Teaching Professional Development

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This module asks about aspects of professional development for teaching such as how important it is for faculty to receive assistance in various areas, and how often they participate in different professional development activities and practices. The module complements questions on the core FSSE survey asking how much time faculty spend working to improve their teaching and the extent to which they display effective teaching practices. This document provides basic findings for the Teaching Professional Development (TPD) Topical Module scales and its individual component items.

Data Description

The data in this brief come from faculty respondents at 26 four-year colleges and universities that administered the Faculty Survey of Student Engagement (FSSE) between the years of 2014 and 2017, while additionally selecting the TPD Topical Module to append to the end of their FSSE administration. Most, 3,547 out of 4,324 faculty, at these institutions responded to at least one of the items in the Topical Module. FSSE collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit the FSSE website: **fsse.indiana.edu**.

Item Information

The TPD Topical Module consists of 28 items divided among three question stems. Information on these items can be found in Tables 1 through 6. Tables 1 and 2 contain counts, means, and standard deviations for items in #1 (*fTPD01a-fTPD01n*) and #3 (*fTPD03a-fTPD03h*), respectively; it additionally contains factor loadings for the items that fit within five scales. Table 3 contains counts, means, standard deviations, and frequency percentages for items within question stem #2 (*fTPD02a-fTPD02f*) that were not included within the scale creation due to the binary "Yes" or "No" response option. Tables 4 and 5 contain frequency percentages for item response options in question stems #1 (*fTPD01a-fTPD01n*) and #3 (*fTPD03a-fTPD03h*), respectively.

With the highest average and largest proportion of faculty responding "Very important" or "Important," faculty most substantially emphasize the importance of institutional assistance in creating a supportive learning environment and developing students' critical thinking or problem-solving skills. In contrast, faculty least substantially place importance on institutional assistance in leading discussions and designing assignments or exams. Faculty reported that throughout the school year they most frequently participated in mentoring a faculty member with regard to teaching, and engaged in a faculty learning community devoted to teaching. They least frequently reported that they were mentored by a faculty member with regard to teaching and participated in an instructor orientation specific to their department or discipline. Lastly, faculty members responding "Very Often" or "Often," most frequently participated in discussing teaching issues with other faculty or staff, and consulted books, articles, or

online resources to enhance teaching throughout the school year. They least frequently worked one-on-one with a faculty member or staff member to help improve teaching, visited an office or center that supports faculty, or had a faculty or staff member observe their teaching and provide feedback.

Table 6 contains significant correlations between the individual items in the #1 and #3 question stems of the TPD Topical Module. Moderate-strong relationships exist among the items in #1 with the strongest relationship between planning course content (i.e. learning objectives, course goals, syllabi) and designing assignments or exams (r = .764, p < .01). Items in #1 have a relatively weak relationship with the items in #3 indicating that faculty perceptions on the importance of receiving institutional assistance in certain areas of teaching and professional development are not necessarily related to the frequency with which faculty participate in professional development activities to improve teaching. Items within #3 have moderate relationships with one another with the strongest relationship between visiting an office or center that supports faculty (Center for Teaching and Learning, Center for Teaching Excellence, etc.) and attending a workshop or training session to enhance teaching practices (r = .522, p < .01).

Scale Information

The individual items within the first and third question stems of the TPD Topical Module were used to construct five scales: *fTPD1, fTPD2, fTPD3, fTPD4, and fTPD5*. To create these scales, first, the individual responses for each item set were recoded into a 0 to 60 scale: "Very important" = 4 is recoded to 60, "Important" = 3 is recoded to 40, "Somewhat important" = 2 is recoded to 20, and "Not important" = 1 is recoded to 0. Individual faculty responses on these 0-60 items are then averaged together to create an aggregate scale score. Information on the five scales can be found in Table 7. The first four scales *fTPD1*, *fTPD2*, *fTPD3*, and *fTPD4* have high Cronbach's α's suggesting that the items are highly correlated and considered to be fairly narrow constructs, while *fTPD5* (.661) has a slightly lower Cronbach's α that may indicate a lower correlation and a less bounded construct. The intraclass correlation coefficient (ICC) suggests that 4% of the variation in *fTPD1* is at the institution level, 4% in *fTPD2*, 6% in *fTPD3*, 6% in *fTPD4*, and < 1% for *fTPD5*. If interested in institution-level effects, multi-level modeling may be preferable when examining *fTPD3 and fTPD4*. All factor loadings are high suggesting all items fit well within the construct (Tables 1 and 2).

The first question stem consisting of items *fTPD01a – fTPD01n* generated the *fTPD1*, *fTPD2*, and *fTPD3* scales. The *fTPD1* scale focuses on the importance of receiving institutional assistance in professional development that pertains to instructional teaching practices, *fTPD2* focuses on the importance of receiving institutional assistance in professional development for developing individual student skills, and the *fTPD3* construct depicts the importance of receiving institutional assistance in professional development for organization and planning purposes. In the third question stem consisting of items *fTPD03a-fTPD03h*, the final two scales were constructed. The *fTPD4* scale focuses on faculty participation in formally structured professional development opportunities, while *fTPD5* focuses on faculty participation in informal, individually led professional development opportunities.

Items within question stem #2 (*fTPD02a-fTPD02f*) were not included within the scale creation as the response options were structured in a binary "Yes" or "No" format.

Correlations

Table 8 presents correlations between the five TPD scales and the core survey FSSE Scales. Faculty that place an importance on receiving institutional assistance in professional development geared towards instructional teaching practices *(fTPD1)* also place more emphasis on creating a supportive learning environment, and providing more opportunities for students to engage in reflective and integrative learning activities. Faculty that place importance on receiving institutional assistance in professional development designed to improve student academic skills *(fTPD2)* show that they additionally are more intentional in providing a supportive learning environment and find it more important for the typical student to engage in reflective and integrative learning activities. Faculty that perceive an increased value in receiving institutional assistance in professional development that targets planning and organization *(fTPD3)* emphasize the creation of a supportive learning environment and the use of quantitative reasoning. Faculty that more frequently participate in formally structured professional development opportunities *(fTPD4)* also more regularly interact with students and use effective teaching practices. Lastly, those faculty that more frequently engage in informal, individually led professional development *(fTPD5)* report more frequently interacting with students, using effective teaching practices, and providing opportunities to engage in reflective and integrative learning activities.

