

This or That? Getting to Know Your Faculty

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Agenda

This webinar's purpose is to provide you with resources to better get to know the faculty and their contributions to undergraduate education on your campus with FSSE

- FSSE overview
- Two options for consideration
- Tips for making your choice
- FSSE trivia question
- Additional FSSE resources





FSSE Overview

- A companion survey to the National Survey of Student Engagement, a survey of four-year college and university first-year and senior undergraduates
 - Instructional staff perceptions of how often students engage in different activities
 - The importance instructional staff place on various areas of learning and development
 - The nature and frequency of instructional staff-student interactions
 - How instructional staff organize their time, both in and out of the classroom
- Since 2003, more than 250,000 instructional staff from more than 800 institutions have responded to FSSE

Core or Topical Modules?



Core or Topical Modules? Core

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Writing Assignments
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Perceptions of Students' Quality of Interactions
- Values for Increasing a Supportive Environment
- Course Design and Goals
- Time Spent on Scholarly Activities
- Values for Student Participation in High-Impact Practices
- Participation in Supervising High-Impact Practices
- Course Characteristics
- Instructor Demographics and Characteristics

How important is it to you that undergraduates at your institution do the following before they graduate?				
	Very important	Important	Somewhat important	Not important
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (service-learning) as part of a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important is it to you that your institution <i>increase</i> its emphasis on each of the following?				
	Very important	Important	Somewhat important	Not important
Students spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support to help students succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students using learning support services (tutoring services, writing center, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for students to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students manage their non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core or Topical Modules? Topical Modules

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Writing
- Inclusiveness and Engagement with Cultural Diversity
- Learning with Technology
- Scholarship of Teaching & Learning
- Teaching Professional Development

Topical Module: Civic Engagement

Adapted from a project of the American Association of State Colleges and Universities, this module asks faculty to assess institutional emphasis on conflict resolution skills and examines how often students are encouraged to engage with local/campus and state/national/global issues. The module complements questions on the core FSSE survey about the importance of service-learning, perceptions of student participation in community service or volunteer work, and course emphasis on becoming an informed and active citizen.



1. How much does your institution emphasize each of the following for undergraduate students?

Response options: Very much, Quite a bit, Some, Very little

- Helping people resolve their disagreements with each other
- Resolving conflicts that involve bias, discrimination, and prejudice
- Leading a group in which people from different backgrounds feel welcomed and included
- Participating in a constructive dialogue with someone who disagrees with them
- Contributing to the well-being of their community

2. How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- Discussing important social, economic, or political issues with others
- Organizing activities focused on important social, economic, or political issues
- Being involved in an organization or group focused on important social, economic, or political issues
- Being an informed and active citizen
- Voting in campus, local, state, or national elections
- Encouraging free speech and expression

3. During the current school year, whether course-related or not, about how much have you encouraged students you teach or advise to do the following?

Response options: Very often, Often, Sometimes, Never

- Inform themselves about campus or local issues
- Inform themselves about state, national, or global issues
- Discuss campus or local issues with others
- Discuss state, national, or global issues with others
- Raise awareness about campus or local issues
- Raise awareness about state, national, or global issues
- Ask others to address campus or local issues
- Ask others to address state, national, or global issues
- Organize others to work on campus or local issues
- Organize others to work on state, national, or global issues

<http://fsse.indiana.edu/html/topicalModules.cfm>



Core or Topical Modules?

- Tip: What are you looking to observe?
 - Broad findings v. specifics
 - NSSE-FSSE matched content
 - On both the core and modules some is parallel to NSSE, some not!
 - Core and modules are quite complementary!
- Trivia: What do you think is FSSE's most popular Topical Module?

Academic Advising is FSSE's most popular Topical Module!

- **Inclusiveness and Engagement with Cultural Diversity and Development of Transferable Skills take a close second and third place**

Scales or Items?



