Strategic Planning Data Brief: Faculty and Staff

The following brief was prepared by the Office of Institutional Research and Effectiveness (BH) for the Strategic Planning sub-committee over faculty and staff, spring 2020. The data present information on faculty and staff reported to different external agencies as follows:

- Full-time Instructional Faculty by Tenure
- Full-time Instructional Faculty by Rank
- Faculty by Gender
- Faculty by Gender and Rank
- Full-time Faculty by Gender and Ethnicity
- Average Faculty Salary Outlays by Gender
- Full-time Non-Instructional Staff by Gender and Ethnicity
- Part-time Staff by Assignment
- Most recent IPEDS Human Resources Reporting Component
- Most recent results from the Faculty Development Survey

Most of the reporting is either (1) from the previous academic year or (2) as of November 1 of the most recent fall semester. For more complete, up-to-date rank and tenure advancements, please consult Amy Noblett in the Office of Academic Affairs.

Full-Time Instructional Faculty by Tenure

Snow College is a teaching institution which means our faculty are dedicated to teaching and student learning. Any research or publication assignments are focused on best practices in pedagogy, textbook management, and classroom engagement. The institution does not use graduate or teaching assistants for instruction.   Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. Full-time faculty undergo an interim tenure review at year three followed by a full-tenure review at year six. Once recommended, full-time faculty complete a one-year tenure probation period and are awarded full tenure after year seven. Faculty are eligible for rank advancement four years after a previous advancement according to an internal point system.

The tenure track system applies to all full-time faculty teaching in academic areas and some vocational programs (nursing, business, etc.). Full-time faculty teaching in specific vocational areas (Automotive Technology, Diesel Mechanic Technology, Machine Tool Technology, etc.) are considered professional track (or no-tenure track). Snow College uses the following full-time faculty ranks: Professor, Associate Professor, Assistant Professor, and Instructor. Faculty listed under "no-rank" represent professional-track instructors or applies to one-year contract/visiting instructors or athletic coaching staff.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Tenure
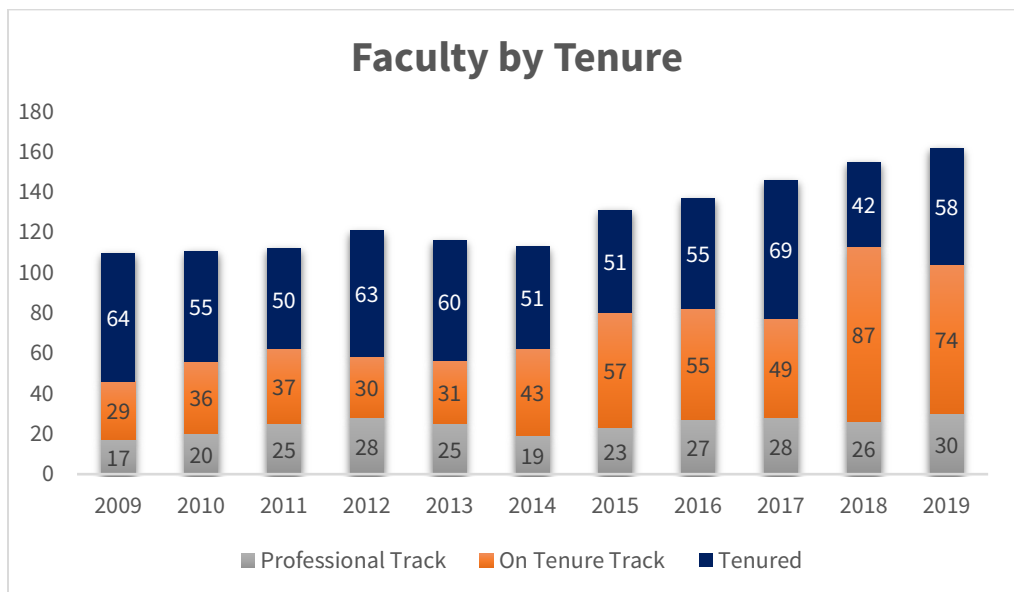
Full-time Instructional Faculty by Rank

Most Snow College faculty possess masters, doctorate, or other terminal/professional degrees at the time of their hire. Part-time faculty typically have bachelors or master's degrees.

Full-time faculty tenure and rank advancement is governed by a six-member, all-faculty committee comprised of representatives from each academic division (5) and a representative from Faculty Senate (1). Committee members elect a chair, who serves a one-year renewable appointment. This appointment has a maximum six years term limit. All committee members must have tenure at the institution.

Most Snow College faculty possess masters, doctorate, or other terminal/professional degrees at the time of their hire. Part-time faculty typically have bachelors or master's degrees.
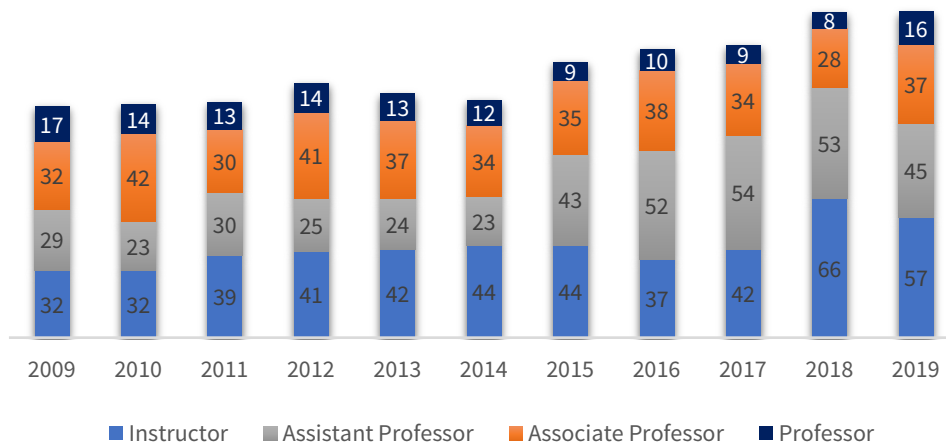
Full-time faculty tenure and rank advancement is governed by a six-member, all-faculty committee comprised of representatives from each academic division (5) and a representative from Faculty Senate (1). Committee members elect a chair, who serves a one-year renewable appointment. This appointment has a maximum six years term limit. All committee members must have tenure at the institution.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Rank

