

What Helps Law Professors Develop As Teachers? -- An Empirical Study

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Introduction

Many law schools seek to develop the teaching skills of their faculty. Some schools assign an associate dean to focus upon teaching development or establish a faculty committee on teaching excellence. Law schools may assign new professors a teaching mentor, invite guest speakers to conduct teaching workshops, provide funds for professors to attend teaching conferences, encourage peer teaching observations, and purchase books, videos and journals about teaching. Individual law professors work on their teaching by reflecting on their experiences in the classroom, gathering feedback from their students, and engaging in discussions about pedagogy with their colleagues.

What faculty development programs and activities are effective? How should law schools allocate their resources to improve faculty teaching? How should law professors focus their efforts to develop their teaching?

This article presents data that provide a basis for informed responses to these questions. It is a companion to the 2006 article, *Improving Teaching and Learning in Law School: Faculty Development Research, Principles, and Programs*² (*Improving Teaching and Learning in Law School*), which reviewed the literature on improving teaching in higher education and provided

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² Gerald F. Hess, *Improving Teaching and Learning in Law School: Faculty Development Research, Principles, and Programs*, 12 WIDENER L. REV. 443 (2006) (hereafter, *Improving Teaching and Learning in Law School*).

guidelines for designing programs to help law professors improve their teaching.³ As a follow-up to *Improving Teaching and Learning in Law School*, this article seeks to determine which kinds of faculty development activities generate the most significant improvements in teaching and learning, as reported by those who engaged in those activities. In doing so, this article presents the results of two surveys on faculty development conducted in the spring of 2006. (As used in this article, “faculty development” refers to activities specifically directed toward improving law professors’ teaching, not their scholarship, service, or other important components of the law professor role.)

Part I of this article identifies four ways in which faculty development activities are evaluated. Part II describes the purpose and methodology of two surveys of legal educators. Part III presents and analyzes the data on twenty-two types of faculty development activities. Part IV presents and analyzes the data on the benefits of faculty attending a law teaching conference. Part V offers suggestions for using the survey data to improve teaching and learning in law schools. Appendices A and B contain copies of the two surveys.

I. Four Types of Evaluation of Faculty Development

Faculty development activities designed to improve teaching can be evaluated at four levels: Level 1 – Participant Reaction, Level 2 – Participant Learning, Level 3 – Participant Behavior and Attitude Change, and Level 4 – Student Learning.⁴

Level 1 evaluation measures what participants think and feel about the faculty development activity. Level 1 evaluation usually is conducted via written surveys immediately after the faculty development activity has ended. Typical questions include whether the program

³ *Improving Teaching and Learning in Law School*, *supra* note 2, at 447-452, 468-69.

⁴ See Cindra Smith & Barbara Beno, *Evaluating Staff Development Programs*, 12 J. STAFF, PROGRAM, & ORGANIZATIONAL DEVELOPMENT 173, 174-78 (1995). A shorter summary of the levels of evaluation of faculty development activities based on the Smith and Beno article appears in *Improving Teaching and Learning in Law School*, *supra* note 2 at 463-64.

was interesting, the subject matter was relevant, and the presenters were knowledgeable and engaging. The results of Level 1 evaluations help organizers assess the basic quality of an activity and plan future faculty development events.⁵

Level 2 evaluation assesses the extent to which the participants increased their knowledge or skills as a result of the faculty development activity.⁶ Did teachers increase their awareness of their own teaching practices and philosophies? Did they gain a new understanding of teaching and learning principles? Learn new instructional or assessment techniques? At a minimum, most faculty development aims to increase teachers' pedagogical knowledge and skills.

Level 3 evaluation gauges the change in teachers' behavior and attitudes,⁷ an important goal of most faculty development activities. Did participants implement changes in their teaching methods? Did their confidence in their teaching increase? Did they become more enthusiastic about teaching their courses?

Level 4 evaluation assesses the effects of faculty development on students.⁸ Did the pedagogical changes that teachers implemented increase students' engagement in the course or facilitate better student learning?⁹ Although an important measure of teaching effectiveness is its effect on student learning, this is difficult to measure, as "[m]any factors affect student learning, only one of which is the teacher's performance. Student motivation, study skills, general academic ability as well as environmental and social characteristics all affect learning."¹⁰

⁵ See Smith & Beno, *supra* note 4, at 176.

⁶ *Id.* at 177.

⁷ *Id.*

⁸ See *id.* at 178.

⁹ *Improving Teaching and Learning in Law School*, *supra* note 2, at 464.

¹⁰ *Id.* at 464, note 131, citing Larry Keig & Michael D. Waggoner, COLLABORATIVE PEER REVIEW: THE ROLE OF FACULTY IN IMPROVING COLLEGE TEACHING, 125-26 (1994).

II. An Empirical Study of Faculty Development to Improve Law Teaching

Data on faculty development was gathered for two primary purposes. First, it identified the types of faculty development activities law teachers use to improve their teaching. Second, it assessed the effectiveness of those faculty development activities through Level 2 evaluation (increases in teachers' pedagogical knowledge and skills) and Level 3 evaluation (changes in teachers' behaviors and attitudes).¹¹

The data was gathered via two surveys of legal educators. The Faculty Development Survey was designed to quantify how many law teachers engaged in twenty-two types of teaching development activities over the previous five years and to assess the effectiveness of each of those activities. The Teaching Conference Survey aimed to measure the effects on participants of attending a national conference on law teaching and learning.

The authors drafted the survey instruments after reviewing the extensive literature on faculty development in higher education.¹² Based on comments from several experienced legal educators who reviewed the drafts, the authors revised the surveys.¹³ The items from the revised survey forms were put into web-based survey instruments through an online survey service.¹⁴ In April, 2006, email messages were sent to selected legal educators asking them to participate in one of the surveys. A link to the Faculty Development Survey was sent to 405 randomly

¹¹ A next step for future research would be to assess faculty development activities at Level 4 – whether the activities improved student learning.

¹² The higher education literature on faculty development formed the basis for Professor Hess's article dealing with the design of effective faculty development for the improvement of teaching and learning in legal education. *See supra* note 2.

¹³ In both surveys, items were listed as shown in Appendix A and B, without further explanations. The authors recognize that respondents could interpret items differently. For example, the Faculty Development Survey asked participants whether they had engaged in "Reviewing students' performance on exams, papers and assignments" and then to assess the effectiveness of that activity. One respondent might interpret that activity to mean grading; another could interpret it as analyzing the class performance as a whole and comparing one year's students' exams to those from previous years. A future research project could probe the multiple ways in which professors used and approached teaching development activities.

