EXAMINING FACULTY MOTIVATION TO PARTICIPATE IN FACULTY DEVELOPMENT

Patrick R. Lowenthal[*1] *, Michael L. Wray*[2] *, Barbara Bates*[3] *, Teri Switzer*[4] *and Ellen Stevens*[5]

[1]Boise State University, US
[2]Metropolitan State University of Denver, US
[3]DeVry University, US
[4]University of Colorado, Colorado Springs, US
[5]University of Colorado, Denver, US

ABSTRACT

In response to demands for public accountability and improved teaching and learning, institutions are recognizing the need to strengthen their faculty development programs. Central to strengthening faculty development programs is increasing faculty participation in these programs. This mixed-method study examined the motivation of full and part-time faculty to seek development, obstacles to attending, as well as preferred formats across four institutions. Results indicate that full-time faculty seek more development than part-time faculty across institutions. At some institutions, the preferred format of faculty development contributed to differences among the types of faculty. Despite efforts to offer short workshops and faculty development online, in this study full time faculty tended not to value short workshops or online activities and instead preferred such things as books, videos, or even attending retreats. The results of this study suggest that faculty developers should begin thinking differently about the types and the frequency of faculty development.

Keywords: faculty development, professional development, post-secondary teaching and learning

INTRODUCTION

Institutions of higher education are placing a greater emphasis on quality teaching and student learning than ever before (AACandU, 2002; Chism, 2008; Lieberman, 2005; Lowenthal, 2008). Faculty now find themselves in a world where they are expected to be expert researchers as well as expert teachers (Boyer, 1990; Chism, 2008). However, very few

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* E-mail:patricklowenthal@boisestate.edu

faculty receive any type of teacher training prior to entering the academy (Boyer, 1990; Stevens, 1998). Even though faculty are prepared as scholars, not teachers (AACandU, 2002), it has been assumed that a terminal degree is a license to teach (Stevens, 1988). This mismatch between the lack of teaching preparation and the day-to-day expectations to be an exceptional teacher puts faculty and administrators at odds with each other. Institutions of higher education, however, have begun to turn to faculty development as a possible way to improve teaching and learning (Kolbo and Turnage, 2002). Unfortunately, though, faculty participation in faculty development is inconsistent (Gardiner, 2005). Thus, the purpose of this study was to explore faculty's motivation to participate in faculty development—specifically, by looking at faculty preferred formats, incentives, and distracters to participate in faculty development.

BACKGROUND

Faculty development research suggests that development efforts are needed and can improve teaching and learning in multiple ways at the college level (Fletcher and Patrick, 1998; Sorcinelli, 2006; Wright, 1999). In addition, faculty development has the ability to not only enhance teaching skill, but also reduce faculty burnout (Huston and Weaver, 2007; Mintz, 1999; Roche, 2001), improve the recruitment of women and minorities in unrepresented programs (Laursen and Rocque, 2009), and enhance collaborative learning amongst faculty (Cole, Barker, Kolodner, Williamson, Wright, and Kern, 2004; Hill, Soo La, and Lagueux, 2007; Knight, Carrese, and Wright, 2007).

Despite some of the aforementioned possible benefits of participating in faculty development, most faculty think they excel in the classroom and, therefore, do not need to participate in face-to-face development workshops (Chism and Szabo, 1996; Maxwell and Kazlauskas, 1987; Murray, 2000; Travis, Hursh, Lankewicz, and Tang, 1995). For instance, fifty percent of faculty believe they are in the top 10% of teachers; ninety percent believe they are in the top half of teachers (Blackburn, 1995). Administrators struggle with finding ways to attract faculty to faculty development activities as well as identifying the right mix of faculty development services to improve faculty teaching and ultimately student learning (Menges, 1997). Face-to-face workshops are efficient both in terms of time and resources, but are not necessarily the most effective way to help faculty improve teaching quality (Holmgren, 2005; Menges, 1980).