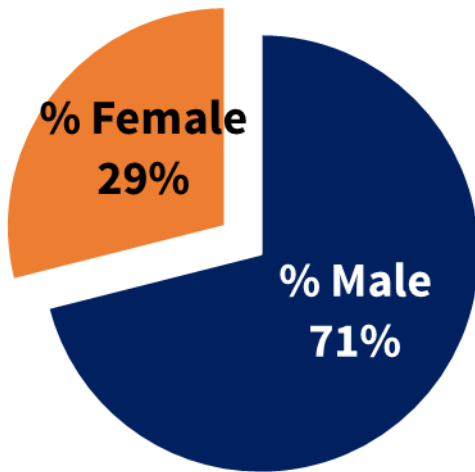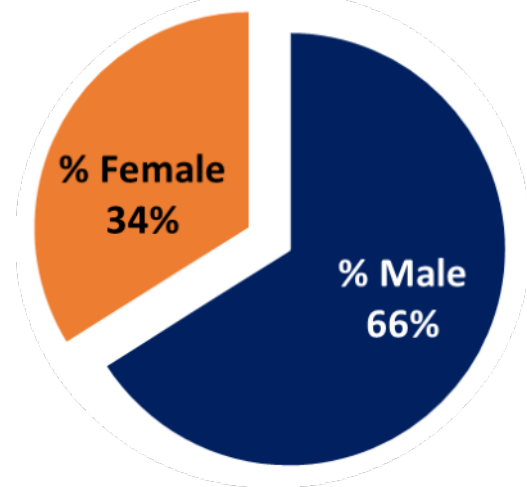| Year	Instructor	Assistant Professor	Associate Professor	Professor
2009	32	29	32	17
2010	32	23	42	14
2011	39	30	30	13
2012	41	25	41	14
2013	42	24	37	13
2014	44	23	34	12
2015	44	43	35	9
2016	37	52	38	10
2017	42	54	34	9
2018	66	53	28	8
2019	57	45	37	16

Faculty by Gender

The gender diversity among Snow College faculty has improved over the past decade. In 2009, 71% of full-time instruction was provided by male faculty; 29% was represented by female faculty. Currently, 66% of all full-time faculty is male; 34% of full-time faculty is female.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Full-time Faculty by Gender, Fall 2009

% Female 29%

% Male 71%

Full-time Faculty by Gender, Fall 2019

% Female 34%

% Male 66%

Faculty by Gender and Rank

Professors by Gender

Year	Male	Female
2009	15	2
2010	12	2
2011	11	2
2012	12	2
2013	11	2
2014	11	1
2015	8	1
2016	9	1
2017	8	1
2018	7	1
2019	13	3

■ Male ■ Female
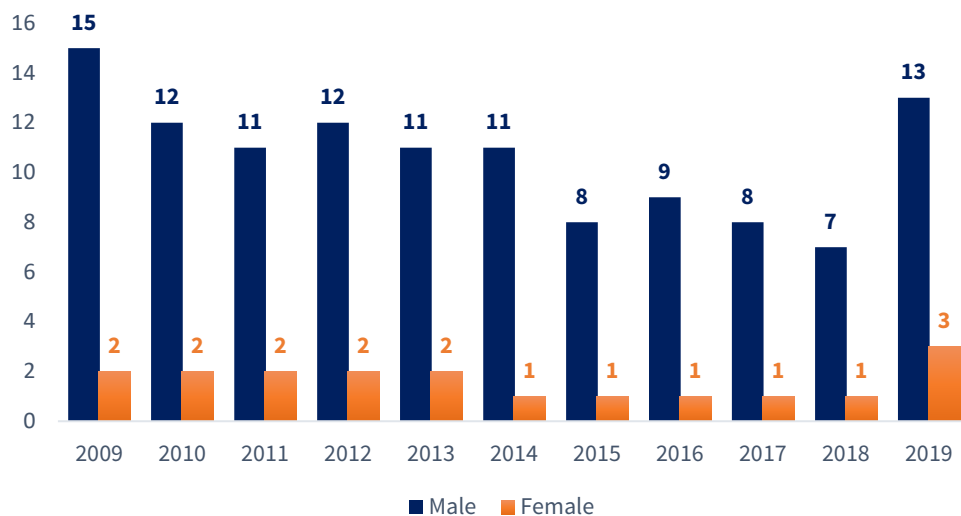
Associate Professors by Gender

Year	Male	Female
2009	21	11
2010	28	14
2011	19	11
2012	27	14
2013	25	12
2014	22	12
2015	22	13
2016	23	15
2017	21	13
2018	17	11
2019	22	15

■ Male ■ Female
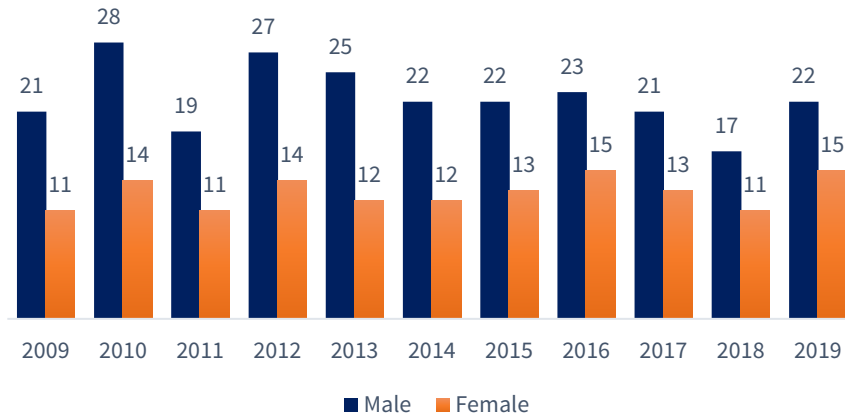
Assistant Professors by Gender

Year	Male	Female
2009	17	12
2010	14	9
2011	20	10
2012	16	9
2013	16	8
2014	14	9
2015	31	12
2016	40	12
2017	38	16
2018	36	17
2019	32	13

■ Male ■ Female

Instructors by Gender

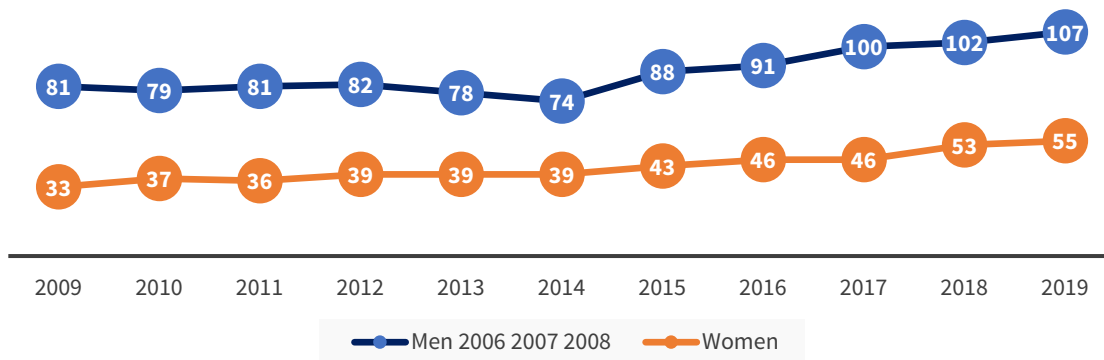| Year	Male	Female
2009	25	7
2010	21	11
2011	27	12
2012	27	14
2013	26	16
2014	27	17
2015	27	17
2016	19	18
2017	28	14
2018	42	24
2019	33	24