¹⁴ The survey items were put into online survey instruments through Zoomerang, a web-based survey research service. For information about Zoomerang see www.zoomerang.com.

selected full-time faculty members at ABA approved law schools in the United States.¹⁵ A link to the Teaching Conference Survey was sent to all current full-time law teachers and administrators who attended the AALS “Conference on New Ideas for Experienced Teachers: We Teach But Do They Learn?” (New Ideas Conference) held in June 2001,¹⁶ a total of 101 legal educators.

III. Results of the Faculty Development Survey

Of the 405 legal educators who were invited to participate in the Faculty Development Survey, 114 completed the survey, for a response rate of 28%.¹⁷ Most of the respondents (78%) identified their primary current teaching areas as doctrinal (Torts, Evidence, Commercial, etc.), with similar percentages of respondents identifying their primary teaching area in legal research, writing, or skills (12%) or clinical or externship areas (11%). Table 1 presents these results.

Doctrinal (Torts, Evidence, Commercial, etc.)	78%
Legal Research, Writing, Skills	12%
Clinical or Externship	11%

Legal educators with between two and forty-two years of full time teaching experience responded to the survey. Respondents were evenly distributed among three categories of years

¹⁵ The 405 participants for the Faculty Development Survey were selected by choosing every 25th law teacher from the list of legal educators in the 2005-2006 edition of the AALS Directory of Law Teachers.

¹⁶ American Association of Law Schools, 2001 Conference on New Ideas for Experienced Teachers: We Teach But Do They Learn? Calgary, Alberta, Canada (June 9-13, 2001) (hereafter, New Ideas Conference). This conference was chosen for the study in part because it was well attended. Additionally, this conference occurred five years before the survey was administered, and one of the goals of the survey was to assess the lasting effect of a teaching conference.

¹⁷ The authors recognize that the survey respondents may not represent law professors as a whole; law professors who chose to respond to the survey may be more inclined to commit time and energy to improving their teaching, and more likely to engage in teaching development activities.

of full-time teaching experience: 1-10 years, 11-20 years, and 21 or more years. The average number of years of experience was 15. Table 2 details these results.

1 – 10 years	37%
11 – 20 years	35%
21 – 30 years	29%
Average years of full time teaching experience	15 years

The survey asked respondents whether they had engaged in twenty-two types of faculty development activities to improve teaching. Most of these activities fall in three categories: teachers engaged in faculty development on their own (reading books and articles on teaching and learning, keeping a teaching journal); teachers receiving information from students (reviewing students’ exams and papers, gathering feedback from students during the course); and teachers working with colleagues (viewing one another’s classes, participating in conferences on pedagogy). The three most common types of faculty development reported by respondents reflect these categories: thinking about effective teaching methods before and after class (97% of respondents), reviewing student evaluations of teaching after the course (95%), and talking with colleagues about teaching (94%). Table 3 shows the percentage of respondents who engaged in each of the twenty-two faculty development activities in the last five years.

Table 3. Faculty Development Survey – Engagement in Faculty Development Activities	
Faculty Development Activity to Improve Teaching	Percentage of Respondents Engaging in the Activity
Think about effective teaching methods before and after class	97%
Review student evaluations of own teaching after the course	95%
Talk with colleagues about teaching	94%
Review students' performance on exams, papers, and assignments	93%
Read articles on teaching and learning	82%
Review teacher's manuals	75%
Observe a colleague's class and provide feedback	58%
Gather and review feedback from students about own teaching during a course	51%
Attend a workshop on teaching and learning at own institution	51%
Have a colleague observe your class and provide feedback	46%
Attend a session at AALS Annual meeting on teaching and learning	43%
Make a presentation on teaching and learning	33%
Read books on teaching and learning	33%
Review institutional data on student engagement and learning	25%
Attend a national or regional conference or workshop on teaching and learning	24%
Write a journal or newsletter article on teaching and learning	17%
Review a videotape of own teaching (alone or with others)	17%
Review student performance on bar exams	15%
Review websites on teaching and learning	15%
Review a videotape of another's teaching (alone or with others)	11%
Keep a journal about teaching	9%
Confer with a consultant about own teaching	5%

For each activity a respondent engaged in during the previous five years, the respondent was asked to assess the effectiveness of that activity. Respondents assessed those faculty development activities on five dimensions:¹⁸

- Increasing their awareness of their own teaching practice and philosophy;
- Increasing their knowledge of teaching and learning principles;
- Improving their level of confidence in their teaching;
- Increasing their enthusiasm or passion for teaching; and
- Making changes in their teaching practices.

The assessments used the following scale: (Highly effective) 1 2 3 4 5 (Not effective).

Teachers' awareness of their own beliefs about education, assumptions about learning, and their verbal and non-verbal teaching behaviors are an important part of the process of improving instruction.¹⁹ As reported by the respondents, the most effective faculty development activities to increase teachers' instructional awareness involved teachers working on their own (writing, reading, and reflecting on teaching and learning) and with colleagues (conferring with a consultant, talking with colleagues, and attending conferences on pedagogy). Table 4 presents the complete results in order from most to least effective.

¹⁸ The first and second dimensions are Level 2 evaluation – increase in knowledge and skills about teaching and learning. The third, fourth and fifth dimensions are Level 3 evaluation – changes in teachers' attitudes and behaviors. *See supra* text accompanying notes 5-11.

¹⁹ "A critical step in the process of improving instruction is for teachers to increase their awareness of their current teaching philosophy and practice. What do teachers believe about the purpose of legal education and the role of a teacher? What assumptions do teachers hold about teaching and learning? What types of verbal and nonverbal behavior do teachers exhibit in and out of the classroom when interacting with students? Many teachers are unaware of aspects of their own teaching behavior and their deeply ingrained assumptions about education. Others may be surprised that some of their teaching practices are at odds with their own educational philosophy." *Improving Teaching and Learning in Law School, supra* note 2 at 444-45, *citing* Maryellen Weimer, IMPROVING COLLEGE TEACHING, 34 (1990).

