

Faculty Engagement in the Scholarship of Teaching and Learning

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Overview

- Background and questions
- Faculty Survey of Student Engagement (FSSE)
 - General info, SoTL items
- Exercises and 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

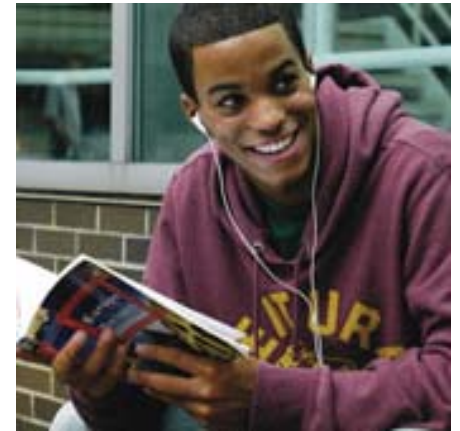


Our focus today...

- 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



Why FSSE?

- Include faculty
- Understand faculty expectations and perceptions
- Some previous homegrown faculty surveys seemed to work



FSSE History

- Pilot-tested in 2003, officially launched in 2004
- To date, over 140,000 faculty members from 590 colleges and universities
- Average institutional response rates of about 50%



FSSE Administration

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



The screenshot displays a survey question: "How often do students in your selected course section engage in the following?". The question is followed by a table with four columns: "Very often", "Often", "Sometimes", and "Never". Each row represents a different activity, and each cell contains a radio button for selection.

	Very often	Often	Sometimes	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (e.g., service learning) as part of your course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive prompt written or oral feedback from you on their academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious conversations in your course with students of a different race or ethnicity than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The interface also includes a sidebar with a "Faculty Survey of Student Engagement" logo, a photo of a student, and navigation icons for "help" and "Contact Us".

FSSE Instruments

- **General topics**
 - Faculty perceptions of student engagement
 - Importance or emphasis faculty place on various activities and areas of learning and development
 - Faculty perceptions of the campus environment
 - How faculty members organize class time
- **Two options: Course-based & Typical student**
- **Extra items**



What Institutions Get

- **Customized Reports**
 - Respondent Characteristics
 - Frequency Distributions
 - FSSE-NSSE Combined Report
- **Data file**
- **Other reports**
- **Supporting materials**



**Faculty Survey
of Student Engagement**

FSSE 2009 OVERVIEW

The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), and is coordinated by the Indiana University Center for Postsecondary Research. FSSE (pronounced 'fessie') measures faculty members' expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities, such as teaching and scholarship, and the kinds of learning experiences their institutions emphasize.

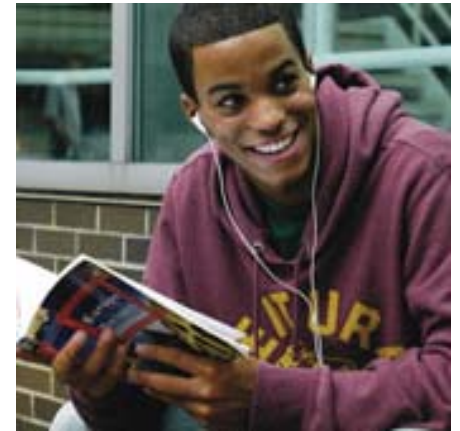
FSSE results can be used to identify areas of institutional

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 & Using FSSE Data**
- **Special analyses**

VISIT US AT THE RESOURCE FAIR

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**

	Very often	Often	Sometimes	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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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

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

Exercise 1

SoTL Support Items

Preferred
% a lot

Actual
% a lot

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 information about teaching or learning

Publish on teaching or learning

Collaborate with colleagues on improving teaching and learning

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%

Exercise 2

SoTL Engagement Items

**Preferred
% a lot**

**Actual
% a lot**

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 information about teaching or learning

Publishing on teaching and learning

Collaborating with colleagues on improving teaching and learning

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 and learning	56%	24%	11%	10%
Collaborating with colleagues on improving teaching and learning	15%	34%	30%	22%

Exercise 3

Predictors

SoTL
Support

SoTL
Engage

Faculty Characteristics

Female

+

Race/ethnicity

Doctorate

Rank (PT lecturer/instructor)

