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%
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

- Doctoral-granting: 8.5
- Master's-granting: 10.6
- Bachelor's-granting: 10.5
Average Number of Times Participating in Any Activity: Race/Ethnicity

- American Indian: 13.7
- African American/Black: 11.7
- Latino/a: 11.6
- Other: 10.7
- Multi-racial: 10.5
- White: 9.6
- Asian: 8.8
Average Number of Times Participating in Any Activity: Gender

- **Female**: 10.8
- **Male**: 8.7
Average Number of Times Participating in Any Activity: Rank

- Assistant Professor: 10.6
- Associate Professor: 9.7
- Full Professor: 9.4
- Lecturer/Instructor: 9.1
Average Number of Times Participating in Any Activity: Disciplinary Area

- Education: 13.5
- Professional: 11.6
- Arts & Humanities: 10.0
- Business: 8.7
- Physical science: 8.6
- Biological science: 8.2
- Social science: 8.1
- Engineering: 7.0
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
Number of Faculty Dev. Activities Faculty Have Participated In

- 0 activities: 9%
- 1 activity: 9%
- 2 activities: 12%
- 3 activities: 16%
- 4 activities: 16%
- 5 activities: 14%
- 6 activities: 10%
- 7 activities: 10%
Average Number of Activities Participated in: Carnegie

- Master's-granting: 4.0
- Bachelor's-granting: 4.0
- Doctoral-granting: 3.4
Average Number of Activities Participated in: Race/Ethnicity

- American Indian: 4.7
- African American/Black: 4.3
- Latino/a: 4.2
- Other: 4.1
- Multi-racial: 3.9
- White: 3.7
- Asian: 3.7
Average Number of Activities Participated in : Gender

- Female: 4.0
- Male: 3.5
Average Number of Activities Participated in: Disciplinary Area

- Education: 4.6
- Professional: 4.4
- Arts & Humanities: 3.7
- Business: 3.7
- Physical science: 3.4
- Social science: 3.4
- Biological science: 3.3
- Engineering: 3.1
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
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

1. Developing critical thinking/problem solving: 3.2
2. Creating a supportive classroom environment: 3.1
3. Assessing student engagement and learning: 3.1
4. Using technology to improve student learning: 3.0
5. Incorporating active learning strategies: 2.9
6. Improving student-faculty interactions: 2.9
7. Facilitating classroom experiences with diversity: 2.7
Average Value of Importance for Services to Improve Teaching: Carnegie

<table>
<thead>
<tr>
<th>Type</th>
<th>Very important (4)</th>
<th>Not important (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's-granting</td>
<td>3.0</td>
<td>-</td>
</tr>
<tr>
<td>Bachelor's-granting</td>
<td>3.0</td>
<td>-</td>
</tr>
<tr>
<td>Doctoral-granting</td>
<td>2.9</td>
<td>-</td>
</tr>
</tbody>
</table>
Average Value of Importance for Services to Improve Teaching: Race/Ethnicity

- African American/Black: 3.5
- Latino/a: 3.3
- Asian: 3.2
- Multi-racial: 3.1
- American Indian: 3.0
- Other: 3.0
- White: 3.0

Scale: Not important (1) to Very important (4)
Importance of Providing Services to Improve Facilitation of Classroom Diversity Experiences

- Black
- Latino/a
- Multi-racial
- Asian
- White

Comparison of perceptions across different racial groups:

Not important:
- Black: 4%
- Latino/a: 12%
- Multi-racial: 16%
- Asian: 9%
- White: 16.7%

Somewhat important:
- Black: 12%
- Latino/a: 18%
- Multi-racial: 21%
- Asian: 23%
- White: 28.7%

Important:
- Black: 22%
- Latino/a: 24%
- Multi-racial: 25%
- Asian: 33%
- White: 29.3%

Very important:
- Black: 62%
- Latino/a: 45%
- Multi-racial: 38%
- Asian: 35%
- White: 25.3%
Average Value of Importance for Services to Improve Teaching: Gender

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Female Average Value</th>
<th>Male Average Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important (4)</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Not important (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Average Value of Importance for Services to Improve Teaching: Rank

<table>
<thead>
<tr>
<th>Role</th>
<th>Importance Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer/Instructor</td>
<td>3.1</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3.0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2.9</td>
</tr>
<tr>
<td>Full Professor</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Average Value of Importance for Services to Improve Teaching: Disciplinary Area

<table>
<thead>
<tr>
<th>Disciplinary Area</th>
<th>Average Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>3.3</td>
</tr>
<tr>
<td>Education</td>
<td>3.1</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3.0</td>
</tr>
<tr>
<td>Social science</td>
<td>2.9</td>
</tr>
<tr>
<td>Business</td>
<td>2.9</td>
</tr>
<tr>
<td>Biological science</td>
<td>2.9</td>
</tr>
<tr>
<td>Physical science</td>
<td>2.8</td>
</tr>
<tr>
<td>Engineering</td>
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</tbody>
</table>
• 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?

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Number of Classroom Observations with Feedback by Disciplinary Area
Number of Workshops by Gender

- **0%**
- **20%**
- **40%**
- **60%**

0 1 2 3 4 5 or more

- **Male**
- **Female**

- Bar chart showing the number of workshops attended by gender.
Number of Classroom Observations by Rank

- Lecturer/Instructor
- Assistant Professor
- Associate Professor
- Full Professor

0
1
2
3
4
5 or more