■ Male ■ Female
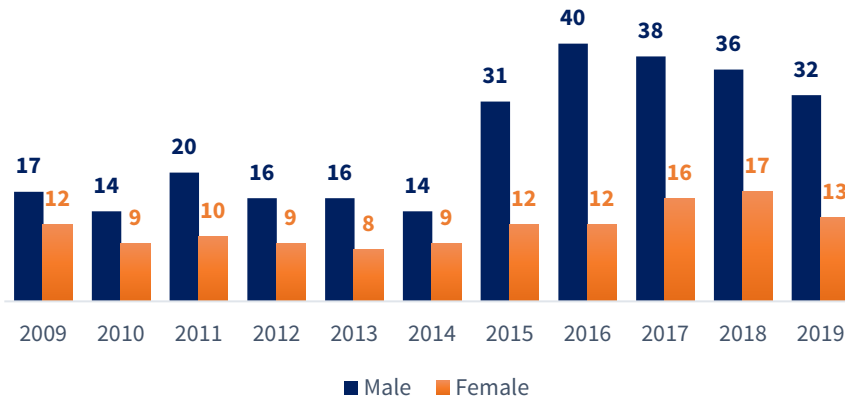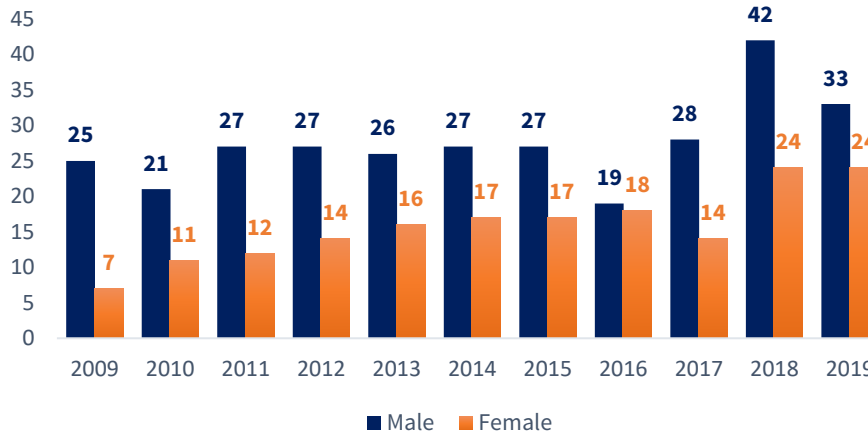
Full-Time Instructional Faculty by Gender and Ethnicity

This measure shows the headcount of full-time faculty by gender. Full-time faculty members are defined as teaching faculty and does not include non-teaching faculty or administrative faculty. The institution does not use graduate or teaching assistants for instruction. Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. All counts represent full-time faculty on the Ephraim and Richfield campuses.

Overall, there has been a slight increase in the number of female faculty members hired and retained by the institution (up by 66% since 2009). Over the past 10 years, Snow College has experienced hiring freezes due to economic downturns or noted changes in student enrollment.

Data Sources: AAUP Survey and IPEDS Human Resources report

Full-Time Faculty by Gender

Men	81	79	81	82	78	74	88	91	100	102	107
Women	33	37	36	39	39	39	43	46	46	53	55
Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019

Men 2006 2007 2008   Women

The following measure shows the distribution by ethnicity of full-time instructional faculty. The number of Hispanic instructional faculty increased from 2009 to 2019. All counts represent full-time faculty on the Ephraim and Richfield campuses.

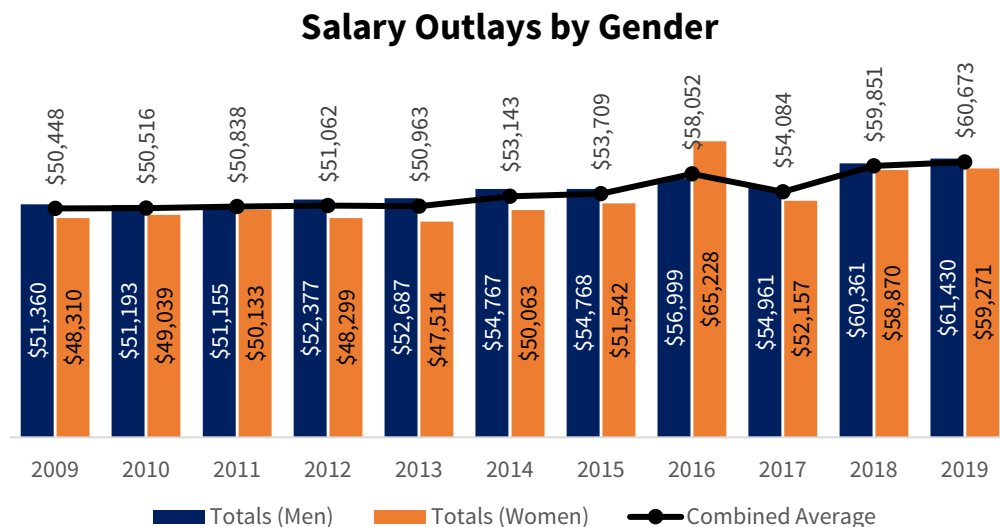|	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Non-Resident, Alien	0	0	0	0	1	0	0	0	0	0	0
Hispanic/Latino	2	2	2	2	2	1	1	0	0	0	0
Asian	1	0	1	1	0	1	1	1	1	1	1
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0
Black or African American	1	1	1	1	1	0	0	0	1	1	1
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	1	1	0
White	110	113	113	117	113	108	129	135	143	152	159
Two more races	0	0	0	0	0	0	0	0	0	0	1
Unknown	0	0	0	0	0	3	0	1	0	0	0
Totals	114	116	117	121	117	113	131	137	146	155	162

Average Faculty Salary Outlays

This measure shows the average salaries of full-time faculty as reported to the Integrated Post-Secondary Education Data System (IPEDS). The institution does not use graduate or teaching assistants for instruction.   Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. All counts represent full-time faculty on the Ephraim and Richfield campuses.

Salary outlays represent full-time faculty with 10-month contracts. Very few full-time faculty (less than 10) teach with 12-month contracts; some fulfilling temporary (one-year) special assignments. Starting in 2014, many standard 12-month instructional contracts were re-negotiated to 10-month contracts.

Full-time salaries have increased (on average) by 2% for male faculty with a median salary of $56,074. Salaries for full-time female faculty have increased by 3% with a median salary of $56,083. Snow College is a state institution that relies heavily on legislative appropriations for salary increases and other appropriations. Over the past 10 years, these appropriations have barely matched COLA and insurance premium increases. Spring semester 2016, the College initiated a comprehensive compensation study of all full-time faculty and staff. The goal of this committee is to bring all full-time personnel within 90% of comparative peer salaries by 2020. The first salary adjustment reaching this goal was accomplished spring 2017. The second installment was realized during FY 2019.