++

Course load

-

Discipline (education)

Example

Predictors

SoTL Support

SoTL Engage

Faculty Characteristics

Female



Race/ethnicity



Doctorate



Rank (PT lecturer/instructor)



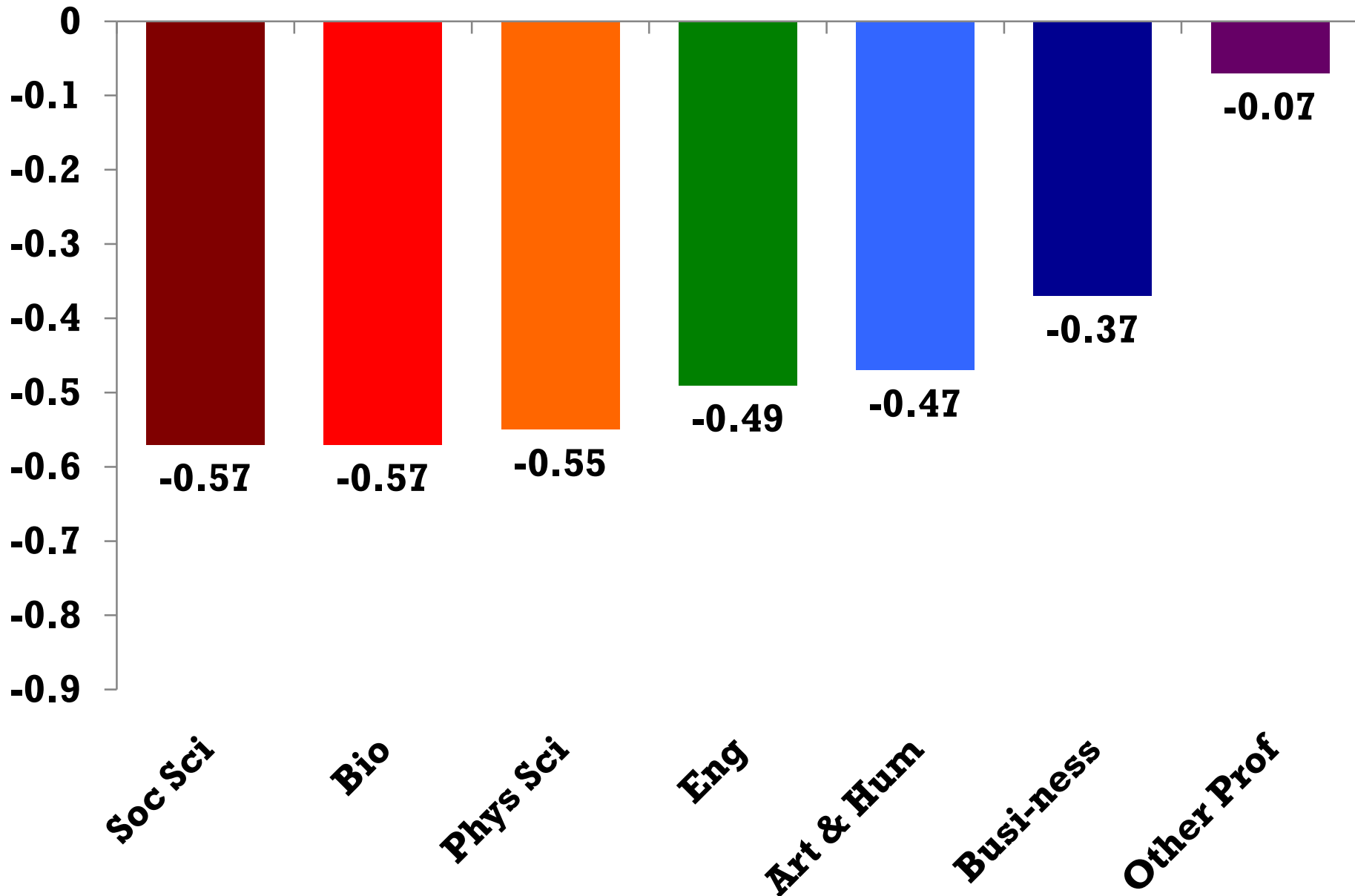
Course load



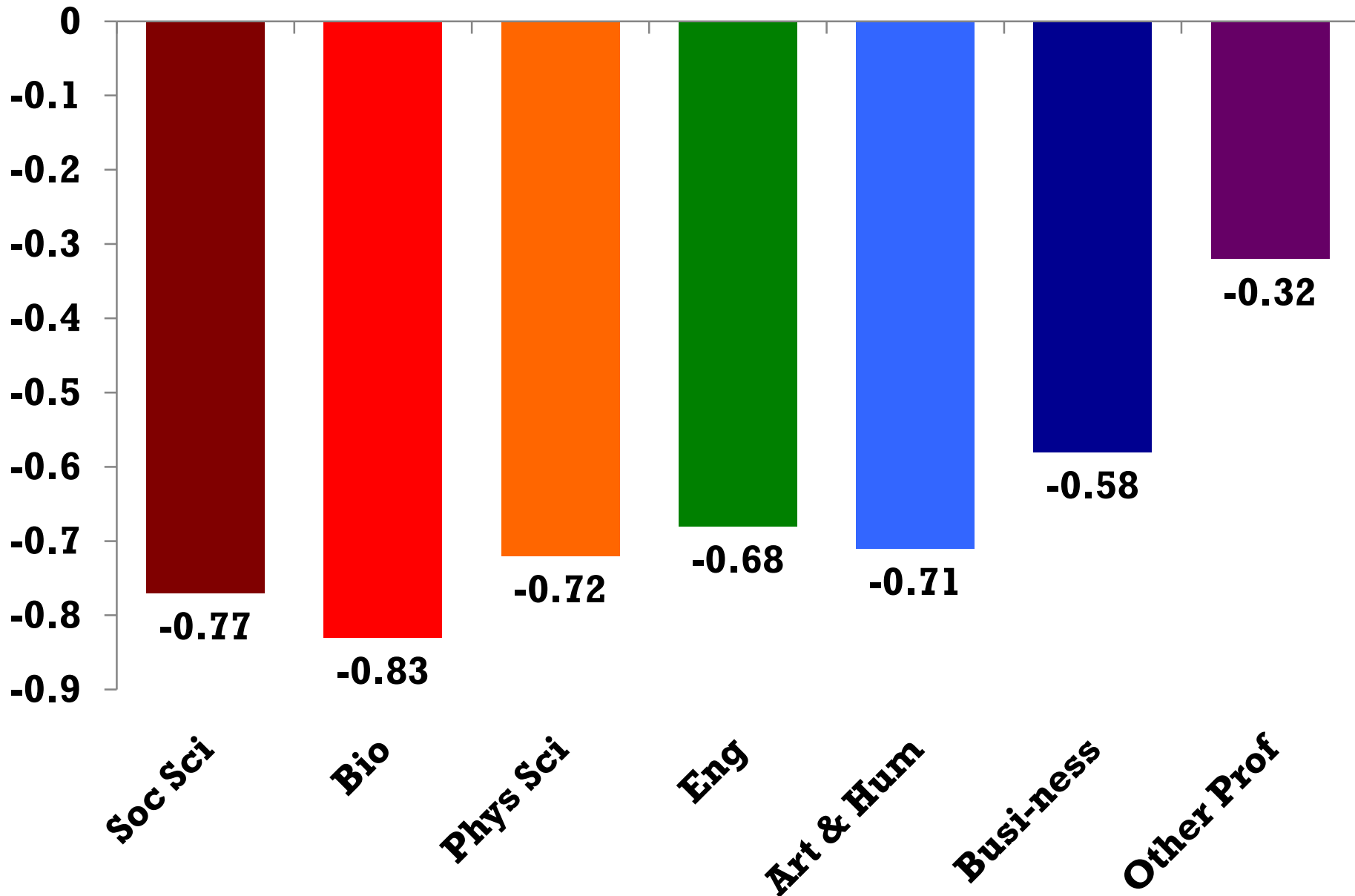
Discipline (education)



