

MTP Survey Results, 2008

Five survey questions were asked of the MTP participants:

1. What value does the MTP offer for a USMA faculty member?
2. Did the program have any impact on your teaching? (i.e., did you make any changes or do things differently in any way based on your experience in the program)
3. What advice would you give to a USMA faculty member considering the program?
4. How can I improve the MTP?
5. Any other comments?

All replies are shown below.

What value does the MTP offer for a USMA faculty member?

- MTP introduces faculty members, especially junior ones, with aspects of faculty development with a focus on instruction. Most of us who arrive at West Point to teach may be versed on subject matters, such as chemistry or physics, but we haven't had the time to delve into pedagogical aspects of teaching. And how we teach or how we assess learning is just as important as the lesson material.
- The value is that there is an attempt to ensure that there are certain expectations of teaching and that some methods are better than others. MTP allows a faculty member to get different perspectives from each Department. It also helps us understand different Department paradigms.
- In amongst the whirlwind of first-year instructor life, it forces you to step back once a month and look at the big picture rather than day-to-day and lesson-to-lesson concerns.
- The MTP allows instructors to continue to develop beyond the instructor summer workshops that the departments conduct. This program can give valuable ideas for enhancing the classroom environment and also allows instructors to discuss their ideas or questions with other instructors.
- It offers an outstanding opportunity to discuss and "brainstorm" new and innovative ways to improve teaching techniques. Once a month, you are able to re-focus and adapt numerous other ideas into your current teaching style. - MAJ Rea
- It improves his understanding of the learning process and how he can more effectively teach.
- Participating in MTP is declaring that you want to be a better teacher. This desire for self-improvement shows humility and is commendable, and when coupled to the material learned and discussions held, makes for a very strong Academy faculty body in both skills and motivation.
- For a first year instructor, the most value came from being "forced" (for lack of a better word) to reflect on different aspects of teaching that I may not have otherwise made time to really put thought into. Any of us could find all the listed articles/books/etc. on our own, but being a part of the MTP forced me to make the time to not only read (all great articles, by the way), but to put some thought into how the topic at hand was relevant to what I was already doing in the classroom. The act of writing down some reflections took only a few minutes, but I found that the result was very helpful in generating ideas to make me a better teacher.
- By providing a forum to discuss teaching issues, it helps keep us focused on teaching. As a first-year instructor, it would be very easy to become overwhelmed by the day-to-day requirements and simply go into "survival" mode. MTP helped my focus remain more broad - and this was a good thing! - MAJ Bruhl
- 1) A focus on pedagogy that is not necessarily taught in graduate program that might be focused on a specific discipline. 2) Also an opportunity to see how peers in different departments are dealing with certain issues that you might also have. 3) The monthly discussions stir up creative ideas and challenge you to try new methods of teaching to improve student learning.