Data Source: AAUP Annual Report and IPEDS Human Resources report

Salary Outlays by Gender

Year	Totals (Men)	Totals (Women)	Combined Average
2009	$51,360	$48,310	$50,448
2010	$51,193	$49,039	$50,516
2011	$51,155	$50,133	$50,838
2012	$52,377	$48,299	$51,062
2013	$52,687	$47,514	$50,963
2014	$54,767	$50,063	$53,143
2015	$54,768	$51,542	$53,709
2016	$56,999	$65,228	$58,052
2017	$54,961	$52,157	$54,084
2018	$60,361	$58,870	$59,851
2019	$61,430	$59,271	$60,673

# Full-Time Non-Instructional Staff by Gender and Ethnicity

This measure shows the headcount for all full-time employees reported to the Integrated Postsecondary Education Data System. This category does not include full-time instructional/teaching faculty. Administrative faculty are defined as executive, managerial, or administrative in the IPEDS system. Deans and department chairs at Snow College are considered full-time faculty, not administrative faculty.

The full-time employees listed here include the following: technical and paraprofessional, clerical and secretarial, skilled crafts, service and maintenance.

The data show an increase in full-time employees commensurate with enrollment increases and organizational changes at the institution. The decrease in full-time staff starting in 2009 was due to a comprehensive re-organization of Snow College's advising office, now known as the Student Success Center.

Most full-time employees are white (94%); however, representation from other ethnic groups has improved. The greatest growth is exhibited in the Hispanic group (up over 100% since 2006).

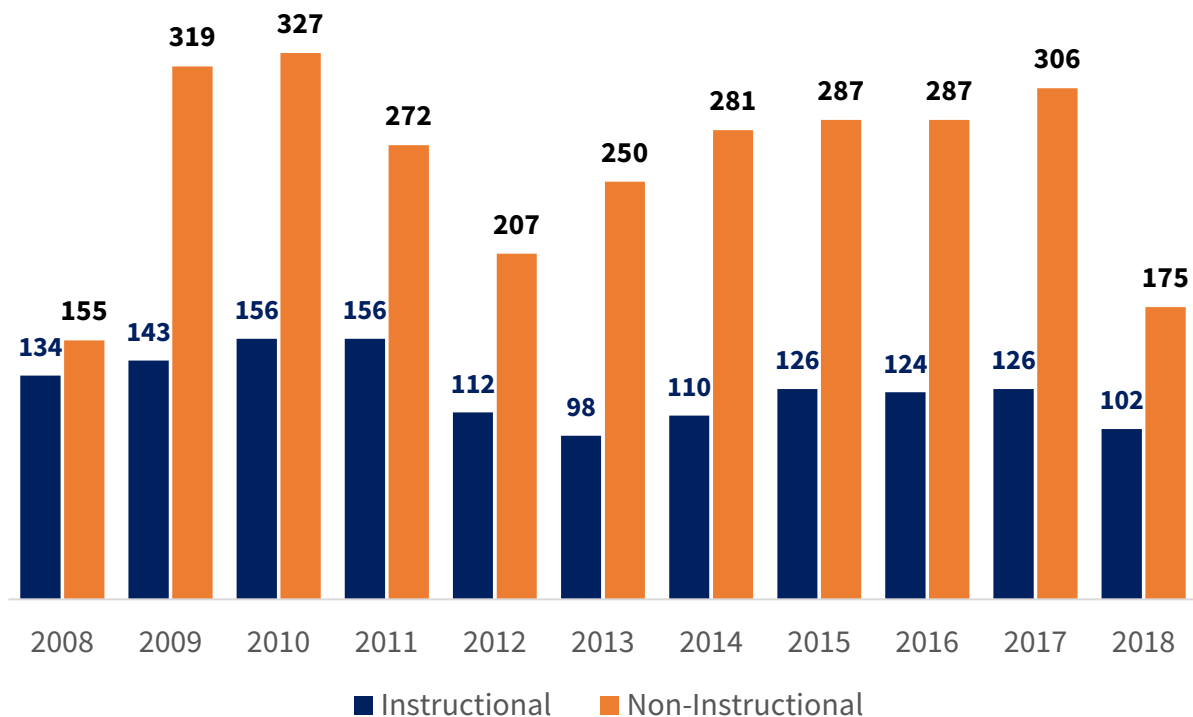Data Source: IPEDS Human Resources report
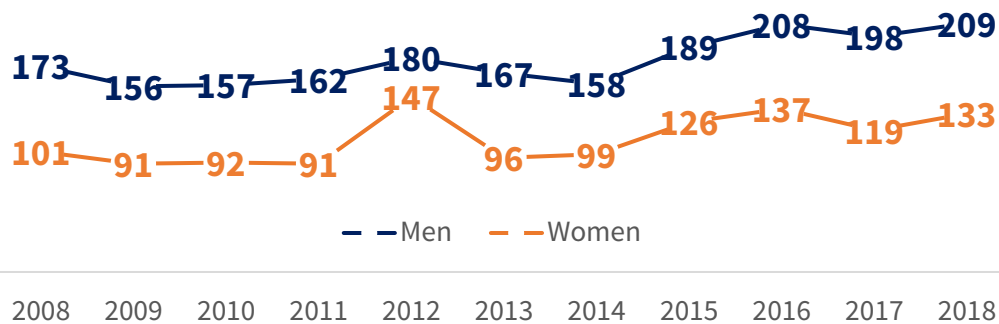
All Staff	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Non-Resident, Alien	0	0	0	0	0	1	0	1	0	0	0
Hispanic/Latino	4	4	4	4	7	5	5	6	8	7	6
Asian	2	2	0	1	1	0	1	1	1	1	1
American Indian/Alaskan Native	1	1	2	2	2	2	1	1	3	1	2
Black or African American	0	2	1	2	2	2	2	1	3	2	2
Native Hawaiian/Pacific Islander	1	0	1	1	0	1	1	1	2	2	4
White	265	238	241	243	313	252	243	303	326	292	309
Two more races	0	0	0	0	0	0	1	1	0	0	0
Unknown	1	0	0	0	2	0	3	0	2	12	18
Totals	**274**	**247**	**249**	**253**	**327**	**263**	**257**	**315**	**345**	**317**	**342**

Part-Time Staff by Assignment

Snow College relies on a part-time workforce to support many of the college's functions. The measure of part-time staff is defined by the Integrated Postsecondary Education Data System as individuals who are not benefits-worthy as determined by the number of weekly work hours. The data represent instructional and non-instructional part-time staff—employees that work less than 37 hours per week. Instructional staff represent hired adjunct instructors. Full-time non-instructional personnel who teach a class or two on overload are not included in the instructional part-time staff counts. Non-instructional staff represent employees hired by the college in the areas of technical and paraprofessional, clerical and secretarial, skilled crafts, service and maintenance.

