Report from the 2008 Faculty Development Survey

Conducted by the Faculty Development Council of the Faculty Senate

Southern Illinois University Edwardsville

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Executive Summary

In late December 2008 a survey was conducted by the Faculty Development Committee, Southern Illinois University Edwardsville (SIUE), to assess faculty opinions toward professional development opportunities and overall teaching environments present at SIUE. The survey had five parts, which included free response, Likert scale, and ranking questions about faculty/ professional development, work environment, financial support, and needs for the future. Respondents were also asked to identify themselves by academic rank, tenure or non-tenure track, degree of employment (full or part-time), and academic unit.

A total of 163 surveys out of 855 possible were returned, yielding a response rate of 19.1%. Among the surveys submitted by tenured or tenure track faculty, The School of Business showed the highest response rate of all the units, with 39.2%. In descending order, the other units' response rates by tenured/ tenure track faculty were School of Pharmacy (32.3%), College of Arts and Sciences (24.8%), School of Engineering (20.5%), School of Education (19.8%), School of Nursing (11.3%), and School of Dental Medicine (8.8%).

The questions asked can be grouped under two broad categories: Qualitative and Quantitative. The results of the Quantitative questions showed potentially significant trends. One example is an increasing rate of satisfactions with professional experiences and professional development at SIUE with increasing rank; 45.5% for part-time instructors, upwards in a linear fashion to 75.8% for tenured (full) professors. A possible correlation between condition of classroom equipment and impressions of teaching effectiveness was also seen. Instructors show more satisfaction in opportunities for exposure to latest teaching issues in the classroom than do tenure track assistant, associate, and (full) professors. Junior faculty appear confident in applying newly learned teaching techniques in their courses. Assistant professors are more optimistic about finding funding for research than their senior tenure track colleagues. Also, assistant professors seem to feel more burdened by service work than associate and (full) professors. Responses to Qualitative questions were extremely varied. One of the more common responses referred to the definition of faculty development: 94 of 143 respondents felt faculty development "supports more than one of research, teaching, and service." Regarding opinions on experiences beneficial for professional development, the most commonly cited was "Travel to professional meetings, present at conferences… with or without presenting research." The numerous other Qualitative questions explored faculty's attitudes regarding characteristics of experiences at SIUE, professional development activities, future directions for professional and faculty development workshops, faculty needs, as well as many others.

Survey Administration

What

The survey was developed by the 2007-2008 Faculty Development Council and put into final form and administered by the 2008-2009 Faculty Development Council (see Appendix A for list of members). A literature search found no existing validated instruments for this purpose. Data from the Higher Education Research Institute (HERI) survey, available via the SIUE Factbook Annex, was not sufficiently detailed.

Surveys given by Eastern Illinois University, Marian College, Minnesota State Colleges and Universities, Ohio University, and Xavier University were consulted, but the final form was tweaked for our purposes and setting. The survey had five parts:

I. Introduction: Free response questions about faculty/professional development & Likert scale questions about existing professional development opportunities at SIUE
II. Perceptions: Likert scale questions about environment relating to: teaching; scholarly/creative work; service; overall work environment
III. Format: Ranking questions about format of and financial support for professional development
IV. Open-ended questions: Free response questions about interests and needs for the future
V. Personal Descriptors: Rank (Assistant Professor, Associate Professor, Professor, Part-time lecturer/instructor (non-tenure track), Full-time instructor/lecturer (non tenure track)); Unit (College of Arts & Sciences, Lovejoy Library, School of Business, School of Dental Medicine, School of Education, School of Engineering, School of Nursing, School of Pharmacy, Other (e.g. Graduate School, Provost's office))

When

The survey opened 9 December 2008 and remained available until 6 February 2009.

How

The survey was administered via a Blackboard course shell. This was considered to be a generally familiar platform that would permit proper maintenance of confidentiality of responses as well as be cost-effective. A paper survey was offered for anyone who did not wish to use Blackboard; none were requested. Notices about the survey availability were sent via email to the faculty listservs.

Who

The desire was to include all faculty, defined broadly (in accordance with the SIU Board of Trustees "all persons holding academic rank" (http://bot.siu.edu/leg/policies.html#2A) to include tenured, tenure-track, and non-tenure-track, full and part-time, and administrators with academic appointments. Emeritus faculty and professional staff were not included. This broad net means that 855 individuals were included in the Blackboard course shell used to administer the survey.

220 surveys were submitted, suggesting a 25.7% response rate. However, of these, 163 were not primarily blank, for an overall response rate of 19.1%.

Of those 855, (610+LIS) were tenured or tenure-track faculty. Response rates per unit are shown in Table 1. These numbers are based on the 2008 faculty as reported in the 2009 Factbook.

Table 1: Response rates of tenured and tenure-track faculty, by unit

Unit	# completed surveys	# faculty	% response
College of Arts and Sciences	75	303	24.8
Library and Information Science	2	Not in factbook	
School of Business	20	51	39.2
School of Dental Medicine	3	34	8.8
School of Education	18	91	19.8
School of Engineering	9	44	20.5
School of Nursing	6	53	11.3
School of Pharmacy	11	34	32.3
Total	144	610+LIS	~23%

Quantitative Questions

Teaching questions

Interesting by rank

Although the faculties' responses to the questions are mostly positive, there are some differences in responses to the questions by different groups of faculty in terms of their rank. The results of the survey show that the tenured full professors responded most positively to the questions that ask about development of professional skills. The instructors indicate that they are most supported for developing their teaching skills. The group of junior faculty (assistant and associate professors) shows that they are confident in applying teaching techniques to the courses they teach, although they imply that they are developing their professional experiences at SIUE.

Question 4: My professional experiences at SIUE have been

The percentage of the upper two categories ("very satisfied" and "total of very satisfied and satisfied") increases as the rank of the faculty becomes higher. The instructors' responses are somewhat similar to those in tenure-track faculty in that the general responses for the question are positive ("total of very satisfied and satisfied" increased as the rank of the faculty becomes higher.

Table 7: Responses to Question 4 (quality of professional experiences).

	VS	VS + S
Assistant	8.5%	61.0%
Associate	16.3%	69.8%
Full Professor	31.0%	75.8%
PT Instructors	18.2%	45.5%
FT Instructors	12.5%	56.3%

VS = Very Satisfied, S = Satisfied

A similar tendency is also observed in the responses for Question #5 ("My professional development experiences at SIUE have improved my professional skills"). The group of the tenured full-professors shows the most positive responses to the question.

Question 7: Overall, I believe existing professional development at SIUE addressed my needs and interests.

For this question, the faculty who belong to tenured full-professorship show highly positive responses ("Strongly Agree" and "Total of Strongly Agree and Agree"). The difference from other groups is conspicuous (by approximately 20% more compared to other groups). The differences in other groups are within 6% for "Strongly Agree" and 8% for "Total of Strongly Agree and Agree". The differences between the two groups of instructors are minor.

Table 8: Responses to Question 7 (professional development at SIUE addressed needs)

	SA	SA + A
Assistant	3.4%	33.9%
Associate	4.7%	30.3%
Full Professor	20.7%	51.7%
PT Instructors	9.1%	36.4%
FT Instructors	6.3%	37.6%

SA = Strongly Agree, A = Agree

Question 8: I have the support I need to teach the way I want to teach.

The percentage of "Total of Strongly Agree and Agree" as the responses from the fulltime instructors reach 100%, while that number is the lowest for the part-time instructors. The tenure-track faculty resulted in between. The differences in the three groups of the tenure-track faculty are minor.

Table 9: Responses to Question 8 (have the support to teach the way I want to teach)

	SA	SA + A
Assistant	20.3%	66.1%
Associate	11.6%	58.1%
Full Professor	17.2%	65.5%
PT Instructors	27.3%	54.6%
FT Instructors	31.3%	100%

SA = Strongly Agree, A = Agree

Question 10: I am comfortable with my ability to use the classroom technologies appropriate for my course.