MTP 2008 Survey Results

- A chance to meet with faculty from other departments and discuss teaching styles and techniques.
- The MTP provides a forum for newer instructors to discuss their opinions of instructing, and gain insights through reading selections as well. Very useful for first-time teachers.
It allows me the opportunity to talk with instructors from other Departments and incorporate their ideas and techniques in to my own classroom environment. It also serves as a mechanism to test ideas on faculty before introducing them in to the classroom. MAJ Scott Taylor
- MTP offers a time and a place to reflect on teaching and to think about new ideas for teaching. The time commitment serves to ensure that faculty members have an opportunity to think about what they're doing and why that would be otherwise hard to come by.
- I think it is extremely valuable to a USMA faculty member to a) hear what other instructors in other departments experience, and deepend the pool of good ideas, and b) it's a good time to reflect on one's own teaching and how to make it better (and to better try to understand student learning)
- Facilitates discussion of a number of elements of teaching that far exceeds what is covered in new instructor orientation.
- The benefit is two-fold. (1) It is offers a chance to critically evaluate yourself and grow as a teacher outside of departmental visitation. (2) It was the primary mechanism for me to share ideas with other faculty members in an interdisciplinary setting.
- The program is valuable in setting aside time for faculty at USMA to really think about teaching. In the course of the academic year, it is sometimes easy to forget what we are really here for--teaching. This course enabled me to think about what teaching and education are from an academic perspective and then it enabled me to implement many of the concepts discussed into the classroom.
- It gives faculty a chance to reflect on the business of teaching. The discussions provide different perspectives on the discussion topics. The reflection and discussion allow you to broaden your views on how to teach effectively. -MAJ Novoselich
- It allows us to see what our peers are doing in the classroom and forces us to think of things that we may not otherwise consider as a new instructor
- Many of us learn nothing about pedagogy in grad school before coming here to teach. MTP allows you explore different concepts or thoughts on teaching. It provides an avenue to explore and discuss why things are going good or bad in your classroom. Hopefully it provides a way to improve instruction for the cadets.
- The requirement to slow down and think about teaching--ostensibly our primary duty--once a month.
- MTP allows faculty members to investigate and discuss theories and techniques of teaching. By reading materials and discussing with colleagues, I came to a better understanding of what I was doing in the classroom and a clearer path toward course and instruction improvement.
- An opportunity to read, think, and talk about teaching, our number one priority.
- It provides a forum to share ideas and learn to be a better teaching from various faculty across the academy.
- The MTP program offers an awareness regarding teaching concepts and principles. It helps an instructor/professor improve by honing their teaching skills based upon learning styles of their students.
- In provides a nice venue in which to see what other faculty members in others departments are doing. It also covers good topics for individual consideration.
- It's a great value, because is one of the best ways to share your teaching experiencies with your mates in an excellent faculty environment.
- It is a priceless West Point primer for the faculty members who are not the graduates of West Point. It gives insights on the unique learning environment at West Point as well as general education topics. I learned a lot about the cadet life style and psychology.

MTP 2008 Survey Results

- Great opportunity to talk about teaching as well as approach it from a theoretical perspective.
- A systematic way to develop teaching skills. A cohort to share ideas about similar problems and obtain different perspectives.
- Great chance to share lessons learned and discuss teaching techniques - forces us to take time to reflect on our teaching and hear other perspectives and new ideas from other departments (LTC Rounds)
- It provides the students an ability to look at the whole picture reference academics. Personally, it provided a different lense to look at my teaching style.
- A formal and recurring forum for discussing and improving our main mission at USMA. Although intradepartment discussions are good for initial pedagogy that is known to work at some level, a wider discussion with other disciplines is great for expanding knowledge and generating ideas that can improve one's teaching.
- The MTP offers the faculty member a systematic approach in which instructors are able to explore innovative ideas to improving teaching styles and to increase classroom awareness between students and their teachers.
- The MTP affords faculty members with valuable interactions with faculty members from other departments. I learned many new things that other departments were doing (new initiatives, etc.). It also provided me with the latest teaching pedagogy and new ideas to try in the classroom.
- Cross-talk between members of different faculty. The opportunity to affirm the pursuit of excellence as a goal of USMA faculty.
- The biggest thing was the opportunity to talk about teaching. You knew coming in that it was a "safe zone". I also appreciated most of the reading assignments.
- MTP is a valuable forum for learning how to teach and exchanging ideas. The program helps keeps me focused on quality instruction. J Rogers
- Interaction and open dialogue among other departments to share new ideas about teaching/testing techniques. Also gives us a better understanding about the similarities and differences that exist among the departments.
- Exposure to other works on education through the articles presented. This has really allowed me to look deeper into the politics, policies and practices of education both here at West Point and other academic institutions.

Did the program have any impact on your teaching? (i.e., did you make any changes or do things differently in any way based on your experience in the program)

- MTP introduced me with some concepts and tools for teaching that I had not considered before. It also made me think about teaching and how to do it better. So yes, MTP did have an impact on my teaching and it will continue to do so as I continue to think about it and how to improve upon it.
- Yes, the MTP helped me develop and reinforce by teaching philosophy throughout the academic year. At every session, I took something positive away from each discussion participant. It made me think in more broad terms across the spectrum of cadet educational needs. - MAJ Rea
- Yes - I changed both the way I approached my lesson preparation and my in class teaching. It also helped me focus on assessing student learning.
- Many great techniques were presented, are being considered, but have not yet been implemented in my classroom. Soon enough!
- Very much so, particularly in the area of assessment techniques. The ideas presented throughout the first year really got me thinking about the effectiveness of my teaching, and in turn, how I could evaluate that, and how I could help my students assess their own learning.

