible to receive sabbatical assignments even for curriculum/program/course development which is a major part of their job responsibilities. - Providing summer support: some CIRE faculty need to teach classes during summer and winter sessions which reduces their time for professional development. - Providing opportunities to conduct research and advance knowledge besides just transferring the knowledge to students. - Providing travel support: current AAUP travel grant is barely sufficient to attend even one conference or workshop. - Higher salary, on par with tenure-track/tenured faculty: why should CIRE faculty receive lower salary while they contribute more to education? CIRE faculty constitute smaller fraction of all faculty members at UConn but teach a larger fraction of courses. Despite of their major 		

contribution to education (hence, attracting more students/tuition money) they receive less salary and are eligible to less benefits.

Structural Feedback:

<p>Send me better prepared students.</p>	<p>I feel completely invisible by the administration. Tenure track is very defined (and has its own issues) but many of us are here because we want to give back to our profession. The silo approach (every professor responsible for their own brand) doesn't work for non-tenure faculty who are just asked to do more (and do).</p>	<p>Provide me with a livable salary. In my School, I am the lowest paid CIRE member even with better credentials than those of some of my peers because of prevailing prejudices toward my study.</p>
<p>I think the research leave is very important for our professional development and also will benefit our students. Instead of teaching the same stuff forever, have a leave from teaching to improve our professional development will help us continue to learn and improve our teaching.</p>	<p>Very often, I have found the most valuable resource to be the UConn Library. It has been able to connect me with programs (including open access/OER) that have been an immense asset. It has a very broad overview of UConn scholarly and student-centric activity that does not appear to appreciably exist elsewhere.</p>	<p>Stop overloading us</p>
<p>Develop accurate, clearly written training materials for University Systems - KFS, Husky Buy, Concur etc. We waste an inordinate amount of time dealing with University Systems because there is no place to learn how to use them - except the school of hard knocks and a lot of wasted email exchanges.</p>	<p>Recognize that teaching is enhanced through the professional development of the clinical faculty member, as they are teaching the developing professionals and need to stay relevant. Many clinical faculty are clinical scholars, however, there is no true mechanism to regularly support that without the clinical faculty member adding on to their workload (on their own time). Most clinical faculty are fully engaged in teaching for their workload</p>	<p>On going professional mentorship and support are not always provided or supported at the local (department) level, especially in smaller departments or those that tend to have faculty that work almost exclusively remotely. Providing a more formalized and longer term support structure for these items would go far in helping to retain and fostering the development of young CIRE faculty. Most established</p>

	and need to go outside university time for scholarship development or professional development.	faculty do not directly benefit from mentorship except for maybe being on a grant - therefore this is gifted time and not something many faculty are willing to do.
Give me a TA line!!!! I understand that I am a teaching faculty member, but I have physical limits that have been surpassed, given my project-based assessments, which are hand-graded, and a W course. Working 7 days per week is harming my marriage and family life.	Working on scholarship that supports both the school of nursing and the university that leads to publications and presentations that highlight UConn on the national stage, deserve buy out from teaching. These activities are incredibly time consuming yet necessary to move up in rank. Currently all this work has to be completed on our own time above and beyond current teaching assignments.	I would really appreciate an effort from the administrative side to provide the support (not only financial) but strong encouragement to take time to pursue professional development opportunities. For example, a leadership training opportunity open at a professional level but not promoted widely for the general faculty. Applications are primarily from within and members in current leadership roles.
The PTR process has been inconsistent at best. It is about to change for the third time since I have been here. For example, sometimes I receive my teaching evaluations and sometimes I don't. I know that I am entitled to them, and I am not at all worried about them, but it would nice if the process was consistent across the board.	My position is 90/10 teaching/research. I am often not eligible for large grants, but I am also not eligible for smaller internal grants to fund that 10% research section. It makes progressing in any research domain very difficult and frustrating. I also feel that it counts against me when it comes time for review, so it's a very frustrating situation.	Speakers on implementation of active learning techniques in STEM classes
The University seems to be pursuing a policy of increased courseloads and increased class enrollments- and the course prep and administrative demands of these increases stifle our ability to innovate.	Provide better support to the library for journal access - the new system is horrible. Provide better support for exam processing and CSD. Having one scantron center across campus uses up my time. Having to walk to CSD to	I would like to get more guidance on how to advance from Associate to Full Professor in Residence. Also, I am underpaid, based on my research and teaching experience and service at UConn over 20 years.

	<p>get exams, uses up my time. The old system where exams were delivered back to me via interdepartmental mail or the student was much better.</p> <p>Also please re-open the Up and Atom Cafe. I now have to walk at least 30 minutes round trip to get food or coffee and this is a waste of valuable work time.</p>	
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The university cannot use a one size fits all approach to determining course load, if we truly care about innovative and equitable teaching, then class size, modality, and format (W, Q, Lab, Studio) need to be taken into account, as is the norm at other institutions that have a reputation for excellence in teaching (see models in California, North Caroline, Wisconsin, and Minnesota). Additionally, it is grossly inequitable that no release time is granted for teaching. Most faculty are asked to start teaching almost immediately after being hired with no release time for course development, and, once courses are developed, there is no release time given to reflect on teaching practice or make substantive improvements to courses. Teaching sabbatical, in my opinion, is the only path forward because it creates unburdened time AND accountability for folks to actually do the work.

More broadly, please consider how to motivate, showcase, and reward good teaching practice. Intrinsic motivation is common amongst our best teachers, but there needs to be better incentives and a shift in the culture towards teaching. For example, we tell pre-tenure faculty that they will be evaluated on research, teaching, and service, but everyone knows in actuality that the only thing that really matters is research, and faculty are discouraged from investing too heavily in their teaching (and often unrecognized for service altogether). Related, if we are to continue having a two track system, these two tracks need to converge at some point so that all members of our community are valued and secure enough to take the risks necessary for innovation.

It's time to make bolder changes that allow UConn to lead in these areas instead of just trying to keep up with our peers.

1. The university should continue to allow CIRE faculty to apply for internal research funding, and should expand internal funding programs to include more small grants that can be used for a variety of purposes related to research and teaching, including pedagogical publications such as open-access textbooks. 2. The university should recognize the contributions of a CIRE faculty member in areas outside that faculty member's appointment. For example, if a CIRE faculty member's appointment includes teaching and service but not research, the university should still allow that faculty member's research productivity to support their case for reappointment or promotion. I have heard the argument that CIRE faculty cannot receive credit for (in this example) research because they cannot be penalized for not doing research,

but that argument does not make sense: for example, in the area of service, a faculty member has the freedom to decline some committee assignments without penalty, but if the faculty member accepts those assignments, their case for reappointment, etc., will benefit. Optional research should not be handled differently from optional service just because it's in a different category of work. Research productivity (or another area not included in a CIRE appointment) could still be treated as secondary to the areas of appointment without being excluded from consideration. 3. In addition, CIRE workloads in the three areas of faculty work should be standardized at levels equivalent to tenure-line workloads. For example, if tenure-line faculty in a given department have a 2-2 teaching load, CIRE faculty should have the same teaching load. Giving a CIRE faculty member a heavier teaching load (and an equivalent or heavier service load) to a tenure-line faculty member is double jeopardy: if the reason that CIRE faculty are paid less than tenure-line faculty is that CIRE faculty are not required to contribute to one of the three areas of faculty work, then it is not appropriate for CIRE faculty to be expected to do more work in the remaining two areas than tenure-line faculty are.

