

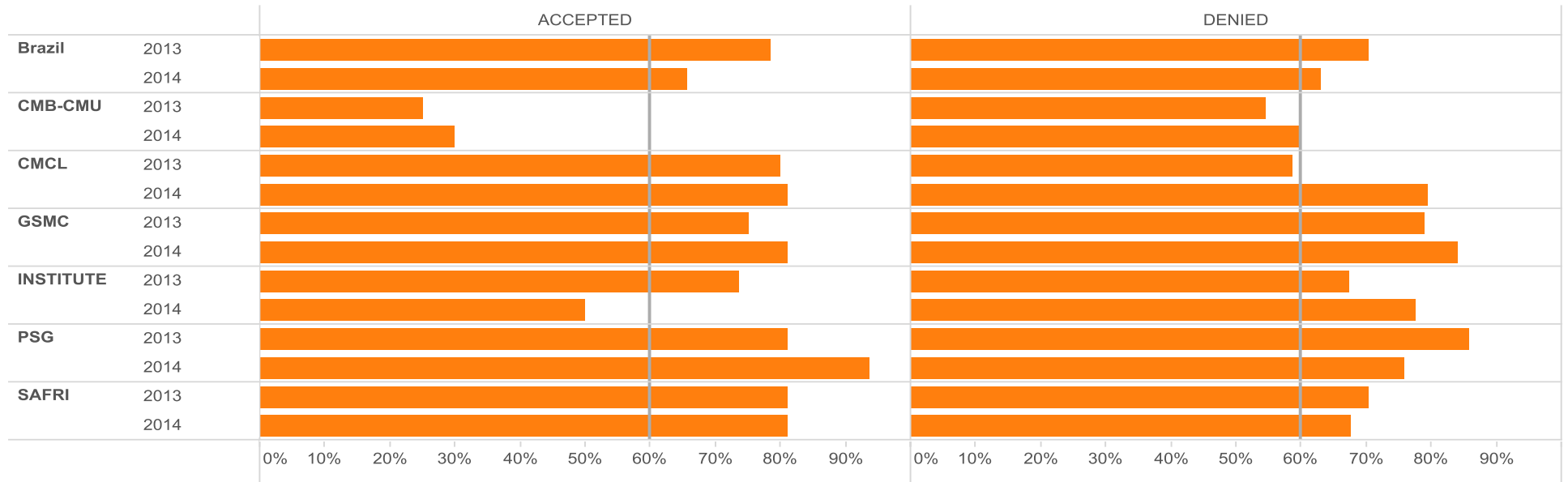
How much of their work time do fellows dedicate to teaching, education management, and education research? We asked this question for the first time on the 2013 fellowship applications. This brief report looks at responses to this question, and also years of teaching experience, among 2013 and 2014 program year of applicants.

Percentage of work time dedicated to teaching, education management, and education research.

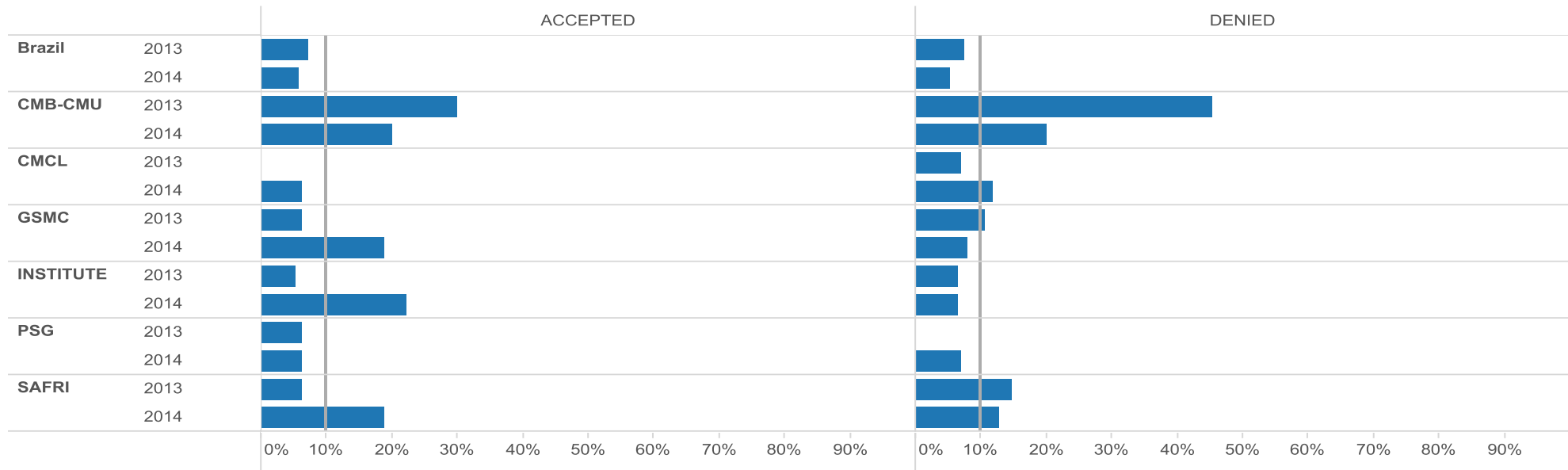
The below figures show the percent of accepted and denied 2013 and 2014 applicants who reported dedicating **more than 30% of their work time** to teaching (top bar chart), education research (middle chart), and education management (bottom chart).