MTP 2008 Survey Results

- I implemented assessment techniques where I could in the classroom, and became better at gauging how well my students were understanding the material. I expect it will have more impact in the future when I direct a course on my own.
- The program reinforced changes that I made in the classroom to incorporate technology and make the class student centric. I arrived off-cycle in JAN 06, so when I started MTP, I had already taught a full semester. I had begun to implement changes halfway through that first semester and MTP gave me a sense of validation for making those changes. I plan to incorporate more classroom assessment techniques in the fall.
- YES. It encouraged me to use more teaching methods in the classroom, it encouraged me to use more assessment techniques, it improved / clarified my teaching philosophy, and it made me appreciate a number of factors about grading.
- Yes, I think classroom assessments were the biggest concept that I frequently included into my lessons and teaching plans.
- I used many of the assessment techniques we discussed. I found it helped me to measure where my Cadets were prior to the WPRs. MAJ Scott Taylor
- I found that most of what we covered in class we had already discussed in Instructor Summer Workshop in the CME department. I did use classroom assessment techniques more extensively because of our discussion in MTP.
- I gained better understanding of student centered learning and I tried to start teaching what the students needed in a method that was most useful to them rather than trying to stick to some hard guideline.
- Yes it did. Several of the readings and group discussions prompted ideas that I immediately implemented (helping cadets to get out of their comfort zone, reducing anxiety in my students by my own actions and attitude, asking good questions, inspiring a higher academic ethic).
- Others prompted ideas that I intend to implement in the future (after-exam survey, have cadets write exam questions, make use of an on-line discussion board, do more regular assessments throughout the semester). - MAJ Bruhl
- Absolutely. First change to my teaching directly attributable to MTP: in-class assessments (in-stride surveys) to improve my style
- More importantly, it gave me the confidence to change my style significantly between 1st and 2nd semester and to take the risk of trying new things in the classroom (rather than continuing with what we were taught in New Instructor Training).
- The program helped me reflect on what I did in the classroom and identify weaknesses in my method of instruction. It also exposed me to methods for gathering feedback from cadets to highlight areas of improvement in my instruction. I applied the feedback gathering techniques and applied the results.
- Yes, it made me consider my teaching style and consider some alternative methods that may be more appropriate to students of different learning styles.
- Not this year, but it has influenced how I am preparing for my time as a course director next year.
- I tried some of the ideas that I read about in some of the readings. The monthly meetings were also good reminders to continually assess how I was teaching.
- Yes, it did. How I handled myself in regards to questions and interaction with the class improved.
- Yes, I integrated many of the techniques discussed in the readings, as well as those presented by other instructors. Some were effective, some not so much, but the experience improved my effectiveness as an instructor.
- The program definitely has an impact on my teaching. I was more open to getting feedback and different ideas.

