

Assessing Involvement in Faculty Development

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Overview

- How many times do faculty participate in various teaching professional development (PD) activities?
- How many different PD activities do faculty participate in?
- How important is it to faculty for institutions to provide support for certain teaching aspects?
 - Differences by 1) disciplinary area, 2) gender, 3) rank, 4) race, 5) institution type
- What else do you want to know about?

FSSE

- Designed to complement NSSE
- Gives a snapshot of
 - Faculty perceptions of how often students engage in different activities
 - The importance faculty place on various areas of learning and development
 - The nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of class
- 2013: 146 institutions; over 18,000 faculty

FSSE-G

- FSSE-G: Faculty Survey of Student Engagement for Graduate Student Instructors
- Designed to capture graduate student instructors' experiences with and preparation for teaching
- Pilot administration in spring 2014

2006 FSSE

- 131 institutions
 - 20% doctoral, 45% master's, 35% bachelor's-granting; 52% private
- Over 21,000 faculty
 - 46% women
 - 16% faculty of color
 - 23% Full professor, 22% Associate, 25% Assistant, 22% Lecturer/Instructor, 7% Other
- Average institutional response rate: 54%

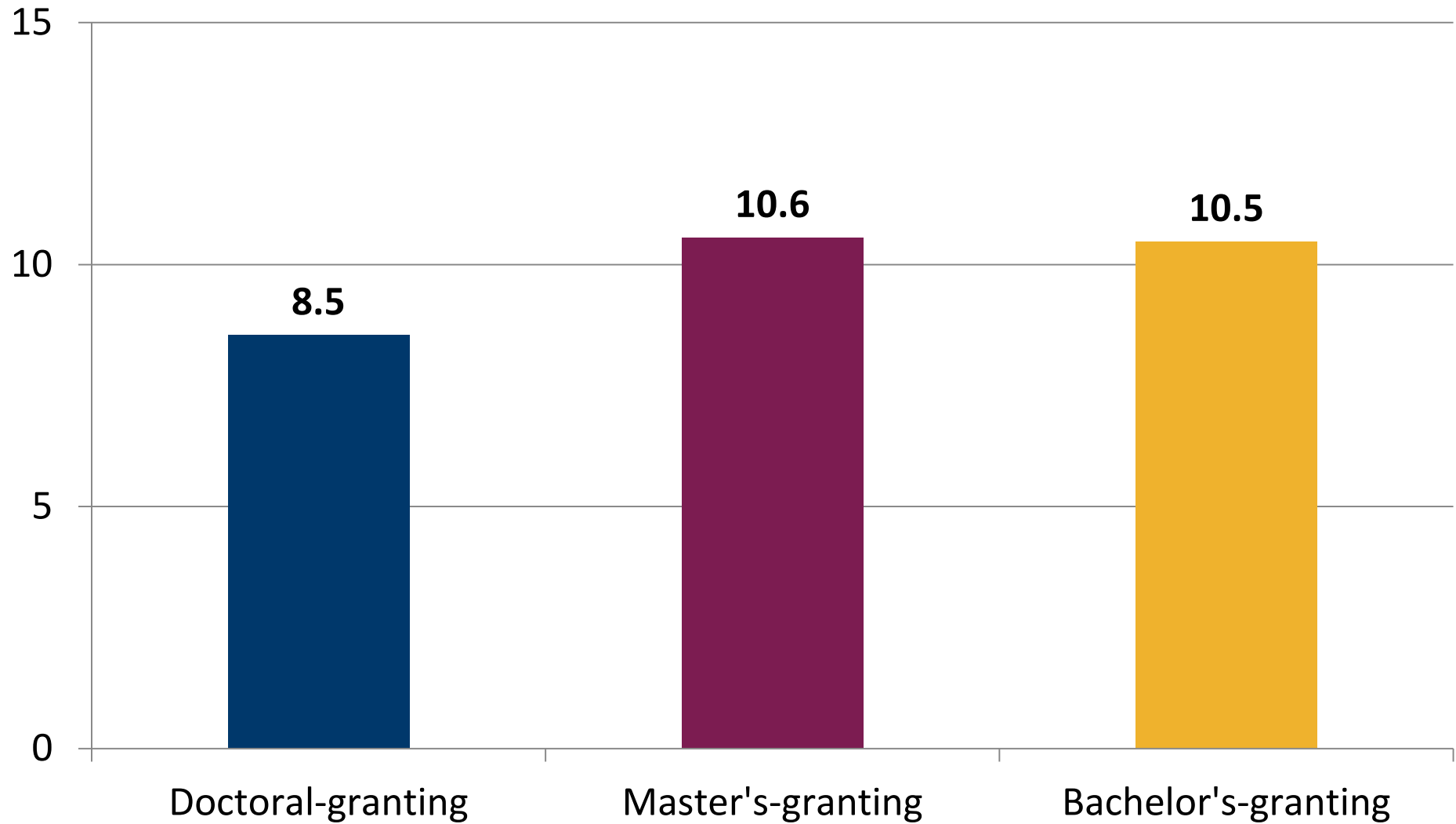
Participation in Faculty Dev. Activities

1. During the current academic year, about how many times have you participated in teaching improvement activities of the following types?

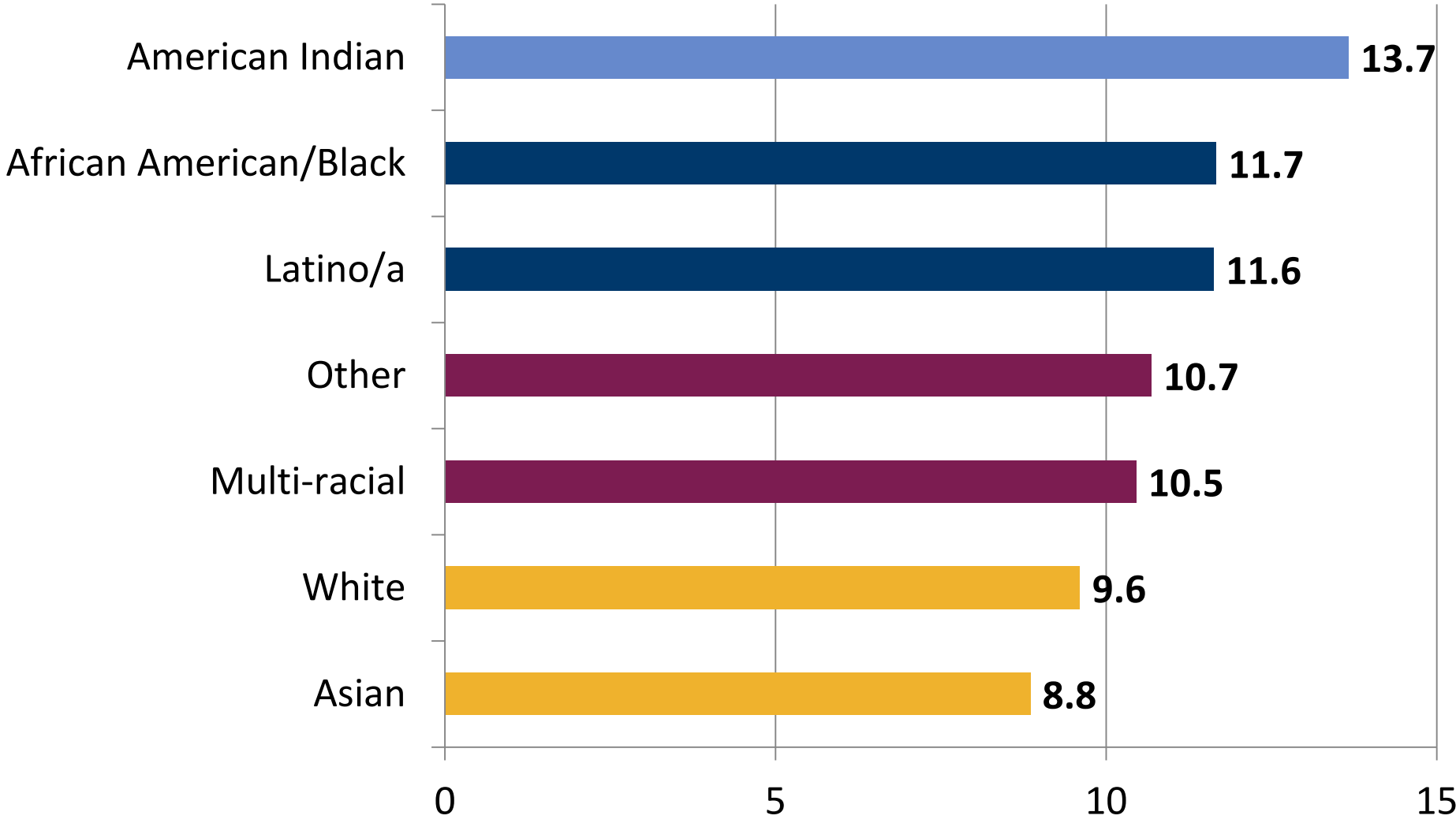
Response options: 0, 1, 2, 3, 4, 5 or more

- Individual consultations
- Classroom observations with feedback
- Meetings with a small group of colleagues
- Workshops
- Web-based instructional programs
- Campus-wide forums
- Conference sessions