Table 4. Faculty Development Survey – Effectiveness of Faculty Development Activities – Increasing Awareness of Own Teaching Practice and Philosophy	
Faculty Development Activity	1 Highly effective – 5 Not effective
Confer with a consultant about own teaching	1.71
Write a journal or newsletter article on teaching and learning	1.89
Talk with colleagues about teaching	1.97
Think about effective teaching methods before and after class	2.02
Attend a national or regional conference or workshop on teaching and learning	2.07
Read books on teaching and learning	2.08
Attend a workshop on teaching and learning at own institution	2.18
Make a presentation on teaching and learning	2.24
Gather and review feedback from students about own teaching during a course	2.25
Read articles on teaching and learning	2.26
Attend a session at AALS Annual meeting on teaching and learning	2.31
Observe a colleague’s class and provide feedback	2.36
Review a videotape of own teaching (alone or with others)	2.37
Review a videotape of another’s teaching (alone or with others)	2.50
Review websites on teaching and learning	2.53
Keep a journal about teaching	2.60
Review student evaluations of own teaching after the course	2.73
Have a colleague observe your class and provide feedback	2.75
Review student performance on bar exams	2.76
Review students’ performance on exams, papers, and assignments	2.97
Review teacher’s manuals	3.12
Review institutional data on student engagement and learning	3.28

Many of the faculty development activities that were effective in increasing teachers’ awareness of their own teaching assumptions and behaviors were also effective in increasing their knowledge of teaching and learning principles. For example, attending workshops on

teaching and learning, talking with colleagues, working with a consultant, and writing articles about pedagogy ranked at the top for both dimensions. Table 5 shows the complete rankings for increasing legal educators' knowledge of teaching and learning principles.

Table 5. Faculty Development Survey – Effectiveness of Faculty Development Activities – Increasing Own Knowledge of Teaching and Learning Principles	
Faculty Development Activity	1 Highly effective – 5 Not effective
Confer with a consultant about own teaching	1.86
Attend a national or regional conference or workshop on teaching and learning	1.93
Talk with colleagues about teaching	2.08
Attend a workshop on teaching and learning at own institution	2.09
Write a journal or newsletter article on teaching and learning	2.21
Attend a session at AALS Annual meeting on teaching and learning	2.28
Read books on teaching and learning	2.29
Make a presentation on teaching and learning	2.32
Review a videotape of another's teaching (alone or with others)	2.33
Read articles on teaching and learning	2.36
Review websites on teaching and learning	2.47
Gather and review feedback from students about own teaching during a course	2.67
Think about effective teaching methods before and after class	2.71
Observe a colleague's class and provide feedback	2.72
Keep a journal about teaching	3.00
Review teacher's manuals	3.08
Have a colleague observe your class and provide feedback	3.10
Review a videotape of own teaching (alone or with others)	3.11
Review students' performance on exams, papers, and assignments	3.24
Review student performance on bar exams	3.29
Review student evaluations of own teaching after the course	3.35
Review institutional data on student engagement and learning	3.44

The next two dimensions concern teachers' affect – their confidence in and passion for their teaching. Five types of faculty development activities were most effective in increasing both teachers' confidence level and their enthusiasm or passion for teaching: attending conferences on teaching and learning, reflecting on teaching methods before and after class, making a presentation on teaching and learning, talking with colleagues about pedagogy, and gathering feedback from students during the course. Tables 6 and 7 present the results on these two dimensions.

Table 6. Faculty Development Survey – Effectiveness of Faculty Development Activities – Improving Level of Confidence in Own Teaching	
Faculty Development Activity	1 Highly effective – 5 Not effective
Attend a national or regional conference or workshop on teaching and learning	2.15
Think about effective teaching methods before and after class	2.21
Make a presentation on teaching and learning	2.26
Talk with colleagues about teaching	2.26
Gather and review feedback from students about own teaching during a course	2.26
Attend a session at AALS Annual meeting on teaching and learning	2.30
Keep a journal about teaching	2.30
Write a journal or newsletter article on teaching and learning	2.32
Attend a workshop on teaching and learning at own institution	2.40
Review a videotape of another's teaching (alone or with others)	2.50
Have a colleague observe your class and provide feedback	2.52
Read books on teaching and learning	2.53
Observe a colleague's class and provide feedback	2.53
Review student performance on bar exams	2.53
Confer with a consultant about own teaching	2.57
Review a videotape of own teaching (alone or with others)	2.63
Review student evaluations of own teaching after the course	2.64
Review teacher's manuals	2.68

Read articles on teaching and learning	2.76
Review websites on teaching and learning	2.89
Review students' performance on exams, papers, and assignments	2.97
Review institutional data on student engagement and learning	3.08

Table 7. Faculty Development Survey – Effectiveness of Faculty Development Activities – Increasing Own Enthusiasm and Passion for Teaching	
Faculty Development Activity	1 Highly effective – 5 Not effective
Attend a national or regional conference or workshop on teaching and learning	2.08
Write a journal or newsletter article on teaching and learning	2.11
Make a presentation on teaching and learning	2.14
Think about effective teaching methods before and after class	2.17
Gather and review feedback from students about own teaching during a course	2.25
Talk with colleagues about teaching	2.28
Attend a session at AALS Annual meeting on teaching and learning	2.40
Confer with a consultant about own teaching	2.43
Read books on teaching and learning	2.45
Attend a workshop on teaching and learning at own institution	2.47
Keep a journal about teaching	2.60
Observe a colleague's class and provide feedback	2.70
Read articles on teaching and learning	2.88
Review a videotape of own teaching (alone or with others)	2.89
Review student evaluations of own teaching after the course	2.93
Review websites on teaching and learning	2.95
Have a colleague observe your class and provide feedback	2.96
Review students' performance on exams, papers, and assignments	3.32
Review teacher's manuals	3.33
Review student performance on bar exams	3.35
Review a videotape of another's teaching (alone or with others)	3.50
Review institutional data on student engagement and learning	3.75

The final dimension, teachers making changes in their own teaching practices, reveals a familiar set of effective faculty development methods and one surprise. As reported by respondents, four of the five most effective faculty development activities leading to changes in teachers' behavior also increased teachers' confidence and enthusiasm: attending conferences on teaching and learning, reflecting on teaching methods before and after class, talking with colleagues about pedagogy, and gathering feedback from students during the course. However, the most effective faculty development activity leading to changes in teaching practices was keeping a journal about teaching. Table 8 shows the complete results on this dimension.

