Educational Environments for Faculty: Improving Postsecondary Teaching Through Assessment

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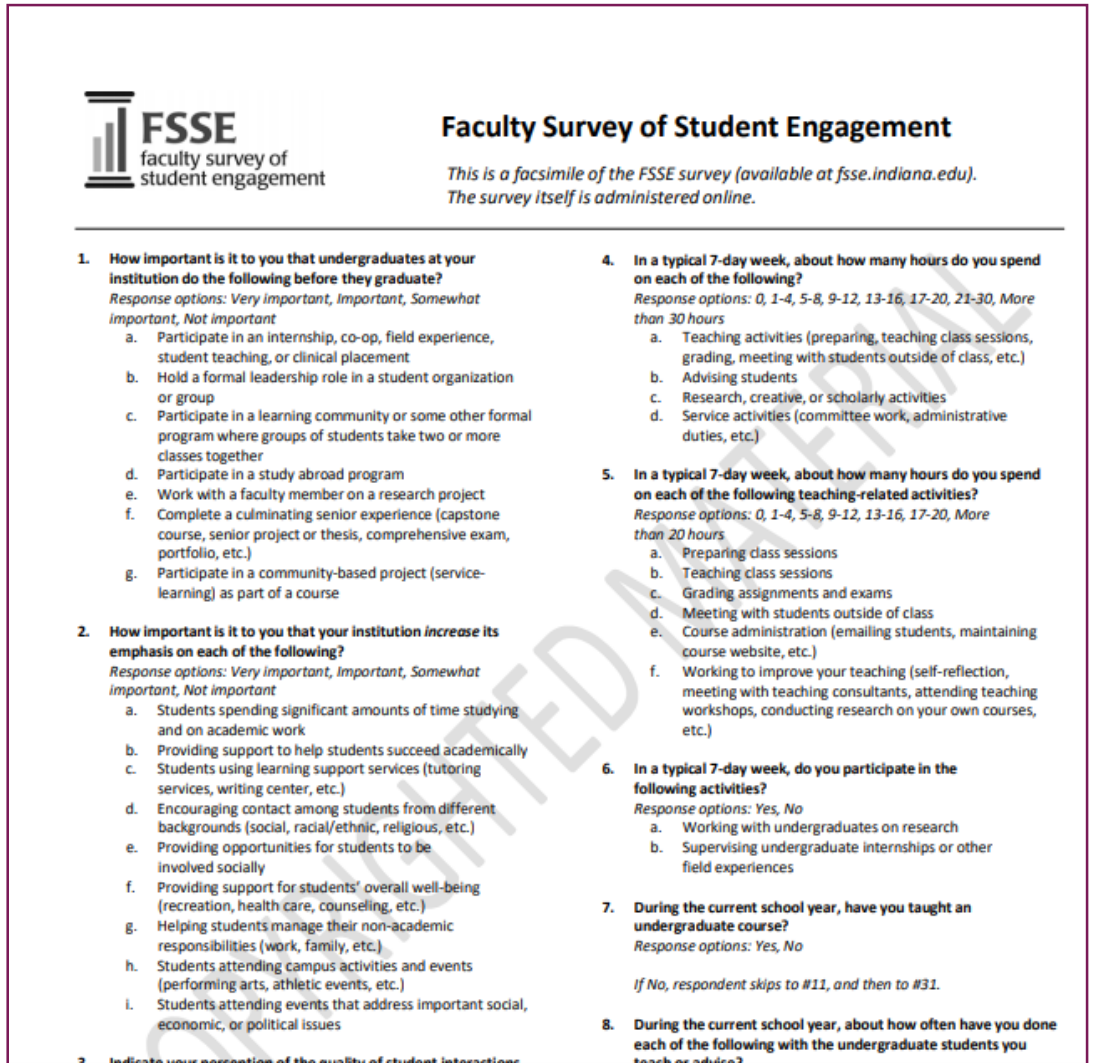
While you wait, write down how you would respond to #1 on the second page of our handout?

What constitutes a ‘healthy’ environment for promoting faculty’s good teaching practices?

Faculty Survey of Student Engagement (FSSE)

- Study faculty/instructors perception and use of teaching practices that promote student engagement at four-year colleges and universities
- New set of items in 2019
- 30 institutions with over 3,000 responses

http://fsse.indiana.edu/html/survey_instruments.cfm



FSSE faculty survey of student engagement

Faculty Survey of Student Engagement

This is a facsimile of the FSSE survey (available at fsse.indiana.edu). The survey itself is administered online.