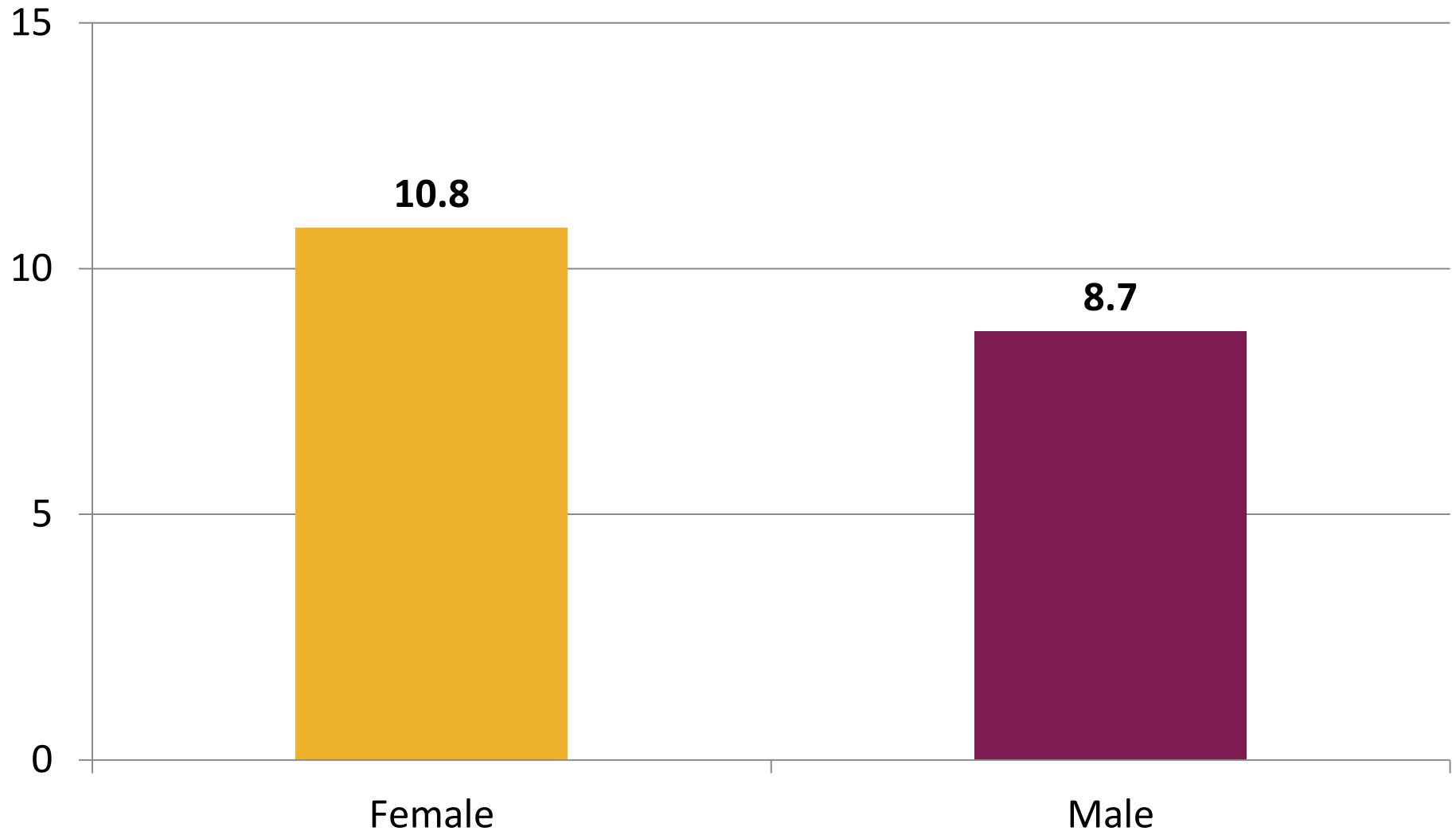
Average Number of Times Participating in Any Activity: Carnegie



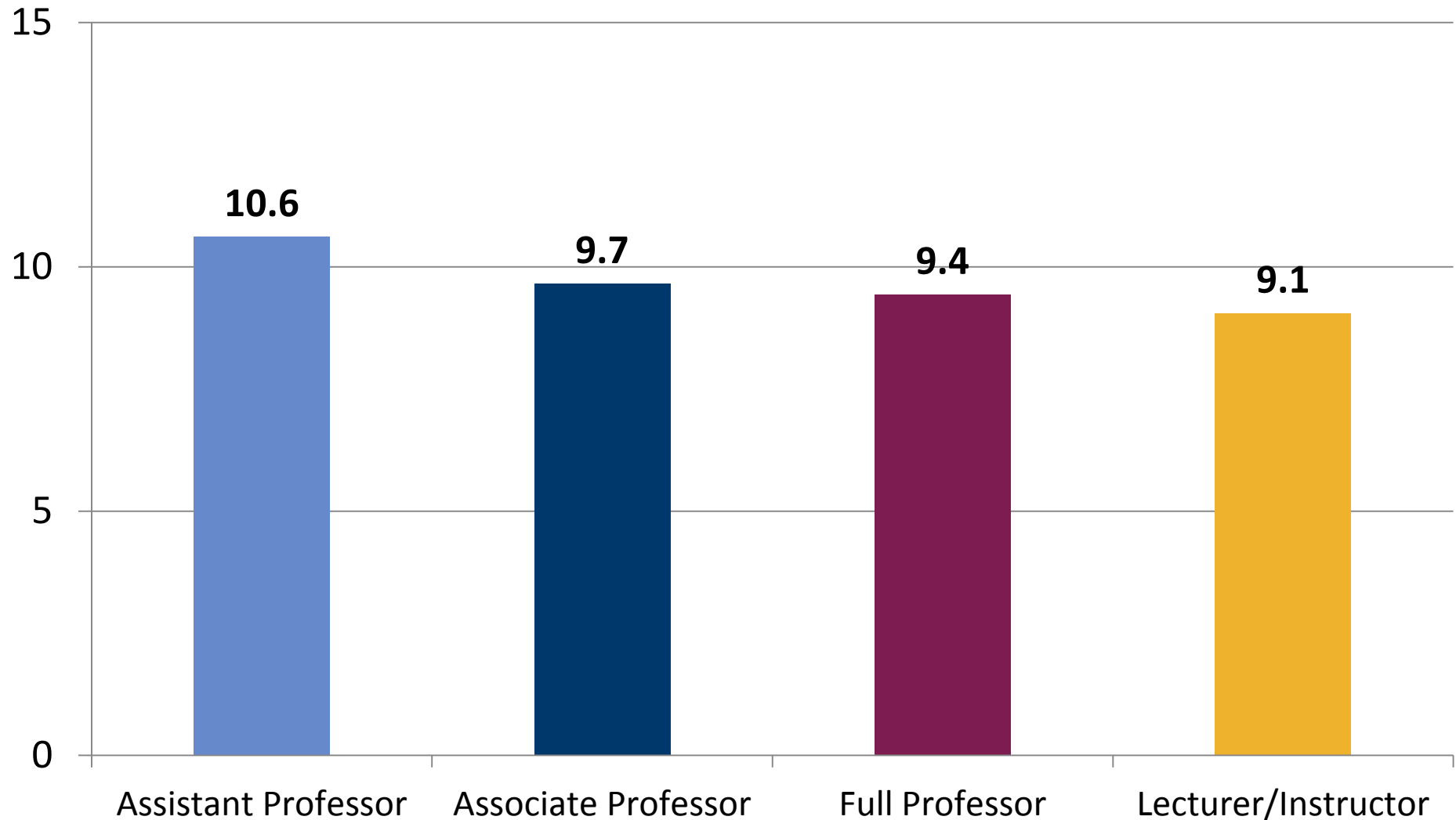
Average Number of Times Participating in Any Activity: Race/Ethnicity



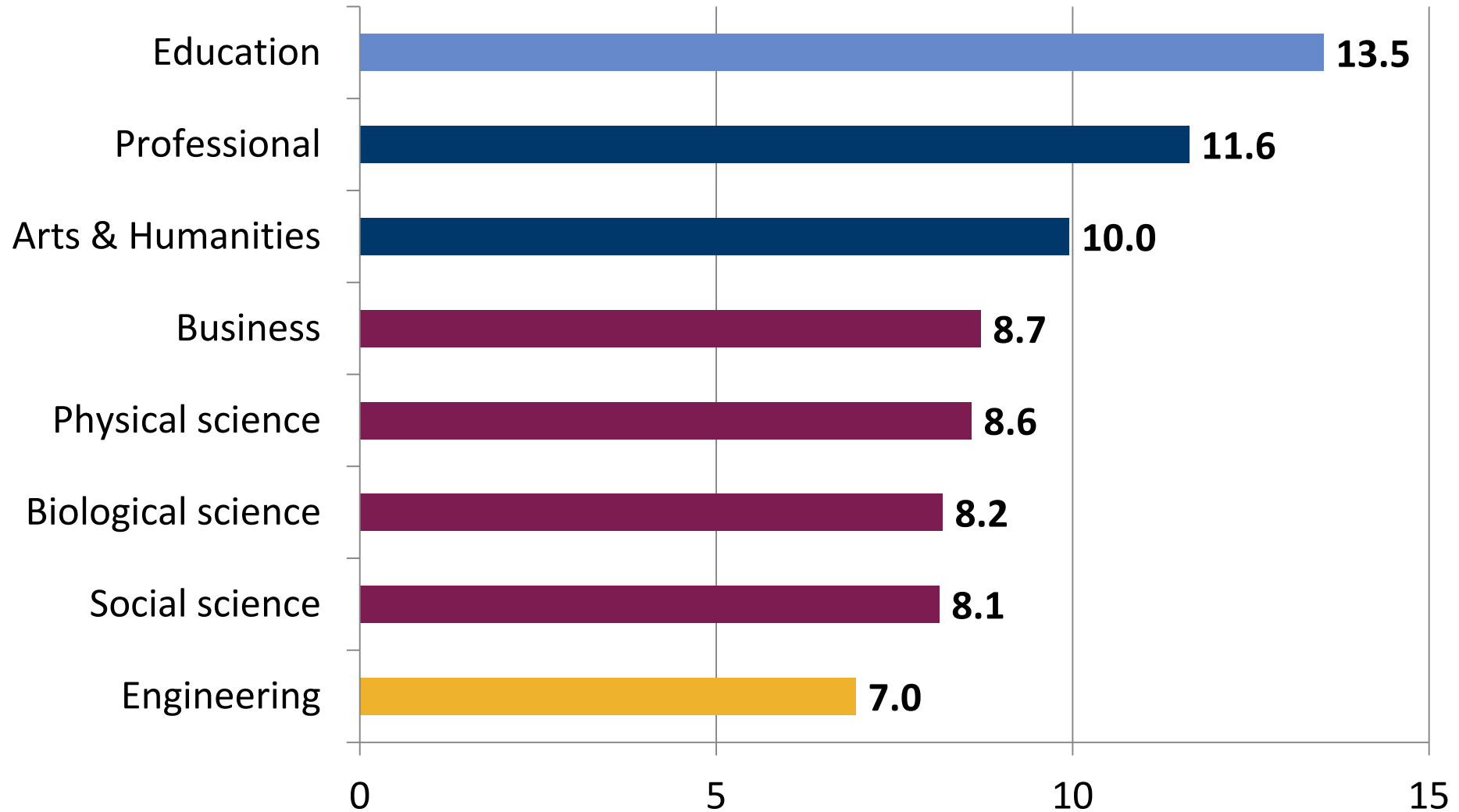
Average Number of Times Participating in Any Activity: Gender