The group of assistant professors shows the highest confidence in using the classroom technologies in their expertise, while the responses from the instructors result in the lowest level of confidence. The ratio of "Strongly Agree" for the group of the assistant professors is outstanding (almost 20% more than the second highest group).

Table 10: Responses to Question 10 (comfortable with ability to use classroom technologies)

	SA	SA + A
Assistant	49.2%	84.8%
Associate	23.3%	76.8%
Full Professor	31.0%	82.7%
PT Instructors	18.2%	54.6%
FT Instructors	12.5%	68.8%

SA = Strongly Agree, A = Agree

Question 12: I find it difficult to keep up with the latest teaching news for the courses I teach.

The most interesting outcome from this question is that the two groups of the instructors feel they are comfortable in keeping up with the latest teaching news for the courses they teach ("Strongly Agree" is 0% for the two groups). It seems that the groups of faculty in higher ranking (the tenured full professors and the full-time instructors) also tend to feel comfortable in keeping up with the latest teaching news for the courses they teach, although the tendency is not very strong.

Table 11: Responses to Question 12 (find it difficult to keep up with teaching news)

	SA	SA+A	D+SD	SD
Assistant	6.8%	27.1%	45.8%	10.2%
Associate	7.0%	39.6%	37.2%	7.0%
Full Professor	10.3%	27.5%	37.9%	6.9%
PT Instructors	0.0%	18.2%	45.9%	0.0%
FT Instructors	0.0%	12.5%	37.6%	6.3%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Interesting by unit

Analyses in this category reveal some interesting results, although most of them most probably require more in-depth analysis to draw conclusions, especially to be used as reliable outcomes of this survey. One of them is a possible correlation between the conditions of the classroom equipments and effectiveness in teaching from the faculty's side. The effectiveness in teaching from the faculty side is indirectly measured by multiple questions (Question 8, 10 and 12). Question 8 is about the support to faculties for their teaching. Question 10 is about use of classroom technologies, while this question (Question 12) is ease of keeping up with the latest teaching news. The responses to the three questions seem to have a correlation to the level of conditions in the classroom equipments. Another interesting finding is that how much faculties are paying attention to their colleague's teaching) significantly differs in each school, based on an assumption that the essential question behind Question 14 asks is the level of attention faculties are paying attention to their colleague's teaching.

Question 7: Overall, I believe existing professional development at SIUE addressed my needs and interests.

The responses from this question suggest two things. First, surprisingly approximately half of the responders expressed that the professional development at SIUE does not satisfy their needs and interests. In CAS and Pharmacy, more than 15% of the responders indicated that they are very unsatisfied, although the absolute ratio of those unsatisfied is significantly lower in Pharmacy compared to other schools.

Table 12: Responses to Question 7 (professional development at SIUE addressed my needs)

	D	D+SD
CAS	27.2%	40.8%
Business	40.9%	50.0%
Education	45.0%	50.0%
Engineering	33.3%	44.4%
Pharmacy	9.1%	27.3%

D = Disagree, SD = Strongly Disagree

Question 8: I have the support I need to teach the way I want to teach.

The ratio of the positive responses is found significantly higher in the School of Engineering and Pharmacy (the total ratio of positive responses is around 90% for the two schools, while the number for other schools is around 60%). An obvious common denominator for the two schools (Engineering and Pharmacy) is that they are both technology-oriented disciplines. It could be that availability of good equipment applying to teaching contributes to the feeling of being supported.

Table 13: Responses to Question 8 (have the support to teach the way I want)

	SA	SA + A
CAS	11.1%	65.4%
Business	36.4%	63.7%
Education	15.0%	55.0%
Engineering	11.1%	88.9%
Pharmacy	54.5%	90.9%

SA = Strongly Agree, A = Agree

Question 10: I am comfortable with my ability to use the classroom technologies appropriate for my course.

The responses to this question show a quite similar pattern observed in **Question 8**. This correlation may imply that having good equipments in classrooms is one of the essential factors in enhancing the quality of teaching, which also will contribute to faculties' satisfaction for SIUE's support to them in teaching.

Table 14: Responses to Question 10 (comfortable with my ability to use classroom technologies)

	SA	SA + A
CAS	33.3%	81.4%
Business	31.8%	77.3%
Education	25.0%	65.0%
Engineering	66.7%	100.0%
Pharmacy	54.5%	90.9%

SA = Strongly Agree, A = Agree

Question 11: The equipment I need to teach works reliably

The responses to this question have made a very clear difference for different schools. The results of this question indicate imbalance in the conditions of the equipment faculty depend on in classrooms. However, the cause of the problem in the conditions of the equipment is unknown (is it due to lack of technical support staff, equipment damage due to poor faculty knowledge, etc.). This question was asked to make sure that Question 10 was read as referring to the user's comfort with the technology as opposed to being confounded with their comfort that the technology would be working.

Table 15: Responses to Question 11 (equipment I need to teach works reliably)

	SA	SA + A
CAS	4.9%	40.7%
Business	13.6%	50.0%
Education	20.0%	65.0%
Engineering	33.3%	77.7%
Pharmacy	36.4%	90.9%

SA = Strongly Agree, A = Agree

Question 12: I find it difficult to keep up with the latest teaching news for the courses I teach.

The responses to this question show a quite similar pattern observed in **Question 8** and **Question 10**. The fact that the responses to this question (Question 12) may suggest some correlation in a factor that is common in the three questions (8, 10 and 12). Question 8 is about the support to faculties for their teaching. Question 10 is about use of classroom technologies, while this question (Question 12) is ease of keeping up with the latest teaching news.

Table 16: Responses to Question 12 (difficult to keep up with teaching news)

	D	D+SD
CAS	29.6%	37.0%
Business	31.8%	40.9%
Education	35.0%	35.0%
Engineering	55.6%	66.7%
Pharmacy	45.5%	63.7%

D = Disagree, SD = Strongly Disagree

It can be that the hidden issue behind this question is the degree of attention faculties are paying to other faculties for teaching. If the hypothesis is correct, it is quite reasonable that the faculties in the School of Education are the group of faculties who are paying attention to other faculties regarding how teaching is performed. As shown in the graphs below, faculties in the School of Business and Engineering showed a significantly lower ratio compared to others.

Table 17: Responses to Question 14 (useful feedback when observing colleague's classes)

	SA	SA + A
CAS	17.3%	74.1%
Business	4.5%	40.9%
Education	70.0%	80.0%
Engineering	0.0%	22.2%
Pharmacy	18.2%	72.7%

SA = Strongly Agree, A = Agree

Scholarly/Creative questions

By rank

- Full professors do not feel they have as many people to discuss their scholarly/creative work as do the assistant and associate professors.

- Associate and full professors are less hopeful than assistant professors in finding funding for their research.

- Only 10% associate professors want to involve students in their scholarly activities, which is almost as low as feedback from part-time lecturers.

By unit

- Schools of Engineering and Pharmacy faculty believe highest that they have the support to accomplish their scholarly work, while School of Business faculty has the lowest belief in this issue.

- All units want to involve students in scholarly activities at around 70%, while School of Business at 30%, which is the lowest.

- About being successful in finding funding for scholarly work, School of Engineering has the highest agreeing percentage (60%), while School of Business has the lowest percentage (17%).

Service questions

By rank
- While about 17% of the assistant professors believe that service is busywork, only about 8% of associate and full professors think the same way.

By unit
- All units agree that they have the support to fulfill their service responsibilities at ~50-55%, while School of Pharmacy has this at about 85%.
- 70% of the School of Pharmacy faculty taking the survey believe that their service is valued by their SIUE colleagues. The second school is CAS with 55%, and all other units are around 35-40% in agreeing with this statement.