The highs and lows of Snow College's part-time work force are influenced by two main factors: (1) economic downturns which result in lower legislative appropriations and (2) enrollment decreases. In 2012, Snow College became the main provider of educational opportunities for high school students in all Utah's rural areas via interactive video technology. With distinct legislative funding for this service and as more high school students take advantage of the program, the college has added additional full-time and part-time staff for instruction, technology, and student services (advising).

Data Source: IPEDS Human Resource report

Year	Instructional	Non-Instructional
2008	134	155
2009	143	319
2010	156	327
2011	156	272
2012	112	207
2013	98	250
2014	110	281
2015	126	287
2016	124	287
2017	126	306
2018	102	175

2018 IPEDS Human Resource Report Summary

Data reported in this IPEDS component is as of November 1, 2018. The Human Resources IPEDS reporting component is completed by April of each academic year. The reporting for the 2019-2020 year will not be completed until March 2020.

Human Resources Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2018.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Number of staff by employment status and occupational category: Fall 2018			
Occupational category	**Reported values**		**FTE staff**
	Number of full-time staff	**Number of part-time staff**	
Total number of staff	342	277	434
Instructional Staff	147	102	181
Primary Instruction	147	102	181
Exclusively credit	147	102	181
Exclusively not-for-credit	0	0	0
Combined credit/not-for-credit	0	0	0
Instruction/research/public service	0	0	0
Research Staff	0	0	0
Public Service Staff	0	0	0
Library and Student and Academic Affairs and Other Education Services Occupations SOC	50	55	68
Librarians, Curators, and Archivists SOC 25-4000	5	9	8
Archivists, Curators, and Museum Technicians SOC 25-4010	0	0	0

Librarians SOC 25-4020	2	0	2
Library Technicians SOC 25-4030	3	9	6
Student and Academic Affairs and Other Education Services Occupations SOC 25-2000 + 25-3000 + 25-9000	45	46	60
Management Occupations SOC 11-0000	36	0	36
Business and Financial Operations Occupations SOC 13-0000	10	2	11
Computer, Engineering, and Science Occupations SOC 15-0000 + 17-0000 + 19-0000	19	0	19
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations SOC 21-0000 + 23-0000 + 27-0000	13	18	19
Healthcare Practitioners and Technical Occupations SOC 29-0000	0	0	0
Service Occupations SOC 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	47	39	60
Sales and Related Occupations SOC 41-0000	0	0	0
Office and Administrative Support Occupations SOC 43-0000	20	61	40
Natural Resources, Construction, and Maintenance Occupations SOC 45-0000 + 47-0000 + 49-0000	0	0	0

Number of staff by employment status and occupational category: Fall 2018			
Production, Transportation, and Material Moving Occupations SOC 51-0000 + 53-0000	0	0	0

NOTE: Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included in the above figures. Many of the FTE figures may be included in the DFR.

Salaries of full-time instructional staff by contract length and academic rank: Academic year 2018-19							
Academic rank	Months Covered by Annual Salary				Total Staff for Salary reporting	Total Number of Months	Salary Outlays	Weighted Average Monthly Salaries
	12 months	11 months	10 months	9 months				
All Ranks	3		144		147	1,476	$8,748,785	$5,927
Professor			8		8	80	$588,332	$7,354
Associate professor	1		30		31	312	$2,145,532	$6,877
Assistant professor	1		53		54	542	$3,064,492	$5,654
Instructor	1		53		54	542	$2,950,429	$5,444
Lecturer								
No academic rank								

NOTE: The above data are based on the Salary Outlays part of the IPEDS HR component. The Weighted average monthly salaries of full-time instructional staff by academic rank are calculated by adding the salary outlays reported for Men plus Women by academic rank, then dividing the sum by the "Total Number of Months" for Men plus Women by academic rank. Salaries of full-time instructional staff paid less than 9 months per year are not collected. Also, salaries of medical school staff are not collected. The weighted average monthly salaries may be included in the DFR.

Faculty Development Survey Results

Over the years, Snow College has supported a strong set of faculty development practices. Those practices have been coordinated through a comprehensive Faculty Development program that provides opportunities for professional and personal renewal to faculty in all stages of their careers.

The faculty development committee wanted feedback from faculty regarding faculty development activities. A survey was developed and administered to faculty via a web link. Faculty were able to complete the survey on their own or in department meetings. The feedback collected by this survey was anonymous and all responses were aggregated in the preparation of this report. There was an option for faculty to leave an email address only if they wanted follow-up from the faculty development committee (not required).

The survey was administered starting the last week of September 2019 and ended on October 11th, 2019.

Current Faculty Development Activities

Faculty participants were given a list of current faculty development activities and asked (1) if they participated in the activity and (2) the degree of helpfulness associated with the activity (scale: very helpful, somewhat helpful, not helpful). Faculty who did not participate in the activity were asked to provide a reason for their non-participation.

Collectively, Snow College faculty viewed current faculty development activities as "somewhat helpful" (43%). Only 9 faculty members viewed the activities as very helpful.
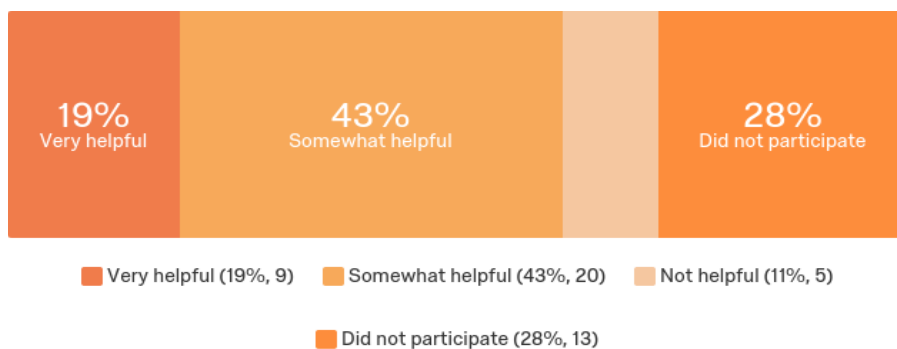
Very helpful (19%, 9)   Somewhat helpful (43%, 20)   Not helpful (11%, 5)

Did not participate (28%, 13)

The following provides a breakdown of faculty responses by distinct faculty development activity. Activities with the greatest participation were classroom observation, Lunch Bunch presentations, off-campus seminars/workshops, and faculty mentorship opportunities. Teaching triangles had the least amount of faculty participation.

The activities with the highest participation rates were also reported as the most helpful (in order: off-campus seminars/workshops, faculty mentorships, and classroom observations. Despite lower participation rates, on-campus seminars/workshops and TTC individual or group training sessions were rated as highly helpful.

