

Contingent Instructors' Engagement in the Scholarship of Teaching & Learning

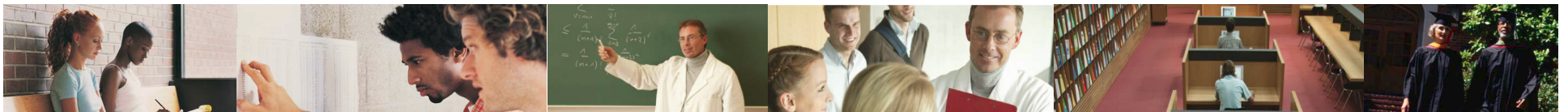
Thomas F. Nelson Laird, Tony Ribera, & Amy K. Garver

Indiana University Center for Postsecondary Research

Presentation at the 2011 Society for Teaching and Learning in Higher Education Conference,
Saskatoon, Saskatchewan, June 16, 2011

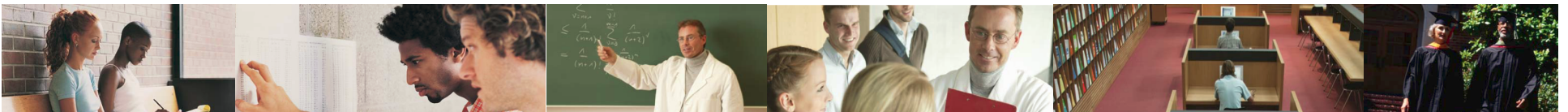
Agenda

- Background of study on faculty engagement in and institutional encouragement of SoTL
- Findings regarding contingent instructors' engagement in SoTL
- Discussion of implications and future research



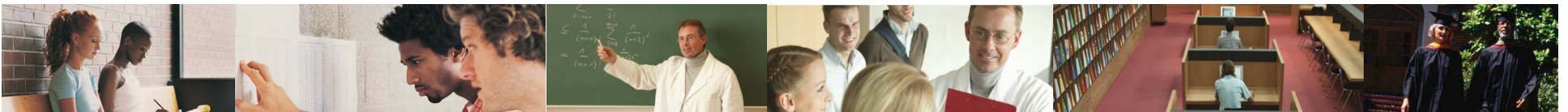
FSSE Background

- Faculty Survey of Student Engagement (FSSE)
 - Annual online survey of faculty members
 - Baccalaureate-granting institutions
 - Current or prior participation in NSSE
 - Goal: to measure faculty perceptions of and contributions to student engagement
- Survey options
 - Course-based questions
 - Typical student questions



Our Interest

- Interest in faculty participation in SoTL activities and faculty perceptions of institutional encouragement
 - To what extent do institutions encourage faculty to engage in SoTL?
 - To what extent do faculty engage in SoTL?
 - What predicts faculty perceptions of institutional encouragement and faculty participation in SoTL?



Framework

Huber & Hutchings (2005) defining features of SoTL

- Questioning
- Gathering and Exploring Evidence
- Trying Out and Refining New Insights
- Going Public



Respondents

- 4,229 faculty members

- 45% Women
- 76% White
- 92% US Citizens
- 69% had a doctorate
- 13% PT lecturer/instructor
- 11% FT lecturer/instructor
- 28% Assistant professor
- 25% Associate professor
- 23% Full professor

- From 49 U.S. Inst

- 24% From research/doc
- 39% From master's
- 6% From bacc – arts & sci
- 18% From bacc – diverse
- 12% From other
- 53% From private inst
- Ave UG enrollment 5,800

- Discipline

- 27% Arts & Hum
- 5% Biology
- 10% Business
- 7% Education
- 4% Engineering
- 11% Physical Sci
- 14% Social Science
- 8% Professional
- 13% Other

Institutional Encouragement of SoTL

(alpha = 0.87)

| 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% | 19% |
| Use assessment findings to inform changes made to their courses | 18% | 35% | 28% | 19% |
| Publicly present (e.g., lectures or workshops) information about teaching or learning | 26% | 39% | 23% | 12% |
| Publish on teaching and learning | 30% | 40% | 20% | 11% |
| Collaborate with colleagues on improving teaching and learning | 18% | 39% | 27% | 16% |

Note. Some frequency totals do not sum to 100% due to rounding.