- **Teaching is a significant professional focus for most applicants.** Teaching was a common focus among all applicants, both accepted (left side of bar chart) and denied (right side). Among most FAIMER fellowship programs, 60% or more of accepted applicants dedicated more than 30% of their time to teaching. The exceptions are the CMB-CMU FRI (25% of 2013 and 30% of 2014 accepted applicants reported dedicating over 30% of their time to teaching) and the FAIMER Institute 2014 class (50% of 2014 accepted applicants reported dedicating over 30% of their time to teaching).
- **Education research is more prevalent as a significant professional focus for accepted applicants in 2014 as compared to 2013.** In 2013, only CMB-CMU FRI had more than 10% of accepted applicants who dedicated more than 30% of their time to education research. However, in 2014, four FRIs (SAFRI, FAIMER Institute, GSMC, CMB-CMU) had over 10% of accepted applicants who dedicated more than 30% of their time to education research. This was true despite the fact that there was not much change in research focus prevalence among denied applicants. This suggests that research focus may be gaining importance in selection among some of the FAIMER fellowship programs. It should be noted, however, that each class is a small “n” and so a 10% change represents about 2 or 3 applicants.
- **Management of education programs/services is moderately common as a significant professional focus among accepted applicants in 2013.** Among 5 out of the 7 programs in 2013, 20% or more of accepted applicants dedicated more than 30% of their time to education management, with CMU-CMB having the highest frequency of 65%. The remaining programs have frequencies of 19% (PSG FRI) and 13% (CMCL FRI). By contrast, in 2014, among 2 out of the 7 programs (FAIMER Institute, CMB-CMU), 20% or more of accepted applicants dedicated more than 30% of their time to education management. The remaining FRIs have frequencies of 14% (Brazil FRI), 13% (CMCL and PSG FRIs), 6% (SAFRI), and none (GSMC FRI).