MTP 2008 Survey Results

- Yes. It gave me some ideas on things I can do in the classroom to improve my teaching. Implemented assessment techniques. Varied teaching methods to engage students in a more active learning role. Adjusted assignments and tested at higher levels of Cognitive Domain.
- Yes, the ideas I picked up greatly impacted my teaching style. Hearing how other departments do business in their classrooms either gave me new ways of approaching teaching or reinforced the reasons why I took a certain approach.
- It is hard to think of specific examples, but I am sure it made me a better teacher.
- Yes. I took ideas I learned in MTP and applied them in the classroom.
- It did not impact my teaching style much. However, it help me choose proper techniques. Every semester I made major changes in my techniques in giving homeworks, administering quizzes, instructor event design, even the ways to choose project partners based on the things that I had learned from this program.
- I definately changed the methods in which I taught - testing methods, methodology and tools used.
- The discussions and readings helped me realize that teaching styles vary and change based on several factors...teacher, student, course objectives and testing types. I also realized that often we teach for the test instead of teaching for future application. However, I also found that the cadets prefer that method due to the competitive nature of this instution. The cadets were more concrned about the grade than the application. Whenever I had a cadet come in about their test or paper that would argue why they shoudl get more credit not ask why their answer was not correct.
- Of course, it's one of the outstanding things the program provides you with. Not only we learnt from the theory but from the practical examples and practise as well.
- Different ways to expose and explain subjects and great ways to best interfere during the class.
- Definitely, based off of some of the discussion and readings, I would restructure a lesson or block of lessons.
- MTP reinforced a lot of the things that I was already doing. It changed the way that I taught and had some impact on the design of the courses that I taught
- I think I developed my own teaching style that was in some part influenced by the program.
- Yes, I incorporated several teaching and assessment ideas into my courses. It also provided me with more confidence in my teaching style and prompted me to take a critical look at my syllabi.
- The MTP program had a tremendous impact on my teaching. I concentrated on how to deliver the content to my students for every lesson. After I figured out their strengths and weaknesses, I used techniques that I learned from the MTP to facilitate learning.
- Yes -absolutely. I tried to incorporate several new techniques throughouth the last two years that I have been in the program - including using technology in different ways (LTC Rounds)
- Yes, I altered my method of assesements as well as considered much of the course information when conducting a curriculum review. The MTP program forced me to think more often about my daily activities as an instructor.
- At the least, the program impacted how I think about teaching. I have tried several things that I learned or discussed during the program, not always successfully - but that is part of learning also. This course has particularly influenced how I approach teaching cadets in elective courses - the courses that (presumably) they truly WANT to attend.
- The MTP had a significant impact on my teaching. I have always been concerned of my students' motivation level when arriving to class. The MTP allowed me to develop more innovative techniques to engage my students' interest throughout the course. This approach was primarily based upon the type of learners that I had in my class, which was critical information that I also picked up while involved with the program.

- I can't pinpoint any specific change.

What advice would you give to a USMA faculty member considering the program?

- Here are the things I jumped into as a first-year instructor: Asst. OR for a Club-Squad Team, MTP, PME2, 4th Class Sponsorship. If I could do it again, I would definitely not sponsor any Plebes, and I am ambivalent about PME2...but I would definitely help with a cadet club and do MTP.
- It is well worth the time. However, ensure you commit the time to do the program.
- A worthwhile expenditure of two to three hours a month.
- Sign up for MTP - the earlier the better! Some may argue that MTP would be more appropriate after the instructor has some experience. While this may provide more context when completing the readings or preparing for discussions, this benefit is outweighed by that gained by increasing your knowledge about teaching while doing it for the first time! What you learn from your peers in the program is as valuable (maybe even more sometimes?) than what you get from reading. Being exposed to the various disciplines and discussing teaching issues that apply to us all, regardless of discipline, is hugely beneficial. - MAJ Bruhl
- I would make it mandatory. There are some individuals who need to drastically improve their teaching style.
- Definitely enroll in the program. Even if you decide not to finish, you will benefit from considering things about teaching that you probably have never thought of before.
- MTP does not take much time and the information (the tools) that you come away with from the reading and discussions can be valuable. Once you have the tools, it is up to you whether you want to use it or not, but at least you have them available to you.
- I highly recommend it. You get out of it what you put into it.
- Do it--the program is worth the time commitment required.
- Give it a try. It is not a large time commitment by any means. It is a good way to meet other faculty members outside your department. It is a great way to expand your teaching knowledge base. -MAJ Novoselich
- The MTP is well-designed to be helpful to you regardless of how long you've been teaching. You have nothing to lose by participating--it is a low-stress program in which you get out what you put into it. Participate in the MTP program if you want to be a more effective teacher. The minimal time you put into the MTP will be compensated by the time you save in lesson prep, AI, deficiency counseling.
- Same comment as above. It provides a great structure for learning about teaching and thinking about why we're doing it. It helps in learning what/how to teach but more importantly enables us to be intentional about what we do as teachers.
- Do it. At least go through the first year. The time commitment is low the first year.
- Definitely consider enrolling in the program. It is not a huge time commitment. Don't expect to "learn" a lot in the readings or in class, but use the assignments and classroom discussion to hone your teaching skills and "think" about how you spend your most important hours of the day.
- If you are new to teaching or would just like to improve, this program is definitely worth the invested time.
- New instructors (or even experienced instructors) should definitely participate in the program. The readings and meetings will help to make you a more effective instructor. The time spent on this program will help in daily instructor duties.
- Definitely do it even if you aren't considering advancing your academic rank. You will learn something.
- Participate in the program! No question, you will be a better teacher/educator. - MAJ Rea