Table 8. Faculty Development Survey – Effectiveness of Faculty Development Activities – Making Changes in Own Teaching Practices	
Faculty Development Activity	1 Highly effective – 5 Not effective
Keep a journal about teaching	1.50
Think about effective teaching methods before and after class	1.90
Gather and review feedback from students about own teaching during a course	1.95
Attend a national or regional conference or workshop on teaching and learning	2.07
Talk with colleagues about teaching	2.12
Confer with a consultant about own teaching	2.29
Read books on teaching and learning	2.30
Review a videotape of own teaching (alone or with others)	2.31
Attend a session at AALS Annual meeting on teaching and learning	2.36
Write a journal or newsletter article on teaching and learning	2.37
Attend a workshop on teaching and learning at own institution	2.43
Review student evaluations of own teaching after the course	2.45
Make a presentation on teaching and learning	2.53
Review websites on teaching and learning	2.63
Read articles on teaching and learning	2.68

Have a colleague observe your class and provide feedback	2.71
Observe a colleague's class and provide feedback	2.75
Review students' performance on exams, papers, and assignments	2.75
Review student performance on bar exams	2.76
Review a videotape of another's teaching (alone or with others)	3.00
Review institutional data on student engagement and learning	3.16
Review teacher's manuals	3.33

The survey results not only highlight the faculty development activities that are most effective, they identify several types of faculty development that respondents reported as being among the least effective methods on each of the five assessment dimensions: reviewing student performance on bar exams; reviewing student performance on law school exams, papers, and assignments; reviewing teachers manuals; and reviewing institutional data on student engagement and learning (e.g. Law School Survey of Student Engagement or student, employer, or externship supervisor surveys).²⁰

IV. Results of the AALS 2001 Experienced Teachers Conference Survey

Of the 101 current legal educators who attended the New Ideas Conference,²¹ 43 completed surveys, for a response rate of 43%. Most of the respondents (78%) identified their primary current teaching areas as doctrinal (Torts, Evidence, Commercial, etc.). Other respondents primarily identified themselves as teaching in the clinical or externship areas (7%), legal research, writing, or skills (5%), or were deans or course designers (7%). Table 9 presents these results.

²⁰ For suggestions about why these activities may be less effective see *infra* text accompanying notes 41-43.

²¹ New Ideas Conference, *supra* note 16.

Table 9. Teaching Conference Survey Respondents – Teaching Areas	
Doctrinal (Torts, Evidence, Commercial, etc.)	81%
Clinical or Externship	7%
Legal Research, Writing, Skills	5%
Other (deans, course designer)	7%

The New Ideas Conference was aimed at experienced legal educators and the survey respondents reflect that focus – they averaged 22 years of teaching experience. None of the respondents had fewer than five years of experience; the conference took place in 2001 and the survey was administered in 2006. Table 10 shows the number of respondents in four categories of years of full-time law teaching.

Table 10. Teaching Conference Survey Respondents – Years of Full time Teaching	
5 – 10 years	10%
11 – 20 years	33%
21 – 30 years	33%
31 years or more	24%
Average years of full time teaching experience	22 years

The respondents assessed the effect of attending the New Ideas Conference in sixteen areas, which included changes in their attitudes and teaching behaviors, their level of participation in faculty development activities to improve their teaching, and their efforts to facilitate changes in their colleagues’ teaching or their institutions’ emphasis on teaching and learning. The respondents reported many positive effects of the conference. Over 90% of the respondents believed that their attendance at the conference increased their thinking about effective teaching methods before and after class, knowledge of teaching and learning principles,

awareness of their own teaching practice and philosophy, and implementation of changes in their teaching. In addition, 80% or more of the respondents said that the conference increased their talking with colleagues about teaching and learning and their enthusiasm or passion for teaching. Over 70% of the respondents reported that their level of confidence in their teaching increased as a result of attending the New Ideas Conference. Finally, the vast majority of the respondents reported no negative effects of attending the conference. Table 11 presents respondents' assessment of the effects of the conference in all sixteen areas.

Effects	Increased Greatly	Increased Somewhat	No Effect	Decreased Somewhat
Thinking about effective teaching methods before and after class	29%	69%	2%	0%
Knowledge of teaching and learning principles	29%	67%	5%	0%
Awareness of own teaching practice and philosophy	24%	71%	5%	0%
Implementing changes in your teaching practices	14%	79%	7%	0%
Talking with colleagues about teaching and learning	17%	62%	21%	0%
Enthusiasm or passion for teaching	18%	52%	30%	0%
Level of confidence in own teaching	7%	64%	24%	5%
Gathering feedback from students about teaching and learning during the course	10%	50%	38%	2%
Influencing colleagues to implement changes in their teaching practices	5%	48%	48%	0%
Reading books, articles, newsletters, or websites on teaching and learning	2%	50%	48%	0%
Making presentations about teaching and learning	10%	33%	57%	0%
Influencing school to emphasize the improvement of teaching and learning	0%	41%	59%	0%
Attending national, regional, or local conferences or workshops on teaching and learning	5%	33%	60%	2%
Observing colleagues' teaching or	10%	26%	64%	0%

having colleagues observe your teaching				
Writing articles and essays about teaching and learning	0%	33%	67%	0%
Reviewing videotapes of your teaching or your colleagues' teaching	0%	7%	93%	0%

In addition to the high effectiveness of the New Ideas Conference on participants' individually, some participants also believed that the New Ideas Conference had positive effects on their colleagues and institutions. More than 50% of the survey respondents reported that the conference was effective in influencing colleagues to implement changes in their teaching practices; over 40% of the respondents reported an increase in making presentations about teaching and learning. Similarly, over 30% of the respondents reported an increase in observing colleagues' teaching or having colleagues observe their teaching, and an increase in writing articles and essays about teaching and learning. Over 40% of the respondents also reported that the New Ideas Conference somewhat increased the participants' influencing their institution to emphasize improving teaching and learning.

V. Using the Survey Data to Improve Teaching and Learning in Law Schools.

The survey data support the literature about improving teaching in higher education. As recommended in *Improving Teaching and Learning in Law School*, law schools should “[p]rovide a flexible mix of teaching improvement activities and resources (e.g., checklists, inventories, books and articles on teaching and learning, classroom observation, videotape review, consultation, discussion with colleagues, teaching workshops, feedback from students).”²² The survey data provide guidance about the kind of “flexible mix” which might be most effective. To improve their teaching, law professors would benefit from development activities they do alone, with students, and while interacting with colleagues. According to the

²² *Improving Teaching and Learning in Law School*, supra note 2, at 468, citing MARYELLEN WEIMER, IMPROVING COLLEGE TEACHING, 65-110 (1990).

survey data, the five most effective activities in helping full-time law professors change their teaching practices reflect each of these three different kinds of activities:

1. Keeping a journal about teaching;
2. Thinking about effective teaching methods before and after class;
3. Gathering and reviewing feedback from students during the course;
4. Attending a national and regional conference or workshop on teaching and learning;

and

5. Talking about teaching and learning with colleagues.

Engaging in these different kinds of activities – working alone, learning from students, and learning from and with others – may collectively increase each activity’s individual effectiveness. Thinking about teaching encourages faculty to talk to others, read books and articles, and attend conferences to learn more about this complex skill.²³ Attending conferences in turn inspires faculty to try new things in the classroom. Trying new teaching approaches may prompt faculty to gather student feedback.²⁴ Providing support for a range of activities would contribute to building a “culture of teaching and learning.” The survey results highlight the effective teaching development activities that can help establish the culture of teaching and learning.