Disciplinary Differences

Faculty that place an importance on receiving institutional assistance in professional development for the improvement of instructional teaching practices (*fTPD1*) show some variation by faculty's disciplinary area appointment (Figure 1). Faculty who more substantially emphasize this form of professional development are in the fields of Health Professions, Other Disciplines, and Business. Faculty that least substantially place importance on this form of professional development include the fields of Social Sciences; Physical Sciences, Mathematics, and Computer Science; and Arts and Humanities. There is noticeable variation within disciplinary areas as well. For example, Health Professions faculty have a relatively small interquartile range suggesting that faculty in this field more consistently find it important to receive institutional assistance in professional development related to instructional teaching practices. Other fields, such as Education and Communication, Media, and Public Relations have a larger interquartile range suggesting that faculty in these fields have greater diversity in how they perceive the importance of receiving institutional assistance to improve instructional teaching practices.

Faculty that place an emphasis on receiving institutional assistance in professional development focused on improving student academic skills *(fTPD2)* exhibits some slight variation by faculty's disciplinary appointment (Figure 2). Faculty that substantially emphasize this form of professional development are in the fields of Health Professions, Other Disciplines, and Business. Faculty that least substantially emphasize this form of professional development include the fields of Social Sciences; Physical Sciences, Mathematics, and Computer Science; and Education. There is also variation that exists within disciplinary areas as well. The fields of Other Disciplines and Business have a smaller interquartile range suggesting that faculty more consistently place an emphasis on receiving institutional assistance in professional development that targets the improvement of student academic skills. The fields of Social Service Professions; Physical Sciences, Mathematics, and Computer Science; and Education have a larger interquartile range suggesting that faculty are less consistent in how much they emphasize the

importance of receiving institutional assistance in professional development on improving student academic skills.

The *fTPD3* scale pertaining to the level of importance faculty place on receiving institutional assistance in professional development related to planning and organization again display some variation (Figure 3). Faculty that place more importance on professional development for planning and organization are in the fields of Health Professions and Other Disciplines. In contrast, faculty that place less importance on this form of professional development are in the fields of Social Sciences and Arts and Humanities. The variation that exists within disciplinary fields depicts a relatively large interquartile range across all fields. This suggests that faculty are less consistent in perceiving how important it is to be assisted in professional development that is focused on planning and organization.

In Figure 4, faculty variation exists across disciplinary areas in regards to participating in formally structured professional development opportunities (*fTPD4*). The data indicates that faculty consistently report relatively low occurrences in participating in formally structured professional development opportunities. Despite low participation, faculty that more frequently participate in formally structured professional development are in the fields of Education and Health Professions. Faculty that least frequently participate are in the fields of Engineering; Biological Sciences, Agriculture, and Natural Resources; and Physical Sciences, Mathematics, and Computer Science. Although variation does exist within disciplinary fields, the interquartile range across each discipline is relatively small. This indicates that faculty within their subgroup are more consistent in reporting how frequently they participate in formally structured professional development.

Lastly, Figure 5 displays the variation that exists by faculty's disciplinary area in how frequently faculty participate in informal, individually led professional development *(fTPD5).* Faculty that most frequently participate in informal, individually led professional development are in the fields of Education and Communications, Media, and Public Relations. Faculty that least frequently participate in informal professional development are in the fields of Physical Sciences, Mathematics, and Computer Science, and Engineering. Additionally, there is variation within disciplinary areas. Faculty more consistently report how frequently they engage in informal professional development in Social Service Professions and Social Sciences. Faculty are less consistent and have a larger interquartile range in reporting how often they engage in participating in informal professional development in the fields of Education and Other Disciplines.

Our Related Papers

For more information about FSSE and teaching professional development, see the following publications, conference papers and presentations, research reports or other FSSE investigations focused on the TPD Topical module:

- Fassett, K., Strickland, J., Nelson Laird, T., & BrckaLorenz, A. (June 2019). Faculty Development for All? Investigating Participation in Development Opportunities. Program Presented at the annual Society for Teaching and Learning in Higher Education Conference, Winnipeg, MB, Canada.

- National Survey of Student Engagement (2016). Instructional Staff Race and Gender Relate to Experiences with Faculty. *Engagement Insights: Survey Findings on the quality of Undergraduate Education--NSSE Annual Results,* p. 10.
- BrckaLorenz, A. (October 2014). Graduate student instructor engagement in and perspectives on professional development. Program Presented at the Lilly Conference on College and University Teaching & Learning, Traverse City, MI.
- Harris, J., Nelson Laird, T., & BrckaLorenz, A. (October 2014). Assessing faculty members' and graduate student instructors' engagement in and views about professional development. Program presented at the annual Assessment Institute Conference, Indianapolis, IN.

Predictors

Table 9 presents predictors of faculty perceptions on the importance of receiving institutional assistance in professional development, and frequency of faculty participation in different professional development activities across faculty, course, and institution characteristics. Following Table 9 are figures (Figures 6-10) representing the average TPD scale scores by faculty and institution characteristics with some of the larger differences.

For faculty perceptions on the importance of receiving institutional assistance in professional development, faculty in the field of Health Professions were most likely to emphasize a need for institutional assistance, while faculty within the field of Arts and Humanities were least likely to find institutional assistance important. Asian faculty were most likely to place importance on receiving institutional assistance for teaching and professional development whereas White faculty and survey participants preferring not to respond with their race or ethnicity are least likely to place importance on receiving institutional assistance. Additionally, it was found that faculty that hold a doctoral degree, teach at doctoral granting university of the highest research activity, or have received tenure are least likely to place importance on receiving institutional assistance for professional development. Faculty that teach at an institution that does not have a tenure system, or teach at a doctoral granting university of moderate research activity are most likely to place high importance on receiving institutional assistance for professional development.

Faculty members that are most likely to participate more frequently in professional development activities come from the fields of Education and Health Professions. In contrast, faculty members in the fields of Physical Sciences, Math, and Computer Sciences are least likely to frequently participate in professional development activities. Furthermore, White, Multiracial, or faculty members that have earned a doctorate are least likely to frequently participate in professional development activities, while faculty members with higher course loads are most likely to participate in professional development activities. Women and American Indian or Alaska Native faculty are most likely to frequently participate in informal professional development activities *(fTPD5),* whereas Asian faculty are least likely to participate in these informal professional development activities. Faculty members that teach at a doctoral granting university of the highest research activity, or a master's granting college and university with medium programs are least likely to participate in formal professional development activities *(fTPD4).*

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Table 1. Teaching Professional Development Item Descriptives (Items in #1)

How Important is it that your institution assists you in the following areas?
Response options: 4=*Very important*, 3=*Important*, 2=*Somewhat important*, 1=*Not Important*