MTP 2008 Survey Results

- I strongly encourage all new faculty members to enroll in MTP. I've gained a tremendous amount of insight in to how to be a better teacher. Teaching isn't about knowledge transfer. It is about building critical thinking skills. Skills which our Cadets will need as Army officers.
- Do it. It's not that much of a time sink, and you get to interact with faculty from other departments.
- I would highly recommend the new program.
- Spend the time to read and think about the assigned articles prior to the discussion sessions. Otherwise you're just along for the ride and can't contribute anything to the learning going on. If your focus here (for whatever reason) is not on teaching, don't bother. The sole benefit of this program is improving yourself as an instructor.
- Get yourself a binder to collect your notes. Write comments/observations/questions/reactions regarding the reading prior to each meeting. Summarize the meeting discussion immediately after the meeting (same day). I recommend to all of our faculty, particularly the rotating members of the department that they participate in the program. Permanent party can also benefit from the course. While they are all to be considered experts in their fields, I believe that they can learn about teaching theory and practice from the course. MTP is best suited for the new instructor, but all can gain from the experience.
- Do it. The program seems to be much better with the change in program leadership. My first year was with a different leader and it was all about storytelling on the part of the leader. Very few opportunities to discuss.
- Definitely take it, even if it means starting the program in your second year. It's much more effective if you start the program as you're beginning teaching, though.
- Do not hesitate and start thinking on that. Join it!!!!
- Teaching is the most important thing we do here at the Academy. The MTP is the best way to continue to improve your teaching skills. Absolutely make time for this in your busy schedule - it is well worth the time invested in reading and discussion at the meetings (LTC Rounds)
- Start the program and stick with it.
- The normal time commitment is a couple of hours a month--it's worth it.
- MTP provides a good way to both share and get ideas across disciplines that you can apply to your teaching.
- In terms of developing your teaching techniques you can not find a better return on investment for your time. Try it. It's worth the couple of hours per month.
- Look at the articles objectively, but also realize that this is a Military Academy. The articles refer to "other" academic institutions, but West Point has many more demands placed on their students.
- Come to the discussions with something to add...you will be amazed at how different the departments are regarding certain topics. Share your department theory or practice.
- Start your project/paper early (1st year).
- I recommend completing the program. First, you have to sign up for it. It will be invaluable experience in your teaching and professional development. Second, feel free to share your ideas and opinions. Don't be afraid. Lastly, get an early start on your research project.
- My advice would be to join the MTP. The sessions with Dr. Evans are very thought provoking, in that he asks questions that instructors do not ponder or even want to ponder about their own teaching style. The program forces you to address whether your approach is really the right one or steer you into a direction of change. I would highly encourage all course directors to take this course because it walks through course design and allows instructors to determine the types of goals or objectives that you require based upon what you want to achieve with your class.
- This program WILL improve your teaching and courses!!!

- You have nothing to lose, but you stand to gain a wealth of knowledge regarding your current profession.

How can I improve the MTP?