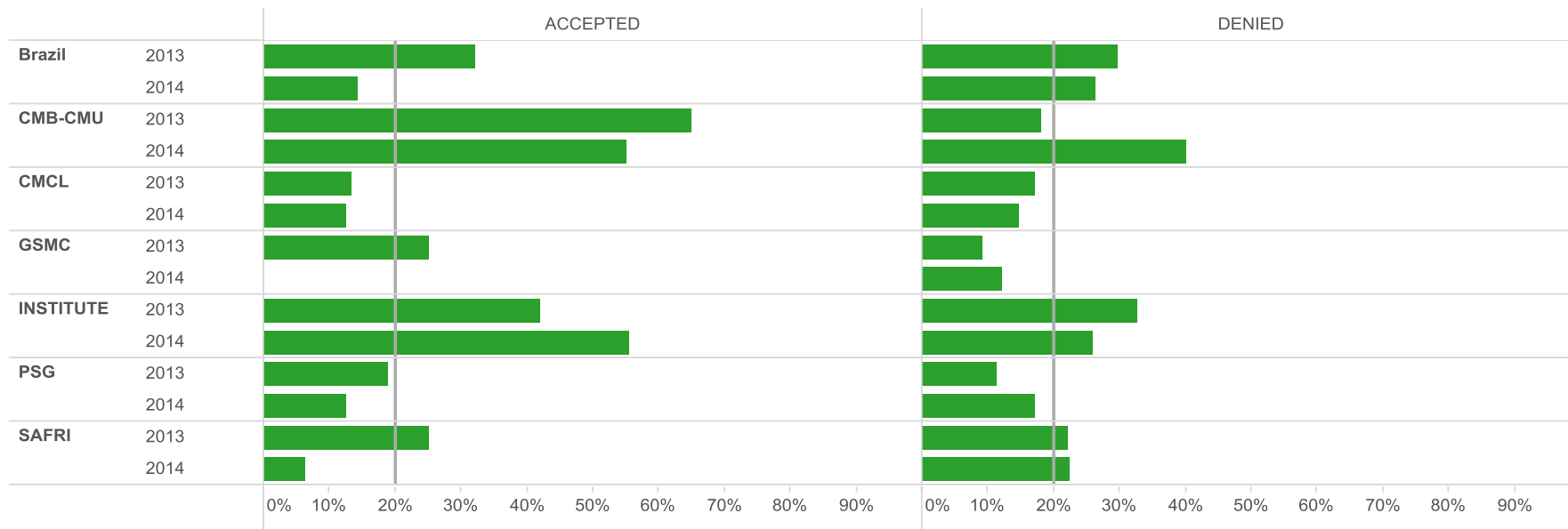
Percentage of applicants who dedicated more than 30 percent of their work time to **TEACHING**



Percentage of applicants who dedicated more than 30 percent of their work time to **EDUCATION RESEARCH**



Percentage of applicants who dedicated more than 30 percent of their work time to **EDUCATION MANAGEMENT**



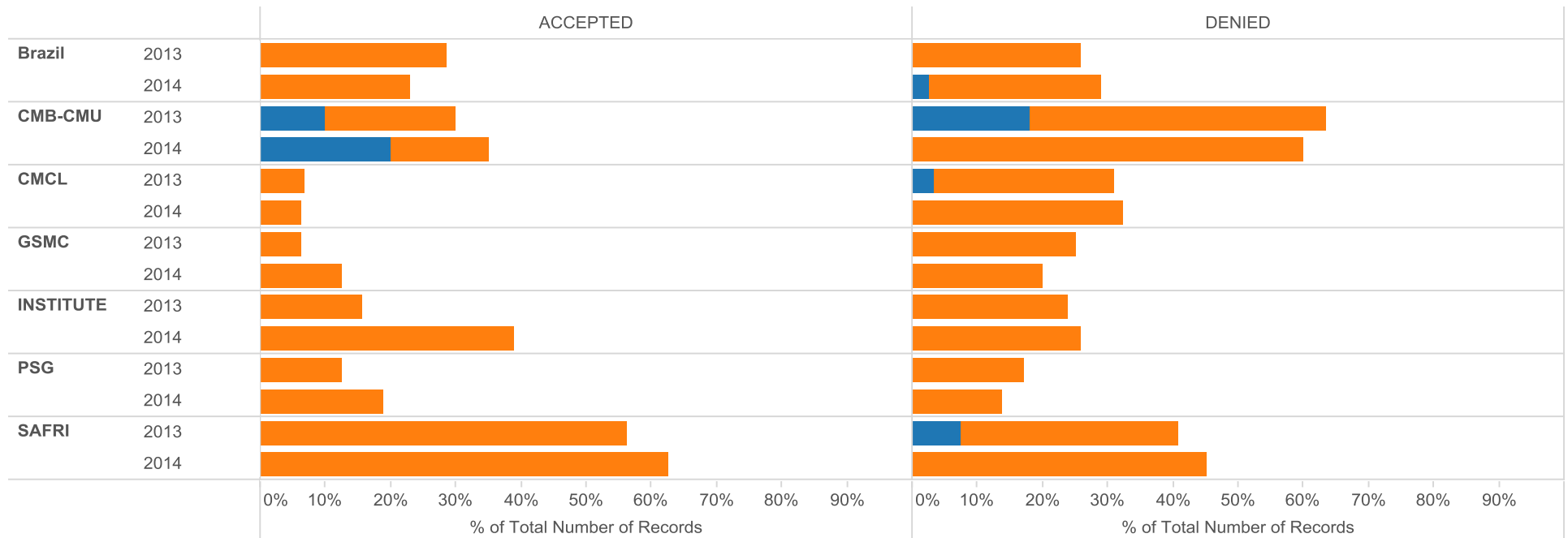
Prior years of teaching experience.