Balance questions

Question 33: I am satisfied with my balance of teaching, service, and scholarly/creative work.

This question asked about satisfaction with balance of teaching, service and scholarly/creative work. The responses split to two different groups of generally positive and negative responses. Although the responses split to the two groups of positive and negative responders, for associate tenure-track faculty, negative responses dominated, while for full-professor and full-time instructors, the positive responses dominated. For assistant tenure-track faculty and part-time instructors, the split was approximately 50:50. In general, there was a response of 35% agree and 26% disagree, which may be an interesting finding to examine further.

Table 18: Responses to Question 33 (satisfied with teaching/service/scholarly balance)

	SA	SA+A	D	D+SD
Assistant	16.9%	44.0%	27.1%	39.0%
Associate	2.3%	32.5%	39.5%	58.1%
Full Professor	17.2%	68.9%	17.2%	20.6%
PT Instructors	12.5%	43.8%	18.8%	25.1%
FT Instructors	0.0%	45.5%	9.1%	9.1%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Question 37: I feel free to voice my opinion in campus discussion.

The result from this question was similar to that of Question 33 with 44% agree and 19% disagree about feeling free to voice opinion in campus discussions.

Table 19: Responses to Question 37 (feel free to voice my opinion)

	SA	SA+A	D	D+SD
Assistant	6.8%	44.1%	27.1%	39.0%
Associate	16.3%	74.4%	16.3%	16.3%
Full Professor	17.2%	58.6%	10.3%	24.1%
PT Instructors	0.0%	43.8%	25.0%	37.5%
FT Instructors	0.0%	36.4%	0.0%	18.2%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Question 38: My work and personal life are in balance.

This question regarding having balance between work and personal life has a response of 43% agree and 21% disagree. By breakdown based on rank, the results show that the positive responses dominated for associate, full professor and full-time instructors, while for assistant professors, the result was dominated by negative responses ("not in balance"). For part-time instructors, the responses were almost evenly split to positive and negative responses.

By breakdown base on units, for most of the units, a split between positive and negative responses were observed, although, for business, education and engineering, the responses were slightly biased to positive responses. For CAS and pharmacy, the responses were slightly biased to the negative responses.

Table 20: Responses to Question 38 (work and personal life are in balance)

	SA	SA+A	D	D+SD		SA	SA+A	D	D+SA
Assistant	6.8%	40.7%	28.8%	39.0%	CAS	11.1%	46.9%	25.9%	35.8%
Associate	4.7%	62.8%	11.6%	18.6%	Business	4.5%	63.6%	13.6%	27.2%
Full Professor	27.6%	69.0%	10.3%	27.5%	Education	17.2%	58.6%	10.3%	24.1%
PT Instructors	6.3%	50.1%	18.8%	37.6%	Engineering	33.3%	55.5%	11.1%	33.3%
FT Instructors	18.2%	63.7%	27.3%	27.3%	Pharmacy	9.1%	63.6%	27.3%	27.3%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Question 39: I am confident of my success in achieving promotion and/or tenure.

The responses to this question show another interesting finding with regard to success in achieving P/T, with 31% agree, 13% disagree, and 18% neutral. By breakdown based on rank, optimism for tenure/promotion was obvious while the responses from the full professor, part-time and full-time instructors were dominated by pessimism.

Table 21: Responses to Question 39 (confident of success in P&T)

	SA	SA+A	D	D+SD
Assistant	16.9%	59.3%	15.3%	20.4.%
Associate	14.0%	58.2%	23.3%	23.3%
Full Professor	10.3%	17.2%	0.0%	0.0%
PT Instructors	0.0%	6.3%	25.0%	0.0%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Question 41: Work is fairly distributed.

This question is about fair work distribution – the responses were split between 34% agreement and 21% disagreement (overall). The above graphs show the results based on breakdown in ranking. There was no significant difference observed in units.

Table 22: Responses to Question 41 (work is fairly distributed)

	SA	SA+A	D	D+SD
Assistant	8.5%	40.7%	22.0%	32.2%
Associate	7.0%	39.6%	30.2%	48.8%
Full Professor	6.9%	44.8%	17.2%	34.4%
PT Instructors	6.3%	56.3%	12.5%	12.5%
FT Instructors	9.1%	45.5%	0.0%	9.1%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Question 42: I have the equipment and facilities I need for my work.

With regard to having necessary resources for work, 43% agreed and 27% disagreed with this statement. There were significant differences observed in the responses from different units. The responses by education and pharmacy showed that they feel they are well supported by facilities and equipments. Although the majority of faculty in business and engineering still feel they are well supported for facilities and equipments, relatively more faculty are feeling the need of more support. In CAS, half the faculty responded they need more support for facilities and equipment.

Table 23: Responses to Question 42 (have equipment and facilities I need for my work)

	SA	SA+A	D	D+SD
CAS	4.9%	39.5%	39.5%	49.4%
Business	13.6%	59.1%	36.4%	36.4%
Education	20.0%	90.0%	10.0%	10.0%
Engineering	11.1%	66.7%	33.3%	33.3%
Pharmacy	18.2%	81.8%	18.2%	18.2%

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Faculty Development Formats

In terms of faculty development to improve teaching, faculty were most interested in participating in a on-campus one-hour seminar (27%). They also reported they would like to participate in on-campus hands-on workshops (30%). As for opportunities to improve scholarly/creative work, 22% of faculty respondents indicated they would attend a one-hour on-campus seminar and an on-campus hands-workshop (6%) and a one-on-one mentoring or coaching (24%). As for service, the results were mixed for on-campus one-hour seminars (23% were most likely while 21% reported least likely). However, all participants indicated that they would be least interested in online opportunities for improving teaching (27%), scholarly work (24%) and service (31%).

Financial Interests

Questions 46-49

Faculty overwhelming indicated high interest (81%) in receiving financial support for formal off-campus activities such as conferences. All other results were mixed for financial support for informal off-campus activities and financial support for materials preparation.

Questions 50-53: I have the equipment and facilities I need for my work.

As for financial support for graduate assistants, faculty showed high interest at 47%. However, interest in financial support for undergraduate assistants and increased staff support indicated mixed results.

Conclusions from Quantitative Data

Part 1: From analysis based on rank

- The faculty in high rank or those who have been working in SIUE for a long time showed the highest ratio of satisfaction for developing professional skills or for professional experiences. However, this may be a result of "self selection". Those who do not have positive professional experiences or those who do not have good opportunities for their professional career development most probably have left SIUE. We can conclude only limited results from this survey.

- The results of this survey show that the instructors are satisfied in opportunities to get exposed to recent and latest teaching issues in the classroom. The instructors very clearly show more positive responses than the three groups of tenure-track faculty in this respect. This result may be interpreted in many different ways, though. Since most of the opportunities of this kind at SIUE are usually open, regardless of the faculty's rank, it could be that the ultimate factor could be willingness to participate in such activities. Due to many different roles in the tenure-track faculty, it could be that the tenure-track faculty may have difficulty in finding time to participate in such opportunities.

- An important observation for junior faculty, especially assistant professors, is that they are confident in applying teaching techniques they already earned to the courses they teach. However, their responses to some questions (such as #10) indicate that they feel need for experience.

- Associate and full professors are less hopeful than assistant professors in finding funding for their research.

- Only 10% of associate professors want to involve students in their scholarly activities, which is almost as low as feedback from part-time lecturers.

- While about 17% of the assistant professors believe that service is busywork, only about 8% of associate and full professors think the same way.

- Some possible future questions (suggested questions):

  - If you have already earned your tenure at SIUE, is there any junior faculty who recently did not get tenure (in your department or in other departments)? If yes, do you have any idea for the main cause for that to have happened?

  - Are you currently a mentor of a junior faculty? If yes, does your mentee have any difficulty in developing his/her career at SIUE (in teaching, scholarly work and service work)? If yes, can you describe the difficulty?