- I would have liked to see some sort of mentoring process involved... this was intended but unable to happen this year.
- It was helpful to talk about the reading during the session before discussing it as a group. Some PhDs (at least myself anyway) "refuse" to speak during group discussions.
- It is fine.
- No ideas...think it's a great program. It provides the right balance of being useful with an appropriate amount of time invested.
- Just ensure that the departments are well mixed. Having interactions with members from other departments was illuminating.
- Post the readings at least 2 weeks prior to meetings (sometimes they were available very early, but sometimes it seemed like they were posted only a few days prior)
- Along with the reading, provide participants with 2 ice-breaker questions in advance to facilitate discussion during the session.
- Can't think of anything right now - readings are appropriate both in content and length, discussions are structured yet flexible, and class scheduling is very accomodating.
- I'd like someone to come to my classroom once or twice a semester and tell me how I'm doing. I feel like USMA as a whole is missing that component. I can only improve so much without someone telling me what I'm doing wrong.
- No real improvements are needed. I like having the flexibility of attending the session that is most convenient to my schedule.
- Better focus or guidance on the research project. Maybe post some examples to help participants scope the project
- More senior faculty involvement.
- Not sure. I thought it was good. I appreciated the open discussion forum and the flexibility to attend other sections if need be.
- Sustain the current level of recommended reading prior to each session.
- Sometimes, in an attempt to build rapport, or sustain rapport within the group, the discussion gets off topic. When this occurs, the meetings lose some of their value. This only occurs occasionally.
- Assign teaching mentors from the beginning. Have them assess a class at the beginning and end of each semester. That would provide better feedback to the instructors. The discussions only go so far.
- Discuss past classroom research projects conducted by USMA instructors with Year One participants in the beginning to give them specific examples.
- Lesson 1 (with readings covering the hierarchy of needs) needs improvement. I got very little out of this lesson, and confided to my officemate that if things didn't get better than that, I would not spend any more time on MTP. Luckily, it did go uphill from there and I stuck with it.
- From my perspective, I was disappointed in the beginning of the course because I expected to learn a lot about teaching and education. It wasn't until later that I realized that learning wasn't as important as thinking about and discussing the different approaches to teaching that we already know and understand. If you could be more up-

front about what we get of the course, I think it would be helpful for many of us who may initially just be searching for knowledge!

- 1) The earlier the readings can be posted, the better. 2) I was under the impression that we were to have classroom visits by senior faculty from outside our department while going through MTP. This would be extremely beneficial to do. 3) Share MTP research project reports from previous MTP students with us. This would expose us to new ideas being tried around the academy and possibly alert us to something that we may want to try. - MAJ Bruhl
- Require a class assessment/visit to another department. I finally did it and it gave me some great ideas. I just think most people are so busy they are not inclined to go outside their department unless they have a reason to.
- Encourage peer coaching among participants in the program, especially the second-year participants. Have a mentor for the first year folks, even if it's only a semester. Provide an online space for further "conversations."
- One of the best ways I would suggest it is to share your experiences with the rest of the faculty members by providing your input to the "CTE today"
- Keep the realistic expectations of the faculty "students". The plate fills up quickly. Toward the end I noticed the "mandatory" participation with the cards and comments. I thought that was a reasonable expectation and kept equal participation from the group.
- Try to promote the mentorship component more.
- I think it is a solid program. No new ideas come to mind.
- The course material discussed in MTP was excellent. However, some of the articles were very lengthy which I did not have a problem with at all. I think that there should be some form of accountability for participants who do not prepare for the sessions.
- A person could walk into the MTP session without reading the material and discuss topics unrelated to the topics at hand and appear as if they reviewed the required documents for that session. This does not benefit the instructors that have reviewed the material because it detracts from the focus of the lesson.
- Maybe submitting a brief paragraph when you arrive at the session to summarize the monthly reading would be beneficial. It will force participants to be more prepared and allow for more constructive discussion from everyone.
- Start talking about the paper requirement early in the Spring of the first year. I would have liked to have had guidance going into the summer where I could have at least mulled over several ideas. (In my case, I'm sure the lack of info occurred based on the summer transition of CTE Directors.)
- Spread the schedule out in the week. I think most weeks the hours were always Monday, Tuesday and Wednesday. Although I always tried to get to my hour, in two cases I would have benefitted from a class available on Thursday or Friday.
- For those people choosing to do a literature review, I would suggest trying to front-load that for them. The research process can open up a whole new area they hadn't thought of and might not have been discussed in the meetings (even over two years). This could then afford them the opportunity to implement some of the things they've read about prior to departing USMA.
- I think the program is fine as it is. It doesn't take the participant out of class because the meetings are scheduled based upon availability. The content is highly relevant to our mission here at USMA so I don't think the program needs any tweaking.
- A short written assignment on the monthly topic or personal reflection on the monthly topic would enhance the program. Have the participant to submit it to his or her partner and you. Discuss some of the interesting ones during the session.
- Perhaps, the MTP should include a more formal way to conduct classroom assessment of teaching, such as video taping classes. However, this should be done in a non-threatening manner for the faculty.