As clinical faculty, there is absolutely no support in any shape or form to continue professional clinical activities while teaching. This means that every single weekend and many evenings are spent logging clinical hours to remain relevant and current on any/all clinical practices to better inform our teaching, rather than recovering from the work week and/or spending time with family. Our professional organization is moving forward with their recommendation that all clinical faculty remain clinically active in order to teach these courses. I have an 18-hour course load this semester. As the poster child for burn out, how effective of an educator do you think I can be with this kind of schedule? Scholarly activities are ongoing in the background but at such a slowed pace that I do not know if I will be able to make any of it come to fruition with any kind of expediency for annual evaluations. There MUST be workload adjustments for faculty that are practicing clinically. These adjustments must involve input from faculty working clinically.

Requests for Networking:

<p>Many of us foster relationships with partnering and collaborating entities/agencies/non-profits. Formalizing or recognizing these relationships could be very helpful.</p>	<p>Help connect us to faculty in education who can partner up for writing educational grants ; for us to learn assessments, competencies, etc. to write educational research grants.</p>	<p>Helping connect with external universities and/or companies. Teaching takes a lot of time and can be very insulating. If there were planned networking events between teaching faculty at other schools, it would be a great help to share ideas and experiences.</p>
<p>More opportunities for advancement (or knowledge of existing opp.) in terms of administrative roles, not just promotion. For example, I am a</p>	<p>Mentorship with other experience faculty member throughout career</p>	<p>I think that establishing a networking organization of in-res faculty would be valuable. Maybe hold 2-3 meetings each semester.</p>

<p>full clinical professor and I only have one admin position in my department and nothing I am aware of outside of the department, so I feel stagnated.</p>		<p>One could be social, one-two could be professional development.</p>
<p>mentors, teaching topic groups/workshops that last more than an hour so you really dig in (rather than catching between classes then not really having time to follow up)</p>	<p>Faculty learning communities with other departments</p>	<p>I'm so far away from the rest of my department at Storrs and it would be nice to be able to travel up there and interact with the other faculty more often. I'm tied to Stamford by my teaching schedule, though, and the trip to Storrs can take 2 hours in traffic...</p>

Possible Solutions:

<p>Recognition of development in the area of teaching as a valid and respected professional development activity. Provide time to develop (course buyout) as a clinical faculty. Have mentors available to foster growth.</p>	<p>I'm have reached the highest level of promotion I can attain and will be retiring in a few years, so am not looking for much in way of professional development opportunities for myself. I am, however, very supportive of professional development opportunities being made available to my fellow faculty members.</p>	<p>I like all ideas from the question above. Would be wonderful to have at least one of them implemented.</p>
<p>Regarding teaching enhancement grants: The grants offered are competitions, and there are very few grants awarded. I know many, many faculty members who have made the time and effort to apply for them but have never been awarded one. Instead of competitions, many of us feel the university should routinely offer a smaller amount of funds for faculty to develop their</p>	<p>Offering Teaching Enhancement/Course Improvement Grants is great. Offering teaching releases to pursue more in-depth projects would also be very helpful.</p>	<p>Is there a way to create an online forum for CIRE faculty to communicate, whether it's in a listserv, slack/discord/etc? Creating a sense of community in this way would also be greatly beneficial.</p> <p>Mentorship programs like the one headed by Natalia Smirnova for APiR is also extremely helpful for connecting CIRE faculty.</p>

<p>courses, something we all do regardless of whether or not we have funds to do so. (Thus, a very small number of people are compensated for that work while the majority of us are not.)</p>		
<p>I'm new to UConn, so I still need to get up to speed on all of the available resources. funds to attend and present at national and international conferences. These short trips help inspire creativity in my teaching and research. Any sort of summer salary support to work on new or existing courses would really improve instruction. Too often courses get modified in the semester when there are lots of things to do. The summer would be a strategic time to make more substantial changes.</p>	<p>Program evaluation (for extension), grant writing, and networking opportunities.</p>	<p>more availability of professional development online courses since I am at a regional campus I cannot always attend those held in person.</p>
<p>First of all, I believe on the mutual benefit. I am a person who would always want to make the most of my skillset. I would like to do research on teaching and pedagogical approaches; want to develop methods and tools that could enhance not only students' learning experience but also help teachers in executing the course effectively. Not only this, but I am currently working on an</p>	<p>It would be useful to develop relationships with peer institutions so faculty can teach at other institutions - and their instructors can teach at UConn. This would be useful to build community and help faculty learn to teach in different environments. This may work even better in team taught courses.</p> <p>It would also be good to help teaching faculty gain industry experience through leave/sabbaticals at industries.</p>	<p>I think many of the ideas listed above would be wonderful. Incentives to participate in CETL workshops might encourage more participation, where "education credits" have a meaningful benefit beyond teaching enrichment, perhaps toward the reduction of courses, salary bonuses, or contributing toward stability/promotions?</p>

<p>idea which would help university and students both in carrying out quality education at low cost.</p>	<p>This would help build practical application knowledge and relationships with industry leaders.</p> <p>Offering teaching faculty lab space even in a joint area would be useful.</p>	
<p>I already filled out this survey . . .</p> <p>One idea is a leave of absence to help build a Connecticut startup. In my experience, the Connecticut startup scene is very exciting but not that focused. It might be helpful to have someone from the School of Engineering to deep dive and try to drive more economic activity while placing our students in interesting opportunities.</p>	<p>Professional development for Extension teaching tools (i.e. apps, virtual teaching tools or education outreach) that is trending and applicable to multiple topic/program areas.</p>	<p>I would benefit for time allotted for attending professional conferences. I feel going as a team of faculty would strengthen bond among team members. I would also love to travel and volunteer on a medical mission.</p>
<p>First, this entire form shows a lack of understanding of what an extension educator does. Very few of the ideas listed above are relevant. Also we are not based on the campuses for the most part. Beyond that, it would be helpful to identify opportunities to connect what extension educators do with undergraduate teaching. Another idea would be to fund graduate assistants not for research but to work on extension programming. That would</p>	<p>Encourage research activities and resources for assistant level professors.</p>	<ol style="list-style-type: none"> 1. sabbaticals for CIRE faculty. 2. Internal grants for CIRE faculty. 3. Professional development funds beyond first seven years.

allows to expand out programs while also providing opportunities for students beyond academic research.		
Lessen the service burden that falls primarily on non-tenure track faculty and/or provide monetary incentive to participate in professional development activities. Workloads could be alleviated perhaps by facilitating more equitable distributions of teaching and service between tenured, tenure track, and non-tenure track faculty. Consider responsibilities and time commitments outside of work when scheduling events. fund more GA lines to assist with teaching responsibilities, especially in large lecture courses.		