Average Number of Times Participating in Any Activity: Rank



Average Number of Times Participating in Any Activity: Disciplinary Area



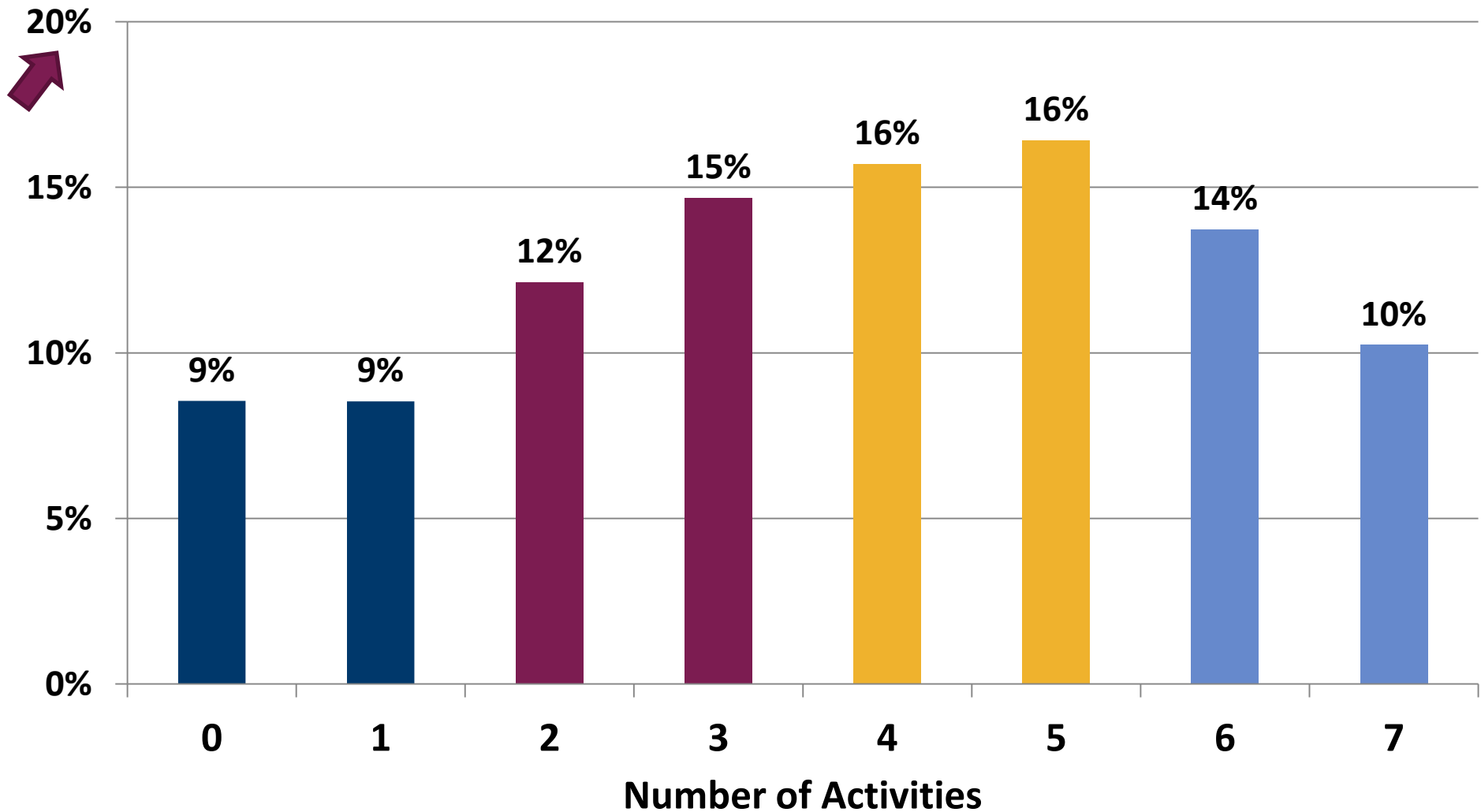
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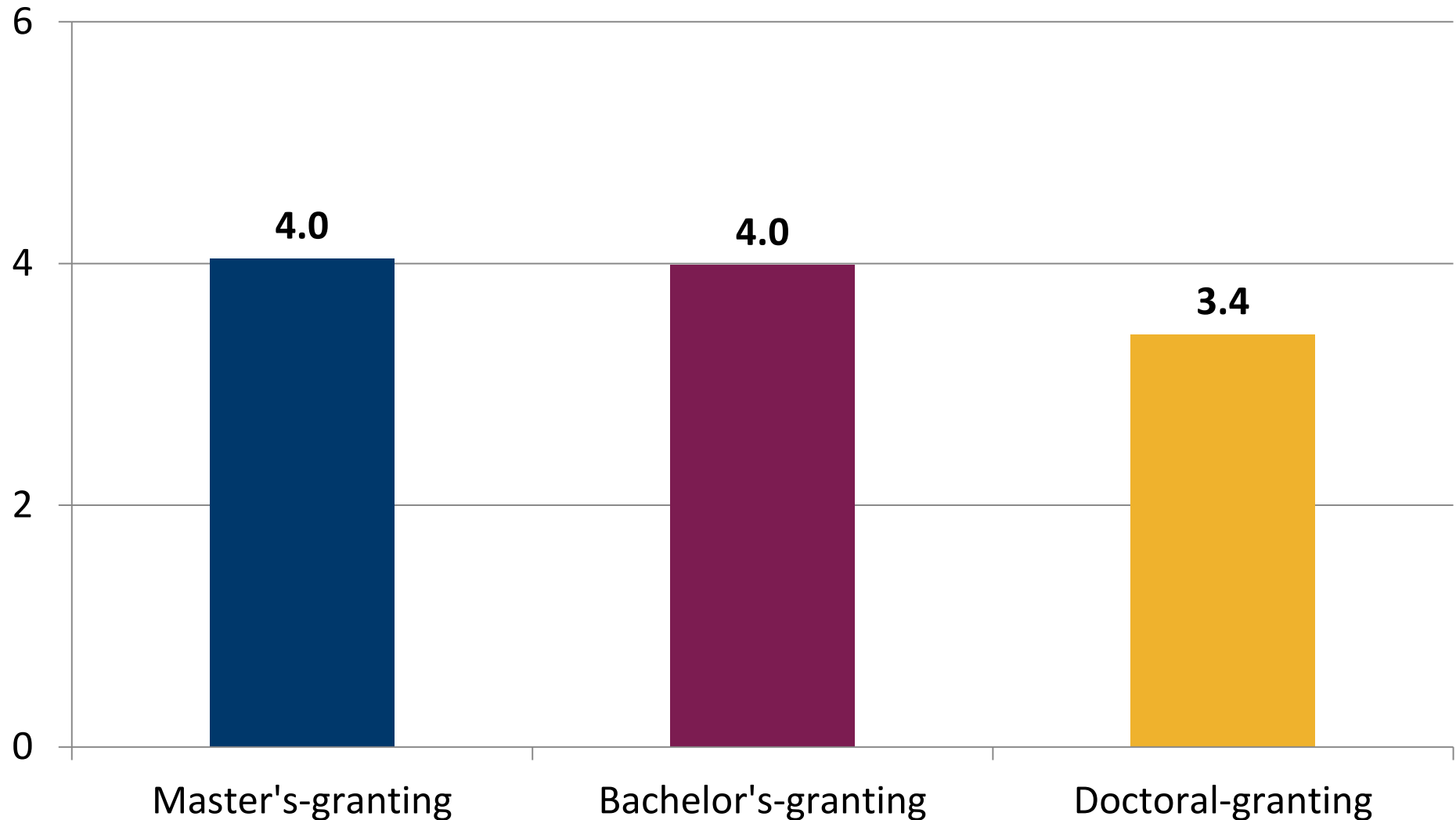
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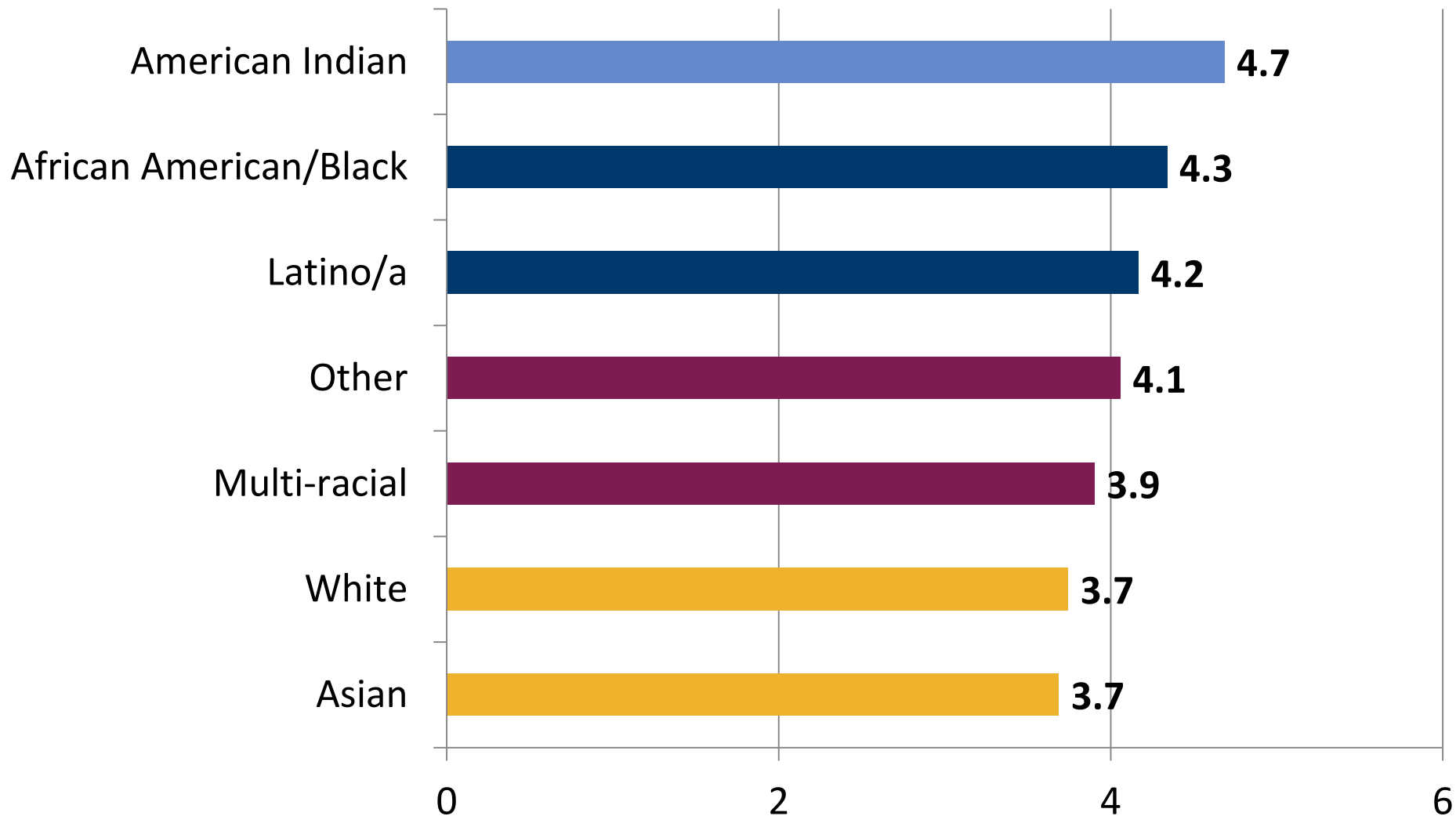
Number of Faculty Dev. Activities Faculty Have Participated In