SoTL Support by Discipline

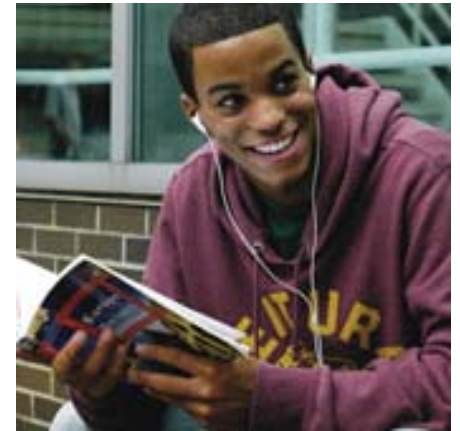


SoTL Engagement by Discipline



Q&A

Discussion

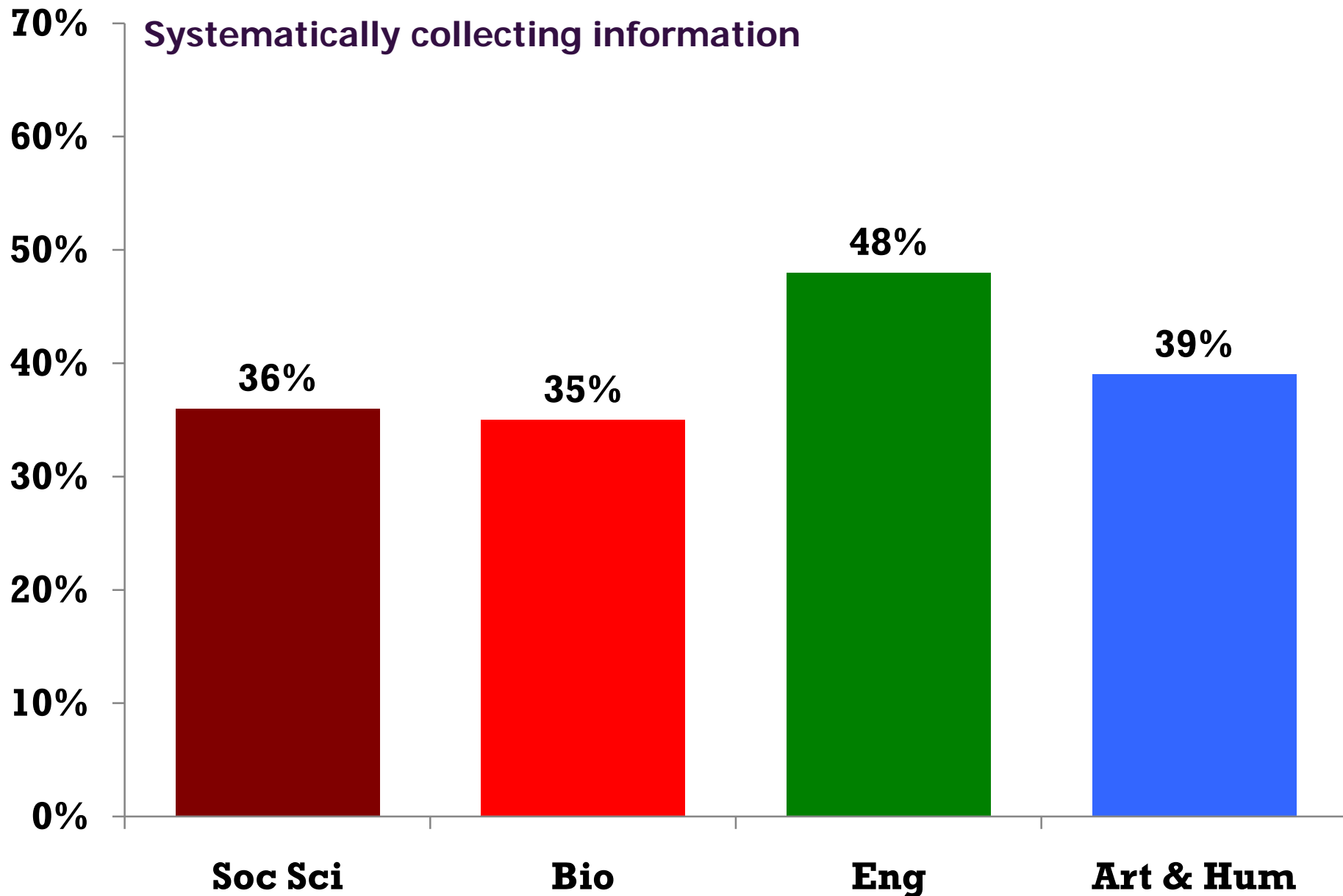