Sabbatical Leave:

Allow CIRE faculty to take sabbatical	I would have liked the opportunity for a paid sabbatical when promoted from Assistant to Associate PIR. AS this is not a tenure track position, many benefits are not offered at this level.	I would have loved a sabbatical after my Assistant PIR promotion to Associate PIR. It seems tenure track has that option but not so much with non-tenure track. I'd love to take one now if possible!
sabbaticals after six-year review; assistance on envisioning purposeful sabbatical work; minimize the number of preps and campus assignments when CIRE faculty are teaching 7 courses per year; allow CIRE faculty to compete on an even playing field for professional development opportunities with TT and T faculty	Allow the In-Residences to take a sabbatical leave so that the In-Residences can pursue professional development.	I would love to explore the field of engineering education furthermore. Being engaged with research side of the education, secure funding from different agencies will be great. The sabbatical option for APIRs will be great to join other pioneer programs, learn and bring the knowledge to UConn.
A formal procedure for taking leave to attend a conference during the semester that doesn't involve finding your own replacement. A formal sabbatical would also work.	I have often wondered why CIRE faculty were not afforded sabbaticals for research and/or fellowships at relevant professional institutions. To fulfill our contracts, we are expected to publish and stay current on discipline-specific	Provide paid sabbatical leave.

	<p>topics. It's nearly impossible to accomplish either of these while carrying the bulk of teaching and service.</p>	
<p>sabbatical leave would enable me to research, which would benefit my teaching through keeping me current with scholarship.</p>	<p>Provide funded sabbaticals for CIRE faculty. Tenured faculty get 1 every 6 years. Some of us have been here 10+ years, even 2 or more decades of exemplary teaching and service. Seems unfair that we don't get the same opportunity and acknowledgement of our loyalty to UConn.</p> <p>There are many benefits to a sabbatical, including potential for enhanced job satisfaction and preventing burnout, which is always a struggle but especially recently. It will also give us better skills to take back for the benefit of UConn (for teaching and scholarly activities).</p>	<p>Provide mentorship from those who have become Full Professors in Residence. Provide sabbatical leave for in Residence faculty to focus on course improvement and professional development.</p>
<p>I think an equivalent to sabbatical would be very helpful. Being able to propose a project to enhance my teaching and/or scholarship and get a chance to "change scene" for a semester would be very helpful to reinvigorate my curriculum and scholarly projects. I would also love to see a program where a faculty member could apply for funds to partially offset their course load to audit classes on campus in areas where they would like to grow (e.g. assessment or</p>	<p>The option for a sabbatical has never been offered. I'd love to spend some time working with governmental agencies around health policy.</p>	<p>Recognize that Extension faculty teach "students" of all ages, not just 18-22 students on campus. Are Extension faculty able to pursue professional development as a professional sabbatical program? I was told that we are not... that only the academic faculty granted the opportunity.</p>

statistical methods or computational skills or leadership).		
<p>In residence faculty need sabbaticals like everyone else. Stop denying them.</p> <p>In-residence faculty are teaching so much (many of us hundreds of students a year, multiple preps, with no support), stop expecting service without course release, or expect reasonable service for a course release.</p>	<p>At my school, achievements in scholarship are the only achievements that are encouraged and rewarded meaningfully, in the form of research leaves/sabbaticals, summer stipends, named professorships, and spending on programming. That is a problem. A lot of energy that could go towards teaching innovations, course development, student mentorship projects, and service and citizenship projects is untapped because people have no incentive to pursue those projects. The expectation is that those pursuits are "already covered by salary" and that we should "do them because we care." I could accept that attitude if it applied uniformly, but it doesn't. Scholarship gets special treatment. And as a result, my school suffers from weak faculty investment in mentorship, service, etc. There needs to be a system for encouraging and rewarding -- financially and in the form of opportunities like leaves, etc. -- exceptional efforts in those areas.</p>	

Thank You/General Response:

I am very appreciative of this survey.	What if we created a multidisciplinary team on brainstorming research opportunities that crossed sub-disciplines in engineering and in product design?	Not much. I'm planning on retiring soon.
I like the ideas that you have included in this survey.	Hire a CLAS dean who doesn't do an end run around the CBA and abuse CIRE faculty by unilaterally increasing our teaching loads without also increasing our salaries and/or decreasing the service/research requirements for promotion.	The opportunities at CETL are enough.
The responses above pretty much cover it!		

Question 7: How have the current offerings in terms of professional development affected your experience at UConn?

Blank: There were a total of 75 blank responses for question 7.

Funding:

<p>They are pretty basic and general. There are minimal funds for professional development within my specialty such as conferences, etc.</p>	<p>I've gone to a number of conferences with AAUP negotiated funds. These conferences were excellent experiences. I am still working with these conferences helping researchers and students.</p> <p>I've been lucky to get summer teaching after my first three years at UConn. This was also helpful.</p>	<p>I have taken advantage of AAUP and OVPR funding to attend and present at national meetings and conferences. The face to face networking opportunities have enhanced my career enormously.</p>
<p>STAR funds available to attend conferences</p>	<p>further developed new and innovative programming here at UConn.</p>	<p>Yes, I have cut back on presenting my research at conferences because I can not afford to self-fund my travel.</p>
<p>We're limited to AAUP funds. We have continuing education requirements for maintenance of certification and licensure. We're not able to use our own presentations to satisfy these requirements so we're often attending as non presenters, the base level of funding. In terms of job satisfaction , it's tough year after year seeing our highly valued TT faculty avail themselves of the sabbatical privilege while CIRE faculty are discouraged in applying and rarely, if ever, awarded a similar opportunity. Since my initial appointment as a lecturer in 20xx, I've been called upon repeatedly to cover coursework outside of the clinical teaching responsibilities associated with my role initially. I love this and have done well</p>	<p>I have been able to fund a research project on the Scholarship of Teaching and Learning (SoTL) that demonstrated the effectiveness of our unique approach to teaching writing. I've been able to present research findings from that project and share related research at national conferences. I've also been able to attend summer institutes on XX and XX, both of which have had a direct impact on my teaching, on our curriculum, and on the textbook's approach to writing.</p>	<p>There is really no professional development offerings unless you count the really small amount of funding for conference attendance (not enough to fully fund even one conference). And even that got cut recently because we have to use other existing funds first.</p> <p>CETL does offer quite a bit of seminars but many of those are during teaching/meeting times and not recorded. Theyre very well done but it's also important to be able to get external perspectives nationally and not just within UConn.</p>