Part 2: From analysis based on academic units

- Although further analysis or survey is highly recommended, the results of some of the questions imply that the condition of classroom equipment might be impacting the effectiveness of teaching by faculties. The observed outcomes indicate classroom equipments that are not properly conditioned are negatively impacting faculty confidence and achievement in teaching.

- The level at which faculty pay attention to their colleague's teaching differs significantly in each school. Faculty in the School of Business and Engineering showed a significantly lower ratio compared to others.

- Schools of Engineering and Pharmacy faculty believe highest that they have the support to accomplish their scholarly work, while School of Business faculty has the lowest belief in this issue.

- All units want to involve students in scholarly activities at around 70%, while School of Business at 30%, which is the lowest.

- About being successful in finding funding for scholarly work, School of Engineering has the highest agreeing percentage (60%), while School of Business has the lowest percentage (17%).

- All units agree that they have the support to fulfill their service responsibilities at ~50-55%, while School of Pharmacy has this at about 85%.

Qualitative Questions

The following analysis presents the qualitative data from the FDC survey in a (hopefully) useful way. Some comments are printed verbatim, while many others are summarized to help aggregate the data. Comments that were off-topic, irrelevant, or containing personally identifying information were either deleted or reworded. Occasionally, footnotes reference a verbatim comment that supplies some useful clarifying information.

Question 1: *Briefly, how would you define faculty development?*

We recorded 143 responses which includes about 7 off-topic or unclear responses. After reading through the data, the following topics emerged from the responses.

Table 2: Responses to Question 1 (faculty development definitions)

Topics	Num responses
FD supports more than one of research, teaching, and service	94
FD allows for direct financial support (in various forms such as release time, travel, grants, etc.)	19
FD includes travel support	13
FD consists primarily of workshops and educational programs	12
FD provides support for research	11
FD helps us maintain currency	3
FD relates to experience	2
FD is goal driven	2
FD is broader than improvement in teaching, research, and service	2
FD involves networking with colleagues	2
The point of initiation of FD may vary	
FD specifically includes support for technology in teaching	
FD encompasses both measurement and improvement	

Question 2: *Please describe an experience that you feel had a significant beneficial effect on your professional development.*

Upon evaluating the data, several main themes occurred, many of which had several topics or components. The responses are organized here by main theme, including the subtopics. The rightmost column indicates the number of overall responses that included the topic. In many cases, a response included more than topic, so the number of responses may add to more than the number of people who responded.

Table 3: Responses to Question 2 (beneficial professional development)

Themes	Topics	Num responses
Travel and research	Travel to professional meetings, present at conferences, other travel, either with or without presenting research[1]	33
	Travel to learn (either a new research area or a new skill)	5
	Funding for research collaboration	4
	Doing research	2
	Receiving a large research grant or award	2
	Working closely with advisory boards has been useful	
	Graduate Research Funding	
	Faculty Development Funds for equipment and commodities for my laboratory.[2]	
	Funding to collect data while I was attending a professional meeting	
	Writing of textbook	
	Being a visiting scholar	
Technology	Blackboard training	4
	Technology inservice / FTC summer institutes	3
	Information provided on how to use technology to support teaching process	
Mentoring / collaboration / discussion with supervisors	Personal advice from colleagues	6
	Mentoring	4
	Advice from supervisors	3
	Opportunities to speak with colleagues	3
	Working collaboratively with other faculty[3]	2
	Observing the teaching of more experienced faculty	
Workshops / specific (local) events (or events that could be done locally)	Faculty orientation	4
	Wendy Shaw's P&T workshop	2
	FIRST program	2
	Grad school's scholarship development	2
	Small group peer review[4]	
	First Year Faculty Seminar[5]	

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[1] Attending a conference to learn something new that applies to my teaching without necessarily being a presenter.

[2] These were important to continue research projects. All of these research projects had heavy involvement from students. So, indirectly, Faculty Development Funds enhance opportunities for students.

[3] Engaging in collaborative development work with other faculty members. Maybe that was designing curriculum and instruction together. In one case, it was peer review of each other's writings. In another case, it was a book club. But, good faculty development is longer-term than a 2 hour workshop and requires substantive collaboration among faculty.

[4] ...small group that meets once a month to discuss a specific aspect of a member's teaching, usually a specific course assignment chosen by the member whose work is up for critique. A different member's work is critiqued each month, on a rotating basis. We follow a meeting protocol from the National School Reform Faculty. The assignment itself and student work are examined during the meeting, and then participating faculty offer suggestions for improving the assignment. It is the most effective and useful form of professional development I have encountered, and is based on the National School Reform Faculty Critical Friends work.

[5] [Another institution has] a "First Year Faculty Seminar," run by several award winning senior faculty members. It was a chance to gather with other young faculty members and gain ideas for how to improve one's teaching and/or research. The interdisciplinary component was a welcome relief - it was a great opportunity to meet faculty in departments from all over campus.

	Commanding your classroom with kindness[6]	
	An experiential activity that taught about white privilege	
	Book about team-based learning	
	COS training from graduate school	
	SIUE brought in a national speaker in the area of scholarship for a 2 hour workshop	
	School of Business "Case Teaching" seminar with outside expert	
	Brown bag lunches with women faculty members	
ELTI or teaching workshops	Generic ELTI or teaching workshop	9
	Assessment workshops	4
	Active / collaborative learning	3
	Incivility in the classroom	2
	Jan 2009 workshop on incivility in the classroom sponsored by the Nursing Program	2
	Getting students to participate	
Funding	Sabbatical	2
	Internal grants (including EUE and SRF)	2
Other	Chairing a University or school wide committee	2
	National professional development program[7][8]	3
	Conferences / workshops on teaching techniques	3
	Web based training to learn a simulation exercise	
	The opportunity to engage in team/interdisciplinary teaching	
	Working for industry	
	Being a member of a department committee	

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[6] Linda Neilson, Clemson

[7] ...attended a week-long intensive faculty development program . . . specifically aimed at early career faculty. The institute helped to professionalize me and give me strategies for balancing teaching, scholarship, and service in a way that my grad school experience had not.

[8] ...national faculty development program.

Question 3: *Please describe an experience that you would characterize as bad or useless professional development.*

There were 102 meaningful responses. Most of the responses either mentioned a specific program or focused on the characteristics of bad experiences.

Characteristics of bad experiences

Table 4: Responses to Question 3 (bad/useless professional development)

Themes	Topics	Num responses
Presentation styles	Workshops that were too generic or not focused on needs of discipline	8
	Long-lectures . . .Telling me everything from a resource that I could read myself.	6
	Workshops that are at too low a level or don't provide much new info	3
	Workshops without clear objectives and were allowed to get off-track	2
	Workshops that are too shallow, too biased, and billed as having broader applicability than they have	
	Having workshops that are too discipline specific	
	When we have a teaching strategies workshop, I prefer to listen and discuss rather than do the student activities that are being modeled	
	Workshops that lack specific advice to implement methods in my classroom	
Topic comments	Any one shot workshop without follow-up	4
	Workshops with uninformed presenters	2
	Workshops or meetings unrelated to the core of my job	2
	Workshops that don't offer anything new for the more experienced faculty	
	Forced workshops whose topics I have not chosen	
	One to two hour seminars on development "issues of the day"	
	Being told that I have to be doing research to be a good teacher	
	Being required to learn a computer program that greatly increases your work load	
	Attending seminars on how to do research	

Specific comments

Numbers in parentheses indicate the number of similar responses.

- I would characterize new faculty orientation as "nearly useless". (13 similar sentiment)
- State required ethics course (6)
- Blackboard instruction / Banner / other technical training (5)
- Teaching Teas (4)
- The consideration of the teacher-scholar philosophy. (3)
- A teaching portfolio workshop developed by faculty here at SIUE (3)[9]
- I attended a discussion about standards at SIUE; just a bunch of people talking, no clear useful information.