				Factor Loadings				
	Count	Mean	Std. Dev.	*fTPD1*	*fTPD2*	*fTPD3*	*fTPD4*	*fTPD5*
Incorporating active learning strategies *(fTPD01a)*	3,500	2.99	.933	.801				
Developing students' critical thinking or problem-solving skills *(fTPD01b)*	3,509	3.26	.890		.789			
Improving your interactions with students *(fTPD01c)*	3,497	2.78	.979		.836			
Facilitating experiences with diversity *(fTPD01d)*	3,483	2.84	.999	.716				
Using technology to improve student learning *(fTPD01e)*	3,501	3.08	.895	.677				
Creating a supportive learning environment *(fTPD01f)*	3,504	3.32	.821	.721				
Assessing student learning *(fTPD01g)*	3,499	2.95	.939	.821				
Planning course content (i.e. learning objectives, course goals, syllabi) *(fTPD01h)*	3,499	2.50	1.060			.923		
Organization and time management *(fTPD01i)*	3,490	2.34	1.069			.905		
Advising and/or mentoring students *(fTPD01j)*	3,474	2.82	.973		.779			
Enhancing students' information literacy or fluency *(fTPD01k)*	3,483	2.94	.945		.793			
Specifying learning outcomes *(fTPD01l)*	3,472	2.54	1.029	.793				
Designing assignments or exams *(fTPD01m)*	3,486	2.22	1.082			.907		
Leading discussions *(fTPD01n)*	3,443	2.26	1.059	.746				

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Table 2. Teaching Professional Development Item Descriptives (Items in #3)

During the current school year, about how often have you done the following?
Response options: 4=*Very often, 3=Often, 2=Sometimes, 1=never*

	Count	Mean	Std. Dev.	Factor Loadings *fTPD1*	*fTPD2*	*fTPD3*	*fTPD4*	*fTPD5*
Visited an office or center that supports faculty (Center for Teaching and Learning, Center for Teaching Excellence, etc.) *(fTPD03a)*	3,497	1.65	.831				.655	
Attended a workshop or training session to enhance your teaching *(fTPD03b)*	3,494	2.01	.885				.707	
Had a faculty or staff member observe your teaching and provide feedback *(fTPD03c)*	3,493	1.66	.822				.682	
Worked one-on-one with a faculty or staff member to help improve your teaching *(fTPD03d)*	3,480	1.58	.789				.773	
Worked with a group of faculty or staff to help improve your teaching *(fTPD03e)*	3,464	1.53	.794				.799	
Discussed teaching issues with other faculty or staff *(fTPD03f)*	3,482	2.89	.888					.740
Consulted books, articles, or online resources to enhance your teaching *(fTPD03g)*	3,475	2.73	.963					.817
Solicited feedback from students about your teaching beyond institution-provided end-of-course evaluations *(fTPD03h)*	3,496	2.62	.994					.758

Table 3. Teaching Professional Development Item Descriptives and Frequencies (Items in #2)

During the current school year, have you done the following?
Response options: 1=Yes, 0=No

	Count	Mean	Std. Dev.	Yes (%)	No (%)
Participated in an institution-wide instructor orientation *(fTPD02a)*	3,498	.33	.470	33.0	67.0
Participated in an instructor orientation specific to your department or discipline *(fTPD02b)*	3,492	.30	.458	29.9	70.1
Participated in a faculty learning community devoted to teaching *(fTPD02c)*	3,494	.39	.488	39.3	60.7
Been mentored by a faculty member with regard to teaching *(fTPD02d)*	3,485	.26	.438	25.8	74.2
Mentored a faculty member with regard to teaching *(fTPD02e)*	3,490	.44	.496	43.6	56.4
Attended or presented at a professional conference focused on teaching *(fTPD02f)*	3,490	.36	.480	36.0	64.0

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Table 4. Teaching Professional Development Item Frequencies (Items in #1)

How important is it that your institution assists you in the following areas?
Response options: 4=Very important, 3=Important, 2=Somewhat important, 1=not important

	Very important (%)	Important (%)	Somewhat important (%)	Not Important (%)
Incorporating active learning strategies *(fTPD01a)*	34.7	38.3	18.7	8.4
Developing students' critical thinking or problem-solving skills *(fTPD01b)*	49.8	32.1	12.1	6.0
Improving your interactions with students *(fTPD01c)*	27.5	35.3	25.3	11.9
Facilitating experiences with diversity *(fTPD01d)*	31.6	33.1	23.6	11.7
Using technology to improve student learning *(fTPD01e)*	38.0	37.9	17.9	6.2
Creating a supportive learning environment *(fTPD01f)*	51.1	34.1	10.9	4.0
Assessing student learning *(fTPD01g)*	32.8	37.9	20.5	8.8
Planning course content (i.e. learning objectives, course goals, syllabi *(fTPD01h)*	21.7	28.4	28.0	21.9
Organization and time management *(fTPD01i)*	18.1	25.6	28.5	27.8
Advising and/or mentoring students *(fTPD01j)*	28.3	36.8	23.3	11.6
Enhancing students' information literacy or fluency *(fTPD01k)*	33.4	36.1	21.9	8.6
Specifying learning outcomes *(fTPD01l)*	21.3	30.6	28.8	19.2
Designing assignments or exams *(fTPD01m)*	16.5	22.5	27.6	33.4
Leading discussions *(fTPD01n)*	16.2	23.9	29.6	30.2

Table 5. Teaching Professional Development Item Frequencies (Items in #3)

During the current school year, about how often have you done the following?
Response options: *4=Very often, 3=Often, 2=Sometimes, 1=Never*

	Very often (%)	Often (%)	Sometimes (%)	Never (%)
Visited an office or center that supports faculty (Center for Teaching and Learning, Center for Teaching Excellence, etc.) *(fTPD03a)*	4.9	8.5	33.5	53.2
Attended a workshop or training session to enhance your teaching *(fTPD03b)*	8.0	15.7	45.6	30.8
Had a faculty or staff member observe your teaching and provide feedback *(fTPD03c)*	4.3	9.5	33.8	52.4
Worked one-on-one with a faculty or staff member to help improve your teaching *(fTPD03d)*	3.5	8.4	30.3	57.7
Worked with a group of faculty or staff to help improve your teaching *(fTPD03e)*	3.6	8.4	26.0	62.1
Discussed teaching issues with other faculty or staff *(fTPD03f)*	28.7	37.8	27.6	5.9
Consulted books, articles, or online resources to enhance your teaching *(fTPD03g)*	26.4	30.8	32.6	10.2
Solicited feedback from students about your teaching beyond institution-provided end-of-course evaluations *(fTPD03h)*	24.1	27.7	34.7	13.5