Faculty-wide book read (n=47)	Participation	Very helpful	Somewhat helpful	Not helpful
	72%	19% (n = 9)	43% (n = 20)	11% (n = 5)
Reasons for non-participation				

- New to Snow
- What not employed at the time
- Not aware/Did not know about it
- New faculty member
- Not all of us can be like Larry Smith and spend every spare time reading. It requires too much reading time!
- I liked the books. I just didn't make it to the meetings.
- No time/too busy with other responsibilities/did not have time to read the full book
- Book choices/would have chosen better books

Lunch Bunch Presentations (n = 48)	Participation	Very helpful	Somewhat helpful	Not helpful
	90%	33% (n = 16)	50% (n = 24)	10% (n = 5)
Reasons for non-participation				

- I teach at that time/not a good time/time doesn't work
- Scheduled class during this time
- I forget. When I remember it, I like it
- Schedule conflicts, mostly. But the communication (when, where, what, etc.) on these, frankly, has been uneven and unclear at best

Teaching/Pedagogy Conference (n = 47)	Participation	Very helpful	Somewhat helpful	Not helpful
	62%	21% (n = 10)	38% (n = 18)	2% (n = 1)

Reasons for non-participation

- Not a good time
- No interest in the department
- Had prior commitments the one year I was here, and it was held
- This sounds interesting, when is it?
- I believe I was busy that day
- Too much time to prepare the presentation
- Not enough time
- Time conflict with class
- Saturdays are difficult/the timing was bad and it was on a Saturday
- Scheduling conflict
- Time and distance to travel
- I work another weekend job which makes it difficult to attend on Saturdays during the fall harvest months. If it were in January, I would likely be there.

On campus seminars/workshops (n = 47)	Participation	Very helpful	Somewhat helpful	Not helpful
	89%	45% (n = 21)	43% (n = 20)	2% (n = 1)

Reasons for non-participation

- Not a good time
- I taught at the time of the workshops
- Schedule conflict and unaware of workshops
- Did not want to

Off campus seminars/workshops (n = 47)	Participation	Very helpful	Somewhat helpful	Not helpful
	87%	74% (n = 35)	13% (n = 6)	0% (n = 0)

Reasons for non-participation

- New to Snow
- Not a good time/not good timing
- But not necessary the ones like educated person, but ones more discipline specific
- Time/distance

Classroom observation (n = 48)	Participation	Very helpful	Somewhat helpful	Not helpful
	94%	46% (n = 22)	48% (n = 23)	0% (n = 0)

Reasons for non-participation

- I'm new enough that I haven't done this yet but will soon. I always think this is helpful.
- Need more time for this
- Scary
- It's hard to get a good idea after just one observation

Faculty mentorship (n = 47)	Participation	Very helpful	Somewhat helpful	Not helpful
	87%	51% (n = 24)	32% (n = 15)	4% (n = 2)

Reasons for non-participation

- New to Snow
- We don't do this in our department
- I'm not sure if this is a formal or informal thing, but I do learn a lot from my colleagues
- I don't know about this program/didn't realize it was a thing/I didn't know there was a mentorship program
- Haven't had a chance
- In the English department, I think new people just ask anyone questions
- Did not occur when I started

Teaching Triangles (n = 46)	Participation	Very helpful	Somewhat helpful	Not helpful
	22%	9% (n = 4)	7% (n = 3)	7% (n = 3)

Reasons for non-participation

- New to Snow
- I have never heard of this/don't know what it is
- Didn't find time yet
- I attended two other classes, but no one came to mind
- Haven't had a change to get to it
- For foundation classes? I haven't doe one of these yet
- Would like to do one, but haven't yet/have not implemented it yet
- I did not know about this program/I wasn't aware of this. I am not sure that I know what it is
- Haven't seen the opportunity for this
- Need more time for this/too busy with other responsibilities
- Challenge to schedule
- Need UQI for travel/haven't found time
- No opportunity yet and crunched for time
- Haven't had time yet, but will do a Foundations class next semester
- I have not formally been part of a teaching triangle; however, I feel like I do work with other engineering and physics faculty to share ideas and methods. So this is helpful.
- Lack of opportunities due to teaching on the Richfield campus
- It was too much effort to set up

TTC individual or group training	Participation	Very helpful	Somewhat helpful	Not helpful

(n = 47)	81%	38% (n = 18)	38% (n = 18)	4% (n = 2)
Reasons for non-participation				

- New to Snow
- Haven't had the need since I was first hired. But will do so in the future if the need comes up.
- Haven't taken the opportunity
- Chase is great to answer bizarre questions that I can't answer via Google
- Unaware of this resource until only recently
- Mostly figure things out on my own
- Individual is better/individual is helpful, group is less helpful

Faculty listed UQI funds and on-line courses/workshops as other beneficial development activities.

Future Faculty Development Activities/Interests

This section of questions explored levels of interest for future faculty development activities. Nearly half the respondents (47%) indicated they would "participate frequently" in one or more of the ten listed activities.
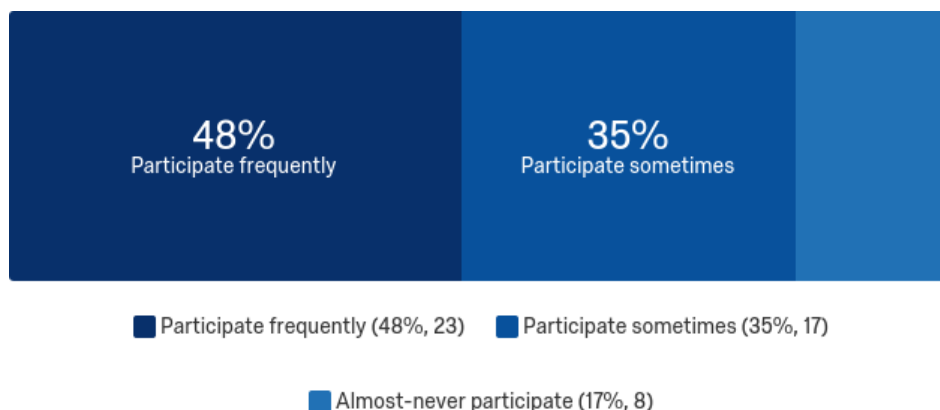
Activities with the highest potential participation rates were (in order) off-campus seminars/workshops, faculty mentorships, on-campus seminars/workshops, on-campus seminars/workshops, classroom observation and faculty mentorships. Fifty-one percent (51%) of respondents indicated they would "almost-never participate" in teaching triangles.

The following provides a breakdown of faculty responses by distinct faculty development activity. Reasons for non-participation are provided. Follow up questions regarding book titles, presentation ideas, and workshop ideas are included where relevant.