with it but I need the time a professional development opportunity would give me to further excel at all I'm called upon to do in SLHS.		
AAUP professional development funds used towards conference presentations/travel have	travel fund (AAUP-OVPR) to attend a professional development event (conference) each year is very helpful.	CETL programs have been helpful AAUP funds for travel to conferences have been helpful
Other than the AAUP funding, I'm not familiar with offerings of professional development (and AAUP funding isn't really PD - it's a means to attend PD). If there is more, perhaps better communication about it would help. I don't have a course load, so PD aimed at university level teaching, while occasionally relevant, isn't often what I need.	I have benefitted from programs that are offered for all faculty - professional development funds for travel to conferences, CETL and InCHIP workshops, and even the small amount of tuition reimbursement offered through the union. These have all facilitated my teaching, learning and research goals.	I have used the AAUP/OVPR funds for conference travel every few years and appreciated that. I have also received a number of internal teaching improvement grants that lent some summer salary to improve classes and that has made for some very valuable overhauling of courses.
You keep cutting funding for the library, exam processing and food services available and this is a problem for my work efficiency	The 12/12th rule has greatly limited the number of grants and teacher responsibilities which I engage in. Lack of tuition waiver as AAUP member/limited tuition reimbursement has affected my pursuit of a terminal degree. Regularly use the professional development funds that are provided through OVPR/AAUP fund	

Policy Revision/Push for Equity:

The CIRE form workshop that was put on last year was awful. That process needs help. It took me 6 months of non-stop work, re-doing new releases of forms, and late late nights to finish the form. I didn't have time to do any other professional development activities.	The current offerings are prepared with only academic faculty in mind and have limited relevance outside a traditional classroom. The instructors are often not familiar with how their topic would translate for non-academic faculty. We always have to figure how to adapt it for	The lack of any real sick or vacation days with no possibility of sabbatical is farfetched to me. Also, CLAS is extremely strict on course reductions and buyouts, which doesn't help any of the aforementioned issues.
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It would be helpful to have research incubator opportunities for researchers in the same position as I am; high teaching load but also need to do research.	ourselves. I feel that the university doesn't recognize learning outside a traditional classroom or off campus.	
I am not eligible for some offerings as a CIRE, which means that I have missed internal grant and professional development opportunities.	current offerings have been limited to extension faculty	

Professional Development & Time Constraints:

I am fine with what's here.. I don't have time to take it anyway.	As soon as I survive a semester, the teaching load increases, either new course, an additional section, or higher enrollment. But to achieve PTR, I need to add to this service work. There is no time for thinking about professional development during the semester. It is day-to-day reactivity.	There is no time for faculty development when you carry a high teaching load unless you plan on pursuing your professional development on your own personal time.
Positively, however course load and service responsibilities leave little time for participating in professional development	UConn has offered me no opportunities to grow professionally and academically. The consulting requirements to seek outside work is tedious and draconian.	What is offered is valuable, however, it is very difficult to find time to pursue opportunities. For me, most professional development happens externally in a setting where I can also build my CV and share my work (e.g., conferences)
many of the things offered conflict with my teaching schedule	not much at all, honestly. I don't have time for these workshops as I'm teaching 6 or 7 courses a year, hundreds of students, and providing service.	They are minimal causing me to spend my own time and resources on professional development and clinical scholarship.
I haven't been able to pursue opportunities for professional development.	Only had the time and opportunity to participate in activities that directly	I've benefitted from attended various CETL workshops, but it's often challenging to fit these into

	enhance teaching (through CETL).	my schedule. The recent addition of structured mentoring has been helpful.
Most of the time when I attend a CETL workshop, I leave energized but frustrated. It's exciting to learn of new strategies, but I get frustrated mostly because I don't have the time overhaul my courses in a substantive way. Even though I know doing so will improve the experiences for my students.	I think the CETL offerings are interesting but they don't always fit into my schedule, unfortunately. I'd love to be able to sign up for them but if I can't attend, receive a recording.	I have benefited from offerings, primarily in CETL and my campus that have been positive. The Learning Communities and workshops have been most helpful. I mostly wish I had more time in my schedule to devote to improvement.

Request for Supports:

Good opportunities for knowledge, but none really change or support my career advancement.	New faculty need more mentor support, especially new faculty who are not the standard tenure track assistant professor.	They haven't. I haven't had access to any of them.
Given my workload as a director and my teaching load plus all other service requirements it leaves me little time for professional development. Having some of these options listed above would be extremely helpful.	Most of my professional development opportunities have come through the national XX network as well as AAUP supported travel to meetings.	The OVPR/AAUP Faculty Travel Award has been really great. However, the university should consider increasing the maximum funding to at least \$2500 given the prevailing inflation. Other than this support, the university does not do much to support the professional development of CIRE faculty (not that I know of).
I have felt the support professionally to attend	Less professional development was done due	So far I was given the opportunity to start

<p>conferences/workshops and funds to develop course material. This has been very useful.</p>	<p>to heavy load of teaching and no support for external opportunities, such as conferences, leaves to pursue collaborations with industry or other academics. Only internal opportunities are available, such as CETL workshops, other institutes/programs workshops, which usually happen during the work day when I am always teaching.</p>	<p>[another new] course for the first time at [campus name]. I am hopefully going to introduce [the new course] at [campus name]. The campus was very supportive. Encouraged by these I was hoping to introduce the undergraduate research program.</p>
<p>There is support for getting funding for attending meetings but the level of work to set up a replacement and getting month worth of "we didn't cover that" statements when you get back makes it not worth it.</p>	<p>For me, as an online instructor, the best professional development has been CETL's workshops and course-development support. Additionally, the STAR fund program has assisted me in attending conferences. However, the fund was recently reduced.</p>	<p>I have started in August 2022 and I was whole involved in teaching so I did not get a chance to get to know what exact professional development programs are offered at UConn. I am still trying to familiarize myself with the system here.</p>
<p>[A specific school] has limited research funds, a higher teaching load (and more teaching hours), and less support generally for professional development. I am lucky to be a joint hire as I can access more research funding and support through my other departmental affiliation, but I think generally this is a big obstacle for professional development in [the specific school].</p>	<p>I'm limited in what I can do/attend. I'm involved with many national and international partners and colleagues and was recently named to an advisory panel/group of experts for a UN organization. More support in any way would help me worry less about how to participate and focus on the job I've been asked to do.</p>	<p>The only help I have ever received is some limited assistance to attend conferences (and it doesn't cover everything so I pay out of pocket). So my professional development has not really been supported</p>
<p>AAUP funds support conferences Dean appreciates and values clinical faculty CETL offerings are helpful but limited to promote higher level</p>	<p>I have a very supportive team and we are working on workload issues right now. However, the research I would like to do has been put on the back burner until the</p>	<p>They haven't. I have designed two courses at UConn. I received zero funding or support for them. I have also partially redesigned courses with</p>