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Table 6. Significant Correlations ($p < .01$) between Teaching Professional Development Items (Items in #1 and #3)

	fTPD 01a	*fTPD 01b*	*fTPD 01c*	*fTPD 01d*	*fTPD 01e*	*fTPD 01f*	*fTPD 01g*	*fTPD 01h*	*fTPD 01i*	*fTPD 01j*	*fTPD 01k*	*fTPD 01l*	*fTPD 01m*	*fTPD 01n*	*fTPD 03a*	*fTPD 03b*	*fTPD 03c*	*fTPD 03d*	*fTPD 03e*	*fTPD 04f*	*fTPD 03g*
1b	.688																				
1c	.631	.624																			
1d	.525	.496	.593																		
1e	.475	.351	.438	.403																	
1f	.520	.518	.515	.500	.499																
1g	.611	.562	.597	.472	.477	.544															
1h	.554	.480	.590	.442	.404	.400	.643														
1i	.510	.445	.576	.443	.371	.385	.554	.758													
1j	.440	.420	.526	.438	.388	.458	.474	.551	.598												
1k	.446	.481	.498	.447	.400	.494	.497	.458	.476	.556											
1l	.537	.462	.575	.456	.405	.405	.635	.741	.661	.529	.513										
1m	.519	.417	.554	.398	.371	.331	.564	.764	.719	.511	.430	.744									
1n	.524	.431	.583	.446	.355	.352	.534	.706	.694	.528	.444	.693	.815								
3a	.229	.152	.193	.178	.180	.153	.169	.184	.186	.135	.140	.178	.200	.204							
3b	.271	.175	.199	.218	.209	.183	.209	.211	.214	.155	.139	.203	.220	.235	.522						
3c	.149	.121	.137	.155	.103	.091	.130	.179	.185	.141	.130	.176	.174	.186	.267	.303					
3d	.209	.149	.204	.213	.166	.148	.199	.237	.229	.187	.156	.228	.236	.247	.309	.325	.499				
3e	.224	.153	.205	.199	.166	.145	.192	.248	.240	.180	.151	.229	.252	.260	.348	.449	.413	.614			
3f	.080	.082	.042*	.095	.056	.111	.034*			.063	.073				.173	.299	.235	.309	.312		
3g	.252	.162	.184	.220	.219	.195	.184	.149	.156	.133	.184	.174	.166	.182	.254	.373	.218	.267	.305	.418	
3h	.213	.157	.193	.193	.196	.186	.173	.159	.157	.186	.175	.162	.159	.175	.213	.266	.256	.263	.246	.320	.442

Note: Correlations are significant ($p < .01$) unless indicated *$p < .05$.

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Table 7. Teaching Professional Development Scale Descriptives

Scale	Count	Minimum	Maximum	Mean	Std. Dev.	Cronbach's α	ICC
fTPD1	3492	0	60	37.12	14.38	.872	.043
fTPD2	3423	0	60	38.96	15.10	.811	.041
fTPD3	3458	0	60	27.03	19.51	.893	.063
fTPD4	3399	0	60	13.72	11.94	.771	.056
fTPD5	3441	0	60	34.98	14.67	.661	.009

Table 8. Significant ($p < .001$) Correlations between Teaching Professional Development Scales and FSSE Scales

	fTPD1	*fTPD2*	*fTPD3*	*fTPD4*	*fTPD5*
Higher-Order Learning	.227	.235	.172	.217	.275
Reflective & Integrative Learning	.319	.289	.202	.229	.301
Learning Strategies	.243	.228	.199	.179	.221
Quantitative Reasoning	.265	.245	.247	.150	.130
Collaborative Learning	.262	.242	.206	.201	.253
Discussions with Diverse Others	.127	.113	.109	.185	.183
Student-Faculty Interaction	.198	.186	.124	.268	.366
Effective Teaching Practices	.256	.224	.205	.248	.344
Quality of Interactions	.168	.099	.122	.143	.098
Supportive Environment	.501	.431	.362	.212	.216
fTPD1		.828	.792	.350	.258
fTPD2	.828		.701	.280	.225
fTPD3	.792	.701		.323	.152
fTPD4	.350	.280	.323		.476
fTPD5	.258	.225	.152	.476	

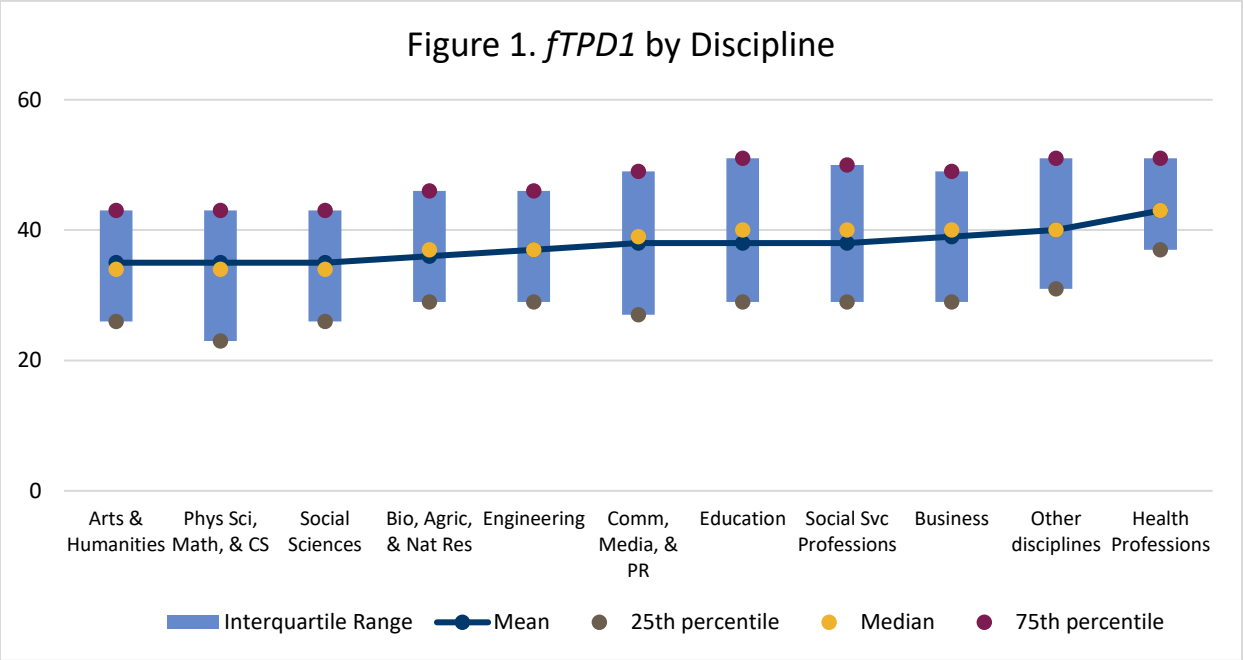


Figure 1. fTPD1 by Discipline
60
40
20
0
Arts & Humanities
Phys Sci, Math, & CS
Social Sciences
Bio, Agric, & Nat Res
Engineering
Comm, Media, & PR
Education
Social Svc Professions
Business
Other disciplines
Health Professions
Interquartile Range
Mean
25th percentile
Median
75th percentile