Faculty-wide book read (n=48)	Participation	Frequently	Sometimes	Almost Never
	83%	48% (n = 23)	35% (n = 17)	17% (n = 8)
Why would you not participate?				
• Depends on the book				

Possible titles:

- *Small Teaching*
- *The Critical Thinking Initiative Handbook*
- *Facilitating Seven Ways of Learning*
- *The Go-Giver*
- *Coddling the American Mind*
- *What the Best College Students Do, What the Best College Teachers Do*

- *Teaching with Compassion*
- *If I Understood You, Would I Have This Look on My Face? My Adventures in the Art and Science of Relating and Communicating*
- *Make it Stick: The Science of Successful Learning*

Lunch Bunch Presentations (n=46)	Participation	Frequently	Sometimes	Almost Never
	85%	48% (n = 22)	37% (n = 17)	15% (n = 7)
Why would you not participate?				
- Can we vary the times to meet different teaching schedules? - I'd like to participate when I don't have class at the same time - Need to be more engaging and relevant. Discuss problems - These seem thrown together last minute and have poor delivery. We really need to either hire a professional in SOTL or use our minor to bring down SOTL professionals from our neighboring schools (e.g. BYU, etc.).				

Presentation Titles:

- *Creative and critical thinking*
- *Making office hours effective*
- *To Rubric or Not to Rubric*
- *Reports on any used UQI*
- *Discussion techniques*
- *Canvas Usage*
- *Online teaching*
- *Feedback techniques*
- *Using student evaluations for development*

Teaching/Pedagogy Conference (n=47)	Participation	Frequently	Sometimes	Almost Never
	70%	36% (n = 17)	34% (n = 16)	30% (n = 14)
Why would you not participate?				
- I'm not sure what or when this is yet/don't know when they are held - Saturdays?!				

On Campus seminars/workshops	Participation	Frequently	Sometimes	Almost Never

(n=47)	94%	51% (n = 24)	43% (n = 20)	6% (n = 3)
Why would you not participate?				
• Scheduling/timing • Most aren't relevant				

Possible titles:

- *Teaching Critical Reading Practices*
- *Methods for Effective in-Class Discussions*
- *Discussion techniques*
- *Canvas Usage*
- *Online teaching*
- *Feedback techniques*
- *Using Student Evaluations for Development*
- *Teaching Small Classes*
- *Getting Students to Participate, especially those who are lower socioeconomic*
- *Technology workshops—some with integrated classroom ideas*
- *Helping students academically who don't want your help*

Off Campus seminars/workshops	**Participation**	**Frequently**	**Sometimes**	**Almost Never**
(n=48)	94%	56% (n = 27)	36% (n = 24)	6% (n = 3)
Why would you not participate?				
• The ones I choose, not the ones that Melanie send out emails for				

Classroom Observation	**Participation**	**Frequently**	**Sometimes**	**Almost Never**
(n=47)	89%	34% (n = 16)	55% (n = 26)	11% (n = 5)
Why would you not participate?				
• No time				

Faculty Mentorship	**Participation**	**Frequently**	**Sometimes**	**Almost Never**
(n=48)	87%	50% (n = 24)	38% (n = 18)	13% (n = 6)
Why would you not participate?				
• Haven't really seen this one with much guidance, but I would like to see it • No interest in it				

| Teaching Triangles (n=45)	Participation	Frequently	Sometimes	Almost Never
	49%	22% (n = 10)	27% (n = 12)	51% (n = 23)
Why would you not participate?				
- I'm not quite sure what this is yet/what is this? - They are new, I might - Timing/scheduling				

TTC individual or group training (n=45)	Participation	Frequently	Sometimes	Almost Never
	82%	29% (n = 13)	53% (n = 24)	18% (n = 8)
Why would you not participate?				
I usually can figure things out on my own				

Other possible faculty development opportunities were faculty learning communities centered around specific pedagogical theories/practices like critical thinking

UQI Funding:

Faculty were asked whether they applied for UQI funding. Only 12% of respondents indicated they had not applied for UQI funding. All faculty with UQI proposals received their funding (100%).

Have you ever applied for UQI funds?

12%

88%

Yes   No
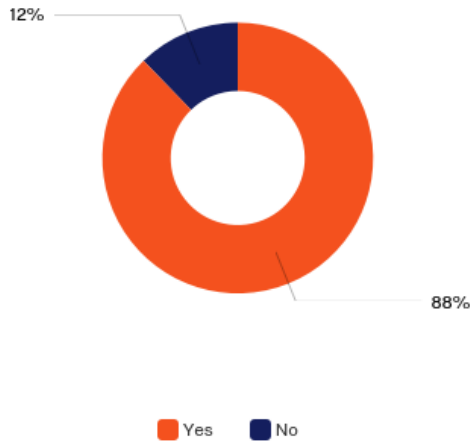
Did you receive the funds?

100%

Yes   No
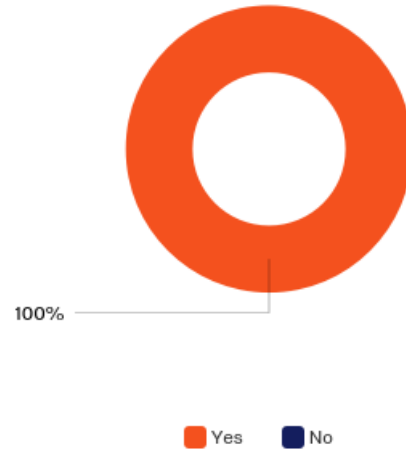
The majority of faculty (98%) reported UQI funds as beneficial to their teaching and professional development.

98%
Yes

Yes   No

Sabbaticals

Faculty were asked their interest in participating in traditional, long-term sabbaticals (15 weeks to a full academic year) or short-term sabbaticals (8 weeks to a full semester) to pursue research or other scholarship.

72% of faculty (n = 35) indicated their interest in long-term sabbaticals.
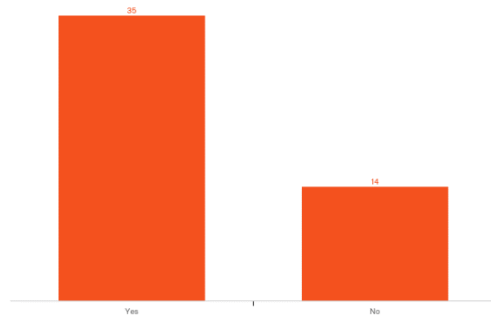
71% (n=34) of faculty said they would be interested in short-term sabbaticals.
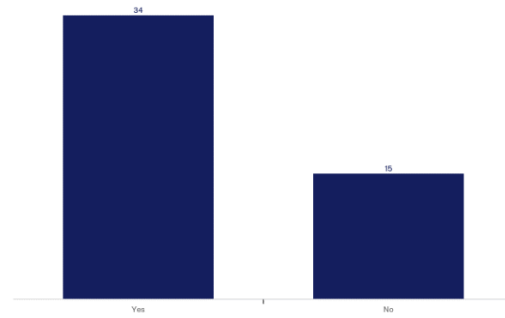
Interdisciplinary Teaching

Interdisciplinary teaching is new to the college and some faculty. What kind of support do you suggest to improve and/or promote interdisciplinary teaching?