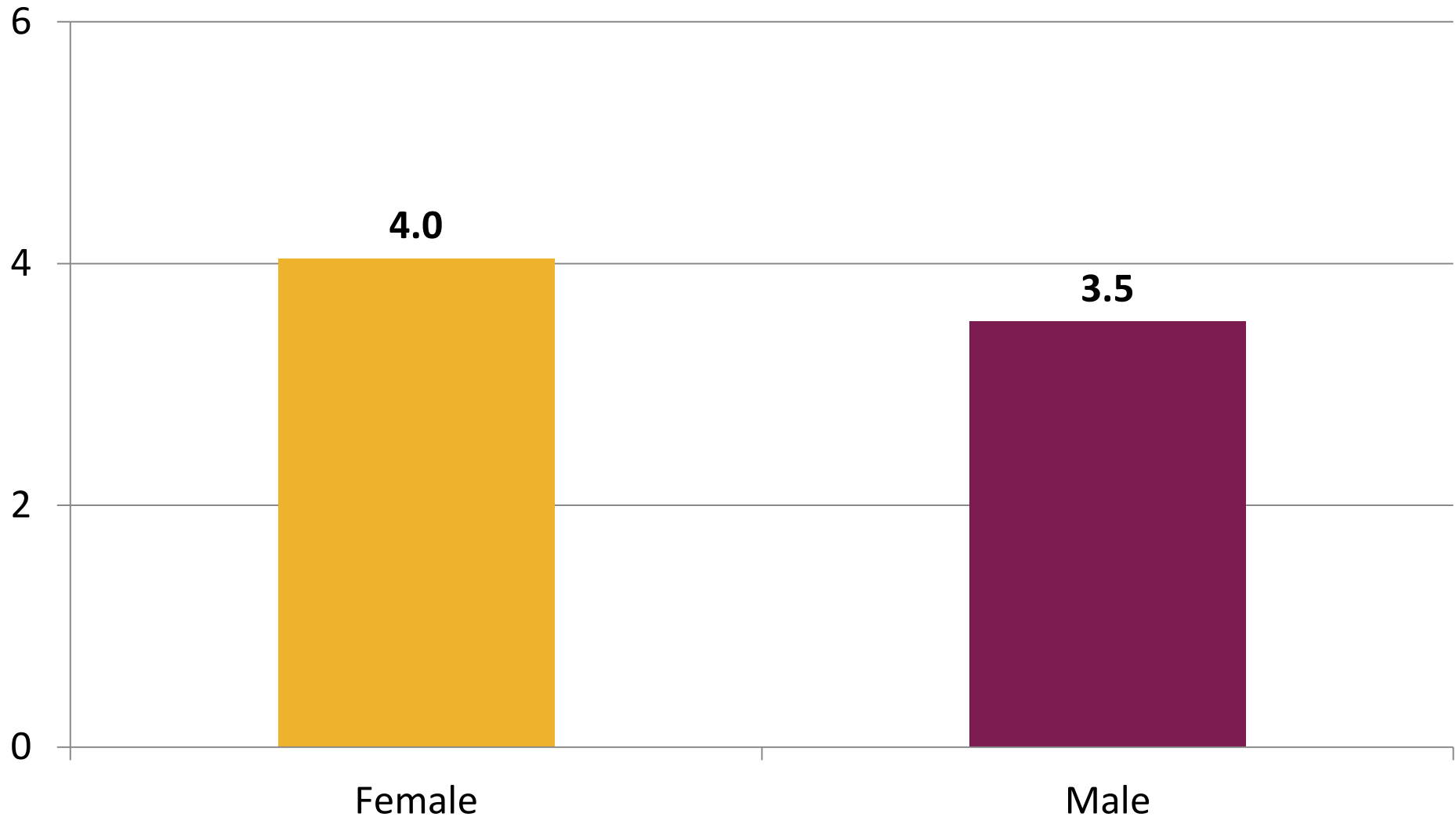
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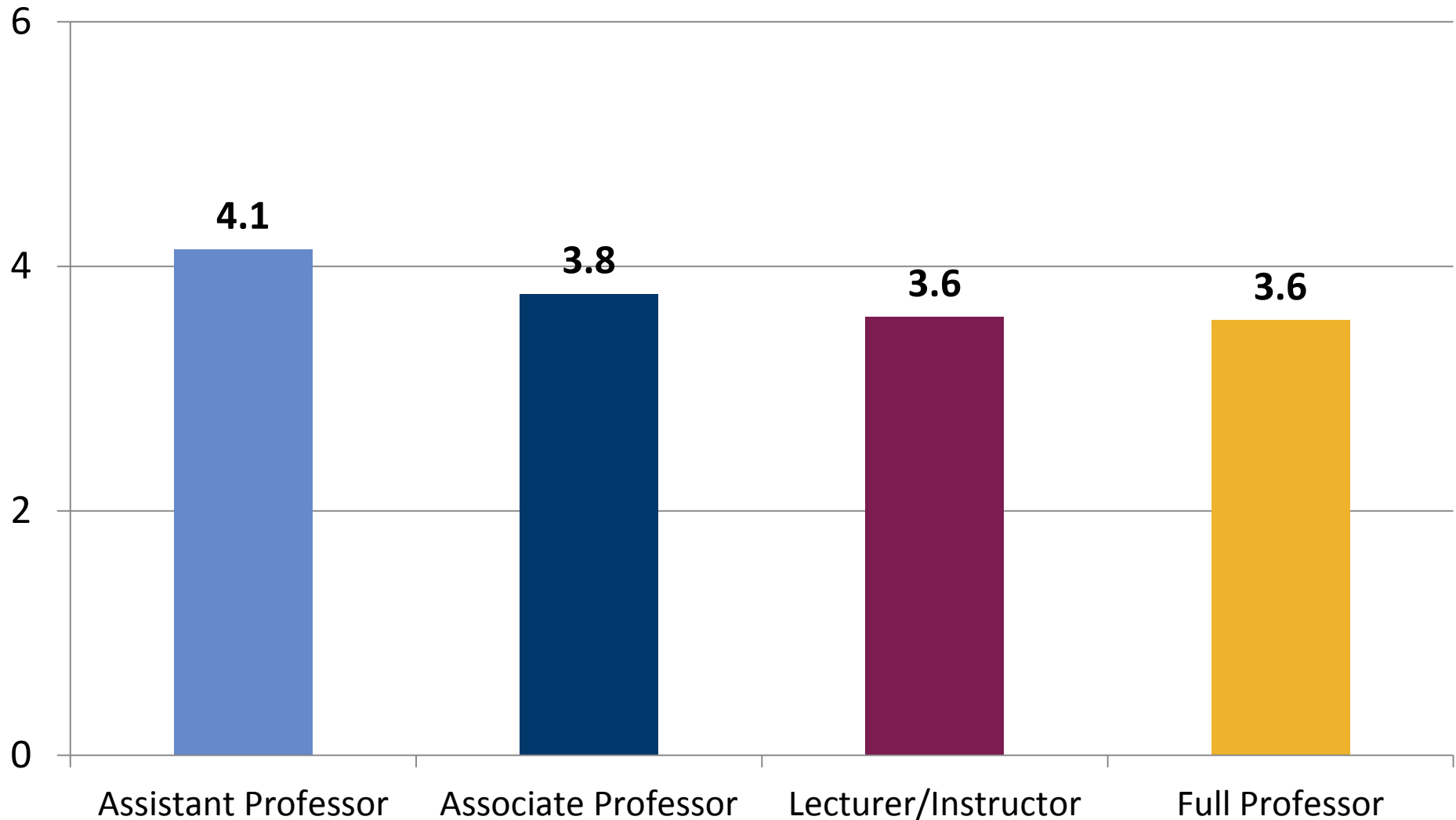
Average Number of Activities Participated in: Race/Ethnicity