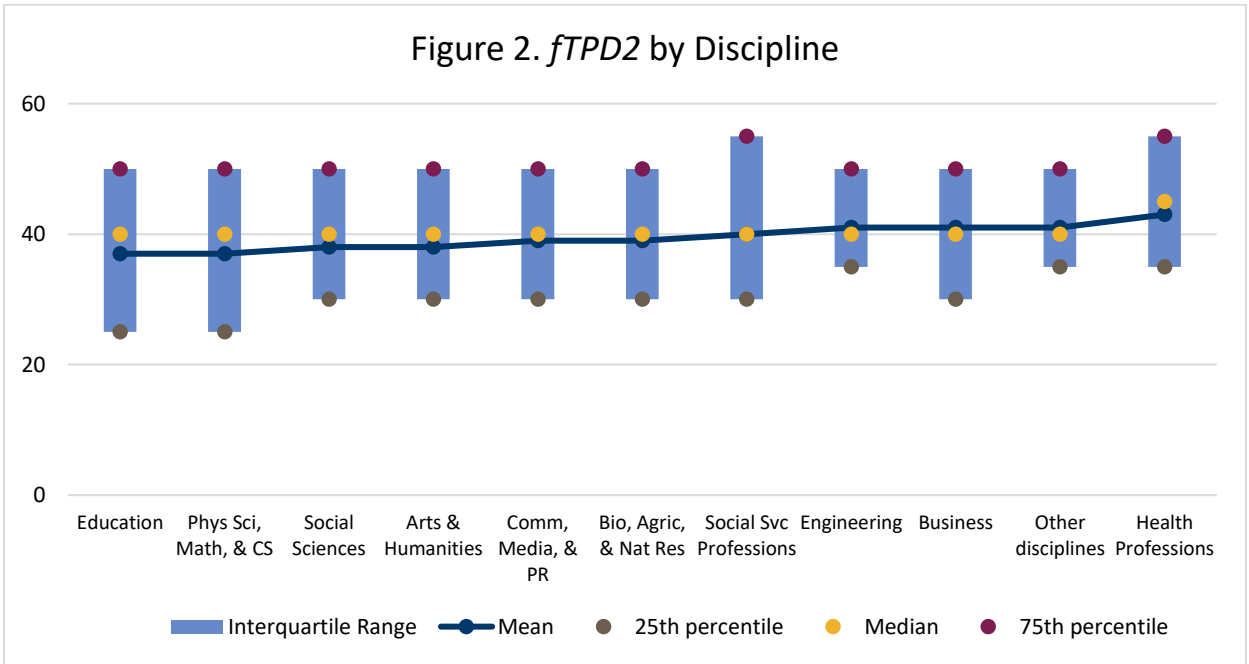


Figure 2. fTPD2 by Discipline
60
40
20
0
Education
Phys Sci, Math, & CS
Social Sciences
Arts & Humanities
Comm, Media, & PR
Bio, Agric, & Nat Res
Social Svc Professions
Engineering
Business
Other disciplines
Health Professions
Interquartile Range
Mean
25th percentile
Median
75th percentile

Figure 3. *fTPD3* by Discipline

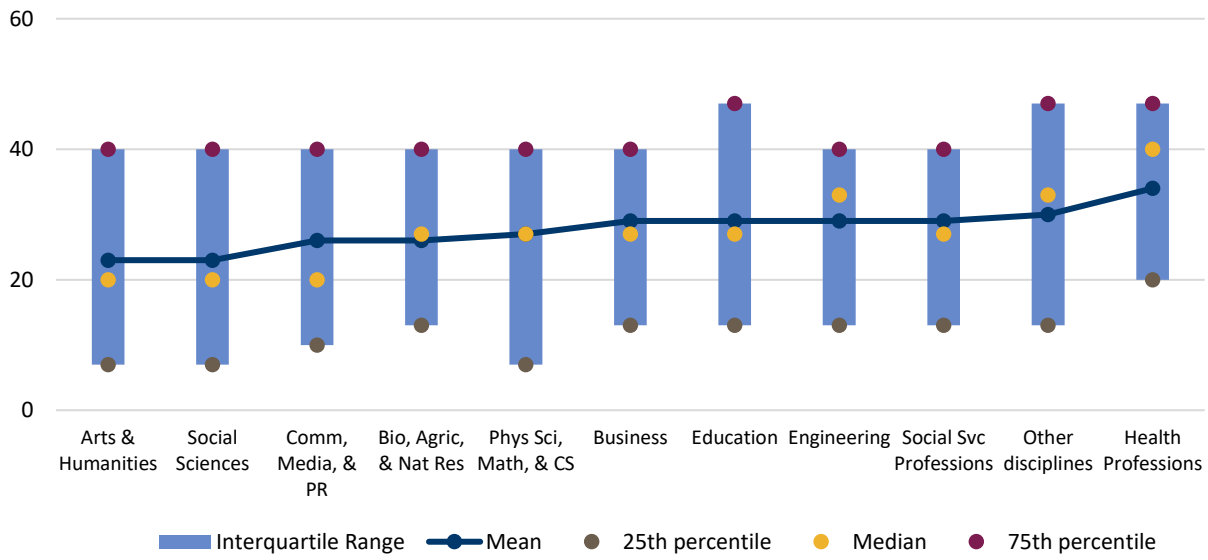
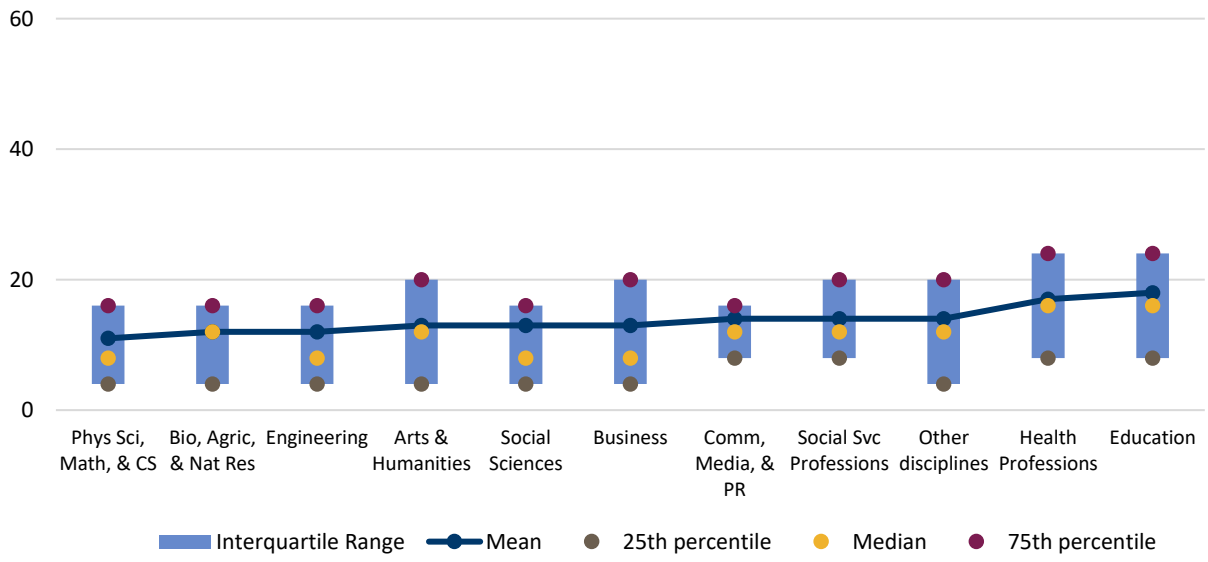