While faculty developers have begun offering faculty development workshops online to address some possible barriers, such as time conflicts and attracting both full and part-time faculty (Lowenthal, 2008; Shea, Sherer, and Kristensen, 2002; Vrasidas and Glass, 2004; Wood et al., 1998), there has not been enough research conducted to determine whether this new approach is attracting any new faculty or improving teaching and learning. At the same time, faculty developers are trying to clarify the factors that influence faculty participation in faculty development (Holmgren, 2005). Some faculty attend faculty development activities to improve the quality of their instruction (Bess, 1982); others attend faculty development to strengthen their portfolio as they move through the tenure process (Huston and Weaver, 2007), while others have little interest in participating in faculty development if they are not coerced by department chairs (Lucas, 2002).

In addition to varying incentives that provide impetus for participation in faculty development, research suggests that teaching and learning, as well as faculty development, are contextual (Eddy, 2007; Elen, Lindbloom-Ylanne, and Clement, 2007). Because faculty differ across institution type it is not enough to understand in general terms what motivates a typical faculty member. Instead, we posit that, in order to strengthen faculty development programs (which largely involves increasing faculty participation in faculty development activities), faculty developers must understand what motivates faculty from different institutional types to attend faculty development.

METHODS

The purpose of this study was to explore what motivates faculty from different types of higher education institutions to participate in faculty development. The following research questions guided this study:

1. How do faculty differ by employment category (full time or part-time), tenure status, and institution type in their frequency of attending faculty development?
2. Are there differences among faculty employment category, institution type, or tenure status in the preference of faculty development format?
3. What are the differences among faculty employment category, institution type, or tenure status in their motivation to attend faculty development?
4. What are the differences among faculty employment category, institution type, or tenure status in their obstacles to attend faculty development?

Population and Sample

The higher education landscape is diverse (Blackburn and Lawrence, 1995). There are research institutions, teaching institutions, technical institutions, private institutions, religious institutions, and proprietary institutions to name a few. With each of these institution types comes a different culture and way of doing things (Blackburn and Lawrence, 1995)—including the role of faculty development. However, despite these differences, all institutions appear to be using part-time lecturers more than in the past (Jaschik, 2006). It is unclear, though, how the differences in institutional culture and the increase use of part-time faculty affect professional development (Christensen, 2008). With this in mind, we purposefully sampled (Miles and Huberman, 1994) both full-time (i.e., non-tenure track, tenure track, and tenured) and part-time faculty (i.e. adjuncts) from four types of higher education institutions in the Western United States. The four types of institutions sampled included the following

*   Research University (RU), a public research university;
*   City College (CC), a public four-year college;
*   Western Catholic University (CWU), an accelerated adult college in a private catholic university; and
*   Corporate University (CU), a proprietary university.

See Table 1 for a brief description of each institution and Table 2 for a comparison of each institution.

Table 1. Descriptions of each Institution

Institution	Description
City College (CC)	CC is a public urban commuter college that offers bachelor's degrees in a variety of areas (e.g., business, liberal arts, and professional studies). It has a large diverse population with over 20,000 students. The average student is 28 years old. The faculty are 35% fulltime and 65% part time. Full time faculty are classified as either tenure track or tenure faculty. Full time faculty set personal goals based upon teaching, advising, professional development, and community service; there is less emphasis on research and more on teaching.
Catholic Western University (CWU)	CWU is a private catholic Jesuit University. CWU has over 15,000 students in three different colleges; the biggest college is the College for Professional Studies (CPS) with over 12,000 students. With satellite campuses across the region, CPS offers nontraditional accelerated Undergraduate and Graduate degrees for working adults. About 40% of CPS's credits are completed online. CPS does not have a tenure track for faculty; rather full-time faculty are employed on a contractual basis and not eligible for tenure. Over 80% of the courses are taught by adjunct faculty.
Corporate University (CU)	CU provides a career-oriented, technology-based education to about 47,000 undergraduate and graduate students at 70 locations in 22 states and Canada--21,000 of which are fully online students. More than half of the students are nontraditional and diverse students. CU employs 1100 faculty as well as adjuncts who teach more than 50% of the courses. Faculty are not eligible for tenure and the teaching load for full time faculty is 45 credit hours.
Research University (RU)	RU is a traditional research based institution with academic programs in science, education, business, and philosophy. It is an urban institution with limited housing for its 16,000+ students in undergraduate and graduate degree programs. RU is a tenure granting institution with moderately intensive research requirements and less focus on teaching and advising. Only 30% of courses are taught by adjunct faculty.