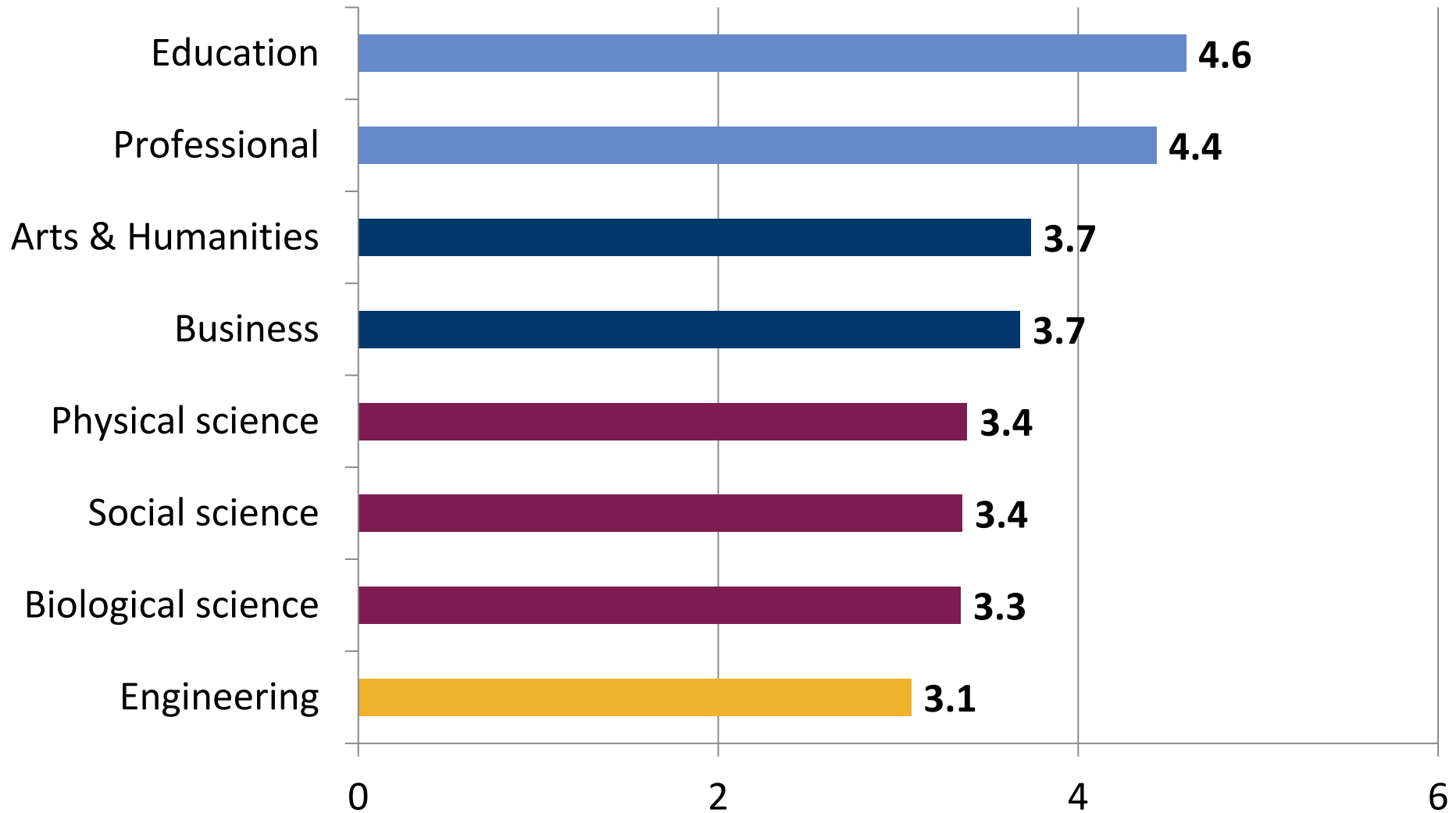
Average Number of Activities Participated in : Gender



Average Number of Activities Participated in: Rank



Average Number of Activities Participated in: Disciplinary Area



Most Frequent Participation

- The most frequently participated in activity was meeting with a small group of colleagues (average of 2-3 times)
- Web-based instructional programs were participated in least often (average of 0-1 times)
- The remaining activities were participated in an average of 1-2 times

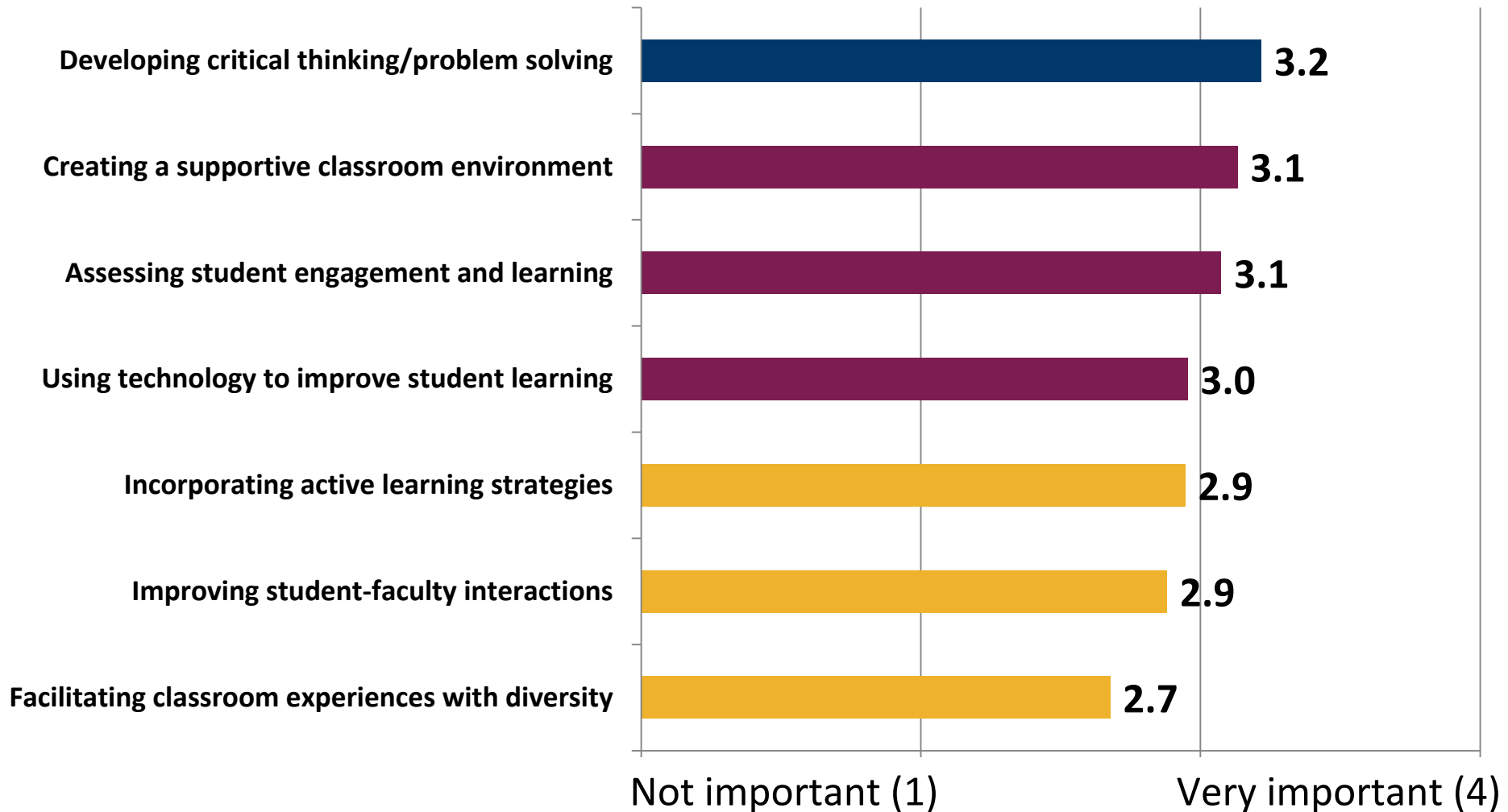
Importance of Services to Improve Teaching

2. How important is it that your institution provides services for you to improve your teaching in the following areas?

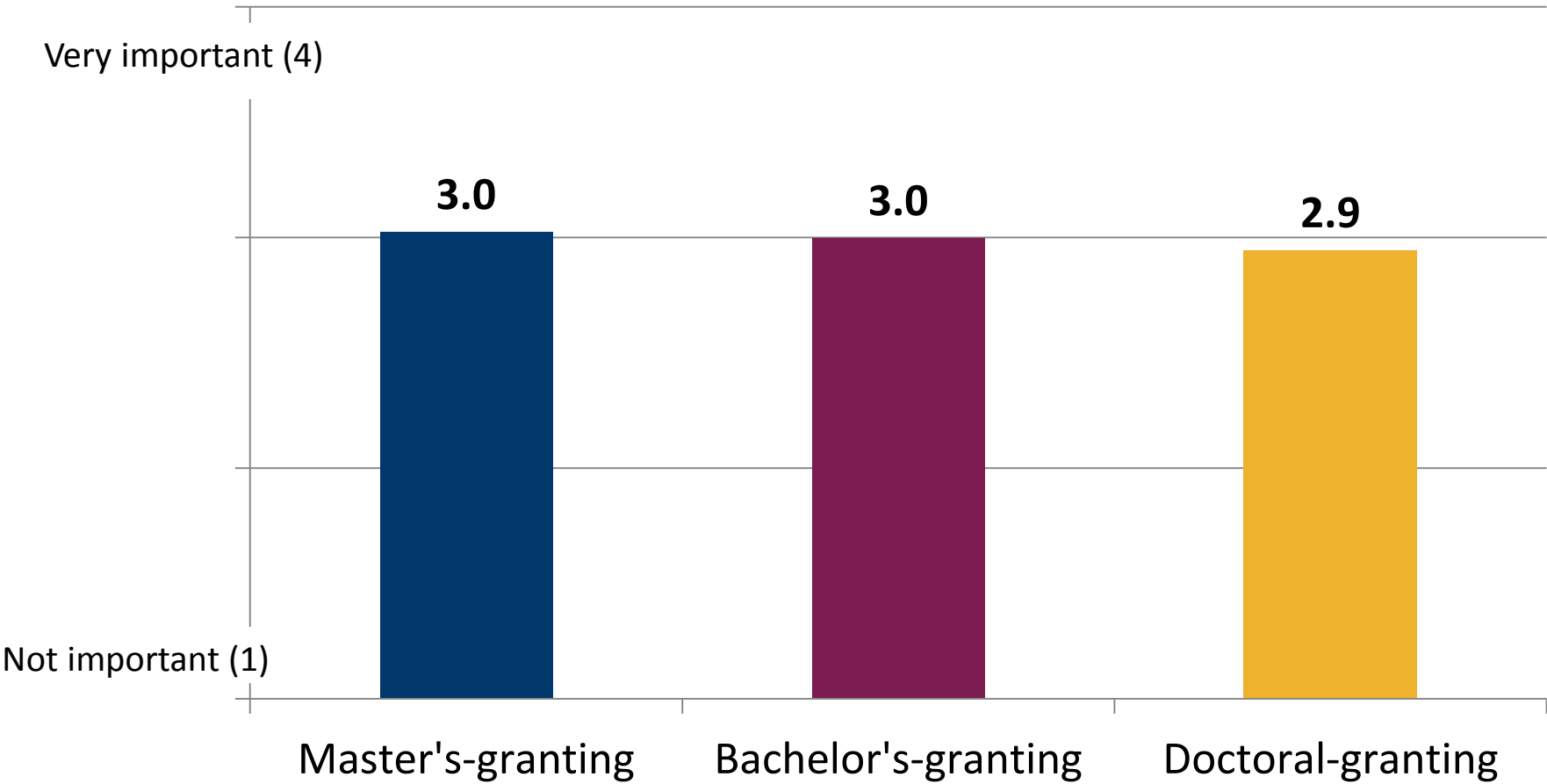
Response options: Very important, Important, Somewhat important, Not important