Figure 4. *fTPD4* by Discipline



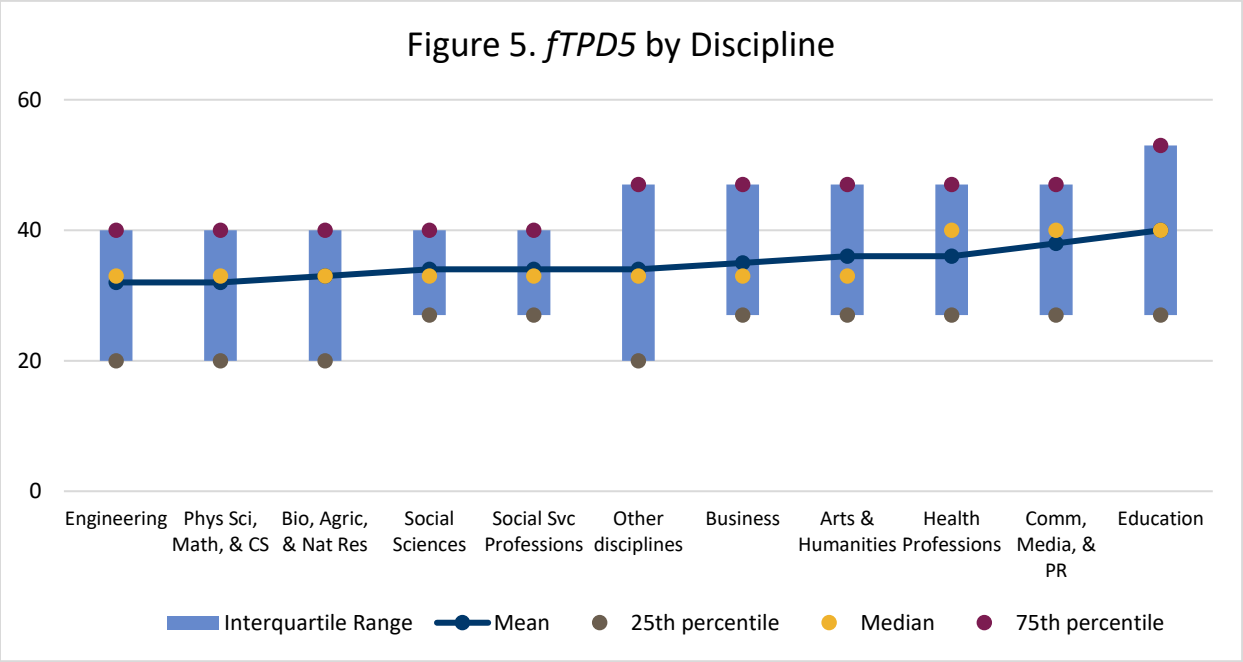


Figure 5. fTPD5 by Discipline
60
40
20
0
Engineering
Phys Sci, Math, & CS
Bio, Agric, & Nat Res
Social Sciences
Social Svc Professions
Other disciplines
Business
Arts & Humanities
Health Professions
Comm, Media, & PR
Education
Interquartile Range
Mean
25th percentile
Median
75th percentile

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Table 9. Faculty, Course, and Institution Characteristic Predictors for the Teaching Professional Development Scales (continued on next page)

		fTPD1			*fTPD2*			*fTPD3*			*fTPD4*			*fTPD5*		
		Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.
(Constant)		.590	.190	**	.331	.182		.500	.176	**	.157	.176		.309	.182	
Disc. area	Arts & Humanities	-.135	0.43	**	-.041	.042		-.141	.041	**	-.027	.040		.025	.042	
	Bio Sciences, Agriculture, & Natural Resources	.003	.060		.037	.060		.027	.058		-.017	.058		-.042	.060	
	Physical Sciences, Math, & Computer Sciences	-.128	.055	*	-.112	.055	*	-.020	.052		-.123	.052	*	-.140	.054	*
	Social Sciences	-.111	.056	*	-.055	.056		-.159	.054	**	-.063	.054		-.090	.056	
	Business	.026	.065		.063	.064		-.052	.061		-.081	.062		.091	.064	
	Communications, Media, & Public Relations	.052	.088		-.054	.091		-.040	.087		-.012	.087		.100	.090	
	Education	.000	.064		-.176	.059	**	.046	.057		.229	.057	***	.247	.059	***
	Engineering	-.070	.076		.063	.073		.038	.070		-.081	.071		-.043	.073	
	Health Professions	.274	.059	***	.173	.055	**	.263	.053	***	.197	.053	***	.016	.055	
	Social Service Professions	.008	.096		.047	.085		-.023	.082		.014	.081		-.143	.085	
	Other disciplinary fields	.081	.083		.055	.081		.062	.078		-.036	.078		-.020	.080	
Academic rank	Professor	-.030	.060		-.009	.057		-.003	.054		.013	.055		-.029	.057	
	Associate Professor	.021	.056		.038	.054		.037	.051		.013	.051		-.071	.054	
	Assistant Professor	.020	.058		.061	.058		.015	.056		.082	.056		.010	.059	
	Instructor	-.053	.060		-.050	.060		-.017	.057		-.007	.057		.036	.058	
	Lecturer	-.015	.058		-.029	.058		-.066	.055		-.044	.055		.062	.058	
	Other rank	.057	.067		-.011	.063		.034	.060		-.057	.060		-.008	.062	
Tenure status	No tenure system	.207	.086	*	.087	.085		.216	.081	**	.064	.082		-.021	.085	
	Not on tenure track	-.031	.046		-.016	.045		.003	.043		-.002	.044		-.103	.046	*
	Tenure track	-.030	.061		.002	.061		-.061	.061		.062	.059		.078	.061	
	Tenured	-.146	.060	*	-.072	.059		-.157	.056	**	-.125	.056	*	.046	.058	

Notes: *$p < .05$, **$p < .01$, ***$p < .001$. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Teaching Professional Development