Table 2. Institutional Differences

	Undergraduate Courses	Graduate Courses	Tenure or Tenure Track Faculty	Emphasis of Faculty	% of courses taught by part-time faculty
RU	Yes	Yes	Yes	Scholarship	25%
CC	Yes	No	Yes	Teaching	65%
CWU	Yes	Yes	No	Teaching	80%
CU	Yes	Yes	No	Teaching	65%

An online survey was administered to faculty at each institution. A total of 524 faculty (234 full-time faculty and 290 part-time faculty) from the four institutions completed the survey. The participants who completed the survey represented a cross section of employment types. The survey was developed to investigate faculty characteristics, motivation to attend faculty development, and obstacles to attending faculty development. The survey was designed to yield both quantitative and qualitative data using likert scale types of questions as well as open-ended questions. Before administering the survey, it was verified for content validity by two faculty development directors at higher education institutions.

Data Analysis

The data was downloaded and imported into SPSS once the surveys were completed. Descriptive statistics, an analysis of variance (ANOVA), as well as a multivariate analysis of variance (MANOVA) were used to analyze the quantitative data (Keppel, 1991; Leech, Barrett and Morgan, 2008; Lomax 2001). The open-ended questions were analyzed by three researchers using a constant comparison analysis qualitative technique (Leech and Onwuegbuzie, 2007) of identifying "significant statements" (Creswell, 2007, p. 61), coding these statements, and finding themes in the data.

RESULTS

Frequency of Attending Faculty Development

Our first research question focused on the frequency that faculty attended faculty development across institution types. An ANOVA was used to examine the frequency of attending faculty development programs across institutions. A significant difference was found between institutional types and faculty rank in the total number of faculty development activities attended over a two year period, F (3,510) = 5.623, p=.001, eta = .18, which according to Cohen, (1998) was a small effect. City College (CC) faculty reported the highest mean attendance (M=6.45).

At CC, tenure track faculty attended an average of 9.53 activities and tenured faculty attended an average of 9.11 activities over a two year period. Research University (RU), on the other hand, reported the lowest attendance (M=3.50) (see Table 3 and Figure 1).
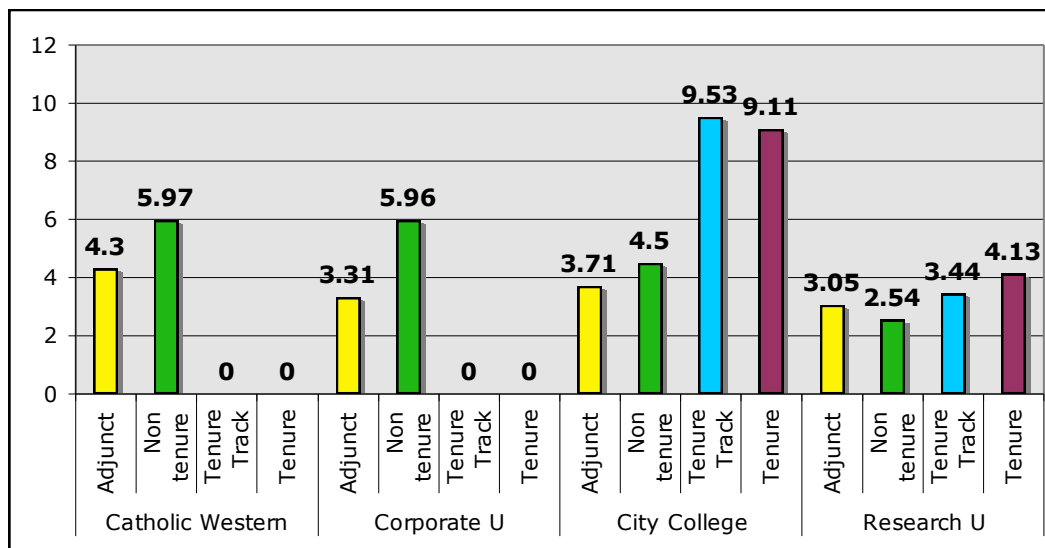

Figure 1. Faculty attendance at faculty development by institution and rank.

