

SoTL Across the Disciplines



Results from the Faculty Survey of Student Engagement

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Overview

- Background and questions
- Faculty Survey of Student Engagement (FSSE)
 - General info, SoTL items
- Some results
- Discussion—implications, thoughts, ideas, feedback



Background

- Interest in assessing assessment efforts
 - Institutional efforts
 - Faculty efforts in their courses (SoTL)
- Use FSSE as a mechanism to tap faculty perspectives on
 - Extent and usefulness of institutional efforts
 - Faculty perceptions of support for SoTL
 - Faculty engagement in SoTL

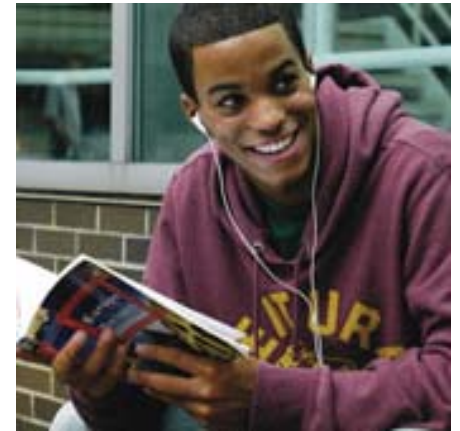


Our focus today...

- Do faculty feel supported in investigating their own teaching and their students' learning?
- How much do faculty participate in SoTL-connected activities?
- What predicts faculty sense of SoTL support?
- What predicts faculty participation in SoTL?



**But first...
some FSSE background**



What's FSSE?

- Faculty Survey of Student Engagement (FSSE)
 - Annual survey of faculty members
 - Baccalaureate-granting institutions
 - Current or prior participation in NSSE
 - Goal: to measure faculty perceptions of and contributions to student engagement



FSSE Administration

- Third party admin--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
 - Course-based questions
 - Typical student questions

Faculty Survey of Student Engagement 2006
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Demo version: responses will not be recorded.

During the *current* academic year, about how many times have you participated in teaching improvement activities of the following types?

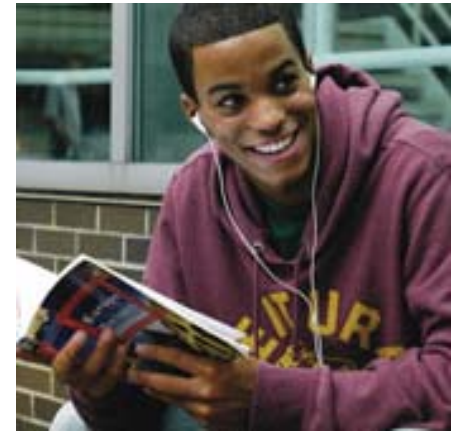
	0	1	2	3	4	5 or more
Individual consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observations with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings with a small group of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-wide forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)

FSSE Resources

- **FSSE website** www.fsse.iub.edu
 - Sample reports and copies of surveys
 - Selected results
 - Grand frequencies by Carnegie classification
 - Recent FSSE research and presentations
- **FSSE Facilitator's Guide**
- **Special analyses**

FSSE 2009 Extra Items



Creation of SoTL Items

- **Huber and Hutchings (2005)**
 - Questioning
 - Gathering and Exploring Evidence
 - Trying Out and Refining New Insights
 - Going Public
- **Institutional Support**
- **Faculty Engagement**



Creation of SoTL Items

- **Assessment Efforts**
 - Institution
 - Department
- **Faculty Committee**
- **Funding**
- **Collaboration**



Faculty were asked to what extent faculty members at their institutions were encouraged to...

Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations

Use assessment findings to inform changes made to their courses

Publicly present (e.g., lectures or workshops) information about teaching or learning

Publish on teaching or learning

Collaborate with colleagues on improving teaching and learning

Responses: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very Much

Faculty were asked to what extent they incorporated the following into their own work...

Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations

Using assessment findings to inform changes made to your courses

Publicly presenting (e.g., lectures or workshops) information about teaching or learning

Publishing on teaching or learning

Collaborating with colleagues on improving teaching and learning

Responses: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very Much

Results

Respondents

- 4,408 faculty members
 - 46% Women
 - 75% White
 - Avg 15 years prior teaching
 - 13% PT lecturer/instructor
 - 11% FT lecturer/instructor
 - 27% Assistant professor
 - 25% Associate professor
 - 24% Full professor
- Median course load 6 courses

- From 49 U.S. Inst
 - 37% From research/doc
 - 41% From master's
 - 20% From baccalaureate
- 36% From private inst
- 64% From public inst

Discipline

- 27% Arts & Hum
- 5% Biology
- 10% Business
- 7% Education
- 4% Engineering
- 11% Physical Sci
- 14% Social Science
- 8% Professional
- 13% Other

SoTL Support Items	Very little	Some	Quite a bit	Very much
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations	27%	32%	23%	18%
Use assessment findings to inform changes made to their courses	18%	35%	28%	19%
Publicly present information about teaching or learning	26%	39%	23%	12%
Publish on teaching or learning	30%	40%	20%	11%
Collaborate with colleagues on improving teaching and learning	18%	40%	27%	16%

SoTL Engagement Items	Very little	Some	Quite a bit	Very much
Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations	16%	33%	28%	23%
Using assessment findings to inform changes made to your courses	10%	27%	35%	28%
Publicly presenting information about teaching or learning	42%	29%	16%	13%
Publishing on teaching or learning	56%	24%	11%	10%
Collaborating with colleagues on improving teaching and learning	15%	34%	30%	22%

Predictors

SoTL Support

SoTL Engage

Faculty Characteristics

Female



Race/ethnicity



Doctorate



Rank (compared to PT lecturer/instructor)