Table 9. Faculty, Course, and Institution Characteristic Predictors for the Teaching Professional Development Scales (continued on next page)

		fTPD1			*fTPD2*			*fTPD3*			*fTPD4*			*fTPD5*		
		Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig	Uns. B	SE	Sig.
Number of courses taught this school year		-.027	.020		-.003	.020		-.038	.019	*	.119	.019	***	.127	.020	***
Years of teaching experience		-.060	.029	*	-.048	.029		-.091	.027	**	-.045	.027		-.001	.029	
Age in years		-.007	.028		-.055	.027	*	.030	.026		-.039	.026		-.040	.027	
Gender identity	Man	-.115	.123		.016	.111		.127	.107		.004	.107		-.044	.111	
	Woman	.090	.124		.136	.111		.159	.107		.178	.108		.259	.111	*
	Another gender identity	.276	.345		-.206	.307		-.084	.296		-.235	.298		-.273	.307	
	I prefer not to respond	.252	.146		.055	.138		-.202	.133		.052	.133		.059	.138	
Racial/ethnic identification	American Indian or Alaska Native	.007	.284		.246	.281		.252	.259		.359	.261		.667	.269	*
	Asian	.361	.100	***	.256	.101	*	.386	.097	***	.149	.097		-.215	.100	*
	Black or African American	.281	.103	**	.214	.103	*	.173	.099		.143	.100		-.010	.103	
	Hispanic or Latino	.242	.131		.151	.131		.032	.126		.052	.127		.251	.131	
	Native Hawaiian or other Pacific Islander	.002	.479		-.143	.498		.159	.480		-.366	.483		-.184	.499	
	White	-.252	.078	**	-.213	.080	**	-.342	.076	***	-.158	.077	*	-.169	.079	*
	Other	.151	.139		.056	.142		.069	.134		.202	.136		.151	.141	
	Multiracial	-.314	.132	*	-.176	.132		-.274	.128	*	-.259	.127	*	-.345	.133	**
	I prefer not to respond	-.479	.112	***	-.390	.113	**	-.455	.108	***	-.120	.108		-.147	.112	
Sexual orientation	Straight (heterosexual)	.021	.103		-.020	.105		.037	.102		.065	.102		-.081	.105	
	Bisexual	.112	.155		-.015	.156		.144	.150		.185	.151		-.104	.158	
	Gay	.048	.156		.034	.159		-.028	.153		.164	.153		-.009	.158	
	Lesbian	.303	.170		.055	.169		.121	.164		.077	.164		-.104	.158	
	Queer	-.359	.310		.022	.311		-.142	.300		-.209	.302		.525	.311	
	Questioning or unsure	-.228	.484		-.321	.498		-.204	.481		-.253	.484		-.406	.499	
	Another sexual orient.	-.092	.283		.142	.294		-.082	.283		-.257	.285		.137	.294	
	I prefer not to respond	.195	.122		.103	.123		.153	.118		.227	.119		.042	.123	

Notes: *$p < .05$, **$p < .01$, ***$p < .001$. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Table 9. Faculty, Course, and Institution Characteristic Predictors for the Teaching Professional Development Scales (continued)

		fTPD1			*fTPD2*			*fTPD3*			*fTPD4*			*fTPD5*		
		Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.	Uns. B	SE	Sig.
Holds an earned doctorate		-.105	.053	*	-.064	.052		-.113	.050	*	-.119	.050	*	-.193	.052	***
US citizen		-.145	.112		-.145	.114		-.232	.111	*	-.050	.110		-.133	.114	
Private institution		.098	.060		.055	.059		.011	.057		.094	.057		.150	.059	*
Undergraduate enrollment in thousands		-.024	.027		.057	.026	*	.008	.025		.042	.025		-.020	.026	
Carnegie basic classification	Doctoral U-highest research activity	-.048	.063		-.229	.063	***	-.164	.060	**	-.242	.060	***	.031	.063	
	Doctoral U-higher research activity	-.060	.059		-.028	.060		-.058	.058		-.082	.058		.115	.061	
	Doctoral U-moderate research activity	.353	.137	**	.438	.143	**	.403	.135	**	.227	.135		.162	.141	
	Master's C&U-larger programs	-.022	.046		-.030	.046		-.057	.045		-.049	.045		-.003	.047	
	Master's C&U-medium programs	.134	.089		.086	.089		.080	.086		-.204	.086	*	-.164	.090	
	Master's C&U-smaller programs	.042	.089		.068	.089		-.053	.086		.124	.085		.102	.089	
	Bacc-arts & sciences	-.181	.082	*	-.146	.083		-.226	.080	**	.136	.080		.016	.084	
	Bacc-diverse fields	.016	.093		.006	.096		.016	.093		-.083	.093		-.001	.097	
	Other Carnegie Class.	-.233	.183		-.165	.187		.061	.180		.421	.181	*	-.259	.192	

Notes: *$p < .05$, **$p < .01$, ***$p < .001$. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Figure 6. *fTPD* Scales by Gender