Table 3. Means, Standard Deviation and N for Frequency of Attending Professional Development Activities by Tenure Status

Employment Type	M	SD	N
Adjunct	4.06	5.13	290
Corporate University	3.31	2.06	13
City College	3.71	4.54	55
Catholic Western University	4.30	5.88	201
Research University	3.05	5.71	21
Non Tenure Track	5.49	5.13	100
Corporate University	5.96	5.59	49
City College	4.50	.71	2
Catholic Western University	5.97	4.92	36
Research University	2.54	3.23	13
Tenure Track	5.31	5.81	62
City College	9.53	8.20	19
Research University	3.44	2.93	43
Tenured	6.57	6.21	72
City College	9.11	6.82	35
Research University	4.13	3.09	29
Total Schools *	4.82	5.64	524
Corporate University	5.40	5.16	62
City College	6.45	6.60	110
Catholic Western University	4.56	5.77	237
Research University	3.50	4.62	115

*p<.001.

Preferred Format for Faculty Development

A MANOVA was used to address the second research question of our study which focused on faculty's preferred format for faculty development. There was a significant main effect for institutional type, Pillai's Trace = .073, F (15, 1518) = 5.88, $p<.001$, eta = .023, which was a medium effect size according to Cohen, 1998. A follow-up ANOVA indicated that two variables contributed to the school differences, online workshops, F (3, 508) = 22.820, $p < .001$, and one-hour workshops, F (3, 508) = 4.275, $p = .005$.

Across institutions faculty appeared to prefer formatted instruction, such as books or videotapes, and one-hour workshops (see Table 4). Each institution had books or videotapes as their first or second choice of preferred format (M=3.37). One-hour workshops were also listed as the first or second preferred format in each institution except CWU (M=3.30).

Table 4. Means and Standard Deviations of likelihood total faculty would participate in formats of professional development learning activities, by institution

Institution	Development Activity	*M*	*SD*	*N*
CC	New classroom technology	3.22	1.26	110
	Books or videotapes	3.44	1.18	110
	Weekend retreat	2.32	1.20	110
	One hour workshop*	3.24	1.15	110
	Online formats**	2.71	1.21	110
CU	New classroom technology	3.29	1.27	62
	Books or videotapes	3.39	1.19	62
	Weekend retreat	2.00	.99	62
	One hour workshop*	3.53	1.08	62
	Online formats**	3.41	1.02	62
CWU	New classroom technology	3.56	1.22	237
	Books or videotapes	3.24	1.20	237
	Weekend retreat	2.46	1.99	237
	One hour workshop*	3.11	1.26	237
	Online formats**	3.31	1.24	237
RU	New classroom technology	3.36	1.28	115
	Books or videotapes	3.57	1.01	115
	Weekend retreat	2.43	1.22	115
	One hour workshop*	3.63	1.06	115
	Online formats**	4.15	2.35	115
Total Schools	New classroom technology	3.41	1.25	524
	Books or videotapes	3.37	1.18	524
	Weekend retreat	2.37	1.19	524
	One hour workshop*	3.30	1.19	524
	Online formats**	3.38	1.60	524

*$p=.005$, **$p<.001$.

Motivation to Attend Faculty Development

Our third research question focused on what motivates faculty to attend faculty development. We used multiple types of analysis to answer this research question. We first used a MANOVA to investigate the differences between faculty employment type and institution type in their motivation to attend faculty development programs. There was a significant interaction between institution type and employment type, Pillai's Trace = .057, F (16,1010) = 1.85, $p=$ .021, eta = .029. The follow-up ANOVA indicated that release time significantly contributed to institution type differences for institutions with tenure status, F (2,511) = 3.52, $p=$ .030. See Tables 5 and 6, following.

