Faculty Engagement in the Scholarship of Teaching and Learning

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Sarah Fernandez

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Presentation at the POD Network in Higher Education Annual Conference, Houston, TX, October 30, 2009
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
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
FSSE Resources

- **FSSE website** [www.fsse.iub.edu](http://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
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**
- **7% Education**
- **14% Social Science**
- **5% Biology**
- **4% Engineering**
- **8% Professional**
- **10% Business**
- **11% Physical Sci**
- **13% Other**
Exercise 1
<table>
<thead>
<tr>
<th>SoTL Support Items</th>
<th>Preferred % a lot</th>
<th>Actual % a lot</th>
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<tbody>
<tr>
<td>Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations</td>
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<td>Use assessment findings to inform changes made to their courses</td>
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<tr>
<td>SoTL Support Items</td>
<td>Very little</td>
<td>Some</td>
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<tr>
<td>Systematically collect information about the effectiveness of their teaching</td>
<td>27%</td>
<td>32%</td>
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<td>beyond end-of-term course evaluations</td>
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<tr>
<td>Use assessment findings to inform changes made to their courses</td>
<td>18%</td>
<td>35%</td>
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<tr>
<td>Publicly present information about teaching or learning</td>
<td>26%</td>
<td>39%</td>
</tr>
<tr>
<td>Publish on teaching or learning</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Collaborate with colleagues on improving teaching and learning</td>
<td>18%</td>
<td>40%</td>
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</tbody>
</table>
Exercise 2
<table>
<thead>
<tr>
<th>SoTL Engagement Items</th>
<th>Preferred % a lot</th>
<th>Actual % a lot</th>
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<tbody>
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<td>Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations</td>
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<td>Some</td>
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<tr>
<td>Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations</td>
<td>16%</td>
<td>33%</td>
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<tr>
<td>Using assessment findings to inform changes made to your courses</td>
<td>10%</td>
<td>27%</td>
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<tr>
<td>Publicly presenting information about teaching or learning</td>
<td>42%</td>
<td>29%</td>
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<tr>
<td>Publishing on teaching and learning</td>
<td>56%</td>
<td>24%</td>
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<tr>
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<td>34%</td>
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Exercise 3
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<tr>
<th>Predictors</th>
<th>SoTL Support</th>
<th>SoTL Engage</th>
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<tbody>
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<td>Faculty Characteristics</td>
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<td>Female</td>
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<td>Race/ethnicity</td>
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<td>Doctorate</td>
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<tr>
<td>Rank (PT lecturer/instructor)</td>
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<tr>
<td>Course load</td>
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<td>Rank (PT lecturer/instructor)</td>
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<tr>
<td>Course load</td>
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<tr>
<td>Discipline (education)</td>
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SoTL Support by Discipline

- Soc Sci: -0.57
- Bio: -0.57
- Phys Sci: -0.55
- Eng: -0.49
- Art & Hum: -0.47
- Busi-ness: -0.37
- Other Prof: -0.07
SoTL Engagement by Discipline

- Soc Sci: -0.77
- Bio: -0.83
- Phys Sci: -0.72
- Eng: -0.68
- Art & Hum: -0.71
- Business: -0.58
- Other Prof: -0.32
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

Systematically collecting information

- Soc Sci: 36%
- Bio: 35%
- Eng: 48%
- Art & Hum: 39%
Percent Reporting “A lot” of Engagement

Systematically collecting information

<table>
<thead>
<tr>
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<th>Bio</th>
<th>Eng</th>
<th>Art &amp; Hum</th>
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</thead>
<tbody>
<tr>
<td>Percent</td>
<td>48%</td>
<td>39%</td>
<td>58%</td>
<td>47%</td>
</tr>
</tbody>
</table>

- Soc Sci: 48%
- Bio: 39%
- Eng: 58%
- Art & Hum: 47%
Percent Reporting “A lot” of Support

Collaborate with colleagues

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<tr>
<th>Field</th>
<th>Support</th>
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<tr>
<td>Soc Sci</td>
<td>36%</td>
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<td>Eng</td>
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Percent Reporting “A lot” of Engagement

Collaborate with colleagues

- **Soc Sci**: 42%
- **Bio**: 47%
- **Eng**: 43%
- **Art & Hum**: 50%