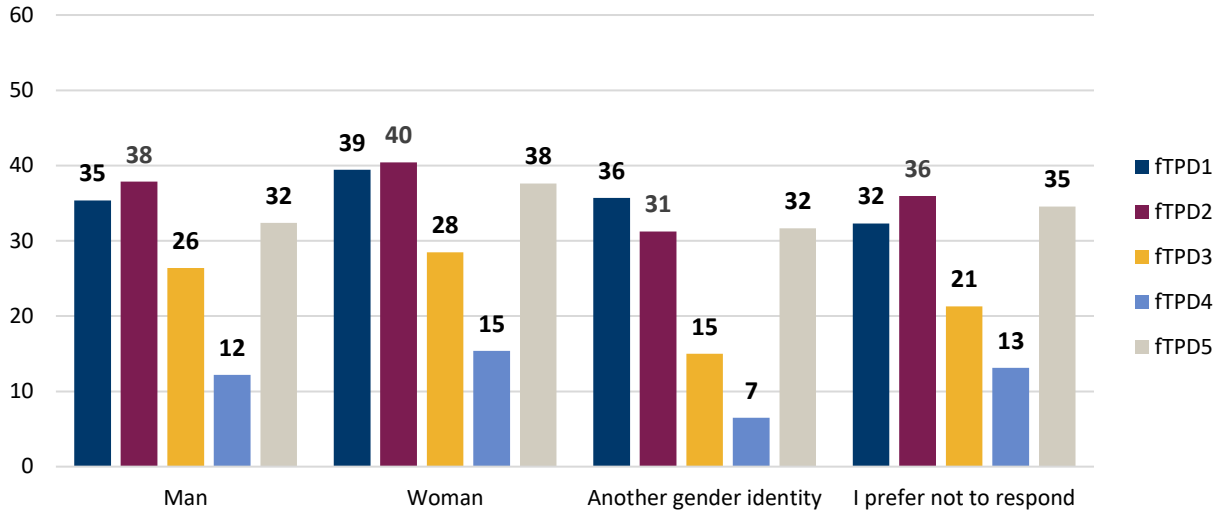

Figure 7. *fTPD* Scales by Tenure Status

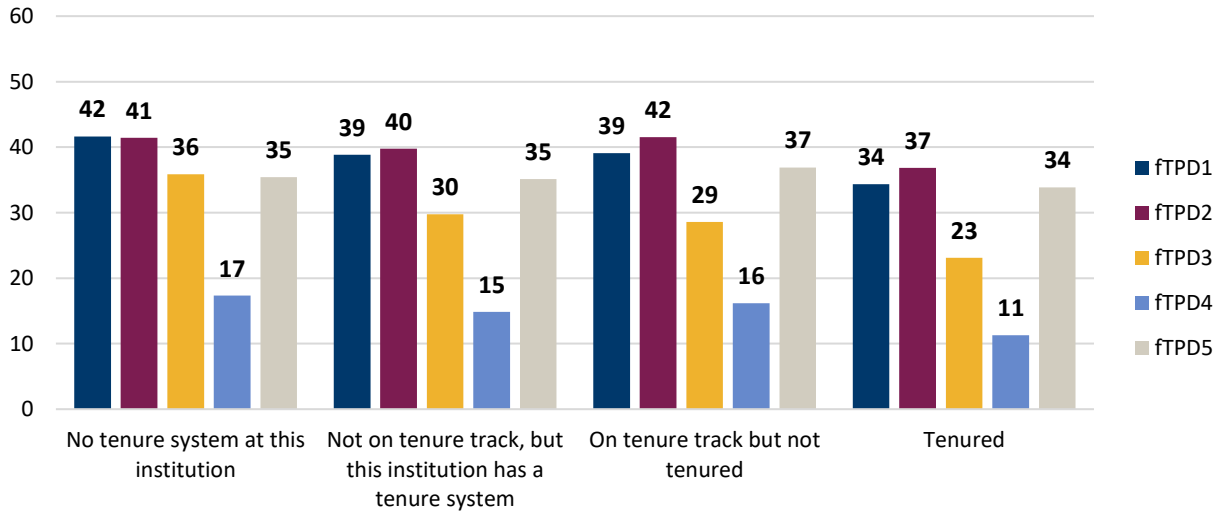

Figure 8. *fTPD* Scales by Discipline Area

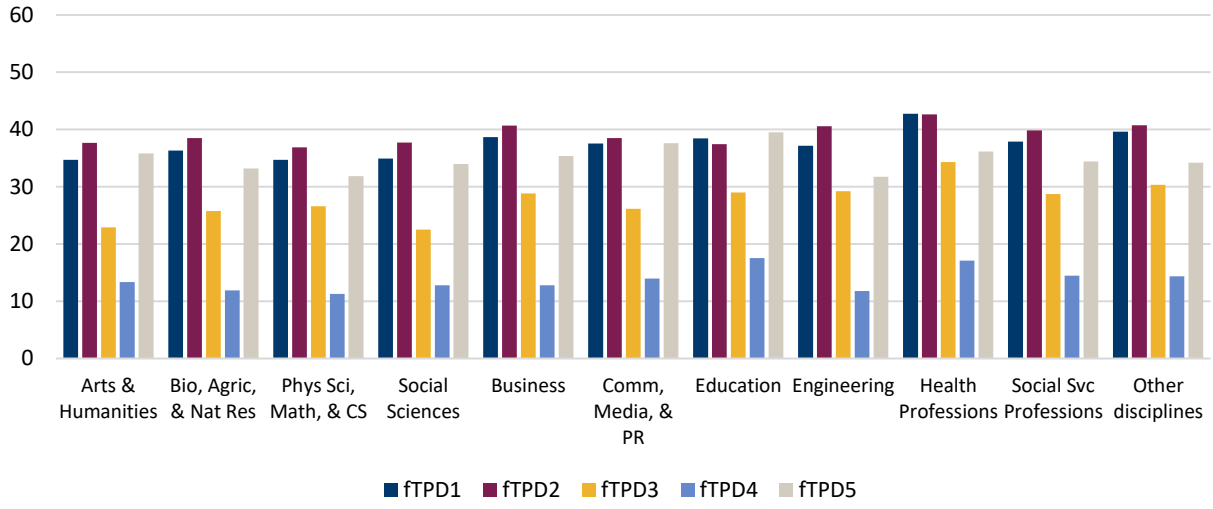

Figure 9. *fTPD* Scales by Racial/Ethnic Identity

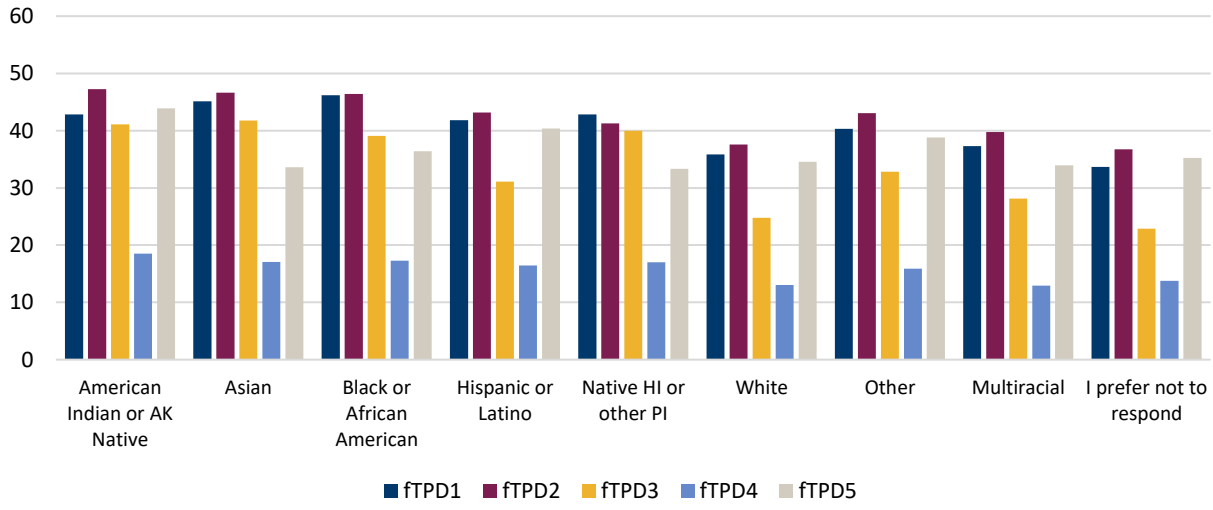

Figure 10. *fTPD* Scales by Carnegie Classification