1. **How important is it to you that undergraduates at your institution do the following before they graduate?**
   Response options: Very important, Important, Somewhat important, Not important
   a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
   b. Hold a formal leadership role in a student organization or group
   c. Participate in a learning community or some other formal program where groups of students take two or more classes together
   d. Participate in a study abroad program
   e. Work with a faculty member on a research project
   f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
   g. Participate in a community-based project (service-learning) as part of a course

2. **How important is it to you that your institution *increase* its emphasis on each of the following?**
   Response options: Very important, Important, Somewhat important, Not important
   a. Students spending significant amounts of time studying and on academic work
   b. Providing support to help students succeed academically
   c. Students using learning support services (tutoring services, writing center, etc.)
   d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
   e. Providing opportunities for students to be involved socially
   f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)
   g. Helping students manage their non-academic responsibilities (work, family, etc.)
   h. Students attending campus activities and events (performing arts, athletic events, etc.)
   i. Students attending events that address important social, economic, or political issues

4. **In a typical 7-day week, about how many hours do you spend on each of the following?**
   Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours
   a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
   b. Advising students
   c. Research, creative, or scholarly activities
   d. Service activities (committee work, administrative duties, etc.)

5. **In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?**
   Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours
   a. Preparing class sessions
   b. Teaching class sessions
   c. Grading assignments and exams
   d. Meeting with students outside of class
   e. Course administration (emailing students, maintaining course website, etc.)
   f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

6. **In a typical 7-day week, do you participate in the following activities?**
   Response options: Yes, No
   a. Working with undergraduates on research
   b. Supervising undergraduate internships or other field experiences

7. **During the current school year, have you taught an undergraduate course?**
   Response options: Yes, No

   If No, respondent skips to #11, and then to #31.

8. **During the current school year, about how often have you done each of the following with the undergraduate students you**

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Faculty Survey of Student Engagement (FSSE)

1. Sense of belonging, personal support, good working relationships with others
2. Peoples' commitment to teaching, departmental commitment to teaching, institution commitment to teaching
3. Personal support for good teaching, departmental recognition and encouragement, helpful and supportive teaching colleagues
4. High expectations for teaching and access to needed resources and assistance

Sense of Belonging

- Less than 10% disagree
  -
  -
  -
  -
- 10-20% disagree
  -
  -
  -
- More than 20% disagree
  -
  -

Research Questions

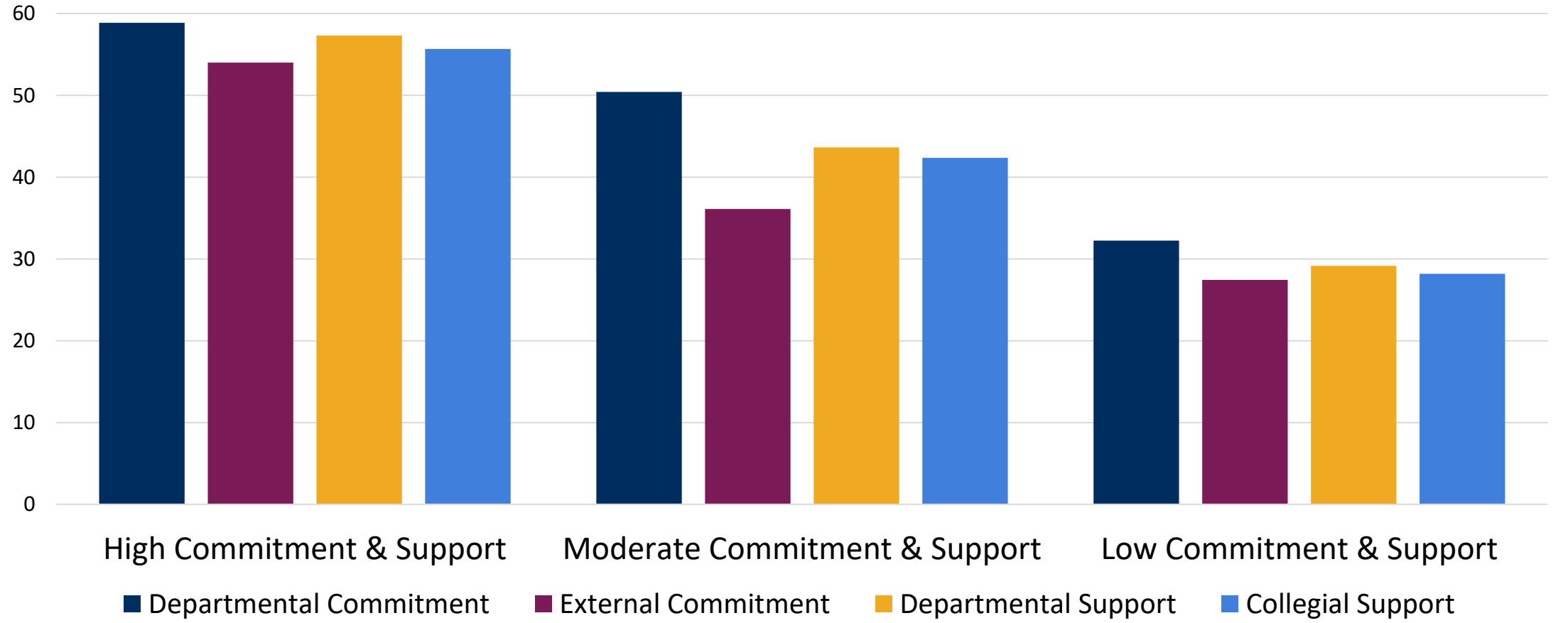
1. How do faculty demographics and characteristics vary by levels of support for teaching? *(Disciplinary Area, Academic Rank, Tenure Status, Gender, Race/Ethnicity, Sexual Orientation*)