²³ ERNEST L. BOYER, SCHOLARSHIP RECONSIDERED: PRIORITIES OF THE PROFESSORIATE 23-24 (1990) (describing the intellectually complex work teaching requires).

²⁴ This is similar to the recursive approach discussed in conducting Classroom Research and Classroom Assessment, BARBARA E. WALVROOD & VIRGINIA JOHNSON ANDERSON, EFFECTIVE GRADING: A TOOL FOR LEARNING AND ASSESSMENT xvii-xviii (1998); THOMAS A. ANGELO & K. PATRICIA CROSS, CLASSROOM ASSESSMENT TECHNIQUES: A HANDBOOK FOR COLLEGE TEACHERS 6 (2d ed. 1993). For example, at a teaching conference a professor learns about the value of developing a teaching philosophy. Given the discussions he has with others at the conference, he is excited about identifying his own philosophy. He thinks about this philosophy and how it affects his interactions with students. He talks about this with colleagues at his own institution. He tries some new approaches in the classroom. As he writes in his journal, he perceives that some approaches have gone well, others not. He surveys the students. They mostly confirm his own impressions of his teaching and offer other feedback. He notes this feedback in his journal, and what he might do differently as a result. He makes more changes in his teaching. Based on students’ exams and other assignments, he notes where they are improving. He discusses what he has learned with his colleagues. The process continues, with the professor continuing to engage in different kinds of activities which work together to develop and shape his teaching.

A. Individual Reflection on Teaching

Thinking about, observing and writing about one's own teaching may well be the most effective activities law professors can do to improve their teaching.²⁵ According to the Faculty Development Survey, the most effective activity in making changes to a professor's teaching practices was keeping a journal about teaching. Keeping a journal in either paper or electronic format costs little or nothing but can produce many benefits for law teachers.

By writing regularly in a journal, (for example, once a week for a half-hour or after each class for ten minutes) teachers can develop the habit of reflection and reap many benefits of reflective practice. Journals can serve as a useful device for creating a comprehensive account of the teacher's experience, recording ideas, setting goals, and planning instruction. Journal writing helps teachers to clarify their assumptions and theories about teaching and learning, to evaluate the effectiveness of instructional practices, and to identify alternative methods to use in the future. Teachers can use journals to analyze problems and to work through the strong emotions that accompany teaching. Journals can be a vehicle for teachers to integrate their personal and professional selves and to engage in a lifelong, reflective learning process.²⁶

Only 9% of the Faculty Development Survey respondents reported that they kept a teaching journal, thus reflective journaling has the potential to benefit many legal educators who have yet to experience this type of faculty development.

Advising law professors to put their thoughts in writing asks them to take what they already do – thinking about teaching – one step farther. Of all the twenty-two faculty development activities, the highest percentage of respondents – 97% – reported that they engaged in thinking about effective teaching methods before and after class. This is effective in four out of five dimensions; respondents found it to be among the top five most effective

²⁵ The effectiveness of writing and reflecting on teaching is consistent with the science on teaching and learning. Being metacognitive, or becoming aware of their own learning, is essential to students across all disciplines. If teachers are students of learning, they will be more successful if they developed deeper awareness of their learning and practice of teaching. JOHN D. BRANSFORD ET AL., HOW PEOPLE LEARN: BRAIN, MIND, EXPERIENCE, AND SCHOOL 140 (National Research Council, eds., 2000)

²⁶ *Improving Teaching and Learning in Law School*, *supra* note 2, at 454 (footnotes omitted). For an extensive discussion of reflective journals to improve teaching and learning in law school see Gerald F. Hess, *Learning to Think Like a Teacher: Reflective Journals for Legal Educators*, 38 GONZ. L. REV. 129 (2002-2003).

activities. Thinking about effective teaching methods before and after class increased professors' awareness of their own teaching practice and philosophy, improved self-confidence in teaching, increased enthusiasm and passion for teaching, and inspired changes in their teaching practices.

How can law schools facilitate meaningful reflection about teaching by faculty members? Promoting teaching discussions among colleagues, sending professors to teaching conferences, and providing materials and resources about teaching and learning may generate provocative and stimulating material for professors to think about and apply to their teaching. Moreover, encouraging law professors to gather and review feedback from students about their own teaching during a course can provide very valuable material for professors to reflect upon before and after classes. Gathering and reviewing student feedback during the course rated third among the effective faculty development activities in changing professors' attitudes and behaviors. In addition, as a result of gathering student feedback mid-course and thinking about their teaching, law professors increased their confidence in their own teaching, enhanced their enthusiasm and passion for teaching, and made changes in their teaching practices. Institutions can encourage faculty to gather this kind of feedback by providing a menu of methods for gathering this feedback²⁷ and by discussing mid-term feedback in a "brown bag" faculty session on teaching and learning.

B. Conferences on Teaching and Learning

Alone among the twenty-two activities assessed in the Faculty Development Survey, attending a national or regional conference or workshop was among the most effective faculty

²⁷ For example, law teachers can gather feedback from students during the course via simple written questionnaires asking students questions such as "(1) What teaching/learning methods have been most effective for you in this course; (2) What teaching/learning methods have been least effective for you in this course; and (3) What other teaching/learning methods should we try in this course." *Improving Teaching and Learning in Law School*, *supra* note 2, at 456. Additional ways for law professors to gather feedback from students during the course include minute papers, student advisory groups, and Small-Group Instructional Diagnosis. *See id.* at 457, 458, and 461 for a description of these techniques.

development activities in all five dimensions. Attending these conferences rated as the most effective in three of five dimensions – increasing a teacher’s knowledge of teaching and learning principles, improving a teacher’s confidence in teaching, and increasing a teacher’s enthusiasm and passion for teaching. In the two other dimensions – increasing awareness of a teacher’s own teaching practice and philosophy, and making changes in a teacher’s own teaching practice – attending teaching conferences was rated among the top five most effective faculty development activities.