Not surprisingly, part-time faculty accounted for the significant difference between faculty types ($M=.12$). Tenured, tenure track and non-tenure track faculty, reported either stipends or release time as their top two incentives to participate in faculty development. At the same time though, all faculty types (including part-time), reported that non-monetary or

time incentives were not important, (*M*=.33). A moderate level of importance was attributed to certificates of participation (*M*=.29).

Table 5. Means and Standard Deviations of Incentives by Institution

Institution	Development Activity	*M*	*SD*	*N*
CC	Release time*	.37	.486	110
	Stipend	.59	.494	110
	Promotion	.32	.468	110
	Public Recognition	.13	.335	110
	Awards	.24	.427	110
	Letters of Recognition	.06	.245	110
	Certificates	.33	.471	110
	Incentives not important	.19	.395	110
CU	Release time*	.48	.504	62
	Stipend	.50	.504	62
	Promotion	.34	.477	62
	Public Recognition	.18	.385	62
	Awards	.27	.450	62
	Letters of Recognition	.11	.319	62
	Certificates	.40	.495	62
	Incentives not important	.21	.410	62
CWU	Release time*	.18	.386	238
	Stipend	.37	.485	238
	Promotion	.12	.328	238
	Public Recognition	.05	.219	238
	Awards	.11	.318	238
	Letters of Recognition	.05	.219	238
	Certificates	.25	.433	238
	Incentives not important	.39	.488	238
RU	Release time*	.32	.469	115
	Stipend	.34	.475	115
	Promotion	.19	.395	115
	Public Recognition	.05	.223	115
	Awards	.17	.373	115
	Letters of Recognition	.08	.270	115
	Certificates	.30	.458	115
	Incentives not important	.43	.497	115
Total Schools	Release time*	.29	.453	525
	Stipend	.43	.495	525
	Promotion	.20	.403	525
	Public Recognition	.08	.274	525
	Awards	.17	.376	525
	Letters of Recognition	.07	.250	525
	Certificates	.29	.456	525
	Incentives not important	.33	.472	525

*p=.021.

Table 6. Means and Standard Deviations of Incentives by Tenure Status

Incentive	Tenure Status	*M*	*SD*	*N*
Stipend	Tenured	.38	.488	72
	Tenure Track	.48	.504	62
	Non Tenure Track	.33	.437	100
	Adjunct	.46	.499	291
	Total	**.43**	**.495**	**525**
Release Time*	Tenured	.40	.494	72
	Tenure Track	.40	.495	62
	Non Tenure Track	.61	.490	100
	Adjunct	.12	.330	291
	Total	**.29**	**.453**	**525**
Promotion	Tenured	.18	.387	72
	Tenure Track	.37	.487	62
	Non Tenure Track	.27	.446	100
	Adjunct	.15	.359	291
	Total	**.20**	**.403**	**525**
Public Recognition	Tenured	.10	.298	72
	Tenure Track	.13	.338	62
	Non Tenure Track	.11	.314	100
	Adjunct	.06	.235	291
	Total	**.08**	**.274**	**525**
Awards	Tenured	.13	.333	72
	Tenured Track	.27	.450	62
	Non Tenure Track	.21	.409	100
	Adjunct	.14	.352	291
	Total	**.17**	**.376**	**525**
Letters of Recognition	Tenured	.05	.201	72
	Tenure Track	.15	.355	62
	Non Tenure Track	.08	.273	100
	Adjunct	.05	.221	291
	Total	**.07**	**.250**	**525**
Certificates	Tenured	.29	.444	72
	Tenured Track	.34	.477	62
	Non Tenure Track	.30	.461	100
	Adjunct	.29	.454	291
	Total	**.29**	**.456**	**525**
Incentives not important	Tenured	.29	.458	72
	Tenured Track	.32	.471	62
	Non Tenure Track	.32	.469	100
	Adjunct	.35	.478	291
	Total	**.33**	**.472**	**525**

*$p=.021$.