<p>of development. Initially had Associate Dean that mentored faculty in their area (clinical scholarship). This role was eliminated when the Associate Dean left for another opportunity.</p>	<p>summer when I can get organized. Even then, I will not be paid for the work I am doing because I do not have a buy-out.</p>	<p>zero funding or support (and frankly, not done a good job at it because the "redesigns" are happening at night/on the weekends in the middle of the semester in preparation for the next semester).</p>
<p>It hasn't helped me grow professionally. Having to teach 3 large classes every semester has largely prevented me from pursuing much professional development. In addition, with lower salary and summer support, I need to teach during summer/winter breaks which reduces my opportunity for development or even resting time.</p>		

Structural Feedback:

<p>As mentioned in the other answer, the UConn library has had the most impact. CETL's offerings are no doubt valuable but I have found them too broad-based and lacking in expertise in STEM disciplines. CETL could benefit greatly from expertise in these fields.</p>	<p>Not sure I know what the current offerings are. I attend workshops available through UConn to improve my teaching, which I consider a professional development offering.</p>	<p>minimally, my mentor was the greatest asset I had who guided me toward successful professional development.</p>
<p>Over the years, I took advantage of many professional development opportunities. The best ones were learning more about my subject area offered by other institutions and going to conferences where I could travel, learn and network. As far as the UConn ones go, they are better in person</p>	<p>I think the current offerings in terms of professional development is limited and unclear. The expectation for me is just teach, teach a lot and teach well.</p>	<p>Really need a clearer and more easily accessible funding pool for professional development like I have had on faculty at other universities. Not sure if it is a UConn or Departmental problem, but it has not been easy or affordable to travel off campus for professional development in my current</p>

where you can do something hands on than just watching a webinar.		position, and that has significantly affected my morale and likelihood of retention as well as my skillset and networking.
There are no current offerings for professional development at the in-residence level other than the CETL teaching workshops.	Some departments support their in-residence faculty more than others, and they have more time for professional development and/or collaboration with others.	lack of time based on offer letter, ie if research is not listed on offer letter you dont get any time to do research and yet t tere is an expectation of scholarship.....
I am new and am just beginning to learn about these offerings.	I'll let you know after I find out if I won the CLAS teaching enhancement grant I'm currently applying for!	The most important offerings, in the Business School is the Summer Research Grant provided by the Dean's office and budget for traveling for conferences.
Have been helpful, could use more.	<p>There have not been offerings in recent months that are applicable to me at this time in my career. Offerings were extremely beneficial when for the first two years as I was learning to:</p> <ul style="list-style-type: none"> - use HuskyCT and Webex - develop learning objectives - navigate online teaching during the early months of the pandemic - draft my teaching philosophy and diversity statement - and much more 	

Requests for Networking:

The lack of organized networking has limited the exposure to new teaching ideas from other universities. I do read teaching journals, but talking with people can be more enlightening.	The offerings are useful, but the biggest gap is in our willingness to reach out to other universities and learn from how they address the same problems we face. That's more valuable than any in-house workshops, which just lead us into circular thinking.	
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Possible Solutions:

<p>The teaching and learning series with Dr Van Hoof have been amazing. It has helped me to transform my teaching to be more aligned with the current generation of students while honoring science based approaches to learning.</p>	<p>I have not taken advantage of the Professional Development opportunities because there was no real guidance when I joined UConn.</p>	<p>I have taken advantage of numerous professional development opportunities throughout my tenure at UConn, and they have been instrumental in developing my teaching and curriculum design skill sets. Without having access to these, I would have been constantly swamped with teaching year round (including summer, for extra pay to make up for salary differences with tenure line faculty) and never had the ability to further develop my craft.</p>
<p>They are extremely valuable, critical really. I am in technology which changes rapidly so it is imperative to be part of development activities that keep me current.</p>	<p>Yes, I participated in a College leadership training a few years back that was useful. The rest of what I have learned has been from mentors in the programs I work with.</p>	<p>I enjoy especially the courses which show me new skills in how to be more inclusive in my teaching and urge DEI related advancements in course material and initiatives.</p>
<p>The teaching and learning series have been somewhat helpful. Oftentimes the topics of discussion do not pertain to my area of work.</p>	<p>The faculty success program within NCFDD was exceptional and I'd like to see more initiatives like this coming from (and outside of) CETL.</p>	<p>I am very fortunate that my department and school provides me with endless professional development opportunities. I attend 2 conferences per year, I am currently in a grant writing workshop, and I am participating in an engineering education community of practice with CIRE faculty from other institutions. CETL has also been a tremendous resource, especially at the beginning of my career at UConn.</p>

<p>The grant that was offered last Summer 2022 by CETL to attend [another institution] on [teaching skills] was excellent. I am also very happy to be a part of a group of educators participating in the [a grant writing workshop], offered as a discount by the [a specific school] this Spring 2023.</p>	<p>I've attended many CETL offerings - which were great and incredibly helpful. But am finding I now need to reach out beyond these now to get ideas and information. I took a couple of Magna courses - they were also very helpful as I could take them over a period of time. This gave me a chance to integrate a few of the ideas learned. Some of the presenters were wonderful but I'm sure Magna has a huge network of really great teachers to pull from.</p>	<p>The numerous information and mentoring sessions that Dean Wade and her team have provided that have focused on various aspects of teaching, allowed for peer sharing of CIRE faculty experiences and addressed considerations for the PR process. These have been significant in helping me to navigate an application for promotion but also validating some of my own experiences and fostering development of a sense of agency as a non tenured member of the University . CETL workshops have been valuable in developing my pedagogy and I would attend more of these if my schedule were to allow.</p>
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Sabbatical Leave:

<p>So far it has been positive. I would like more opportunities to do research and get course release or sabbatical.</p>	<p>positive in the School of Business with the exception of not allowing CIRE faculty to earn sabbaticals</p>	<p>Other than access to sabbatical, I think the availability of professional development seems fairly equal between tenure track and CIRE faculty. That said it can be improved for both.</p>
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Thank You/General Response:

<p>I have managed to do my own thing and not depended on university support</p>	<p>CETL have been great with all professional development, supporting to send the faculty to other trainings, and guide when teaching faculty have a question bout pedagogy, technology,...</p>	<p>My research has benefited substantially from CIRE eligibility to receive conference travel funding and internal research grants, as well as from support for</p>
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		developing external grant proposals.
I've always felt supported to attend workshops and continuing education resources.	I really enjoyed participating in CETL workshops and training, though it's not always feasible with our course schedules. This participation has helped me reflect on my teaching practice and nurtured an awareness of my students' needs	CETL very helpful.
CETL does a phenomenal job. Their offerings are pertinent and helpful	<p>CLAS PTR seminars were helpful.</p> <p>CETL teaching seminars and workshops have been extremely valuable to my professional development over the years.</p> <p>These, and other opportunities, have given me a positive experience at UConn. Although I'm a non-TT faculty at a regional campus, the current offerings have made me feel a valued part of the greater UConn community.</p>	In 2020 and 2021, I attended some workshops offered by CETL.
I have found the CETL offerings to have been useful, especially those related to new technology and software. I have incorporated some into my classes and used others to make me more efficient.	Attending conferences is positive.	I have appreciated being a part of the AAUP for access to Travel Awards as well as College and University level guidance regarding advancement expectations. I feel more valued because of these efforts.
Helpful regarding reappointment / promotion;	I enjoyed the Leadership Institute from the University of Missouri Extension folks.	In a positive way. There are more that I can take advantage of.