The value of attending national or regional conferences is further supported by the positive responses from the Teaching Conference Survey. Most of the respondents reported that their attendance at the conference increased their confidence, enthusiasm for teaching, awareness of their own teaching philosophy, implementation of changes in teaching practices, reflection on teaching methods, and knowledge of teaching and learning principles. These responses are noteworthy as they reflect the effects of the conference on participants five years later. Moreover, attending conferences yields positive results for the institution, not just the individual professor. Respondents reported an increase in talking with colleagues about teaching and learning, influencing colleagues to implement changes in their teaching practices, making presentations about teaching and learning, influencing the school to emphasize improving teaching and learning, and writing articles and essays about teaching and learning.

Based on conversations the authors have had with many participants at teaching conferences, law faculty frequently feel that within their institutions, they are alone in their commitment to effective teaching. The value of teaching conferences, as frequently expressed by conference participants, is the realization that they are no longer alone. As one colleague said at a teaching conference, “I feel that I am finally with ‘my people.’” Reducing the isolation of faculty

interested in teaching and learning by fostering discussions within the faculty helps maintain enthusiasm and deepen understanding.²⁸

Despite the significant benefits that attending a national or regional teaching conference has for faculty members and their institutions, less than one quarter of the respondents reported that they had attended such a conference in the last five years.²⁹ The responses to both surveys suggest that law schools seeking to improve law school teaching should encourage more faculty members to present at and participate in these conferences. Excellent national conferences on law teaching and learning are sponsored by the Association of American Law Schools, the Center for Computer-Assisted Legal Instruction, the Institute for Law School Teaching, the Legal Writing Institute, and the Society of American Law Schools, among others.³⁰

C. Discussing Teaching and Learning with Colleagues

Talking with colleagues was the third most effective activity for increasing awareness of a professor's own teaching practice and philosophy and increasing a professor's own knowledge of teaching and learning principles. Respondents also reported that talking with colleagues was among the top five most effective activities in improving their level of confidence in their teaching and in making changes in their own teaching practices. This activity also ranked high in increasing professors' enthusiasm and passion for teaching. The value of building enthusiasm for

²⁸ Colleagues attending teaching conferences also frequently make related point about the value of the "hallway conversations." Commenting upon the New Ideas Conference five years later, several respondents noted the value of exchanging ideas about teaching with other conference participants.

²⁹ With limited budgets for attending conferences, law professors have to choose among many opportunities for faculty development. The surveys administered for this article only asked respondents to evaluate attending teaching conferences. Future research could assess the effects of attending other professional conferences.

³⁰ Not all conferences are equal; not every participant's experience is the same. The quality of formal presentations, preparedness of small group leaders, opportunities for reflection and individual work, number and composition of attendees, ability to network, location and cost are among the many factors that affect participant's experience.

teaching is supported by recent scientific studies on human interaction – people’s emotions affect their ability to process information, think clearly and be creative.³¹

Just as institutions build and nurture a “culture of scholarship” when they host weekly or monthly brown-bag discussions where faculty present scholarly works-in-progress, so too can law schools build a culture of teaching and learning.³² Law schools could devote every other week or monthly sessions to discussion of teaching and learning. As with scholarly presentations, faculty could volunteer to lead sessions on topics such as active learning, discussion techniques, instructional technology, student motivation and engagement, course design, and testing and grading.³³ Faculty interested in improving their teaching could also be encouraged to try and then discuss new techniques.

Another way law schools can facilitate discussion of teaching and learning among faculty members is to sponsor an internal workshop on pedagogy. Half of the survey respondents had attended teaching and learning workshops at their own institutions. Survey respondents rated internal workshops as effective in increasing their knowledge of teaching and learning principles. These workshops may be particularly valuable when led by outside experts. There may be

³¹ DANIEL GOLEMAN, SOCIAL INTELLIGENCE: THE NEW SCIENCE OF HUMAN RELATIONSHIPS 29, 315 (2006) (noting how human brains “catch” positive and negative moods, and how leaders set the emotional tone of an organization). “Even physicians, those paragons of rationality, think more clearly when they are in good moods. Radiologists . . . work with greater speed and accuracy after getting a small mood-boosting gift—and their diagnostic notes include more helpful suggestions for further treatment, as well as more offers to do further consultation.” *See id.* at 270.

³² In his presentation materials, “Encouraging Colleagues to Implement New Teaching ideas,” at the Teaching Intentionally Conference, *supra* note 1, Dean R. Lawrence Dessem noted that “Law professors who are committed to teaching excellence often return from AALS teaching conferences inspired to try some of the ‘new ideas’ that they have learned. Once at home, however, they often find it much more difficult to persuade their law faculty colleagues to attempt similar experiments.” In his presentation, Dessem exhorted attendees to actively show colleagues their interest and commitment to teaching. He challenged each participant to conduct a faculty development session about the Teaching Intentionally Conference at their home institution. Participants were urged to find colleagues who care about teaching and end the self-imposed isolation. His point was that many of us care about teaching, but we need to act on it and be visible within our institutions.

³³ Some institutions have formalized this process. For example, starting in August, 2005, Phoenix School of Law held “Best Practices in Teaching” sessions every other week. The faculty collectively brainstormed a list of teaching and learning topics they wished to discuss, then individual professors volunteered to lead sessions on classroom dynamics, teaching skills and values, student evaluations, peer visitations, effective technology in the classroom, and testing and evaluation.

internal colleagues who are very skilled and knowledgeable, but “as the common saying goes, no one from our own campus can possibly be an expert.”³⁴ For a variety of reasons, we are willing to learn from and try things when presented to us by an outside expert when a similar suggestion from a law school colleague would make us “think of Don Quixote off tilting at windmills again.”³⁵

D. Providing Development Activities To Meet Faculty Needs

Data from the two surveys support the idea of tailoring faculty development activities to the needs of an institution’s faculty. Unlike attending national and regional teaching conferences, which were effective in all dimensions, other faculty development activities were extremely effective in only a few. For example, conferring with a consultant about a professor’s own teaching was the most effective activity for increasing professors’ awareness of their own teaching practices and philosophies and their knowledge of teaching and learning principles. Survey respondents also rated this activity effective in making changes in their teaching practices. Conferring with a consultant, however, was only somewhat effective in improving professors’ confidence, enthusiasm and passion for teaching.

To determine what faculty development activities to sponsor or encourage, law schools would benefit from surveying their faculty to determine the most effective activities for a given year, those in which faculty would be interested and engaged, and the amount of time faculty are willing to commit to developing their teaching. As noted in *Improving Teaching and Learning in Law School*, the research on improving teaching shows that the “effects on instruction are more enduring, faculty attitudes are more positive, and faculty commitments to continued

³⁴ Joel Peterson and Connie Stack, *A Minnesota Story: A System Approach to Classroom Assessment and Research*, in CLASSROOM ASSESSMENT AND RESEARCH: AN UPDATE ON USES, APPROACHES, AND RESEARCH FINDINGS, 75 NEW DIRECTIONS FOR TEACHING AND LEARNING, 72 (Thomas Angelo, ed., 1998).

