

Assessing Environmental Factors that Promote Quality Collegiate Teaching

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

Assessment Institute— Indianapolis 2019

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Rise and Shine?

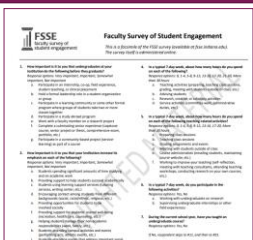
What constitutes a 'healthy' environment for promoting faculty's good teaching practices?

2

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



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Faculty Survey of Student Engagement (FSSE)

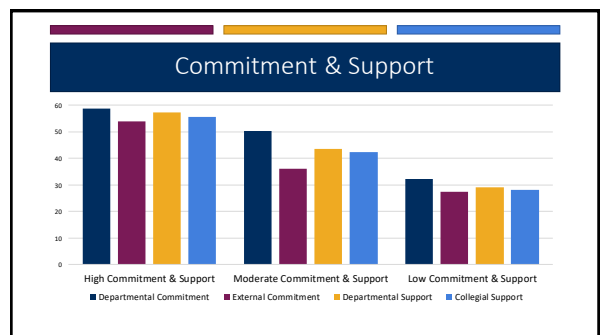
- Sense of belonging, personal support, good working relationships with others
- Peoples' commitment to teaching, departmental commitment to teaching, institution commitment to teaching
- Personal support for good teaching, departmental recognition and encouragement, helpful and supportive teaching colleagues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

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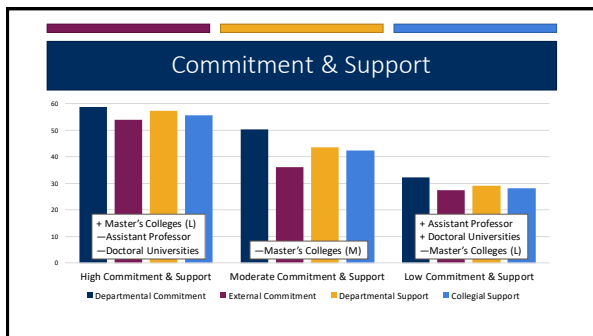
Sense of Belonging

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

5



6



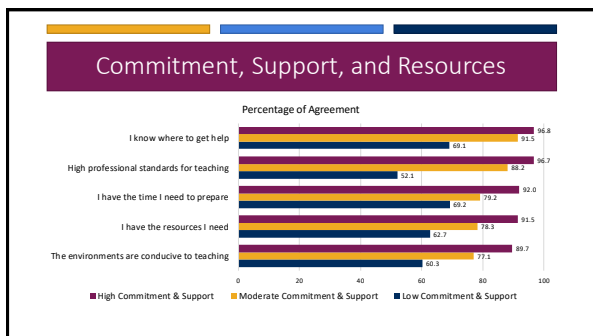
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Compared to Faculty with Moderate Commitment & Support

	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. - = 0.1, 0.05, 0.01, 0.001, 0.0001. The dependent variables were standardized before entry into the model. Coefficients were categorized 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 non-academic orientation. Institution control variables included the 2018 Best College classification.

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- ### 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?

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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

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References & Resources

- Kuntz, A. M. (2012). Reconsidering the workplace: Faculty perceptions of their work and working environments. *Studies in Higher Education, 37*(7), 769-782.
- LaCelle-Peterson, M. W., & Finkelstein, M. J. (1993). Institutions matter: Campus teaching environments' impact on senior faculty. *New directions for teaching and learning, 55*, 21-32.
- Rudy, E. B. (2001). Supportive work environments for nursing faculty. *AACN Advanced Critical Care, 12*(3), 401-410.
- Stupnisky, R. H., BrckaLorenz, A., Yuhás, B., & Guay, F. (2018). Faculty members' motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. *Contemporary Educational Psychology, 53*, 15-26.

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