To further explore what motivates faculty to participate in faculty development, we inquired what motivated faculty to attend previous development activities. A MANOVA was used to identify if there were any differences in what motivated faculty to attend previous

development activities across institution type and faculty type. There was a significant interaction between institution type and tenure status, Pillai's Trace = .030, F (10,1020) = 1.55, p= .12, eta = .015. A follow-up ANOVA indicated that "activity was related to technology" was significantly different for institutions with different tenure types, F (2,608) = 3.43, p= .033, eta =.013. This indicates that tenured and full-time faculty in our sample were more likely to attend previous faculty development activities if the subject was related to technology.

Overall, faculty in our sample were most likely to attend faculty development to improve teaching (M=.31). Although there were similar means across institution type, RU reported the highest motivation to improve teaching (M=.43). Table 7 shows the differences between reasons for attending across institution types. Required faculty development as well as activities related to technology were the next most frequent response (M=.25). Not surprisingly, CC, where professional development activities are often required, had the highest response to required attendance (M=.71). RU had the highest response to activities related to technology (M=.43).

Table 7. Means and Standard Deviations of Motivation to Attend Past Faculty Development Event

Institution	Development Activity	M	SD	N
CC	PD was required	.24	.427	110
	I got paid to attend	.04	.118	110
	Needed for promotion	.14	.345	110
	Needed for teaching skill	.31	.464	110
	Activity related to technology*	.25	.438	110
CU	PD was required	.71	.458	62
	I got paid to attend	.10	.298	62
	Needed for promotion	.05	.216	62
	Needed for teaching skill	.23	.422	62
	Activity related to technology*	.11	.319	62
CWU	PD was required	.22	.417	238
	I got paid to attend	.04	.191	238
	Needed for promotion	.02	.144	238
	Needed for teaching skill	.32	.469	238
	Activity related to technology*	.21	.405	238
RU	PD was required	.05	.223	115
	I got paid to attend	.03	.184	115
	Needed for promotion	.04	.205	115
	Needed for teaching skill	.57	.498	115
	Activity related to technology*	.43	.497	115
Total Schools	PD was required	.25	.431	525
	I got paid to attend	.04	.205	525
	Needed for promotion	.05	.225	525
	Needed for teaching skill	.31	.464	525
	Activity related to technology*	.25	.435	525

*p=.033.

Obstacles to Attend Faculty Development

The final research question focused on obstacles to attend faculty development. Faculty were asked why they would not attend faculty development (e.g., because the time and day of the event, competing priorities, lack of financial support, inconvenient location, or uninterested in the topic). Results reported in Table 8 indicated that there is a significant main effect Pillai's Trace = .066, F (15,1299) = 1.94, p= .016, eta = .022. A follow-up ANOVA indicated that financial support from one's institution significantly contributed to the group difference {F(10,435) = 4.43, p= .004, eta = .030.

Table 8. Means and Standard Deviations of Reasons Not to Attend Faculty Development Contributing to School Mean Difference

Institution	Reason not to attend	M	SD	N
City College	Time and day of the event	.73	.447	110
	Other competing priorities	.59	.494	110
	Financial support from institution*	.55	.712	110
	Location	.11	.313	110
	Topic	.22	.415	110
Corporate University	Time and day of the event	.63	.487	62
	Other competing priorities	.48	.504	62
	Financial support from institution*	.84	.853	62
	Location	.39	.491	62
	Topic	.16	.371	62
Catholic Western U.	Time and day of the event	.63	.485	238
	Other competing priorities	.57	.497	238
	Financial support from institution*	.30	.580	238
	Location	.42	.494	238
	Topic	.21	.411	238
Research University	Time and day of the event	.58	.500	115
	Other competing priorities	.64	.487	115
	Financial support from institution*	.36	.543	115
	Location	.19	.401	115
	Topic	.25	.439	115
Total Schools	Time and day of the event	.65	.478	525
	Other competing priorities	.57	.496	525
	Financial support from institution*	.44	.680	525
	Location	.32	.466	525
	Topic	.21	.408	525

*p=.004.