2. How do institutional characteristics vary by levels of support for teaching? (*2018 Carnegie Classification)*

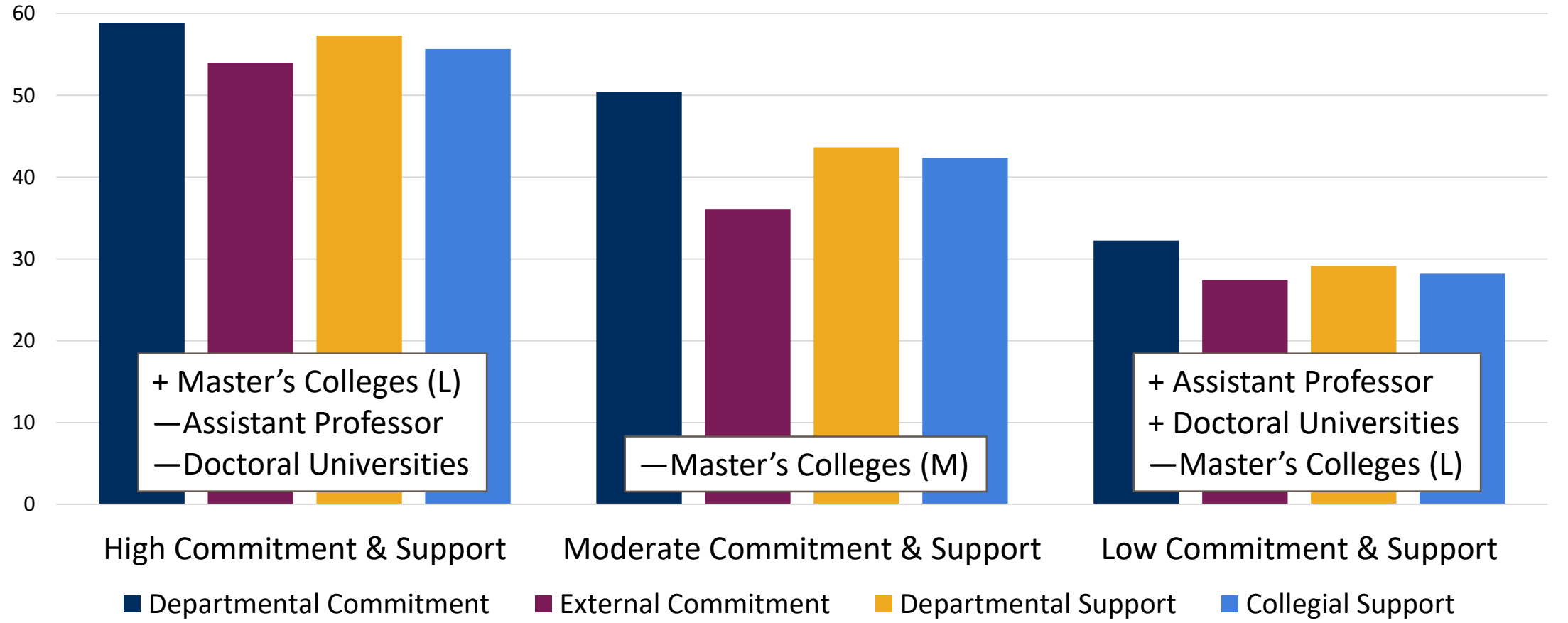
3. How do teaching practices vary by levels of support for teaching?*(FSSE scales of good educational practice)*

4. How do high expectations for teaching and access to needed resources vary by levels of support for teaching? *(Items in question #4)*

