


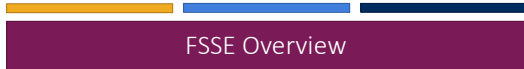
What Motivates us to Teach? Examining Faculty Motivation for Teaching

Joe Strickland | Kyle Fassett | Allison BrckaLorenz | Thomas F. Nelson Laird

Indiana University Center for Postsecondary Research
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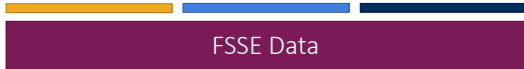


Why do YOU Teach?



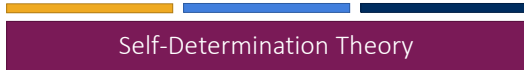
FSSE Overview

- Faculty Survey of Student Engagement (FSSE)
 - Faculty Involvement in engaging students
 - Faculty Perceptions of student Engagement
 - The Importance faculty place on engagement
 - Nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of the classroom
- In 2018, 13,823 faculty from 113 four-year colleges and universities responded



FSSE Data

- Extra Item Sets
 - Appended to the end of the FSSE core survey to explore research areas of interest
 - Used Self-Determination Theory (SDT) as a framework for developing a question set pertaining to faculty motivation to teach
 - 12 Questions within the specific item set (see handout)
 - 2,351 faculty respondents from 19 institutions



Self-Determination Theory

- Faculty (and people in general) are inherently self motivated to master their environment; and are eager to learn, develop their skills, and assimilate institutional values.
- The more the psychological needs of autonomy, competence, and relatedness are met; the more internally motivated faculty will be to teach. Unmet needs may lead to a lack of motivation.


Motivation

External

Introjected

Identified

Intrinsic



Measures

- Motivation
 - Intrinsic: I like teaching.
 - Identified: It is important for me to teach.
 - Introjected: I would feel guilty about not teaching
 - External: I teach because I am paid to teach.
- Faculty Characteristics:
 - Disciplinary area, academic rank, tenure status, highest degree earned, gender identity, racial/ethnic identification, sexual orientation
- Institution Characteristics:
 - Carnegie Classification (Doctoral-, Master's-, Bachelor's-granting)

Research Questions & Methods

- How do faculty characteristics relate to different types of motivation to teach?
 - Factor analysis
 - OLS regression:
 - Outcome: motivations (intrinsic/identification, introjected, external)
 - Variables of interest: faculty characteristics
- How do institutional characteristics relate to different types of motivation to teach?
 - Outcome: motivations (intrinsic/identification, introjected, external)
 - Variable of interest: institutional characteristics

Disciplinary Area

	Intrinsic	Introjected	External
Arts & Humanities		--	
Bio Sciences, Agriculture, & Natural Resources		-	
Physical Sciences, Math, & Computer Science		--	
Social Sciences	-	--	
Communications, Media, & Personal Relations		++	
Education	+++	+++	
Health Professions		+	
Other Disciplinary Fields			+++

Notes: +/- p < .05, ++/- p < .01, +++/- p < .001
Effect Coding was used so coefficients should be interpreted as comparisons to the average faculty member. Dependent measures were standardized before entry into models.

Faculty Characteristics

	Intrinsic	Introjected	External
Full-Time Lecturer/Instructor		+	+
No Tenure System		+	
Not on Tenure Track		-	
Years of Teaching Experience	+	+	++
Women		-	
Asian		+++	++
Black or African American		++	

Notes: +/- p < .05, ++/- p < .01, +++/- p < .001
Effect Coding was used so coefficients should be interpreted as comparisons to the average faculty member. Dependent measures were standardized before entry into models.

Faculty & Inst. Characteristics

	Intrinsic	Introjected	External
Straight (Heterosexual)	++		
Bisexual	++		
Lesbian	++	++	
Doctoral U – Highest Research Activity	-	--	
Masters's C&U – Larger Programs		--	
Baccalaureate - Diverse Fields		++	

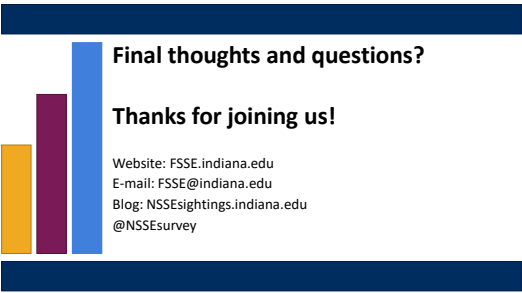
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So what?

- Faculty members intrinsically motivated to teach regularly employ the use of these effective teaching practices:
 - Higher-Order Learning
 - Reflective and Integrative Learning
 - Collaborative learning
 - Instructional clarity
(Stupnisky, BrckaLorenz, Yuhaz, & Guay, 2018)
- Although motivations may be hard to change, the psychological needs of autonomy, competence, and relatedness can be better met through targeted administrative initiatives and faculty development

Discussion

- More specifically, how might institutions better support faculty motivation for teaching?
- As a faculty member, how would you describe the level of motivation for teaching at your own institution?
- Have you led or experienced any forms of faculty development that has touched on similar themes of motivation?



Final thoughts and questions?

Thanks for joining us!

Website: FSSE.indiana.edu
E-mail: FSSE@indiana.edu
Blog: NSSEsightings.indiana.edu
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