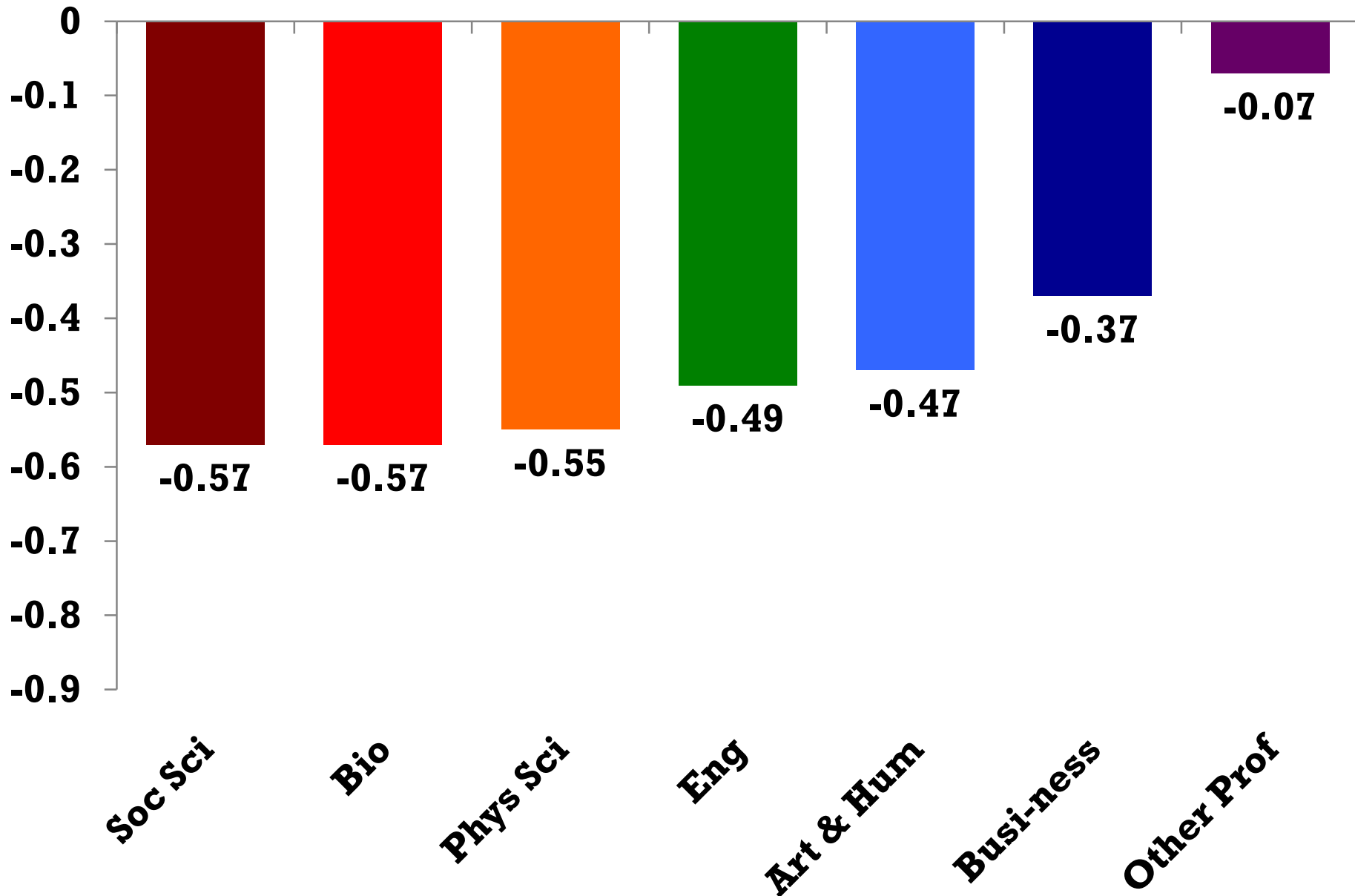
Course load



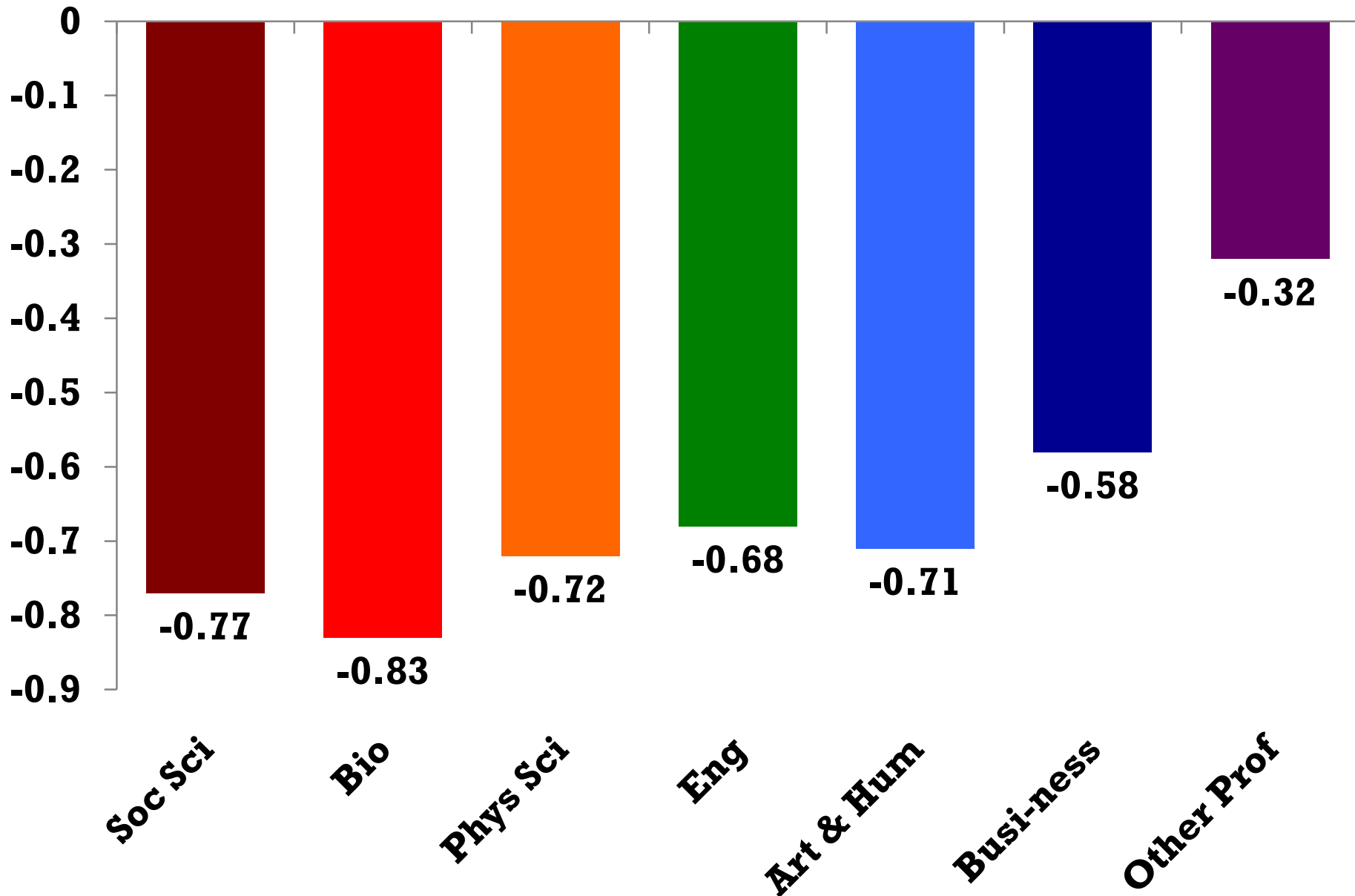
Discipline (compared to education)