For More Information

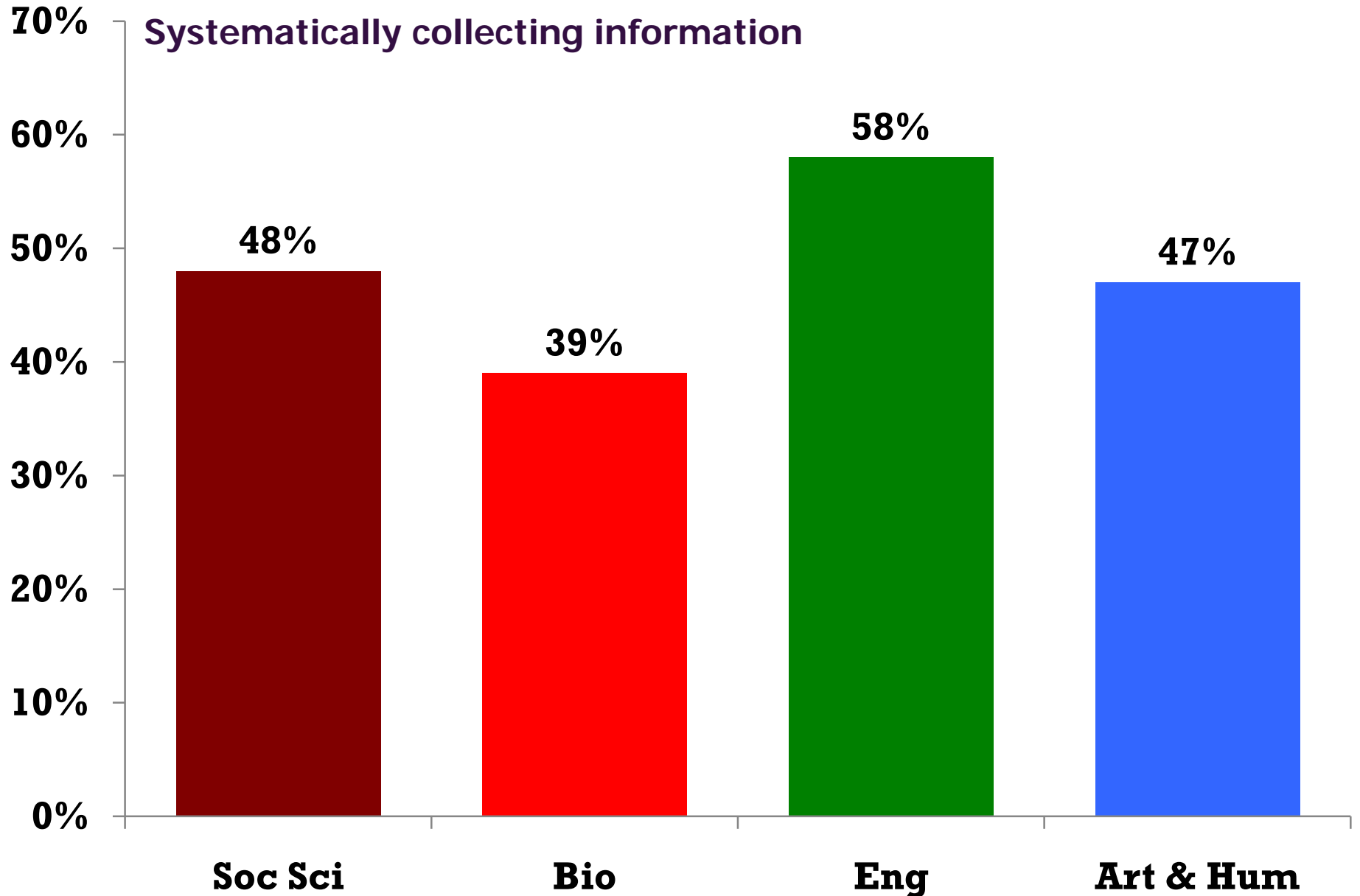
- Email: tflaird@indiana.edu
fsse@indiana.edu
- FSSE website: www.fsse.iub.edu
NSSE website: www.nsse.iub.edu