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[9] Seminar on Teaching Portfolios that was not followed up by changes in the evaluation processes in the School of Business. It doesn't help to train if the skill isn't needed or reinforced.

- I attended the first Wash U and SIUE conference and it was not helpful and I should have stayed at the office to get work done.
- I have avoided workshops and 'how to'-type meetings devoted to 'team teaching' or to sabbatical application. … they just have not appealed to me.
- I also have not found grant writing workshops particularly helpful.
- Workshop on online instruction
- Classroom Teaching Using Diverse Group Activities
- University Wide discussions! Meetings
- Some of the school and college seminars on P&T may be useful, but something from the Provost's office is necessary as that is the final word.
- The junior faculty mentor committee of the School of Business.
- Some of the faculty and roles committee symposium topics have been superficial
- Test item writing and using rubrics.
- Bringing speakers to campus for assessment.

Question 53: *Name up to three topics for future on-campus presentations or workshops that you would be likely to attend if they fit your schedule.*

The responses can be categorized as follows. Numbers in parentheses indicate the number of responses that referenced a given topic.

Assessment
- Student assessment / evaluating student performance (6)
- Student evaluations of faculty / using them to inform teaching (4)
- Writing effective assessment (or exam) questions (3)
- Assessment techniques for written presentations (2)
- Aligning assessment with use of alternative information delivery (case, web video, etc.) (2)
- Alternative student evaluations
- Assessment techniques for oral presentations
- Writing cases/test questions and how to assess difficulty
- Best practice grading techniques
- Effective test construction use of item analysis
- Clinical evaluation of students' performances and writing effective evaluations.
- How to give students effective feedback without making it a grading nightmare
- How to effectively peer assess

Teaching
- Effective use of technology in teaching (8)
- Enhancing student engagement / classroom interaction / student motivation (6)
- Creating online learning experiences (4)
- Managing/how to be effective in large classes (4)
- Helping students improve their writing skills / writing intensive courses (4)
- Civility in the classroom seminar (3)

- Active learning strategies in the classroom (3)
- Handling religious or controversial topics (2)
- Classroom management seminar (2)
- Discussion group with other faculty on student confrontation / difficult students (2)
- Dealing with wide range of academic skills of students in the classroom: how to help students in the lower end of the skill set and how to aim your course (2)
- New technologies for teaching (beyond clickers) (2)
- Ongoing presentations of newest teaching techniques/methodologies (2)
- Smart classroom 101 (powerpoint, blackboard, hardware) (2)
- Methods of encouraging undergraduate research
- Use of media in classroom sharing
- Connecting with students while maintaining a professional atmosphere
- Increasing learning without adding more work/time
- Liberal Teaching approaches that go "beyond" what's commonly found in college classrooms
- Student Centered Learning
- Part-time faculty teaching methods
- Effective group learning techniques in the classroom
- International research in educating children
- Latest brain research on learning.
- New student project ideas.
- Teaching the ADD generation
- Effectively using visual aids
- Incorporating information literacy criteria/assessment across the disciplines.
- Creating research assignments (other than papers) that help students develop the research strategies and skills appropriate for a given discipline.
- Case teaching methods
- A whole portfolio of classroom related topics - classroom management, course design, development of assignments, improving teaching. These topics should be offered on a regular basis with a view of sharing best practices within and outside SIUE and should continue in order to maintain the innovation and improvement.
- Creating rubrics
- Adult learning pedagogy
- Balancing time with students
- Classroom discussion tools
- Collaborative learning
- Hands on workshops that focus on improving teaching - more student-centered learning, how to teach concepts in the social sciences (discipline specific workshops).
- Maximizing the use of technology for remote learning (Webex recordings, podcasts, etc.)

Research

- working collaboratively on research projects; how to generate collaboration on and off campus (6)
- Writing effective grants and proposals (6)

- Statistical training and statistical analysis (6)
- Preparing scholarly articles for publication / successful publishing (4)
- Writing a book proposal / publishing books (2)
- How to secure funding for my specific field (2)
- Identification of funding sources (non-NSF, non-NIH) and tailoring grant proposals to them
- How to score funding on a national level. NSF, USDA, EPA USDOE, etc.
- Workshop to bring education researchers and researchers in other areas together to form collaborations which study how people learn to be professionals.
- Qualitative Research
- Integrating alternative research methods (sort of "beyond" even qualitative)
- Turning the dissertation into a book
- Financial support to attend off-campus scholarly activities should also be available to nontenure track faculty members.
- Seminars to enhance scholarly writing
- Budget management for multi-institutional grants
- Doing qualitative research
- Expert speakers in my field.
- Research: Methodological workshops for social science
- Discipline specific seminars to enhance scholarly writing
- Speaker Series
- Research design
- I am interested in tangible forms of support that I can apply for.
- Travel to present work

Professoriate
- Promotion and Tenure: guidelines, specific expectations, workshops, practical advice on how to succeed (11)
- Mentoring / developing mentors in research (2)
- Time management (2)
- Ways of integrating teaching, scholarship, and service; balancing the job (3)
- There are rules to evaluating tenure and promotion...if you're are doing the evaluation, here are the rules.
- Changing expectations in the transition from Assistant to Associate Professor.
- Writing recommendation letters for students
- Writing support letters to administrators
- Legal issues facing educators
- Balancing work and family life
- Functional application of union contract
- Young Faculty Seminar - preparing new courses, getting into service, continuing and developing new research - monthly gathering of faculty in years 1-3 at SIUE
- Teacher-scholar presentations
- Peer evaluation of teaching

- Other means of evaluating teaching
- How to write a teaching portfolio
- How to write a teaching philosophy
- Making choices about service assignments

Miscellaneous

- Critical Thinking (2)
- How do the teaching, research, service expectations align with SIUE's mission, values, and strategic goals? - unless everyone understands this, how can we be motivated?
- Program Management
- Project management
- Civic Engagement
- State of the Professoriate
- General Education and Student advising!
- Faculty-industry relations
- Hands-on seminars on Teaching, Scholarship, or Service
- Goals and Limitations of our department
- How to navigate university politics and hostile departments. In all honesty, this seminar would have to be done by an external speaker.
- How can faculty better interact with each other across disciplines?
- Management skills for future/new department chairs.
- Advising students regarding career options
- Ways of making a national reputation for community service via the Carnegie Foundation Community Engagement classification award
- Writing circles

Question 54: *If you have supervisory responsibility for other faculty (e.g. department chair, program director, or higher administration), what do you think are the greatest needs for the faculty you supervise? Be as specific as possible.*

There were 18 meaningful responses. These responses encompass the following:

Table 5: Responses to Question 54 (needs for those supervised)

Themes	Topics	Num responses
Funding/Support	Funding and/or time for scholarship	5
	Funding for travel	2
	Guidance with research	2
	Funding for GA/TA's	
	Reading current literature	
Mentoring / Guidance	Mentoring (perhaps by a group[10])	2
	Mentoring in the way to get things done effectively at SIUE[11]	
	Support and encouragement to think outside the box[12]	
Policy changes	Clarity regarding P&T expectations[13]	2
	Recognition at university level for work undertaken and achieved	
	Developing family friendly work expectations	
Other	Time for small group student interaction	
	Better chairs	
	Reliable technology in both classroom and office	
	Senior faculty need reasons to stay involved and active	
	More faculty to support a graduate program	

There were two off-topic responses that may be of interest:
- I oversee [a high service load] … I need a workload reduction and additional compensation for the service activities that my position entails.
- Offices/Teaching Studios, Stereo Equipment, Higher Hourly Pay Rate, Parking subsidy

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[10] New faculty need to have a "work group" - a group of senior faculty members who can encourage, assist, etc. in establishing a research agenda - not just assigning a mentor and hoping for the best.

[11] New professors need mentoring in the way to get things done effectively at SIUE. For example, running a proposal budget through ORP at a very early stage…

[12] Support, encouragement and prodding to think beyond, act beyond, teach beyond narrowly conceived disciplinary and administrative unit identities

[13] Concrete guidelines for the service contribution; I believe that this is the least understood of our faculty responsibilities. Either we have to eliminate the service component from faculty jobs altogether, or we need to find ways of making it count. Otherwise, we trivialize one of the main components of our university mission. In making service count, we need to operationalize our terms, and find or create rubrics to measure the role and responsibilities and accomplishments of our faculty in service roles. We can no longer accept a line on a CV which says "member of this or that committee," if we have no evidence of what that membership actually means.

Question 55: *Considering your collaborative relationships with other faculty (team teaching, co-PI's, committees), what do you think are the greatest needs among the faculty you work with? Be as specific as possible.*

There were 82 meaningful responses. These responses encompass the following:

Table 6: Responses to Question 54 (needs for collaborators)

Themes	Topics	Num responses
Skills	Personality or group skills (teamwork, conflict resolution, collegiality and respect for differences[14][15]	8
	Advice on balancing time demands / navigating academia	3
	Each person on a committee/team-teach to contribute	2
	Training for committee chairs / developing service skills[16]	2
	Using technology	
	Alternate learning methods / learner centered instruction	
	Evaluating student writing	
	Active learning strategies	
Funding	More time for collaborative work	10
	Release time from teaching (more time for research)[17]	7
	Resources to develop and revise courses, esp. team taught	4
	Travel funding	3
	Money for RA/GA/TA	3
	Salaries are too low[18]	2
	Support for research	2
	More resources to purchase current material for use in classroom	
	Data support (Wharton Research Data Services)	
	Resources (especially to deal with large classes)	
	More time to do job well instead of fast	
Equity / fairness issues	Equity in terms of teaching and service load and pay	3
	Have departments equally value scholarship	
	Informational meeting before courses to get all involved faculty on the same page	
	Balancing workload of students across sections	

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[14] I think that some senior faculty need to be reminded to treat other faculty ranks in a professionally courteous manner. … This is a huge deterrent to moral and productivity.

[15] Respect for alternative methods of inquiry

[16] Many of the faculty that direct committees and meetings could use some training on how to conduct a meeting, stay on track, and meet objectives for the service work.

[17] Finally, course releases need to be easier to obtain. It is hard to perform high quality teaching, research, and service if one does not have the time in which to execute it.

[18] We simply do not make enough … remains discouraging how much below average we are when compared to, say, professors at other R2 universities (or, even, community colleges). I do appreciate the summer fellowship opportunities and the helpful travel funding.

Gatherings	More social relations[19]	
	More interaction with faculty outside of SIUE	
	Opportunities to see others at SIUE as scholars/thinkers	
Institutional issues	more help and clarity (esp. for junior faculty) for PT	3
	Encourage collaborative work / rewards and incentives are not aligned	2
	Quality facilities and places to meet	2
	More faculty with PhD and fewer instructors	
	Unique position to be a leader in education research[20]	
Other	Assistance / collaboration in scholarship	
	Expertise help in research areas	
	Help understanding the curriculum	
	Maintaining focus, energy and skills on doing research[21]	2
	Maintaining high standards	
	Research design and methodology	2
	Less time preparing dossiers	
	Having an understanding staff and admin	
	Commitment to service as more than a "check-off"	
	Ethical standards from podium	

Question 56: *Any other comments? Creative ideas about faculty development are welcome.*

There were 42 meaningful responses. These responses encompass the following:

Comments on survey

- Your draft definnition of professional development that comes before question #4 misses a key point. Professional development should do more than change "skills" and "abilities." (We're not technicians.) Professional development should change our thinking - our epistemological stances. To not gear professional development toward thinking misses the point of beneficial development.Your question #43 also misses the point of interaction. When interaction is mentioned in those options, it is about a "teacher" consulting with a "student." That is, the notion of "mentoring" and "coaching" implies someone who "has" the right answer to "hand down." You would be much better off thinking of faculty development in terms of different perspectives, not hierarchical perspectives.

- Very few of the useful professional development activities that I have participated in at SIUE have been official SIUE activities. Hence it was hard to answer the questions about professional development "opportunities" because I wasn't sure whether you meant official opportunities or

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[19] develop relationships that go beyond professional differences in order to improve interactions, become friends outside of work, social events

[20] I think that SIUE has a unique position to become a leader in education research IF education researchers can work with "content area" researchers to learn how people become professionals. I hope that the new [STEM] "institute" which will supersede OSME will be an opportunity for such collaborations to flourish.

[21] Motivation - why engage in research, what kind, how does it enhance SIUE and my career here?

opportunities we create by ourselves with other faculty. None of the options that you mention in Question 43 appear very useful to me. Much more useful (and I believe the research literature supports this) are self-led, sustained activities that groups of faculty engage in together over a long period of time, that can then lead to incremental change in teaching. In terms of teaching, I would recommend the National School Reform Faculty Critical Friends Work. For questions 46-52, I wasn't sure whether you meant additional support along those lines, or whether we want to keep the support we have. For example, we have GA support in my department, so I couldn't tell whether you wanted me to respond in terms of additional GA support or in terms of how badly I want to keep the GA support we already have.

- As a part-time lecturer some of the questions were not applicable to my situation. While I did note "NA" on the questions I could, I was not able to do so for questions 46-52.

- Your survey was slanted towards full time tenured faculty, in my opinion.

Comments on time / workload

- the one area i have had difficulty in has been maintaining an active research agenda. i don't think siue has valued this area enough. and the single most important way to support folks in maintaining an active research agenda is to give them more and more opportunities to have time away from teaching. and i say this as a man who has loved and loves to teach and has been highly successful as a teacher. but i come increasingly to realize that if i want to remain excited by teaching i have to do some sustained and rigorous thinking/writing on my own. thinking and writing that can only happen if i am not buffeted by the pace, the hurly-burly of teaching.we need to find ways to give folks regular release time (maybe rotation every so many years into a 3/2 or a 2/2 teaching load). of course, with such an opportunity would come responsibility. the faculty member would be required to (and this is just off of the top of my head) at the end of the release time: 1) make an internal presentation to the college/school/university of product (work-achieved); 2) submit an application for an external grant; 3) secure an external publication or national conference venue for dissemination of work achieved.

- I would like to see one course reduction. I am overwhelmed by teaching three classes each semester, plus student advising, senior assignments, graduate thesis and other services. There is almost no time left for scholarly activities. Why some other departments got reduced teaching load?

- I do think that SIUE does need to strongly look at the wide ranging teaching and service loads across our campus. How is it that some professors are teaching 4-6 contact hours per week and others are teaching 18 contact hours per week and not additionally compensated either in pay or service responsibilities?

- My "Strongly disagree" answer to question 41 (Work is evenly distributed) was not meant to imply that my personal workload is unfair. It just seems to me that 25% of the faculty here do about 75% of the work. Although difficult with the high levels of enrollment, I think the opportunity to "Team-Teach" classes is beneficial for both the individuals teaching and for the students in the class.

- Some mechanism that would allow reduced course loads for newer faculty so that they could work more on scholarship would be nice.

- Some of my answers may be skewed since I am in my second year and teaching most of my classes for the first time. This requires a great deal of preparation. This, coupled with my teaching load, prevents me from being as involved with my research as I would like.

Other / non-FD issues

- The graduate level classrooms in Alumni and Founders Hall are totally insufficient for seminar type classes. We need tables and chairs rather than student desks.

- All classrooms on campus should be smart classrooms.

- I do not feel as if I have the ability to openly and candidly participate in university-wide discussions of ANY kind because of the hostile and intimidating environment that pervades my department. I have colleagues who have tried to participate, and my Chair has chasitized both of them for doing so. In fact, one of them had his ideas mocked as part of a mandatory department meeting by the Chair. He is now looking for a position at another university. His tenure case was threatened by a tenured faculty member because it would discovered that he is looking to leave. To put this in perspective, I recently attended a university-wide function, and realized how isolated I and my coworkers have become from the rest of the university. Such isolation is due to the intimidating and hostile working environment in my department. I hope that the administration cares enough to foster an environment in which change will really happen. I like most things about our university, but absolutely despise the current environment in my department, and hope that someone cares enough to do something about it.

- The fact that we have had no consistent attention to the dimension of service, and the scholarship of service, is of concern.

- I am not in favor of supplying travel funds to individuals with no research program. It is not a good idea to send people to meeting who will simply sit there and do nothing. As a old curmudgeon, I am also not included to fund enhancemnet of teaching from Faculty Development Funds. I think the funds should be reserved for research only. I have never used Faculty Development Funds for to enhance my teaching. The only way they should do that is by enhancing my research which increases opportunities for my students.

- When I was told that there was not money available to me to attend a conference that was in town that would have been extremely valuable in the courses that I teach.

- The lack of communication about meeting times among the department

- I have had generally positive experiences at this university, but have two colleagues in my department who have created an environment in which many dread coming to work at times. One of them is my Chair, who has created an environment in which the department is run for the interests of that person at the expense of everyone else. The second person is a tenured meglomaniac, who in concert with the Chair, has created a culture of fear, intimidation and hostility that encourages the faculty to go underground. It also encourages the faculty to be around campus as little as possible. Sadly, this culture has become so pervasive that others (including me) in the department fear going to the administration to do something about it. If we did so, we would pay for it through our merit, retention, tenure, and promotion reviews. Even sadder, the administration has shown little interest in improving the plight of everyone else in the department in which I work. I cast this as a professional development experience in the sense that it bears on my ability to do good work at this university. Quite honestly, it makes me consider whether this is a university at which I want to stay for my entire career.

- Every time the administration sends out a memo curtailing academic freedom (e.g no separation from SIUC, multiple listservs, calling private meetings without an agenda)

- Comments by senior faculty that in order to be productive "extra hours" would have to be put in beyond normal business hours. I am willing to put extra time in when needed but I feel its inappropriate for senior faculty to suggest the time you spend with your family will need to be sacrificed to be successful at this profession.

- Pretty much every contact I've ever had with my current Dean. I go in to such meetings hoping to be enlightened, but leave thinking I'm an idiot and realizing that I was just given a whole laundry lists of tasks (i.e. useless hoops) that i have to jump through to make the Dean happy (and in the process, make myself miserable).

- Up until this past year, the university has offered a wide variety of opportunities for development. Since the new assoc. provost was appointed, nothing has been available.

- At a previous institution, we had a workshop with a (self-?) acclaimed expert in pedagogy, who clearly did not understand the culture of our campus. His advice was not of much benefit, and there was little time for discussion with one another.

- mandatory teacher-scholar workshops that are certainly going to occur, at some point.

Timing / attendance of faculty development events

- Schedule seminars for times when the fewest people are teaching

- Archive handouts on the web

- Use Wimbda to record events and make available for checkout

- Hold sessions two times a week (like Monday and Tuesday) so that more people can attend.

- At some of the other universities faculty development programs are paid event. Usually faculty that participate at these orientation and development functions receive about $25 an hour. I'm sure that this would help improve participation.

Ideas for faculty development workshops / events / needs

- Workshops that provide experiences for faculty to feel white privilege. Awareness of diversities, need for inclusiveness

- There is a great need for one-to-one mentoring in the area of scholarship.

- SIUE should have a day on teaching where each faculty can present something they do well. Everyone could present. Even the worst teachers do something that works.

- Should be "ongoing" (not one-shot workshops), team-based (groups of faculty working together) and should really take faculty members outside of their comfort zones in thinking about their own work.

- I'm interested in increasing a sense of community in my department, but I feel as if I might be in a minority with such a wish. Any opportunities to meet faculty from other departments and learn of their triumphs and struggles would be great.

- Could we possibly have "courses" for faculty? I could find 1-2 hours a week to attend a course on a teaching-related or research-related topic, throughout the semester.

- I have discovered that educational leadership at every level–faculty, department chair, administration, staff–requires recognition of three elements: Shared vision; Focus on problem solving; and Recognition of emotions and interpersonal process. Without understanding interpersonal process we cannot solve problems; without solving problems we cannot have a shared vision. Maybe it would be a good idea to promote an ongoing dialogue, workshop, or other initiative on collaborative process which embodies these three ideas.Thanks for giving faculty the opportunity to talk about this!

Faculty development of scholarship / research and travel support

- The thing that would help fastest would be greater cross-fertilization. Bringing in senior hires occasionally and facility visiting faculty and increasing the percentage of facility who participate in sabbaticals would also help.

- Study abroad.

- Sponsor faculty trips to other universities, including foreign universities, on a regular basis. These could be done over spring break or during the 2 weeks after the spring semester.

- No creative ideas. Just reserve FDF funds for research support. Fund the funds for other intitiatives in other places. The last thing FDF funds should be used for is to enhance service! What a waste of money. If the University wants to enhance service, it should come up with pronject-specific funds from other sources. My service is definitely not "busy work", but it also does not require funding from FDF funds.

- I think faculty should be given more latitude in how to use resources. I think it's absurd that we are only assisted financially in going to conferences at which we are formally presenting. This grossly undervalues the benefit of attending conferences in one's field in terms of keeping abreast of developments and networking. Also, faculty should be able to choose to be underwritten for a number of smaller conferences (for less $) rather than having a 1 per system. The university should strive to find ways to get people to perform service more equitably. My department has a handful of superstars who do most of the work.

- I like the Grad School idea of bringing in experts in the field. Our department would improve enormously with very highly qualified experts mentoring our faculty for research skills.

- I know what I need. I need resources to accomplish it. Attending a conference as a participant CAN be much more rewarding that the merry-go-round of presenting (not always, but SOMETIMES).

- helping faculty keep up to date in their field of scholarship is the key need

General faculty development comments

- We don't just have to be creative; we need to return to fundamental principles of managing organizations. Unless leadership in this university sees faculty as a fundamental resource to achieve its goals, the treatment of faculty development as a hodgepodge of activities to satisfy some administrative needs will continue - resulting in some hits and plenty of misses. A good start would be for administrators to review the AQIP criteria (especially, Cat 4 - Valuing People) as well as our systems appraisal document and feedback and sincerely and honestly plan for future development of its human resources.

- There is virtually NO support for faculty development on this campus.

- If some faculty got rewarded financial or release time to mentor it might be a good idea to provide that in-house.

- Hands-on workshops can be helpful Funding for faculty development, especially faculty travel, must be protected Funding for faculty development through a variety of programs within the Graduate School

- Get some new people into the Faculty Development at the School and University Levels. Someone from outside!

- It is important to find out what the faculty's needs are. I hope that this survey will be able to pick up a couple of issues. Faculty development has to be present at the department, school, and the university level and all three levels should communicate with each other.

- I think the Faculty Development Fund is utilized by a small set of faculty who are better informed about the process. Make it more widely available to everyone so when you need something, you dont get the answer:"Sorry, no money left." I am not sure if there is a university level (not school) Faculty development fund available to use. If there is, I dont know. If there is not, setting up one would be great.