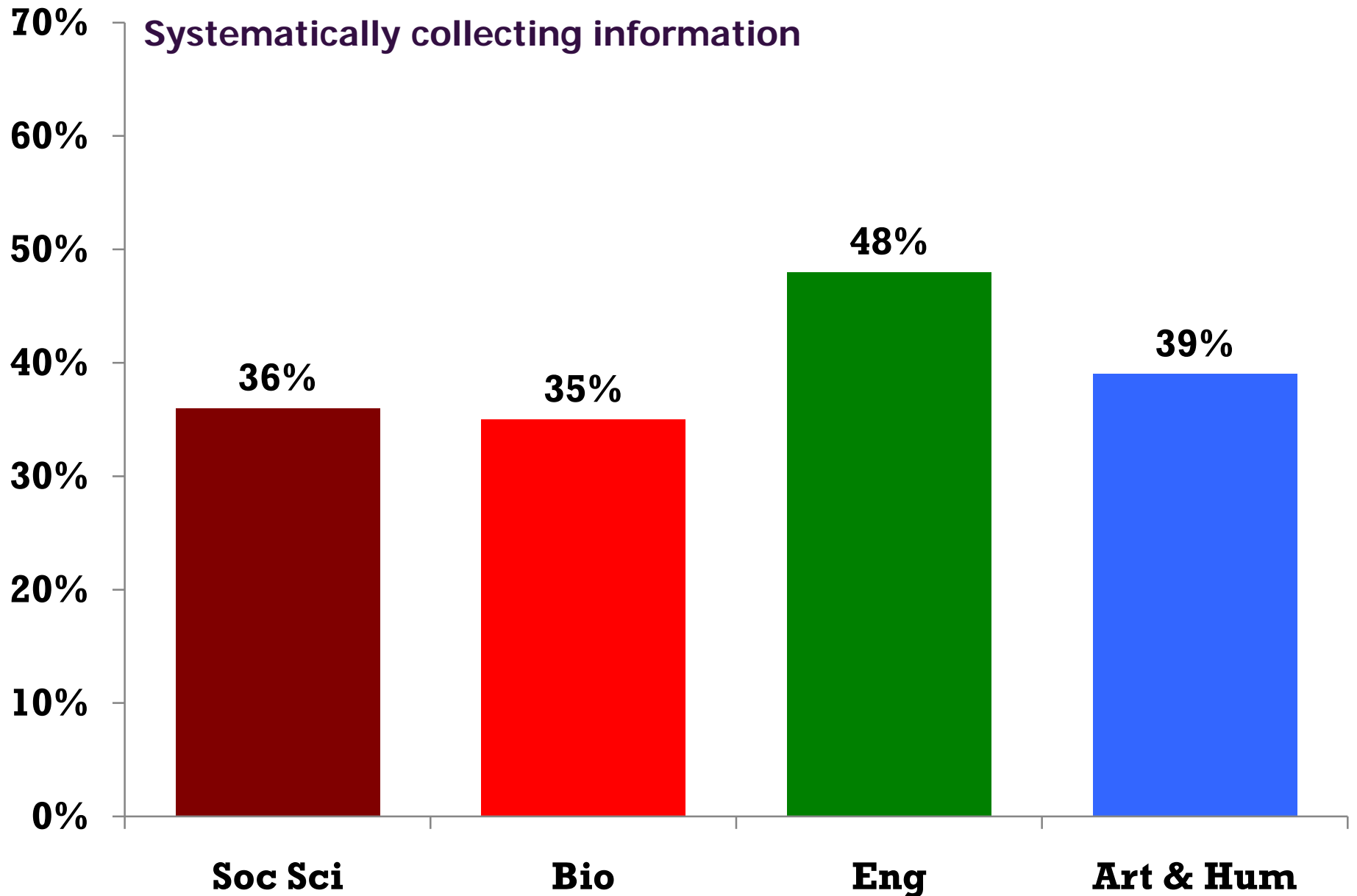
SoTL Support by Discipline



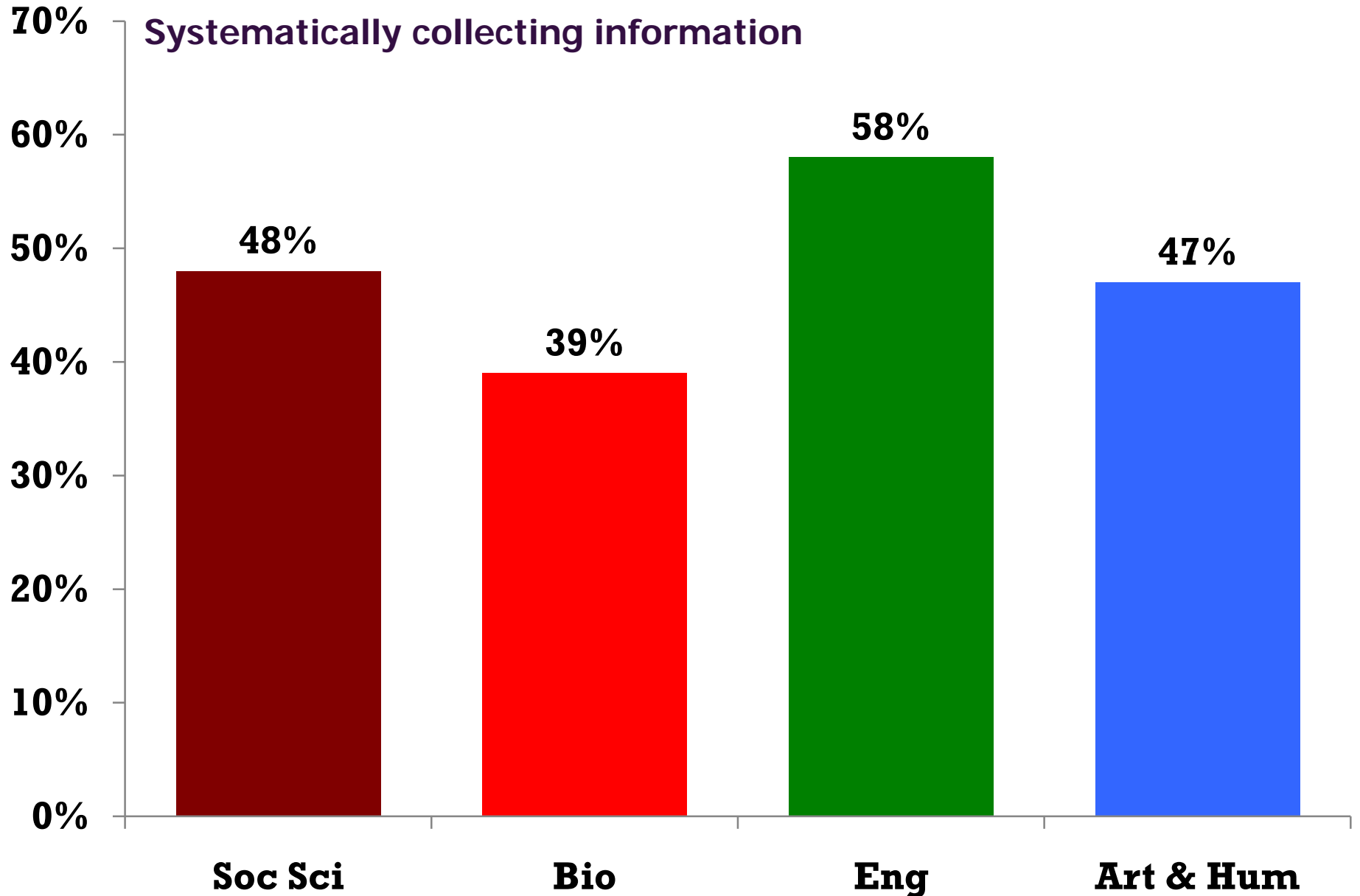
SoTL Engagement by Discipline



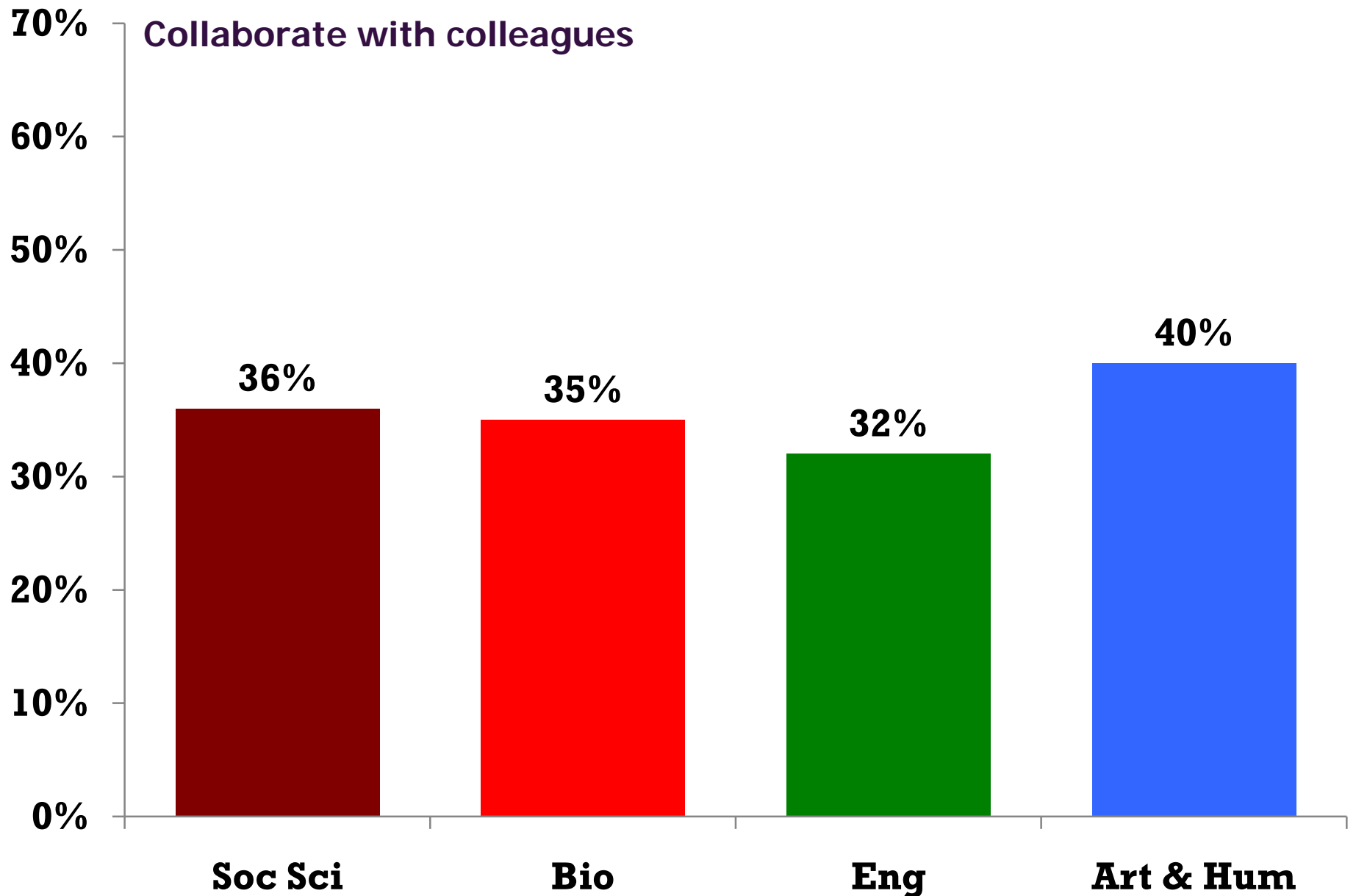