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

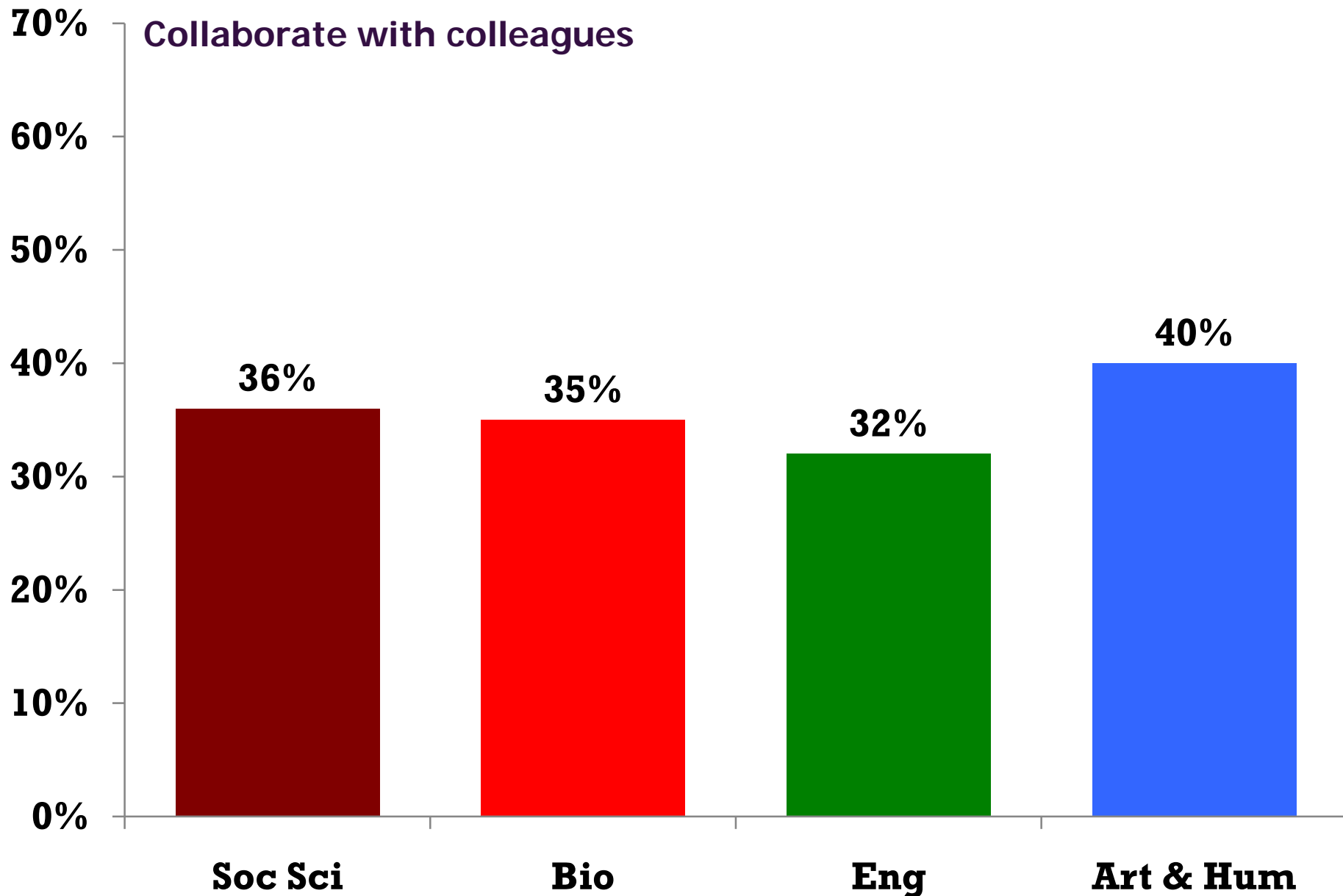
Percent Reporting “A lot” of Support



Percent Reporting “A lot” of Engagement



Percent Reporting “A lot” of Support



Percent Reporting “A lot” of Engagement