- Incorporating active learning strategies
- Developing students' critical thinking/problem-solving skills
- Improving student-faculty interactions
- Facilitating classroom experiences with diversity
- Using technology to improve student learning
- Creating a supportive classroom environment
- Assessing student engagement and learning

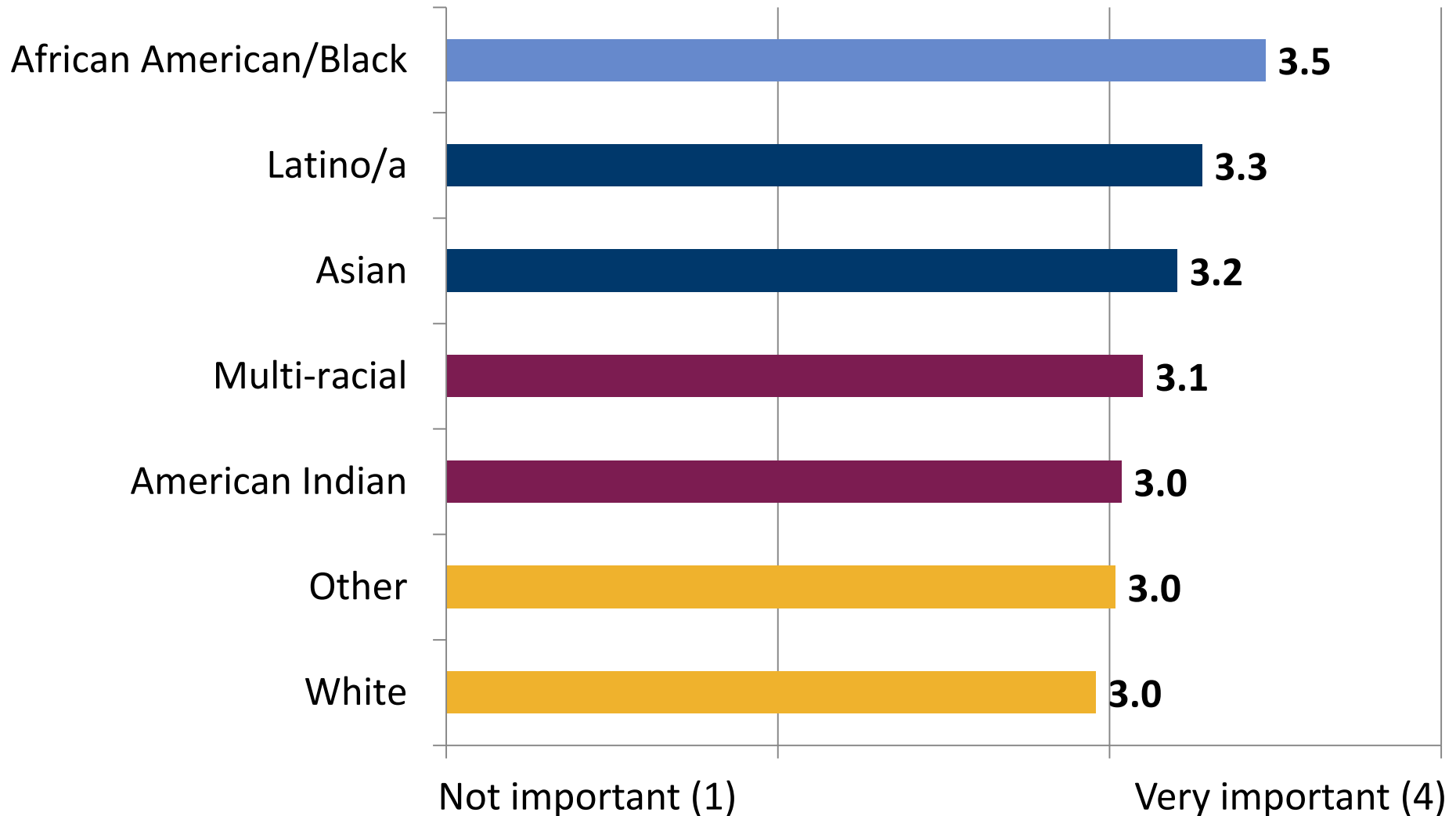
Average Value of Importance for Services to Improve Teaching



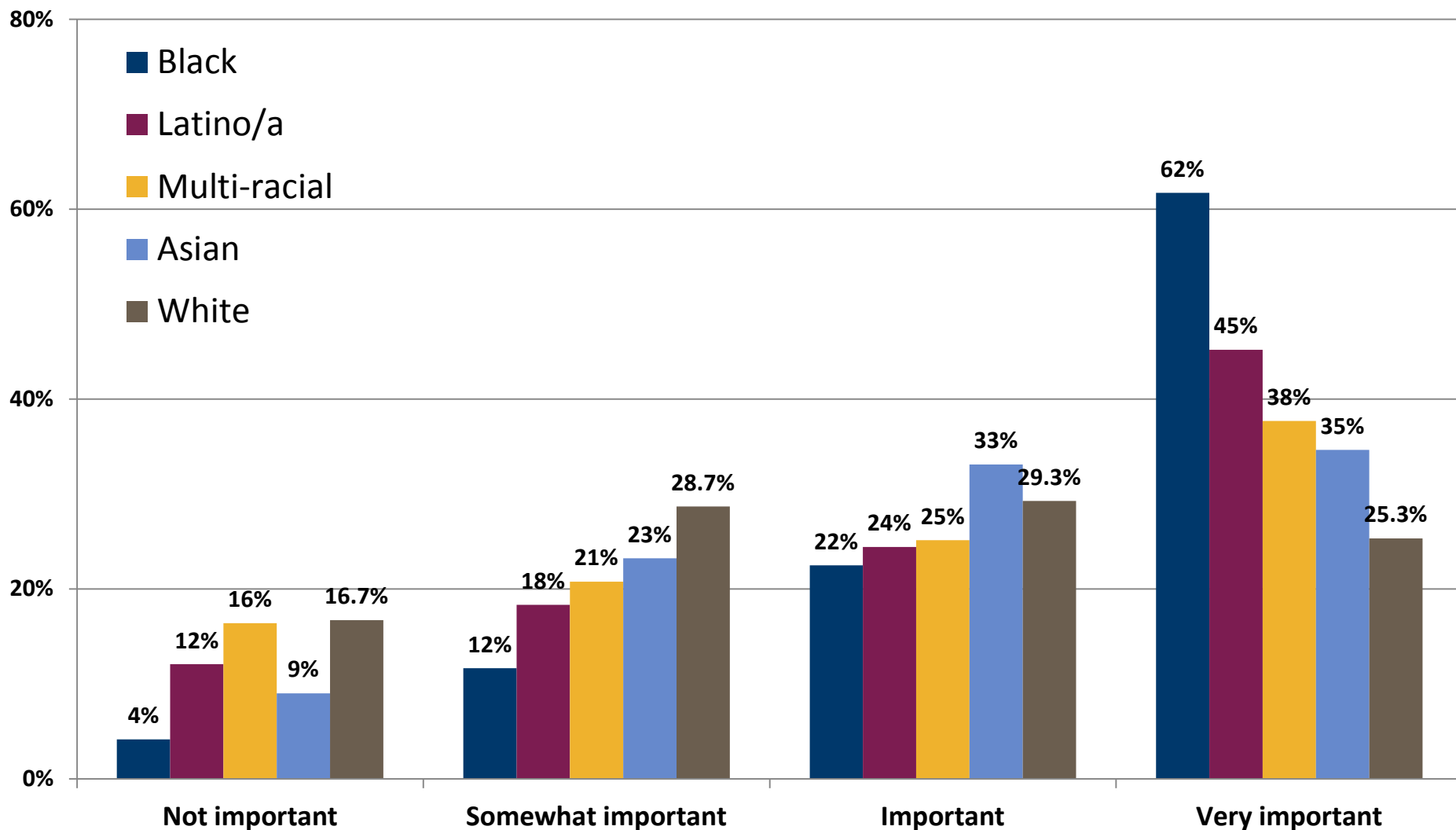
Average Value of Importance for Services to Improve Teaching: Carnegie



