Ample research identifies effective teaching practices. When studied in conjunction with other teaching strategies, these practices are shown to be highly effective. Four factors, 90% of which are low, both nationally and at our institution. These factors are: use of these practices is low, both nationally and at our institution. 

**Faculty Focus Groups**
- Four, 90-min focus groups
- EVT-based protocol
- Described EVT framework
- Presented 3 teaching practices
- Probed faculty's expectancy and value about applying them
- Participant diversity regarding gender, rank, discipline, and teaching experience

**Methods of Analysis**
- Inductive coding via constant comparative analysis
- Definition of themes and categories
- Deductive analysis
- Aligned themes with EVT factors

**Research Question**
What factors motivate our faculty to use effective teaching practices?

**Expectancy Value Theory of Motivation**
- Expectancy: ability self-concept, task difficulty
- Value: intrinsic value, utility value, accomplishment value, cost

**Sample quote**
I've found that talking to peers is a lot more motivating and a lot more enlightening than hearing an expert talking about the research. I've really found that teaching is... that's a big motivation... it really motivates me to proceed with the teaching.  

**Student Experience (53)**
- Student reaction (real or perceived): 14 references
- Student learning outcomes: 14 references
- Responsiveness to student feedback: 12 references
- Student attentiveness and participation: 11 references

**Time (35)**
- Time (general): 19 references
- Time to restructure a course: 8 references
- Time to learn about effective teaching: 5 references
- Preparation time for class sessions: 3 references

**Classroom and Curriculum (28)**
- Curriculum flexibility: 17 references
- Physical classroom layout: 8 references
- Class size: 3 references

**Personal Disposition (27)**
- Passion for teaching: 16 references
- Confidence in teaching ability: 7 references
- Comfort with role change: 4 references

**Networking & Community (19)**
- Collegial discussions: 13 references (E, I, A)
- Openness of classroom: 4 references (E, I, A)

Future Work
- Integrate findings about faculty motivation with other theory and research
- Apply vision of local context to identify current teaching practices, student perceptions, and other factors related to faculty motivation
- Design two-part course plan to impact teaching practices

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