events with the Dean fostered familiarity.		
Teaching enhancement grant was helpful and appreciated.	I have not benefitted from them, nor have I found them useful.	I don't understand this question.
Not much at all.	I'm a new faculty and haven't attended any PD opportunities yet.	They have helped me experience conferences in and outside continental US
Not at all	Some have been helpful, and others not as much.	They have not thus far. I am a new APIR, but have worked previously at UConn as an adjunct.
haven't used any	I was hired in August 2022.	Very little
increased understanding of challenges across departments	I feel I've been offered none.	N/A
They haven't.	The current offerings are mostly fine, but they're overly broad because they have to be designed to reach the largest number of faculty. As a result, it's difficult to tailor that which is learned in PD to individual, specific classroom purposes. In turn, that, plus the increase in my teaching load by the tyrannical dean, has resulted in difficulty in attending PD in the first place.	There haven't been any
made me sad.	Now that travel is approved again post COVID, options for conferences have increased again vs only attending conferences remotely	NA

Question 8: If there is one thing that the university could do to advance your professional development, what would that be?

Blank: There were a total of **62** blank responses for question 8.

Funding:		
The university could require faculty to attend at least one conference per fiscal year. This would ensure funding be made available and deans would approve requests.	Provide discretionary funds. I would use them for books, professional organization fees, Zotero (reference / citation software) fee.	I think something like a sabbatical would be ideal. More comprehensive funding for bigger projects (e.g. rebuilding a series of classes or publishing materials from teaching improvements) would also be great.
Summer salary for research.	Pay us more	Offer funding for course improvements
Same as above: Really need a clearer and more easily accessible funding pool for professional development like I have had on faculty at other universities. Not sure if it is a UConn or Departmental problem, but it has not been easy or affordable to travel off campus for professional development in my current position, and that has significantly affected my morale and likelihood of retention as well as my skillset and networking.		I don't have a teaching appointment so I don't need leave from teaching - but I do need travel funding for meetings/conferences and paid sabbatical leave. I have a small amount of travel from my department but it won't cover most opportunities.
I would select sabbatical funding.	Lessen teaching and service responsibilities and increase funding opportunities. I think many of us don't have time to participate and, when we do, the incentive is either unclear or non-existent.	Help us getting the grants, equal opportunity.
Provide opportunities/leads for research funding with the high teaching load faculty member in mind.	Increased funding	Give me the same funding opportunities as tenure track or tenured faculty.
Provide opportunities for leave. Provide travel funds to attend national conferences and/or professional development opportunities.	Increase monies for travel/academic projects	fund conference attendance without the current complexity.

<p>Provide funds for conferences.</p>	<p>Increase funds for conferences</p>	<p>Equivalent 'sabbatical leave' for CIRE faculty would advance the dedicated time for my professional development, publication, external funding (proposal writing), and collaboration.</p>
<p>Provide funding for conference, or buy-outs to implement new teaching techniques. For example, I would like to make all of my courses utilize a standards grading approach, but don't have the time during the semester to re-do all the courses, it would be nice to have summer salary to work on that.</p>	<p>Acknowledge the difference in workload between smaller classes and larger classes by funding added sections instead of increasing enrollment caps, and/or giving course credit for teaching large sections</p>	<p>Availability of some funds for the Waterbury campus either through the university or through home department</p>
<p>Access to travel funds to attend conferences.</p>	<p>Increase funding and incentives to attend conferences and pursue certifications.</p>	
<p>As a teaching faculty, it is always a struggle to find time for major course improvements and activities related to my interests in EdTech research and development. Teaching load reductions and leaves would help me accelerate the achievement of these goals.</p> <p>As a CIRE faculty, I need the additional income from summer teaching. Summer salary for research and teaching enhancement activities would similarly be very helpful in advancing my professional development.</p>	<p>I just saw one course that seemed great, but it is a large time commitment during my semester where I already have a large teaching load. Therefore I cannot commit the extra time in taking this fabulous course (Inclusive Teaching in Stem). So I have to miss out on this opportunity. Therefore course reprieve and or funding that would encourage me to be able to take the extra time to engage in such courses would help tremendously.</p>	<p>Provide funding and release time. I'm on a couple of high-level panels that will likely require travel (including international). While I've agreed to serve, it becomes difficult to fully participate without time to dedicate to this. We've had few in-person meetings so far, and it's often tied to a conference or meeting some members will already attend. As travel returns as a key component of conferences and meetings, a lack of funding may limit my ability to fully participate.</p>

Policy Revision/Push for Equity:

<p>seriously, we need a formal leave system, which is very important for our professional development and also will benefit our students.</p>	<p>As I mentioned above, it would be great if university understands and provide opportunity to APIRs to conduct research. Since APIRs are mostly involved in teaching, they should be encouraged to research on educational practices and for that they should be given credits or course buy out for that.</p>	<p>Professional development begins in the hiring process. Hire people at the appropriate rank and comparable to hires that are occurring at the same time. Allow for adjustment of this in the first or second year when it is clear that is a disparity.</p>
<p>Reduce teaching load to allow professors to dedicate part of the week to developmental activities, including research and publications.</p>	<p>As above - tuition waivers for CIRE faculty (or all faculty).</p>	<p>Offer Tenure to Clinical Faculty who are Full time.</p>
<p>Equity in opportunity. CIRE are not second class faculty. Especially if they are held to the same standards for promotion.</p>	<p>Either expect all tenure-line faculty to teach the large lecture courses on a rotation with in-residence faculty, or reward the number of students taught consistently semester after semester.</p>	<p>Better and more nuanced training in Diversity, Inclusion, Equity, and Justice issues that impact academic professionals, staff and students. These would include how to handle unconscious bias, microaggressions, class and caste system, structural and institutional barriers to progress for marginalized classes. These need to be offered at all levels in the institution, for student, staff and faculty, and especially Administrators.</p>

Professional Development & Time Constraints:

<p>Provide the opportunities and time to attend.</p>	<p>I would benefit for time allotted for conference attendance.</p>	<p>I am someone impacted by salary compression, so I teach summer and winter courses. This takes time away from professional development. Getting my salary into alignment would allow me to spend that time working on</p>
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		my pedagogy instead of teaching to meet salary needs.
Engage ALL teaching faculty with the scholarship of teaching and learning (SOTL) with providing training, data collection, publication, and research initiatives. Our current IRB process is very dysfunctional and time consuming. My recent IRB application took more than 9 months to be reviewed and approved. There are great research opportunity in our classes but IRB has placed a huge barrier in front of our faculty not pursue the educational research.	Allocate time and resources for scholarship.	Personally, some time for scholarship would be very much appreciated. Co teaching or a one course buyout once in awhile with a solid commitment on my part for deliverables during that time. All my scholarship is done after hours once my teaching responsibilities are met. Nursing science needs to continue to grow and it will not blossom if we are all doing our scholarship nights, weekends and holidays. The CIRE faculty will burn out and seek a lucrative position in the health care delivery system.
Give us the time to actually sit down and think-- and do research on how to do better!		

