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?