MTP 2008 Survey Results

- Consider lengthening the meeting times. This is graduate level activity and one hour per topic does allow for the depth required. Recommend 1.5 hours. Also, change the meeting location. Too small and not conducive to getting up and writing on boards or working in groups. MTP should be taught like a graduate seminar - currently the program does not meet that level.
- Include more articles that reference the other Academies. Compare the daily demands (formations, mandatory meals, 4/8hr training, ranges, drill, intramurals...etc) and course requirements for each of the academies to include their military & summer training. How do their cadets compare academically to ours.
- We are an academic institution, but we need to look at everything else too...that is what makes us different. Can you tell that I am from DMI?
- How about inviting the people that have already finished the two years to continue to participate in the program. I would love to take part in the discussions next year. The articles presented were about the right amount in length, maybe include some specific questions that we will discuss for the upcoming meeting to help the participants to be better prepared for the meeting?
- If we could break the groups down some of the time into MSE and Humanities, the discussions might be better. We shouldn't do it all the time, but for certain topics it might be beneficial. (LTC Rounds)

Any other comments?

- Really enjoyed the program, thanks for the effort you put into it! See you next semester.
- I noticed a progressive change when you took the reigns of the program. More emphasis was placed on interactive discussion of the topic, which should have been the focus all along.
- The program was much improved this year from last year. Thanks for putting new life into this.
- Thank you Mark. Keep up the excellent work. Consider assigning a participant to lead the meeting discussion. It may be only once or twice in two years for any individual.
- Thank you for providing this valuable service. Rick Metro
- You did a great a great job with this program. I really enjoyed the discussions - and we could actually discuss some relevant MSE type questions/issues this year without getting cut off. You do a great job as facilitator giving everyone the chance to participate. Keep it up!
- This was very beneficial for me. I had such a busy schedule, and the time set aside for reflection was absolutely necessary. Otherwise, I'm sure I would probably have passed the year with every intention to read such materials, etc., but have done next to nothing. I appreciate the hard work and time that you put into the program... and perhaps just as in class the quiet ones may be the ones who are getting the most out of it. :-)
I enjoyed being a part of the program. I look forward to continued work next semester.
- I am extremely glad I signed up for MTP. This year's program has provided a great deal of insights and a better understanding of the many components of good teaching. I look forward to year two! - MAJ Bruhl
Thank you for taking time to facilitate the discussions and to plan out the reading material. The experience has been valuable.
- I enjoy the discussions quite a bit.
- Look forward to next year!
- I can't wait to start the second year of MTP.
- Session where at the start you asked people to pair up and write down a few notes about the reading helped to motivate discussion.
- I like the postings on the CTE website, giving examples of teaching statements and classroom research.
- Keep up the great work!

MTP 2008 Survey Results

- None.
- I recommend providing the Dean with a summary of teaching experiences at the end of every semester. I heard many stories during our meetings that could be fixed by the Dean giving guidance to the Department Heads or even sharing the teaching experiences. Of course, it should be anonymous if the participants wish.
- Thank You
- Great program and great starting point for any faculty member.
- I enjoyed it and will have my paper to you soon!
- I had a great time and really appreciate your effort to make this program better. Have a great summer.
- I enjoyed the MTP immensely and hope to continue to perfect the skills I have learned throughout my career.
- Thanks for everything!
- Truly enjoyed the program, the discussions and the research project. The project also exposed me to the thoughts and opinions of the other departments; and made me realize that most departments have no idea what DMI does...what we teach and how it can be applied to their course discussions as well. Especially in the SS, Law & BS&L. We need more intercommunication between the Dean and DMI. I know that the curriculum review board will help expose our department, and I think that the course and department will be better for it.
- Thank you for your time!