Along with professional focus heterogeneity among fellows, there is also heterogeneity in the number of years of experience as educators. This figure shows that the fellowship programs vary widely in the percent of **accepted applicants** (chart on left below) with **5 or less years of prior teaching experience**:

- SAFRI: more than half.
- CMB-CMU, Brazil FRI, FAIMER Institute 2014: about 30 to 40 percent
- FAIMER Institute 2013, CMCL, PSG, GSMC: Less than 20 percent.

This difference in part reflects differences in the applicant pools – SAFRI and CMU-CMB FRI also had the highest percentages of **denied applicants** (chart on right below) with less than 5 years of teaching experience.

Percent of applicants with 5 or less years of teaching experience



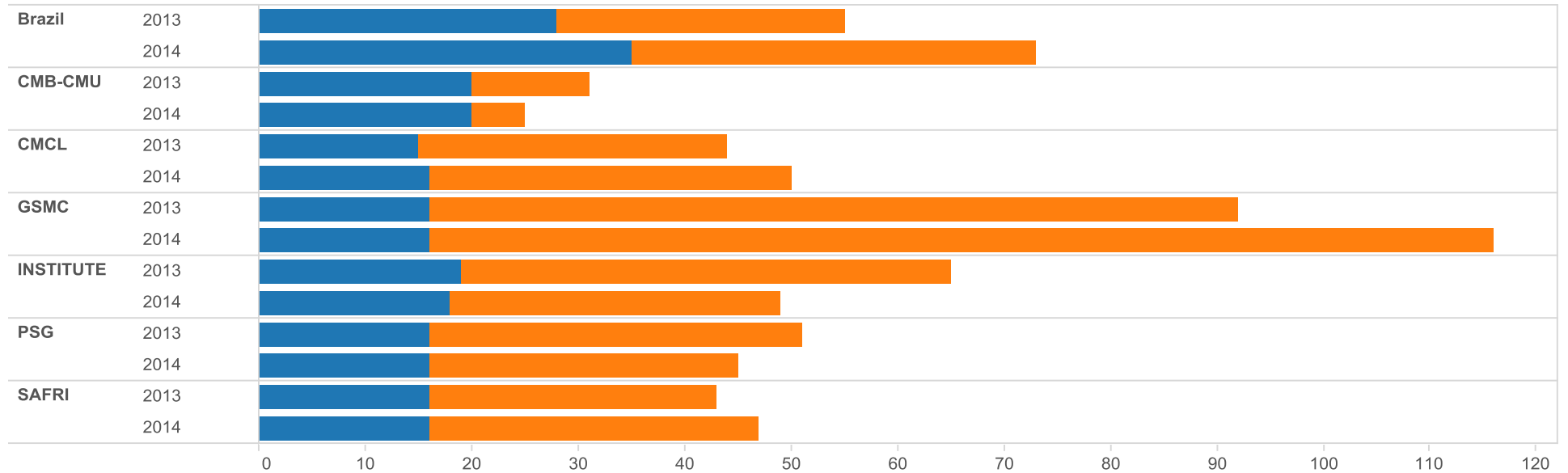
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- 1-5 years
- 0 years

Number of applications.

Finally, to provide some additional information, below is an overview of the number of completed applications (accepted + denied) from recent years. Looking at the most recent year compared to previous, some programs have held relatively steady in their number of applications (SAFRI, CMB-CMU, CMCL, PSG), some have seen decreases (FAIMER Institute), and some have experienced increases (GSMC, Brazil).

Number of submitted applications (accepted + denied), 2013-2014 program years



Application Status

- DENIED
- ACCEPTED