Percent Reporting “A lot” of Support



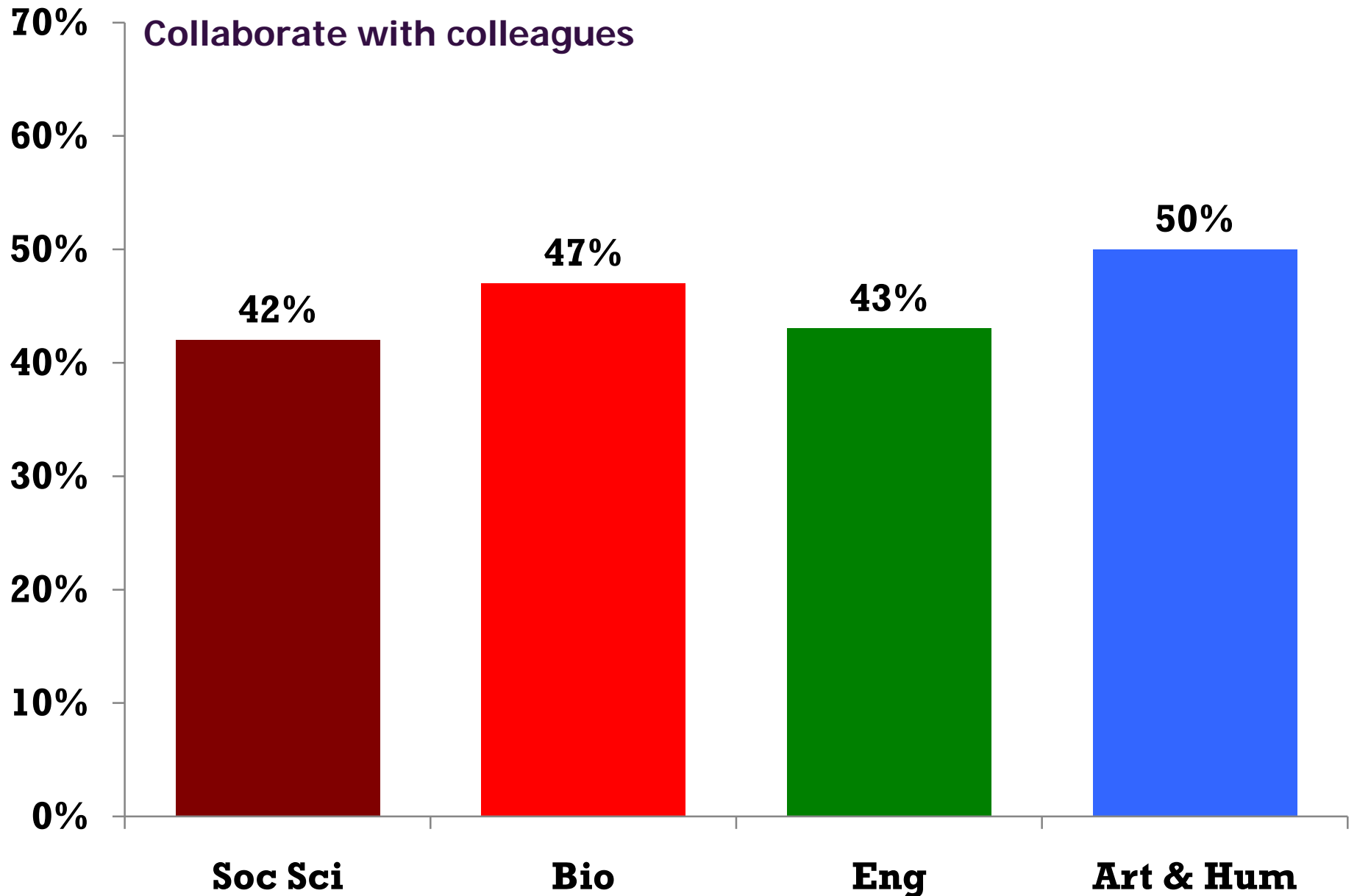
Percent Reporting “A lot” of Engagement



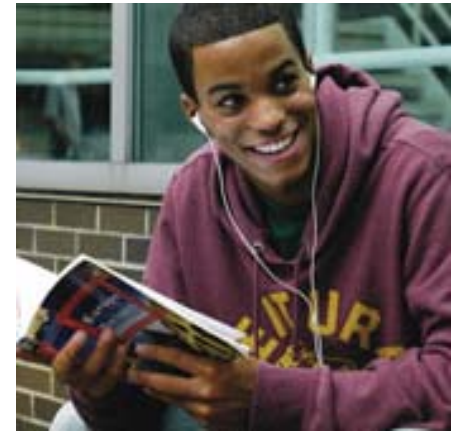
Percent Reporting “A lot” of Support



Percent Reporting “A lot” of Engagement



Questions



For More Information

- Email: tflaird@indiana.edu
fsse@indiana.edu
- FSSE website: www.fsse.iub.edu
NSSE website: www.nsse.iub.edu

Resources for users as well as copies of papers, presentations and various reports are available through the websites