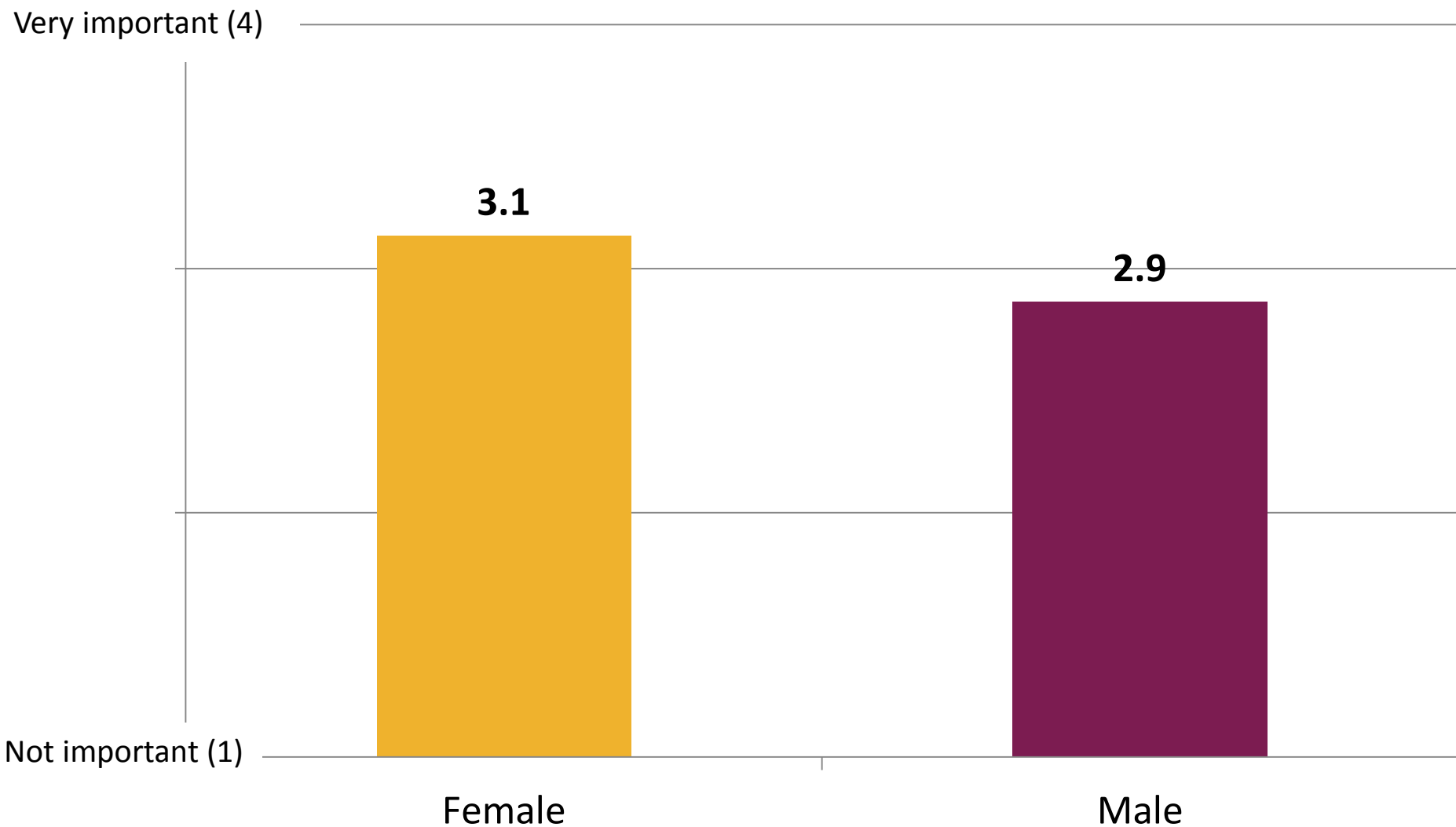
Average Value of Importance for Services to Improve Teaching: Race/Ethnicity



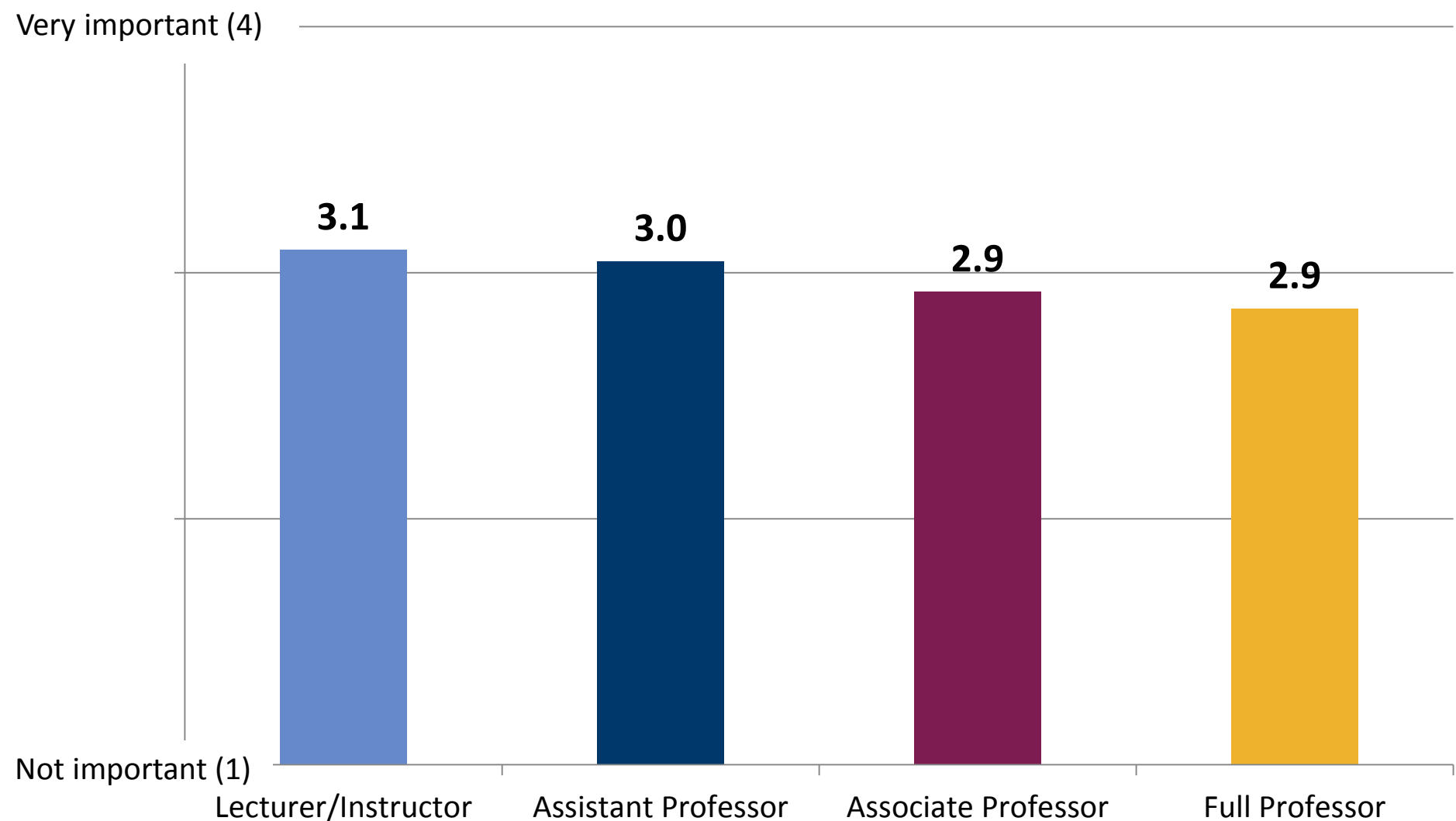
Importance of Providing Services to Improve Facilitation of Classroom Diversity Experiences



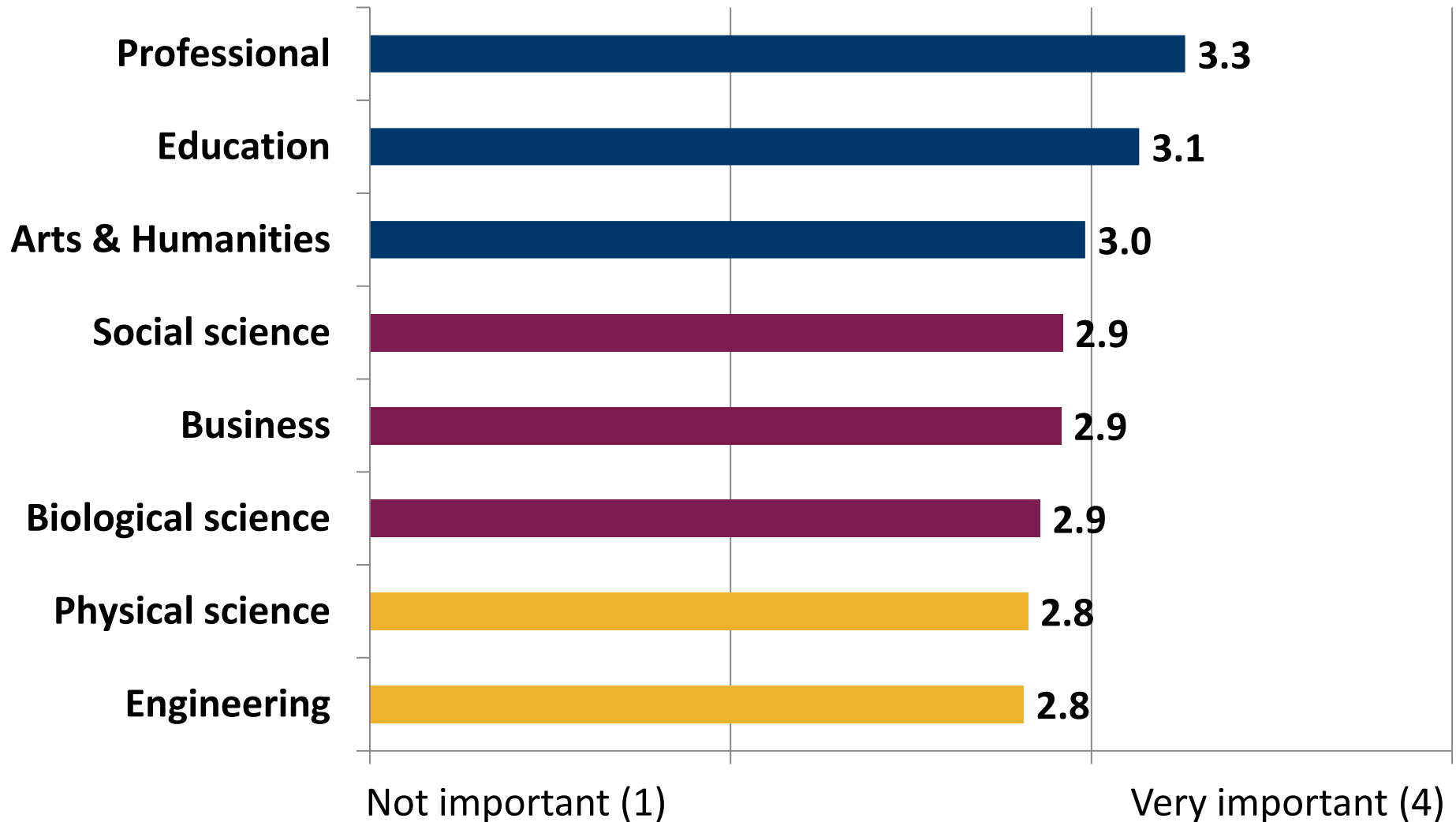
Average Value of Importance for Services to Improve Teaching: Gender