DISCUSSION

Frequency of Attendance

The first research question examined whether faculty differ by employment type, tenure status, or institution type in their frequency of attending faculty development programs. We found that institutions that reward attendance to faculty development reported significantly higher attendance than schools that did not. Mandatory attendance also resulted in higher mean scores. This suggests that if institutions want to use faculty development to improve teaching and learning (which entails having faculty regularly attend faculty development) then they need to either establish reward structures that help encourage faculty to attend or (depending on the culture of the institution) possibly require faculty to attend.

Preferred Format for Faculty Development

The second research question investigated faculty's preferred format for faculty development. When we examined the types of activities the respondents preferred, the one-hour format, which involves the least time commitment, and the online format, which provides convenience, prevailed. This suggests that, similar to previous studies, online faculty development might be a viable option for institutions that plan to respond to current trends (Posler and Bennett, 2008; Sherer, 2005).

Motivation to Attend Faculty Development

For the third research question, we examined incentives as a motive to attend faculty development. Although we found that the preference for release time differed significantly between the groups, it was not surprising to see that part-time faculty (the major contributor to group difference) did not value release time as an incentive. Part-time faculty are typically not eligible for release time at these institutions.

Where participation in faculty development was somehow related to tenure and/or promotion, faculty also tended to prefer documentation for their attendance. More is learned, however, by examining the descriptive results across all institutions. Overall results suggest that receiving a stipend was the most motivating factor for encouraging attendance. The next highest incentive, release time, was prevalent among full-time faculty.

Obstacles to Attend Faculty Development

The fourth research question focused on possible obstacles that might prevent faculty from attending faculty development activities. Time and competing priorities were the top two obstacles for attending faculty development by faculty across all institutions. A total of 65% of the faculty also responded that the time and day of the event is a major obstacle to attending faculty development. Financial support differed significantly across institution types. At CU for example, where there is limited, or no, budget to attend activities outside of

the institution, 84% of faculty responded that lack of financial support impeded their attendance. The other institution types had similar means. However, faculty at RU, compared to the other institutions, were the least likely to list financial support as an obstacle—suggesting that faculty at research institutions like RU have access to more financial resources and support than faculty at smaller institutions.

The open ended questions added a voice to these findings. Both tenure track and part-time faculty at each institution made comments such as, "If I had more time to attend, I would more than likely try to attend all the faculty development workshops," and "It isn't lack of motivation…it is lack of time. Most affiliate faculty have full time jobs, families (some young children), etc.".

Perhaps the most complete and informative response is from a RU tenure track faculty member who remarked,

> "In my experience, there is little if any time to take advantage of faculty development workshops or other institutional opportunities…nose is to the grindstone 24/7 preparing for classes, conducting research and performing service. For me, it has little to do with motivation…I simply don't have a spare minute."

IMPLICATIONS OF THE STUDY

It is in the best interest of our academic institutions to provide opportunities for faculty to improve their teaching and research skills and to foster the career development of both new and seasoned teachers. As previously mentioned, there are many different faculty development models and programs. However, the key to using faculty development to improve teacing and learning does not solely lie on the shoulders of each faculty development program; instead, it lies in how to get faculty to attend these excellent programs. The best program in the world is not going to improve the teaching process if few people attend. What motivates faculty? What incentives should be provided?

It is clear there is no specific technique for encouraging participation in faculty development. However, there are some trends that each institution can, and should, garner from these results.

Most apparent is that institutions must value faculty development attendance at learning activities and implement some kind of a reward structure for attendance. In fact, one faculty member commented, "Having a formula in place to count this toward teaching as well as research (as in a course release without external funding) would free up time for me to attend workshops."

Another faculty member suggested that receiving "credits toward tenure" would be a way to motivate faculty to attend workshops. While requiring attendance might improve attendance rates, it is yet to be determined that improvement would result from such participation. An even higher participation might be achieved if faculty, particularly adjunct faculty, are paid to attend.

Additionally, institutions may consider varied times and formats that focus on those workshops that tend to have fewer time conflicts, such as books, videotapes, or online resources.

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