- It would be wonderful to have interdisciplinary faculty groups to discuss things like pedagogical approaches to critical thinking, how to make connections across disciplines, etc.
- It seems that the major problem that all the team-teaching groups have is a lack of connection with each other. I think more opportunities to get together with faculty members prior to selecting a group would be helpful.
- Bolster the Honors Program
- Stipends?
- Share ideas by paying faculty to attend
- Observation get classes, promoting what's already working, discussions
- I really like the work that has been done so far with the foundations classes.
- Workshops focusing on specific practices that are effective in these types of classes. Also, a recognition that some practices work better in some disciplines than others.

- Teaching about various cultures in the world. Since many people go on their missions abroad, regardless of their majors, they may be able to teach certain cultural differences among countries to provide an eye-opener to students.
- brainstorm across disciplines
- Teaching together!
- I am finding through the teaching of a Foundations course that we don't understand each other's disciplines. We don't understand what we do in our disciplines and the requirements/assignments that we give in our different disciplines. Some of this might be just the whims a different faculty, but we need to communicate better about what we do.
- The realization that not EVERYONE can find the time to prepare for and carry out interdisciplinary/Foundations courses. Help people identify possible collaborations, provide encouragement, and then support, support, support!
- We need less siloing of education, allowing for easier cross-disciplinary teaching.
- Reduced work load
- Time - it takes time to make these connections. But really if we want true interdisciplinary learning we need to completely remove the silos of subjects in our GE courses. For example, there are great models of creating interdisciplinary courses that satisfy graduation (without creating a new course like foundations). https://scilit.uoregon.edu and bridging different science courses to fulfill GE Or at SUU Biology and English team taught a course that satisfied GE (at the time it was a 3 +3 = 6 credit class, but in the future they plan on making it fewer credits combined but still satisfy all requirements).
- I hear from some students that they feel the teachers are just fumbling around and they don't know what each other is doing and how to support each other
- The foundations classes are a great start though where it is currently requiring overload to teach, I am not convinced of the sustainability of those classes.
- More examples, more reference materials, etc. My biggest challenge with Foundations is having to come up with everything brand new every time. The "textbook" is good but certainly does not have the same resources found in a traditional textbook. People who have a lot of time to spend in prep probably love it, but I am spending an enormous amount of time prepping for every class meeting, and I have very, very little extra time.
- Keep adding information to the Foundations Canvas page; that's really helpful! Also keep talking about Foundations strategies and successes in Lunch Bunch, not just at Foundations meetings.

- I'm not familiar enough with the challenges to really have much of an opinion, but I like the idea!
- I need to think about this one a while.
- Lunch Bunch. Readings emailed to faculty.
- Clear goals and plans; materials ready before teachers are asked to instruct; classes small enough to allow teachers to teach together in a true interdisciplinary fashion; a data bank where teachers can submit class ideas and look for willing partners;
- Encourage (incentivize) guest lecture exchanges among faculty. Make teaching triangle incentives outside of UQI (because that money is usually needed for conference travel)
- There needs to be clear criteria of expectations for each member in an interdisciplinary group.
- Not sure yet.
- Let's showcase the good things that we are doing, in an effort to reach out to others who might be a little reluctant and increase buy-in.
- More support for Foundations Classes
- Reduced load. It is hard to drop a class I already teach to pick up a new interdisciplinary course.
- Truly teaching from an interdisciplinary perspective requires learning about and in other disciplines. It would be nice to have a course release to take courses in other disciplines so that we might learn about those disciplines.
- Training of any kind!

Other Faculty Development Opportunities

What would you like to see in terms of faculty development opportunities at Snow College?

- Faculty Learning Communities that meet regularly to discuss a particular topic, more emails about conference & other opportunities, access to Monday Morning Mentor: https://www.magnapubs.com/online/mentor/monday-morning-mentor-3200-1.html
- More travel funds (3x more) plus sabbaticals.
- Encourage off site learning,
- Encourage conference attendance, networking and continue to create these opportunities through enabling financial assistance
- I think new faculty need a little more support and guidance. Overall the faculty development opportunities are really good.

- FD is very critical to pursue, and at the same time, it shouldn't exceed the workload of teaching.
- more understanding of how different departments work
- I would like to see more workshops/seminars on topics that relate to how I can improve my teaching regardless of discipline.
- More consistent Lunch Bunch and similar type activities. Faculty need opportunities to socialize more with each other and discuss issues freely, without fear of retaliation, to polish their skills as excellent instructors.
- I would hope to see more funding for conferences and research and travel.
- Workshops put on by someone professionally trained in the scholarship of teaching and learning. More innovative teaching spaces.
- More support for local and national conference in teaching, educational technology, and field-specific content.
- I think we've got to have travel funds available for conferences. I like the idea of seminars or workshops at the college, but they need to be scheduled well before course calendars are created. And they need to be valuable with concrete outcomes and takeaways that can be used right away.
- Guaranteed travel funding every other year, or once every three years, etc. (within reason).
- I like the Pedagogy Conference, both as an opportunity to learn from colleagues and to share my projects with others. Sabbaticals need to become a part of our culture again. Bring outside conferences (UMATYC, UFLA, etc.) to Snow College.
- Reimbursement for summer development — travel, online courses, books.
- Better salaries/compensation. We will lose faculty without competitive pay.
- connecting all education to industry, employability and careers
- I think you guys do a great job listening and offering opportunities. Thanks!
- More campus-wide seminars. Or perhaps some cross-divisional training. Put, for example, math and philosophy professors in the same room and see what they can learn from each other.
- Make sure that there is always funding for conference attendance.
- More money in the faculty development budget for travel and attendance to conferences in my teaching area. The information doubles every 4 years in my area and I need this to stay up-to-date. The money seems to have dried up.
- Money that is earmarked for faculty development and a commitment from the college for faculty development
- I've been here a while. I would like to see some interest in (funding for) short-term leave (sabbatical or shorter).

- More opportunities to share scholarship on campus
- I have benefited from conferences and meetings away from Snow. I have learned a new set of ideas and ways of thinking when I interact at conferences where educators and researchers from around the country and world gather to share ideas.
- More opportunities to attend teaching conferences that are subject specific.
- I find the most productive opportunities are those that invite discussion of people from multiple disciplines and reflection on how those discussions might help improve teaching. This is best achieved in small group settings. My favorite Lunch Bunch activities are small group discussions, rather than lectures or presentations from one person. Since I teach during Lunch Bunch, it would be nice to have other opportunities to do this kind of discussion.
- Continue with a variety of topics and needs.