Commitment & Support



Commitment & Support

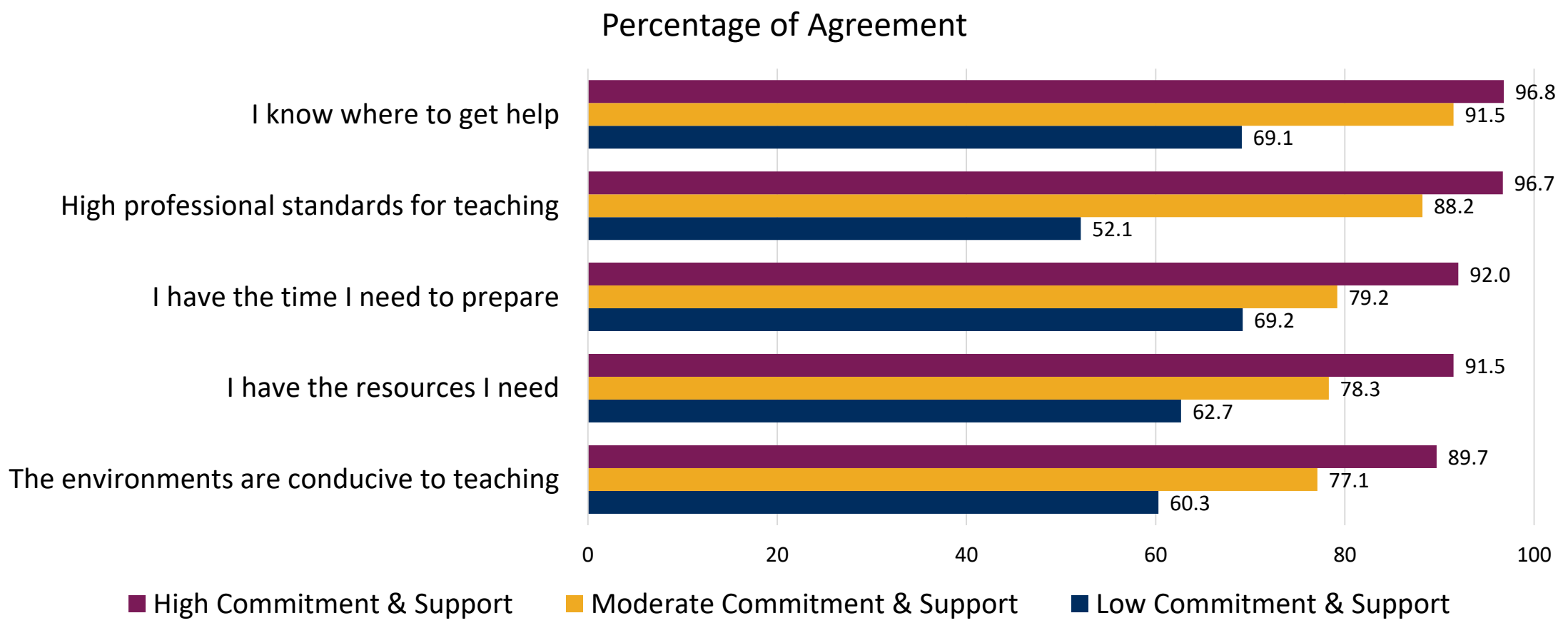


Compared to Faculty with Moderate Commitment & Support

	Low Commitment & Support	High Commitment & Support
Higher-Order Learning		+ +
Reflective & Integrative Learning		+ +
Learning Strategies		+ +
Quantitative Reasoning		+
Collaborative Learning		+ +
Discussions with Diverse Others		+ +
Student-Faculty Interaction		+
Effective Teaching Practices	–	+ +
Course Goals		+ + +

Note: Only statistically significant relationships are shown. – B < -.1, + B > .1, + + B > .2, + + + B > .3 The dependent variables were standardized before entry into the model. Coefficients were interpreted compared to those faculty clustered into the group of receiving a moderate level of support for teaching. Faculty control variables included disciplinary area, academic rank, tenure status, gender identity, racial/ethnic identification, and sexual orientation. Institution control variables included the 2018 Basic Carnegie classification.

Commitment, Support, and Resources



So What?

- Do your faculty feel a sense of belonging at your institution? In their department?
- Do they sense commitment to quality teaching from others in and out of their department?
- Do they feel supported by their department and colleagues with respect to their teaching?
  - How can we be extra mindful about our Assistant Professors and faculty at doctoral-granting universities?
  - What's going on in Master's-granting colleges that we can learn from?
- Can a sense of commitment and support start with resources?

Thanks for joining us!

Find our slides and other information about FSSE at fsse.indiana.edu

Email: abrckalo@indiana.edu

Blog: NSSEsightings.indiana.edu

@NSSEsurvey

References & Resources

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- Rudy, E. B. (2001). Supportive work environments for nursing faculty. *AACN Advanced Critical Care*, *12*(3), 401-410.

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