³⁵ *Id.*

improvement are stronger” when faculty participate in teaching developments voluntarily.³⁶

Depending on their interests and experience, faculty may have very different needs for teaching development activities.

For example, at an institution with many new professors, a law school may want to include workshops designed to help new faculty focus on the basic principles of effective teaching - encouraging student-faculty contact; fostering cooperation among students; encouraging active learning, giving prompt feedback; emphasizing time on task; communicating high expectations; and respecting diverse talents and ways of learning.³⁷ Many new teachers, however, are primarily concerned with covering content, communicating clearly and having students respect them.³⁸ Workshops conducted by experienced teachers within the institution, who might also serve as teaching mentors for junior faculty, could address these issues. Conversely, for experienced faculty who may be more interested in developing students’ independent learning skills, adapting different teaching methods for discrete learning goals, and fostering more student-to-student engagement,³⁹ the law school may want to bring in an outside consultant from another school or department within the university. Experienced faculty who need to awaken or rekindle their enthusiasm and passion for teaching may benefit from being encouraged to write an article about teaching and learning or making a presentation on the topic.

Improving law professors’ teaching skills is an ongoing and flexible process. The faculty member who one year learns a great deal from a series of internal teaching workshops may later

³⁶ *Improving Teaching and Learning in Law School*, *supra* note 2, at 450, citing MARYELLEN WEIMER, *IMPROVING COLLEGE TEACHING*, 22 (1990).

³⁷ See Gerald F. Hess, *Seven Principles for Good Practice in Legal Education: History and Overview*, 49 *J. LEGAL EDUC.* 367, 367-70 (1999). For articles that apply each of the seven principles to legal education, see 49 *J. LEGAL EDUC.* 371-458 (1999).

³⁸ Laurie Richlin, *Using CATs to Help New Instructors Develop as Teachers*, in *CLASSROOM ASSESSMENT AND RESEARCH: AN UPDATE ON USES, APPROACHES, AND RESEARCH FINDINGS*, 75 *NEW DIRECTIONS FOR TEACHING AND LEARNING* 84 (Thomas Angelo, ed., 1998).

³⁹ *Id.* at 80.

seek to host a teaching blog. Both activities are worth supporting. As noted in *Improving Teaching and Learning in Law School*, teaching development programs are more likely to lead to lasting improvements if they continue for more than a semester, include follow-up activities, and are part of an ongoing process of continuous improvement.⁴⁰

E. Engaging in Activities That Appear Ineffective

Even though the survey results identify several types of faculty development that are among the least effective – reviewing student performance on bar exams; reviewing student performance on law school exams, papers, and assignments; reviewing teachers manuals; and reviewing institutional data on student engagement and learning (e.g. Law School Survey of Student Engagement or student, employer, or externship supervisor surveys) – these should not be dismissed as worthless.⁴¹ Survey respondents may have reported these faculty development activities as ineffective in part because law professors are not sure how to use these as faculty development tools. For example, reading exams for grading purposes may not reveal any new information about teaching and learning. Reading exams for specific characteristics, such as how well students analyzed a civil procedure question about personal jurisdiction or how well students applied facts and inferences to elements, provides concrete information.⁴² A professor can then change teaching techniques the following time the course is taught, seeking to improve

⁴⁰ *Improving Teaching and Learning in Law School*, *supra* note 2, at 451-52.

⁴¹ Regional accrediting agencies are increasingly asking law schools to demonstrate proof of student learning outcomes, of which these are examples. Illustrative of this is the following accreditation standard on assessment:

The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students. Inquiry may focus on a variety of perspectives, including understanding the process of learning, being able to describe student experiences and learning outcomes in normative terms, and gaining feedback from alumni, employers, and others situated to help in the description and assessment of student learning. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION, STANDARDS FOR ACCREDITATION, 13 (2005).

⁴² For a discussion of using explicit grading characteristics in law school see Sophie M. Sparrow, *Describing the Ball: Improve Teaching by Using Rubrics –Explicit Grading Criteria*, 2004 MICH. ST. L. REV. 1 (2004).

student learning of the specific material or skill. Comparing exams with those of previous years allows the professor to see whether changes in teaching are reflected in student performance on exams.⁴³

VI. Conclusion

What are the most effective faculty development activities? It depends. Teaching is complex and there is no one right way to develop as a teacher.⁴⁴ Survey data suggest that faculty benefit from engaging in a range of different kinds of activities, three of which are reported to be the most effective. Reflection by individual faculty members – thinking about their teaching before and after class, writing about their experiences in a journal, gathering feedback from students during the course – has enormous benefits. Similarly, discussing teaching and learning topics with colleagues in formal colloquia or casual conversations increase teacher’s awareness and knowledge of teaching principles, as well as boosting their confidence and passion about teaching. Finally, the overall most effective faculty development activity is having law faculty attend national and regional teaching and learning conferences. These different kinds of activities likely combine synergistically to more fully inform, challenge, inspire and engage law professors than any one activity would alone. Law schools that are serious about improving teaching and learning will offer, support, publicize and promote a wide range of faculty development activities, with the understanding that the needs of the faculty will evolve over time.⁴⁵

⁴³ *Id.* at 27-28; BARBARA E. WALVROOD & VIRGINIA JOHNSON ANDERSON, EFFECTIVE GRADING: A TOOL FOR LEARNING AND ASSESSMENT 135-142 (1998).

⁴⁴ See *Improving Teaching and Learning in Law School*, *supra* note 2, at 447-52.

⁴⁵ See *id.* at 447-52 (principles for designing effective faculty development programs) and 452-68 (discussion and evaluation of many types of faculty development activities to improve teaching and learning).

Appendix A. Faculty Development – Teaching Survey

Introduction

The purpose of this study is to identify and assess the effectiveness of faculty development activities law teachers use to improve teaching.

Respondent Information

1. What is your primary current teaching area. Choose one.

- _____ Doctrinal (Torts, Evidence, Commercial Law, etc.)
_____ Legal Research, Writing, Skills
_____ Clinical or Externship
_____ Other (please specify) _____

2. How many years have you been a full-time law school teacher? _____

Activities to Improve Teaching

During the past five years (since summer of 2001), which of the following activities have you engaged in to improve your teaching? Circle “Yes” or “No” for each activity? If you choose “Yes,” please circle one number on the assessment scale.

