

## II. COMPOSITION AND SOCIALIZATION OF FACULTY

- Where will the faculty you envision come from?
- How do you bring new faculty into the teaching/learning culture of your institution?
- How are faculty formed as teachers?

### Who or what supports your best efforts in teaching? (125 respondents)

- Dean/administration – 63
- Colleagues/primarily departmental – 40
- Student feedback/engagement – 24
- Support services (library, technology center, resource center, clerical) – 16
- Seminars, workshops, mentoring professors - 16
- Institutional ethos – 11
- Other (generous sabbatical policies and teaching grants, faculty reviews, teaching assistants, professional societies) – 16
- No institutional support - 8

## Support structures

- Predominantly structural (advocacy and reward systems, support and technical services)
- Environmental support – informal conversations with colleagues; student engagement and feedback; institutional ethos of high expectations
- Little attention to the quality or effectiveness of teaching practice

## What obstacles to your best teaching have you experienced?

- Work load (committees, administration, public relations) – 49
- Diversity and range of student preparation – 18
- Competition for student time – 14
- Lack of institutional support - 14
- Inadequate space and resources – 11
- Lack of faculty conversation about teaching – 6

## Obstacles

- Time
- Complexity of task
- Institutional inattention to practices of teaching and learning (faculty conversation, peer review, rewards, curricular isolation)

## Small Group Discussion

- Create a small group with colleagues from your school
- To what extent does the diversity of the faculty match the diversity among your students? Where are the gaps?
- What institutionalized and informal patterns of sponsorship for new faculty exist?
- What patterns of support exist for new faculty?