Average Value of Importance for Services to Improve Teaching: Rank



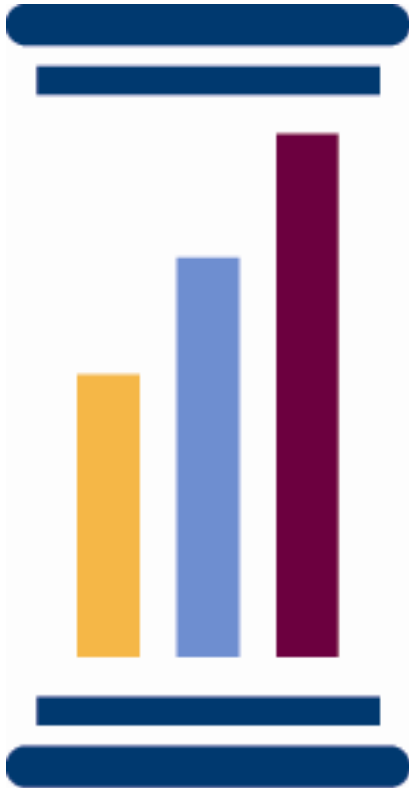
Average Value of Importance for Services to Improve Teaching: Disciplinary Area



FSSE 2014

- Items to be asked again in 2014
- Considering revisions (handout)
 - How do you like the new set?
 - What revisions do you recommend?
 - What else would you like to know about faculty professional development?

Questions?



Thomas Nelson Laird

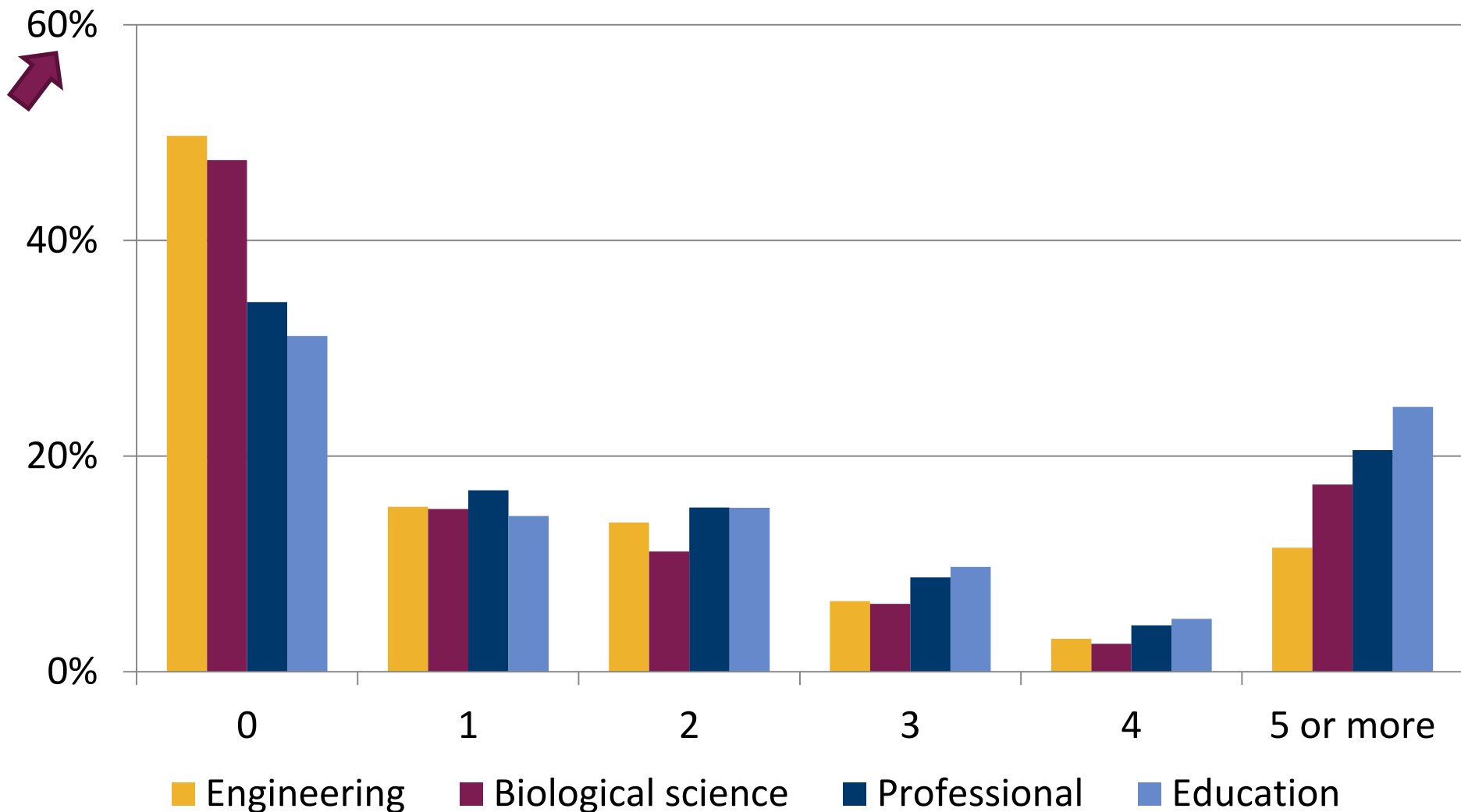
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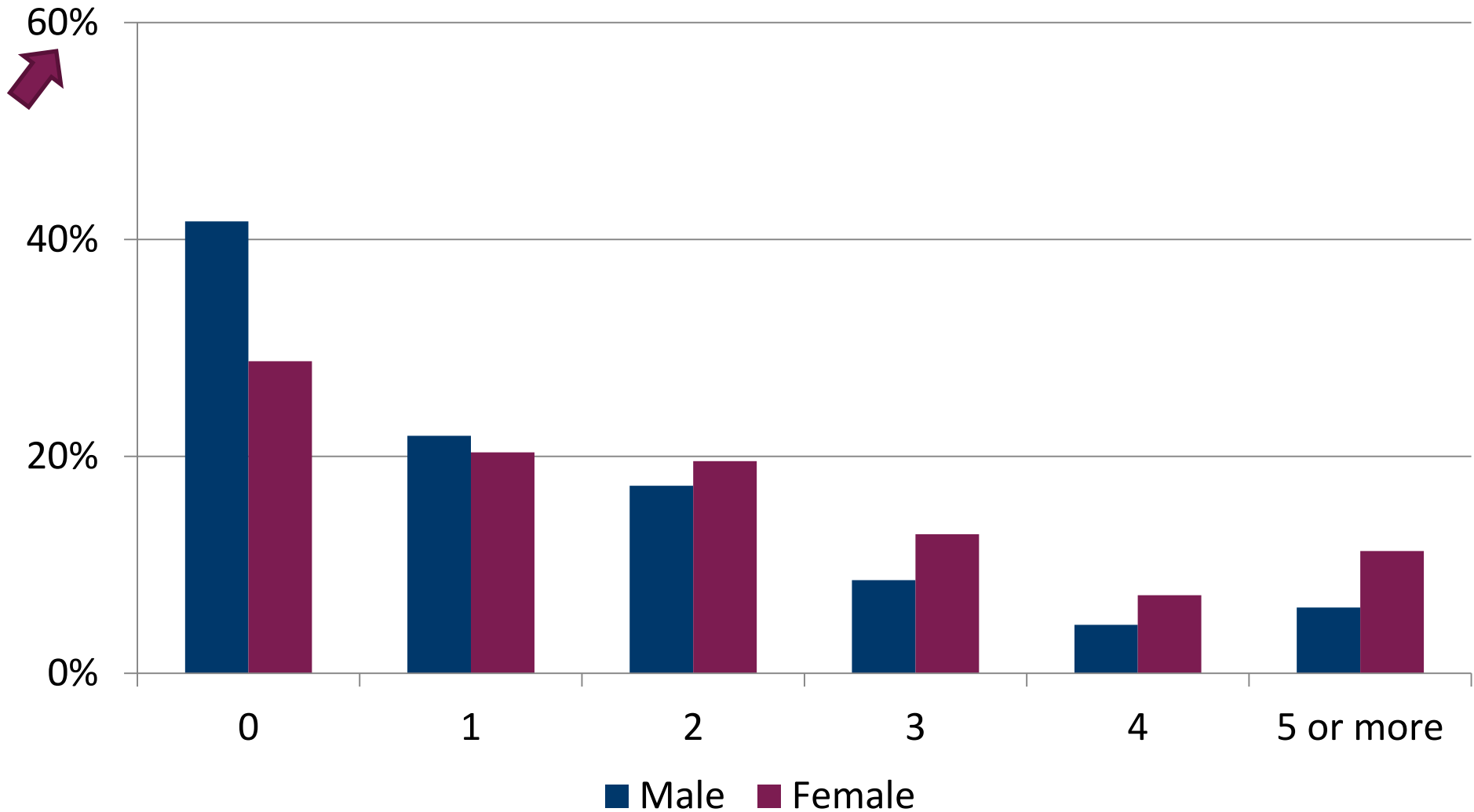
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Number of Classroom Observations with Feedback by Disciplinary Area



Number of Workshops by Gender



Number of Classroom Observations by Rank