3. Reviewing teacher’s manuals

Yes No

If “Yes”: Assess its effectiveness in:

- Increasing your awareness of your teaching practice and philosophy
(Very effective) 1 2 3 4 5 (Not effective)
- Increasing your knowledge of teaching and learning principles
(Very effective) 1 2 3 4 5 (Not effective)
- Improving your level of confidence in your teaching
(Very effective) 1 2 3 4 5 (Not effective)
- Increasing your enthusiasm or passion for teaching
(Very effective) 1 2 3 4 5 (Not effective)
- Making changes in your teaching practices
(Very effective) 1 2 3 4 5 (Not effective)

4. Reading books on teaching and learning

Yes No

If “Yes”: Assess its effectiveness in:

- Increasing your awareness of your teaching practice and philosophy
(Very effective) 1 2 3 4 5 (Not effective)
- Increasing your knowledge of teaching and learning principles
(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

5. Reading articles on teaching and learning

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

6. Reviewing web sites on teaching and learning

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

7. Thinking about effective teaching methods before and after class

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)

Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

8. Keeping a journal about your teaching

Yes No

If "Yes": Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

9. Talking with colleagues about teaching

Yes No

If "Yes": Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

10. Observing a colleague's class and providing feedback

Yes No

If "Yes": Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

11. Having a colleague observe your class and provide feedback

Yes						No
If “Yes”: Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles						
(Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices						
(Very effective)	1	2	3	4	5	(Not effective)

12. Reviewing videotape of your teaching (alone or with other(s))

Yes						No
If “Yes”: Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles						
(Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices						
(Very effective)	1	2	3	4	5	(Not effective)

13. Reviewing videotape of another’s teaching (alone or with other(s))

Yes						No
If “Yes”: Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles						
(Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching						
(Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices						
(Very effective)	1	2	3	4	5	(Not effective)

14. Conferring with a consultant about your teaching

Yes						No
If “Yes”: Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy						
(Very effective)	1	2	3	4	5	(Not effective)

Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

15. Reviewing student evaluations of your teaching after the course

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

16. Gathering and reviewing feedback from students about your teaching during the course

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)
Increasing your enthusiasm or passion for teaching (Very effective)	1	2	3	4	5	(Not effective)
Making changes in your teaching practices (Very effective)	1	2	3	4	5	(Not effective)

17. Reviewing students' performance on exams, papers and assignments

Yes	No					
If "Yes": Assess its effectiveness in:						
Increasing your awareness of your teaching practice and philosophy (Very effective)	1	2	3	4	5	(Not effective)
Increasing your knowledge of teaching and learning principles (Very effective)	1	2	3	4	5	(Not effective)
Improving your level of confidence in your teaching (Very effective)	1	2	3	4	5	(Not effective)

Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

18. Reviewing student performance on bar exams

Yes No
 If “Yes”: Assess its effectiveness in:
 Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)
 Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

19. Reviewing institutional data on student engagement and learning (e.g. Law School Survey of Student Engagement, student, employer, or externship supervisor surveys)

Yes No
 If “Yes”: Assess its effectiveness in:
 Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)
 Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Making changes in your teaching practices
 (Very effective) 1 2 3 4 5 (Not effective)

20. Writing a journal or newsletter article on teaching and learning

Yes No
 If “Yes”: Assess its effectiveness in:
 Increasing your awareness of your teaching practice and philosophy
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your knowledge of teaching and learning principles
 (Very effective) 1 2 3 4 5 (Not effective)
 Improving your level of confidence in your teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Increasing your enthusiasm or passion for teaching
 (Very effective) 1 2 3 4 5 (Not effective)
 Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

21. Making a presentation on teaching and learning

Yes No

If “Yes”: Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles

(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching

(Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

22. Attending a workshop or session on teaching and learning at your institution

Yes No

If “Yes”: Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles

(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching

(Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

23. Attending a session at the AALS Annual Meeting on teaching and learning

Yes No

If “Yes”: Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles

(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching

(Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

24. Attending a national or regional conference or workshop on teaching and learning

Yes No

If “Yes”: Assess its effectiveness in:

Increasing your awareness of your teaching practice and philosophy

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles

(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching

(Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

25. Other (please specify) _____

Asses its effectiveness in:

Increasing your awareness of your teaching practice and philosophy

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your knowledge of teaching and learning principles

(Very effective) 1 2 3 4 5 (Not effective)

Improving your level of confidence in your teaching

(Very effective) 1 2 3 4 5 (Not effective)

Increasing your enthusiasm or passion for teaching

(Very effective) 1 2 3 4 5 (Not effective)

Making changes in your teaching practices

(Very effective) 1 2 3 4 5 (Not effective)

26. Any other comments about faculty development activities related to teaching and learning:

Appendix B. Teaching Conference Survey

Introduction

The purpose of this study is to assess the effectiveness of national conferences on teaching and learning in legal education. (*Note: A brief description of the AALS New Ideas Conference was included in the email message that solicited participation in the survey.*)

Respondent Information

1. What is your primary current teaching area (choose one)?

_____ Doctrinal (Torts, Evidence, Commercial Law, etc.)

_____ Legal Research, Writing, Skills

_____ Clinical or Externship

_____ Other (please specify) _____

2. As of today, how many years have you been a full-time law school teacher? _____

Please assess how the conference affected you. For each item, choose one response.

3. Your awareness of your own teaching practice and philosophy

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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4. Knowledge of teaching and learning principles.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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5. Enthusiasm or passion for teaching.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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6. Level of confidence in your teaching.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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7. Thinking about effective teaching methods before and after class.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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8. Reading books, articles, newsletters, or websites on teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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9. Talking with colleagues about teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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10. Observing colleagues' teaching or having colleagues observe your teaching.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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11. Reviewing videotapes of your teaching or your colleagues' teaching.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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12. Gathering feedback from students about teaching and learning during the course.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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13. Writing articles or essays about teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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14. Making presentations about teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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15. Attending national, regional, or local conferences or workshops on teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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16. Implementing changes in your teaching practices.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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Please describe changes, if any, in your teaching practices as a result of attending the conference.

17. Influencing colleagues to implement changes in their teaching practices.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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Please describe changes, if any, in your colleagues' teaching practices as a result of attending the conference.

18. Influencing your school to emphasize the improvement of teaching and learning.

Increased Greatly	Increased Somewhat	No effect	Decreased Somewhat	Decreased Greatly
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Please describe how, if at all, your school's emphasis on teaching and learning changed as a result of your attending this conference.

19. Any other comments about the influence of teaching conferences:
