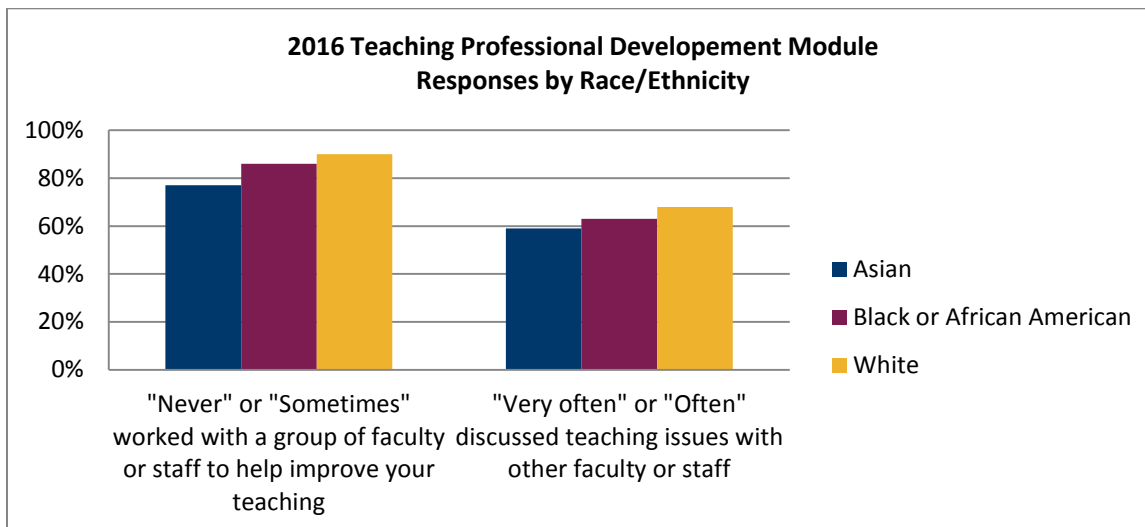


FSSE 2016 Teaching Professional Development Module Findings

New to FSSE for the 2013 administration were Topical Modules, short sets of questions on a topic related to current issues in higher education and student engagement. One module asked about aspects of professional development for teaching, such as how often instructional staff participate in different professional development activities and practices, and how important it is for instructional staff to receive assistance in various areas.

These results use responses from 1,358 instructional staff members at nine institutions that administered the 2016 Teaching Professional Development module. Overall, respondents drew a distinction between working with a group of faculty or staff to improve their teaching (an infrequent behavior) and discussing teaching issues with other faculty or staff (a behavior engaged in more often). Looking at the results by employment status, a majority of both full-time (88%) and part-time (87%) faculty worked one-on-one with a group of faculty or staff “sometimes” or “never” to help improve their teaching, whereas 52% of part-time and 72% of full-time faculty discussed teaching issues with other faculty or staff “very often” or “often” during the current school year. These findings may indicate that not only do many instructional staff see the value in informal discussions with their colleagues, part-time faculty have less of an opportunity to engage in this behavior than do full-time faculty.

This trend is mirrored in results examined by gender identity and racial/ethnic identity. Respondents who identified as men (91%) and women (87%) reported rarely working one-on-one with a group of faculty or staff to help improve their teaching, whereas only 63% of men and 72% of women discussed teaching issues with other faculty or staff very often or often during the current school year. Similarly, the majority of respondents in all racial/ethnic categories reported rarely working one-on-one with a group of faculty or staff to help improve their teaching, with Asian (77%), Black or African American (86%), and White (90%) indicating the highest rates of infrequent participation. Likewise, a majority of respondents in all racial/ethnic categories reported discussing teaching issues with other faculty or staff very often or often during the current school year, with White (68%), Black or African American (63%), and Asian respondents (59%) reporting the highest levels of participation.



Syntax:

```
RECODE fTPD03e (1 thru 2=0) (3 thru 4=1) (ELSE=SYSMIS)
INTO fTPD03e_1.
frequencies fTPD03e_1.
```

```
RECODE fTPD03f (1 thru 2=0) (3 thru 4=1) (ELSE=SYSMIS)
INTO fTPD03f_1.
frequencies fTPD03f_1.
```

```
CTABLES
/VLABELS VARIABLES=fTPD03e_1 fTPD03f_1 ffulltime DISPLAY=LABEL
/TABLE fTPD03e_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTPD03f_1 [COUNT F40.0,
COLPCT.COUNT
PCT40.1] BY ffulltime
/CATEGORIES VARIABLES=fTPD03e_1 fTPD03f_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE
/CATEGORIES VARIABLES=ffulltime ORDER=A KEY=VALUE EMPTY=INCLUDE
/CRITERIA CILEVEL=95.
```

```
CTABLES
/VLABELS VARIABLES=fTPD03e_1 fTPD03f_1 fgenderid DISPLAY=LABEL
/TABLE fTPD03e_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTPD03f_1 [COUNT F40.0,
COLPCT.COUNT
PCT40.1] BY fgenderid
/CATEGORIES VARIABLES=fTPD03e_1 fTPD03f_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE
/CATEGORIES VARIABLES=fgenderid ORDER=A KEY=VALUE EMPTY=INCLUDE
/CRITERIA CILEVEL=95.
```

```
CTABLES
/VLABELS VARIABLES=fTPD03e_1 fTPD03f_1 fre_all DISPLAY=LABEL
/TABLE fTPD03e_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTPD03f_1 [COUNT F40.0,
COLPCT.COUNT
PCT40.1] BY fre_all
/CATEGORIES VARIABLES=fTPD03e_1 fTPD03f_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE
/CATEGORIES VARIABLES=fre_all ORDER=A KEY=VALUE EMPTY=INCLUDE
/CRITERIA CILEVEL=95.
```