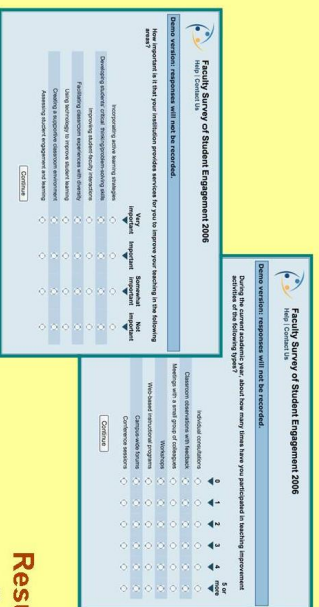


HOW FACULTY CHOSE TO IMPROVE THEIR TEACHING ACROSS DISCIPLINARY AREA

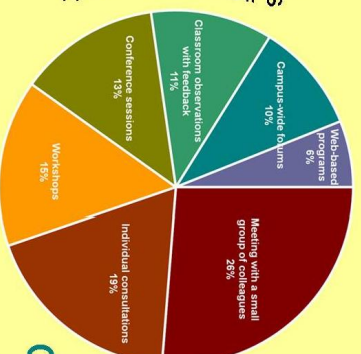
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Data Source: 2006 Faculty Survey of Student Engagement (FSSE)



Research Question #1:
 Which professional development activities are used most frequently by faculty members?

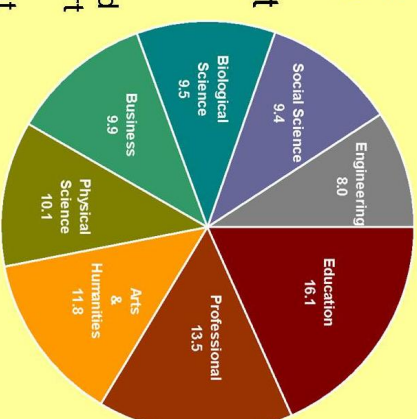
Result #1: Meeting with a small group of colleagues, is the most often used form of professional development among faculty across all disciplines. Web-based instructional programs are, on the other hand, the least used activity.



- Possible Implications:**
- Build institutional support for faculty meeting with small groups of colleagues as an acceptable form of development
 - Develop and promote departmental workshops
 - Investigate reasons why other groups of faculty are not participating in professional development activities
 - Offer collaborative opportunities across disciplines

Research Question #2:
 Does the amount of time faculty spend on professional development activities differ across academic disciplines?

Result #2: Education and professional faculty report participating in the most professional development activities per academic year. They participate in nearly twice as many activities as their counterparts in engineering.



- Other Results:**
- Women, full-time faculty, and education faculty were the most likely groups to participate in workshops
 - 59% of all faculty participated in an individual consultation at least once. No notable group differences were observed
 - Women, full-time faculty, and those teaching more undergraduate courses tended to participate in meeting with colleagues whereas faculty in social sciences were the least likely to do so. However, 74% of all faculty report doing so at least once
 - Nearly 80% of faculty in the biological sciences (vs. 41% education faculty) reported going to less than one conference

- Over 21,000 faculty respondents**
- 46% women
 - 16% faculty of color
 - 23% professor
 - 22% associate
 - 25% assistant
 - 29% other
- Overall response rate = 46%**

Respondent Characteristics:

- 131 institutions
- 20% doctoral
- 45% master's,
- 35% baccalaureate
- 52% private