Appendix A: Faculty Development Council members

In alphabetical order by last name

Alicia Alexander, 2008-2011

Marjorie Baier, 2007-2008 (Chair 2007-2008)

Kathy Behm, 2007

Isaac Blankson, 2007-2008

Jenny Bolander, 2008-2010

Venessa Brown (ex officio Provost's rep), 2007-2009

Belinda Carstens-Wickham, 2007-2011

Serdar Celik, 2008-2011

Bryan Duckham, 2010-2011

Hiroshi Fujinoki, 2007-2010

Musonda Kapatamoyo, 2009-2011

Steve Kerber, 2007-2009

Stacie Kirk, 2009-2011

William M. Kolling, 2009-2011

Gladys Mabundo, 2009-2010

Geert Pallemans (ex officio EUE coordinator), 2007-2011

Julie Pietroburgo, 2007-2009

Therese Poirier, 2007-2008

Kevin Rowland, 2007-2008

Vicki Scott (ex officio Provost's rep), 2009-2011

Brad Seyer, 2009-2011

Matthew Schmitz (ITS), 2007-2011

Jennifer Vandever (ITS), 2007-2008

Trong Wu, 2007-2008

George Watson, 2007-2009 (Chair 2008-2009)

Adam Weyhaupt, 2007-2011 (Chair 2009-2010)

Susan D. Wiediger, 2007-2011 (Chair 2010-2011)

Appendix B: Survey Questions

Welcome to the 2008 Faculty Development Survey. In light of the theme of this Spring's Faculty Symposium ("Changing Faculty Roles in the Coming Decades") and the vigorous discussion of the Teacher Scholar model, the time seems right to ask SIUE faculty about faculty development. What kinds of support do you need to be an effective teacher, to succeed in your scholarly and creative endeavors, and to contribute to the university and wider community? We hope that you will share your thoughts through the following questions, and we look forward to sharing the results with you when the survey is finished. Thank you for your participation!

Faculty Development Council

Part I: Introduction

1. Briefly, how would you define faculty development?
2. Please describe an experience that you feel had a significant <u>beneficial</u> effect on your professional development.
3. Please describe an experience that you would characterize as <u>bad or useless</u> professional development.

Draft definition of professional development: Improving my skills and abilities to effectively teach, conduct creative/scholarly work, and serve the university and community.

When answering the following questions please keep the above definition of professional development in mind.

4. My professional Development experiences at SIUE have been: (5pt very satisfactory to very unsatisfactory plus N/A)
5. My professional development experiences at SIUE have improved my professional skills. (5 pt strongly disagree to strongly agree plus N/A)
6. I have found that professional development opportunities at SIUE have **not** been relevant to me. (5 pt strongly disagree to strongly agree plus N/A)
7. Overall, I believe existing professional development at SIUE adequately addressed my needs and interests. (5 pt strongly disagree to strongly agree plus N/A)

Part II: Perceptions

Please indicate your agreement with each of the following statements by marking the appropriate option: strongly agree, agree, neutral, disagree, or strongly disagree. If a statement is not relevant to your assignment, please mark "not applicable".

8. <u>Please respond to this set of statements thinking about your teaching.</u>
   a. I have the support I need to teach the way I want to teach.
   b. I have the skills and knowledge to teach the way I want to teach.
   c. I am comfortable with my ability to use the classroom technology appropriate for my course.
   d. The equipment I need to teach works reliably.
   e. I find it difficult to keep up with the latest teaching news (techniques, topics, issues, etc.) for the courses I teach.
   f. People evaluating my teaching have appropriate skills and knowledge to evaluate the way I teach.
   g. When I observe colleague's classes I feel I can give them useful feedback for their teaching style and content.
   h. I have no classroom management or student interaction concerns.
   i. Assessment of students in my classroom accurately evaluates the gains I am working towards.

9. <u>Please respond to this set of statements thinking about your scholarship/creativity.</u>
   a. I have the support I need to accomplish my scholarly/creative goals.
   b. I have the skills I need to accomplish my scholarly/creative goals.
   c. I am successful in meeting my scholarly/creative goals.
   d. I have people with whom I can discuss my scholarly/creative work.
   e. I want to involve students in my scholarly/creative work.
   f. I am able to involve students in my scholarly/creative work.
   g. I am successful in gaining outside funding for my scholarly/creative work.
   h. I am aware of outside opportunities for funding to advance my scholarly/creative work.

10. <u>Please respond to this set of statements thinking about your service.</u>
    a. I have the support I need to fulfill my service responsibilities.
    b. I have the skills and knowledge to fulfill my service responsibilities.
    c. I am successful in fulfilling my service responsibilities.
    d. My service is valued by my SIUE colleagues.
    e. I have people at SIUE with whom I can discuss service issues.
    f. It is easy for me to keep up with the latest information (regulations, news, etc.) related to my service responsibilities.
    g. My service responsibilities are busywork rather than valuable contributions.

11. <u>Please respond to this set of statements thinking about your overall work environment.</u>
    a. Faculty members of all ranks are truly co-workers.
    b. I am satisfied with my balance of teaching, service, and scholarly/creative work.
    c. My work performance is evaluated fairly.
    d. I manage my time effectively.
    e. I am not sure what I need to accomplish to achieve promotion and/or tenure.
    f. I feel free to voice my opinion in campus discussions.
    g. My work and personal life are in balance.
    h. I am confident of my success in achieving promotion and/or tenure.
    i. My teaching is valued by my SIUE colleagues.
    j. Work is fairly distributed.
    k. I have the equipment and facilities I need for my work.

Part III: Format

For each question below, please rank each possible format for professional development from most interested to least interested. If a question is not relevant to your assignment, please leave it blank.

12. To improve my teaching, I would participate in the following options:
    a. On-campus 1 hour seminar
    b. On-campus seminar followed by break-out sessions and discussion
    c. On-campus hands-on workshop
    d. One-on-one mentoring/coaching
    e. Confidential consultation
    f. On-line opportunities

13. To improve my scholarly/creative work, I would participate in the following options:
    a. On-campus 1 hour seminar
    b. On-campus seminar followed by break-out sessions and discussion
    c. On-campus hands-on workshop
    d. One-on-one mentoring/coaching
    e. On-line opportunities

14. To improve my service, I would participate in the following options:
    a. On-campus 1 hour seminar
    b. On-campus seminar followed by break-out sessions and discussion
    c. On-campus hands-on workshop
    d. One-on-one mentoring/coaching
    e. On-line opportunities

For the question below, please indicate your level of interest in each option by selecting high interest, medium interest, low interest, or no interest. If a question is not relevant to your assignment, please leave it blank.

15. I would be interested in the following types of support for my professional development:
    a. Financial support for formal off-campus activities (e.g. conferences) at which I present
    b. Financial support for formal off-campus activities (e.g. institutes) at which I do not present
    c. Financial support for informal off-campus activities (e.g. visiting another school)
    d. Financial support for materials preparation (e.g. curriculum or textbooks)
    e. Financial support for a graduate assistant
    f. Financial support for undergraduate assistants
    g. Increased staff support (e.g. secretarial)

Part IV: Open-ended questions

16. Name up to three topics for future on-campus presentations or workshops that you would be likely to attend if they fit your schedule.
17. If you have supervisory responsibility for other faculty (e.g. department chair, program director, or higher administration), what do you think are the greatest needs for the faculty you supervise? Be as specific as possible.
18. Considering your collaborative relationships with other faculty (team teaching, co-PI's, committees), what do you think are the greatest needs among the faculty you work with? Be as specific as possible.
19. Any other comments? Creative ideas about faculty development are welcome.

Part V: Personal Descriptors

20. Current rank at SIUE:
    Assistant professor
    Associate professor
    Full professor
    Part-time lecturer/instructor (non tenure track)
    Full-time instructor/lecturer (non tenure track)
21. Unit
    College of Arts & Sciences
    Lovejoy Library
    School of Business
    School of Dental Medicine
    School of Education
    School of Engineering
    School of Nursing
    School of Pharmacy
    Other (e.g. Graduate School, Provost's office)

Thank you for your participation!