Request for Supports:

As above, truly support us by giving us access to sabbatical opportunities and funding for external conferences. Course release time is also important.	Create a cohort program with in-residence faculty that support like-minded professional development and research	Create an environment of support rather than competition
APIRs should be on a 3/3 given the amount of labor that is expected of them outside of teaching and the kinds of teaching they are given. With more time dedicated to our	Fix this inequity. These are all great ideas proposed in the survey but don't forget we're going to need big support from the Dean's office to sell this to TT faculty.	support our teaching and service responsibilities with the same level of support (time, money, and effort) we give tenured and tenure track faculty so that we can better support our

<p>growth and development, we could better support this university. Thank you for listening.</p>	<p>Thank you so much for your work in this area!</p>	<p>undergraduate and graduate students.</p>
<p>Allow for course reductions and other monetary support for in residence faculty. Also, provide more RA and TA support.</p>	<p>I strongly believe research is an important compliment to teaching in fast moving areas like engineering and computer science. So supporting research engagement is critical. Likewise, I strongly believe real interaction with firms that embrace technology is critical in helping us shape our curriculum. These two can be intertwined: D&R with regional technology embracing firms with APiRs on the frontline of the research/development and industrial needs.</p>	
<p>Administrative support is good. But the whole web/social media scene can be a dominating time-sink. It almost seems like having people in positions to maintain those things, that we would only need to provide content to periodically would be helpful, analogous to administrative support.</p>	<p>Continue to support and provide funds for professional development and offer virtual professional opportunities that are applicable to CIRE staff that work with the public (beyond students).</p>	<p>More program support so I didn't have to spend time chasing bounced checks, doing my own travel, ordering, advertising for programs, procard receipt matchups, registration for programs, and taking the same training programs - compliance, chem safety, procard, cash training, etc. I have to spend a lot of time on these activities and have less to pursue the programs I was hire to run as well as find time to attend more personal development programs.</p>
<p>Recognition that APiRs also need time and support to research effective teaching methods and improving the design of their courses. Summer salary or course load reduction would be particularly useful for this to ensure we have time for preparation outside of our expected course teaching requirements.</p>	<p>Invest in the infrastructure that supports the faculty (IRB staffing and response time, administrative support and staffing, travel support etc). The switch to the concur travel system while having benefits, also placed the burden of travel logistics onto the faculty member - most of whom have to submit and execute these tasks entirely on their own. The training is not helpful in being able to function within the system and with all the constraints</p>	<p>Provide and clearly advertise ways to supporting (money, time) the development/improvement of course curricula.</p>

	and rules for how/when to submit and work in the system it is a massive distraction and time sink for faculty - administrative support on this item would relieve this task from faculty. Similar struggles exist for the IRB in terms of their limited staffing resulting in slow turnaround times which impacts all aspects of grant funding.	
Research and professional-development support.	Summer support to make substantial changes to existing courses, or create new courses.	leave from teaching or course load reduction
Give me a direct line to course funding - money for equipping my courses that I do not need to beg for in grant proposals or from my department head. I suppose having a grading TA would allow me time to write such proposals, but since neither of these things will happen, then maybe I should list something more practical... I just want the money to invest in my students and give them more individualized attention and project support.	Provide better support to the library for journal access - the new system is horrible. Provide better support for exam processing and CSD. Having one scantron center across campus uses up my time. Having to walk to CSD to get exams, uses up my time. The old system where exams were delivered back to me via interdepartmental mail or the student was much better. Also please re-open the Up and Atom Cafe. I now have to walk at least 30 minutes round trip to get food or coffee and this is a waste of valuable work time.	Summer support to collaborate with other faculty and students on research projects. This would help in staying familiar and up to date with the latest technological breakthroughs and innovations, which informs our teaching and course development

Structural Feedback:

The university should ensure that all departments are adequately funded. Departments in some areas	Take a good hard look at all of the internal paperwork, reports, and procedures. Get rid of the chaff and keep only	Send me better prepared students.
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<p>of the university do not have sufficient funding to hire necessary faculty and staff or to provide graduate assistantships to qualified students, with the result that current faculty and staff are overworked, are in conflict with one another over limited resources, and do not have time to develop their careers or to develop the teaching and research programs in their departments.</p>	<p>what is absolutely needed. Give us back the time all of this other stuff wastes.</p>	
<p>Smaller class size to facilitate student interactions.</p>	<p>Decrease my course load</p>	<p>See first comment above. Transparency and clarity of expectations.</p>
<p>Treat me as an individual that doesn't fit into a model. Some of us bring really valuable experience and work to UConn. The one size fits all formulas don't always work. There needs to be a more flexible system that can recognize our contributions to students, school and/or community. For example, I was brought in on visiting lecturer. 8 years in, I am an instructor in residence. I keynote conferences and run an institute but there is no way to move me up because I am .5FTE. (even though Assoc Professor in residence was promised to me). I expect I am not alone. Happy to talk more about this.</p>	<p>Some of us can probably be effective on the administration side of the house. Most of us have substantial business experience. An opportunity to manage projects or programs out of the Provost office, etc. would be appealing. Maybe a reduction in courses for a specific period of time to offset or position as 10/12-12/12 salary for completing the role.</p> <p>Most director roles on the academic side require tenure. So, that is also a hurdle. Makes it difficult for in-res to contribute in meaningful ways.</p>	<p>The workload must be adjusted for clinical faculty to have time and resources for professional development. There is a glaringly obvious inequity between tenure research faculty and clinical faculty. We are expected to do the bulk of the teaching (with 24+ students per course) AND work clinically while researchers teach classes with a handful of students and are not bringing in enough research dollars to maintain their salaries, much less keep the campus lights on. This model is not sustainable in terms of maintaining positive student experiences, enrollment and critical revenue dollars. We are sabotaging ourselves in trying to maintain an antiquated workload model.</p>

