



Faculty Development for All? Investigating Participation in Development Opportunities

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Purpose

- Look beyond student evaluations of teaching
- Recognize faculty taking time to develop in teaching
- Consider how faculty are rewarded for their continual development
- Provide guidance to faculty developers doing the work

1. What teaching development practices are most used by faculty?
2. Who are the faculty using these developmental teaching resources?
3. How does participation in teaching development practices relate to the use of effective teaching strategies?

Faculty Survey of Student Engagement

- The Faculty Survey of Student Engagement (FSSE) measures faculty perceptions of and involvement in undergraduate student engagement at four-year colleges and universities
- 2014-2018, five years of administration
- Nearly 5,000 faculty from 33 institutions responded to a Topical Module about Teaching Professional Development

Measures

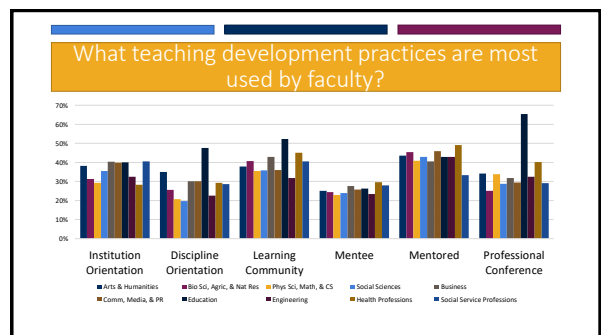
During the current school year, have you done the following? (yes, no)

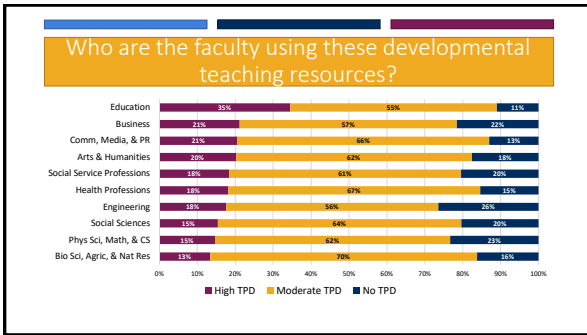
- Participated in an institution-wide instructor orientation
- Participated in an instructor orientation specific to your department or discipline
- Participated in a faculty learning community devoted to teaching
- Been mentored by a faculty member with regard to teaching
- Mentored a faculty member with regard to teaching
- Attended or presented at a professional conference focused on teaching

→ No Use (0)
Moderate Use (1-3)
High Use (4+)

Measures

<h3>Demographics & Characteristics</h3> <ul style="list-style-type: none"> • Disciplinary field • Academic rank • Tenure status • Age • Gender identity • Racial/ethnic identification 	<h3>Educationally Effective Practices</h3> <ul style="list-style-type: none"> • Carnegie classification • Public/private • Institution size • Age • Institution selectivity • Geographic region • Higher-Order Learning • Reflective & Integrative Learning • Learning Strategies • Collaborative Learning • Student-Faculty Interaction • Effective Teaching Practices (clarity and organization)
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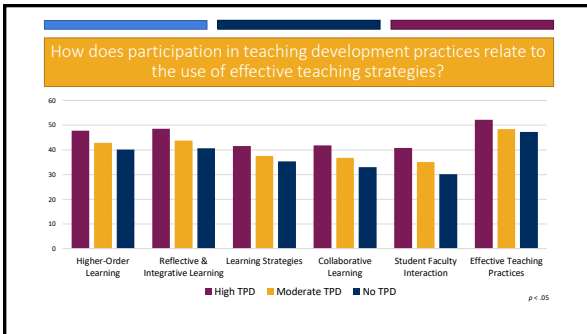




Where do we see differences in using developmental teaching resources?

Lower Use	Higher Use
<ul style="list-style-type: none"> Physical sciences Instructors Doctoral Degree earned Large Master's Colleges Doctoral Highest Research 	<ul style="list-style-type: none"> Education On-Tenure Track Teaching in Combination Courses Small Master's Colleges Other Carnegie Classification

*compared to average faculty, p < .05



So what?

Positives	Negatives
A lot of faculty are mentors...	Not as many faculty are being mentored?
Many faculty are in learning communities!	Faculty are very discipline focused, yet we're very inconsistent with disciplinary orientations
Education faculty are doing a lot!	At least one in five faculty in Business, Social Service Professions, Engineering, Social Sciences, and Physical Sciences have done none of these!
Very clear relationship with effective teaching practices	Are there rewards and supports in place to promote participation?
Are tenure-track faculty getting the signal to improve their teaching?	Why are faculty at institution types with more teaching support resources doing less?

Thanks so much for joining us!

Find our slides as well as other information about FSSE at fsse.indiana.edu

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Blog: NSSEightings.indiana.edu
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References

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