Faculty Engagement in SoTL

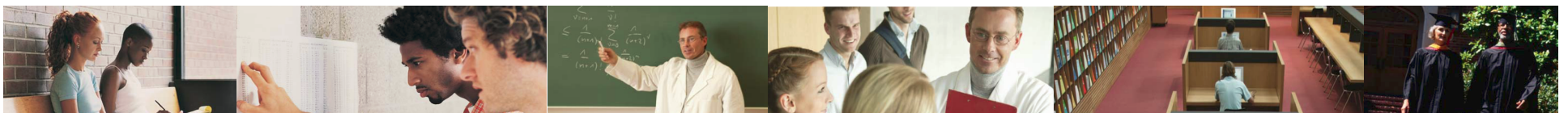
(alpha = 0.83)

| 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% | 34% | 28% |
| Publicly presenting (e.g., lectures or workshops) 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% |

Note. Some frequency totals do not sum to 100% due to rounding.

Our Focus Today

- **Contingent Instructors (FT & PT Lect/Instr)**
 - Teach many undergraduate courses
 - Numbers continue to increase
 - Effect on student learning?



Institutional Encouragement of SoTL

| Rank/Employment Status | B | Robust SE | Significance |
|------------------------|--------------|-------------|------------------------|
| Part-time lecturer | | | <i>reference group</i> |
| Full-time lecturer | -0.08 | 0.07 | |
| Assistant Professor | -0.07 | 0.07 | |
| Associate Professor | -0.12 | 0.07 | |
| Full Professor | -0.05 | 0.06 | |

Faculty Engagement in SoTL

| Rank/Employment Status | B | Robust SE | Significance |
|------------------------|-------------|------------------------|--------------|
| Part-time lecturer | | <i>reference group</i> | |
| Full-time lecturer | 0.04 | 0.06 | |
| Assistant Professor | 0.13 | 0.06 | * |
| Associate Professor | 0.14 | 0.05 | * |
| Full Professor | 0.15 | 0.06 | * |

Institutional Encouragement of SoTL

| Items | PT Lect | FT Lect | Asst Prof | Assc Prof | Full Prof |
|--|---------|---------|-----------|-----------|-----------|
| Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations | 43% | 44% | 40% | 40% | 41% |
| Using assessment findings to inform changes made to your courses | 49% | 49% | 48% | 45% | 47% |
| Publicly presenting (e.g., lectures or workshops) information about teaching or learning | 42% | 43% | 37% | 31% | 30% |
| Publishing on teaching and learning | 36% | 40% | 33% | 25% | 25% |
| Collaborating with colleagues on improving teaching and learning | 53% | 48% | 45% | 37% | 37% |

Note. Percent of faculty members responding “Quite a bit” or “Very much”.

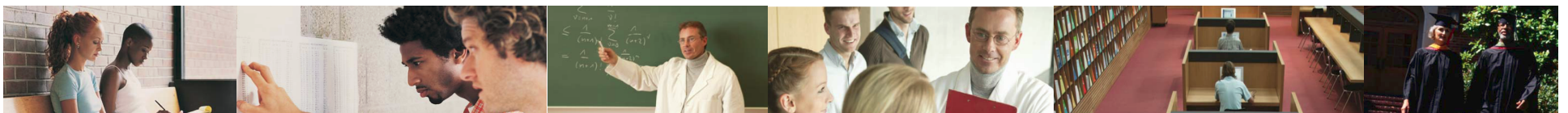
Faculty Engagement in SoTL

| Items | PT Lect | FT Lect | Asst Prof | Assc Prof | Full Prof |
|--|---------|---------|-----------|-----------|-----------|
| Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations | 53% | 53% | 55% | 49% | 49% |
| Using assessment findings to inform changes made to your courses | 61% | 65% | 67% | 61% | 57% |
| Publicly presenting (e.g., lectures or workshops) information about teaching or learning | 26% | 25% | 33% | 29% | 27% |
| Publishing on teaching and learning | 17% | 17% | 23% | 20% | 21% |
| Collaborating with colleagues on improving teaching and learning | 50% | 59% | 57% | 49% | 45% |

Note. Percent of faculty members responding “Quite a bit” or “Very much”.

Implications

- More faculty involved in SoTL than we suspected
- Greater institutional emphasis, but results for contingent faculty suggest there may be structural issues as well (resources, policies, rewards, etc.)
- Need to be sensitive to the differences between FT and PT contingent faculty Opportunities for dissemination
- Look for opportunity to change
 - Collaboration between contingent instructors and assistant professors?



Future Research

- Differences between FT and PT contingent faculty
- Qualitative differences in SoTL engagement by rank and employment status
 - Do assessment methods, collaborators, publication outlets, etc. differ?
- What factors increase faculty engagement in SoTL and how might those factors differ for contingent faculty?



Questions

Thank you for participating.

For more information on FSSE, visit
www.fsse.iub.edu