An orientation event and easily found resources for new CIRE hires.	Reduce the course load to 2/2 from 3/2. This is based on an antiquated idea of the kind of course prep and teaching done by faculty, particularly those of us working in highly technical fields.	Decrease the teaching work load so that CIRE/Clinical track faculty are given ample and similar opportunities for scholarship and service that the TT faculty are afforded.
To facilitate our participation in conferences, workshops and trainings.	Identify how to incorporate mentoring that would support my ability to conduct research/ publish on the science of clinical education.	APIR in CAHNR are same pay scale as APIR in the Business school
equal pay/pay scale by position across campuses along with a publication of ranges by campus and school ie APIR in Waterbury are same pay as APIR in Storrs	Summer salary to develop and improve my classes without the constant pressure of teaching, grading, running labs, etc. I just need more time, and with nearly 100 students in 3 classes I don't have that during the semester.	counted towards anything since I'm not physically teaching when I prep etc. More departmental responsibilities thus keep getting thrown at us taking more time....but more time to focus on our classes and students is what we really need.
Providing tuition waivers and an equitable mechanism allowing faculty to pursue additional degrees.	Establish greater pay equity in my School. Even with a greater workload (e.g. the number of students and the type of assignments to grade), I still make over \$20K less than my peers.	Count our load as more than just time we are in class. I spend so much time preparing and doing work for my classes that doesn't seem to be

Requests for Networking:

I find that I learn more by speaking with colleagues from UCONN and other institutions, increase frequency of workshops and idea sharing	I would love to have a list of faculty who is considered to be excelling in their teaching role- specifically in leading discussions or implementing a flipped model- and observing one of their courses and ask questions after.	
Sponsored networking events between schools.	Help connect us to faculty in education who can partner up for writing educational grants ; for us to learn	It would be nice to have a close network of faculty that are interested in exploring and growing... folks that can

	assessments, competencies, etc. to write educational research grants.	help me push my boundaries and I can do the same for them. So far I've not found that. I suspect such faculty are here but everyone is so time crunched. During the semester we are all so busy then UConn shuts down during winter/summer breaks... which is when I do have time and would love to really dig in...
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Possible Solutions:

Value the applied actuarial research work I do	Recognize that there are major differences between expectations of faculty in specific disciplines. We are not faced with the same set of challenges across the University. This answer ties into the other answers above.	Provide course load reductions for participating in semester long professional development workshops/programs.
Same as my response to the 1st question. Help in developing external relationships would be the most important thing for me at this time.	provide time as part of my contract to work on professional development, 15-20% of my time should be allowed for scholarship. Currently 100% of my time is teaching. Any development is on my own time.	Professional Mentor and coach with time to engage in scholarship.
Reducing teaching load to give more time for research. Trainings/workshops for writing proposals for grants for early career researchers.	Provide opportunities for leave and professional development.	Opportunity to step away from the endless task lists to focus on learning, thinking, and advancing skills and ideas.
Offer course flexibility - recorded sessions or multiple live sessions - to reduce schedule conflicts.	Mentorship	Actually, administer the mentorship program that helps with our development

<p>Give some credit buyout for lower amounts of grant money. Even if it is for one credit. In nursing, the clinical commitment is much greater than didactic. For example, one credit in lab is three hours of teaching with no prep. Three credits for clinical is 10 hours in a clinical setting. For my didactic class, three credits is equal to 2.5 hours of class.</p>	<p>A 3-3 teaching load and lower course caps!</p>	<p>Help In-Res publish has been a need for me for a long time. So that's the first thing I thought of. But I love the idea mentioned above about collaborations with other institutions to teach somewhere else for a while. The exchange of ideas could be invigorating!</p>
<p>Offer course releases to be able to advance professional development, embedded in a company for example.</p>	<p>Paid academic leave to invest in teaching or training in other areas</p>	

Sabbatical Leave:

<p>semester sabbatical release time similar to T faculty for CIRE faculty that have meaningful research or teaching enhancement opportunities</p>	<p>Sabbatical</p>	<p>Provide a course load reduction or sabbatical leave.</p>
<p>sabbatical. The university can't have things both ways. It can't rely on CIRE faculty to be the backbone of undergraduate teaching and consider us fully equal faculty when it comes to teaching and then also exclude us from practices/institutions that are available to "real" faculty.</p>	<p>Provide sabbatical leave</p>	<p>Please allow us a sabbatical to refresh, research and retool! We need it just as much as tenure-track faculty.</p>
<p>sabbatical</p>	<p>Provide paid leave such as tenured faculty get for sabbaticals or teaching load reduction to pursue research projects.</p>	<p>Offer a semester sabbatical to clinical track faculty with 6 or more years of continuous service for professional and scholarship development.</p>

<p>lower course load, give sabbatical</p>	<p>I teach three classes a semester. The classes I teach are always changing and require a great deal of prep work. This leaves very little time to do anything else. As it stands, despite the fact that I have a nine month contract, I spend my summers preparing to teach the next year's classes. To get promoted, I need to demonstrate that I'm doing more than excellent teaching. But I have no time to do anything else. It would be very helpful, if like tenured track faculty, I was eligible for occasional sabbaticals to achieve the milestones necessary for promotion.</p>	<p>give in in-residence faculty sabbatical. we are getting burnt out. we are not treated equally.</p>
<p>Leave from teaching to pursue professional development for one semester.</p>	<p>I do think having the opportunity to take a sabbatical or leave with pay for a semester would be a wonderful way for contingent faculty to conduct and share cutting-edge research, produce new knowledge, innovate and be regarded as leaders in our chosen fields.</p>	<p>Create a path to tenure and sabbatical for teaching.</p>
<p>Leave from teaching to pursue professional development (one semester at full pay or one year at half pay) comparable to sabbatical of the tenure system.</p>	<p>Having the opportunity to take time off from teaching would be of tremendous help for my professional development.</p>	<p>course release. sabbatical. Respect that teaching is a professional skill that needs to be nurtured and developed, and not always through yet another workshop I need to squeeze into my day.</p>
<p>Course release so we can work on improving what we are teaching.</p>	<p>Although sabbatic leave is available, to my knowledge, of the few Clinical Faculty</p>	<p>Leave from teaching with full pay for one semester.</p>

	that have requested it, none have been granted it. So there is no precedent for success.	
Consider sabbaticals for CIRE faculty.	Allow me to take a sabbatical leave so that I can pursue professional development. Thank you!	As mentioned in my previous answer, I've had been able to take advantage of a number of opportunities throughout the years. In some cases, this came at a great cost to myself and my family life since I've always had to do this in addition to my usual work responsibilities. My point is that creating a type of sabbatical leave for in residence faculty would be instrumental towards further enhancing my skillset as an in residence faculty and also restoring a bit more of work-life balance.
	A sabbatical to check how other schools are teaching while they are teaching the class would be helpful.	

Thank You/General Response:		
Can't think of anything additional.	I am too new to provide a helpful answer to this question.	N/A at this stage of my career