Scales or Items? Scales

FSSE “official” core survey scales

- Parallel to NSSE, in your data file, in your *Disciplinary Area Report*
 - Higher-Order Learning
 - Reflective & Integrative Learning
 - Learning Strategies
 - Quantitative Reasoning
 - Collaborative Learning
 - Discussions with Diverse Others
 - Student-Faculty Interaction
 - Effective Teaching Practices
 - Quality of Interactions
 - Supportive Environment
- Other scales exist!
 - Course Goals
 - Time Spent on Scholarly Activities
 - HIP Values
 - Writing Assignments
 -
- Topical Modules may have scales as well!
- See our [Publications and Presentations](#) for scales from our research
- See [Content Summaries](#) for more information and examples of scales

Scales or Items? Items

- Don't forget that scales are made up of items!
- Content not covered by scales
 - Participation in high-impact practices
 - Course characteristics
 - Course challenge
 - Coming to class prepared
 - Course setup, activities
 - Instructor characteristics and demographics
 - Many items in Topical Modules

Theme

Academic Challenge

Scales and Component Items

Higher-Order Learning

In your selected course section, how much does the coursework emphasize the following:

Response options: Very much, Quite a bit, Some, Very little

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

In your selected course section, how important is it to you that the typical student do the following:

Response options: Very important, Important, Somewhat important, Not important

- Combine ideas from different courses when completing assignments
- Connect their learning to societal problems or issues
- Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examine the strengths and weaknesses of their own views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from their perspective
- Learn something that changes the way they understand an issue or concept
- Connect ideas from your course to their prior experiences and knowledge

Learning Strategies

In your selected course section, how much do you encourage students to do the following:

Response options: Very much, Quite a bit, Some, Very little

- Identify key information from reading assignments
- Review notes after class
- Summarize what has been learned from class or from course materials

Quantitative Reasoning

In your selected course section, how important is it to you that the typical student do the following:

Response options: Very important, Important, Somewhat important, Not important

- Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)
- Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluate what others have concluded from numerical information



Scales or Items?

- Tip: Use scales for generalizing, and items for specificity
 - Scales are usually best used when making comparisons between groups of faculty within your institution
 - Scales can help quickly identify successful or problem areas
 - Items can be used for comparing groups or on their own
 - Items can provide specific suggestions for making changes
- Trivia: Which FSSE Scale has the largest number of items?

**Effective Teaching Practices and Supportive Environment
each contain eight component items!**

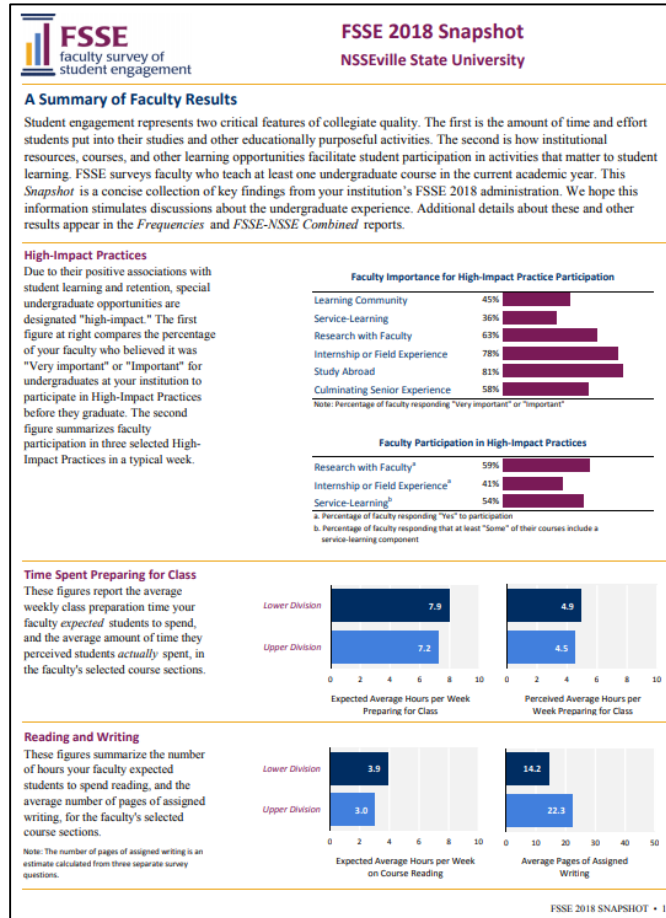
Static or Interactive?



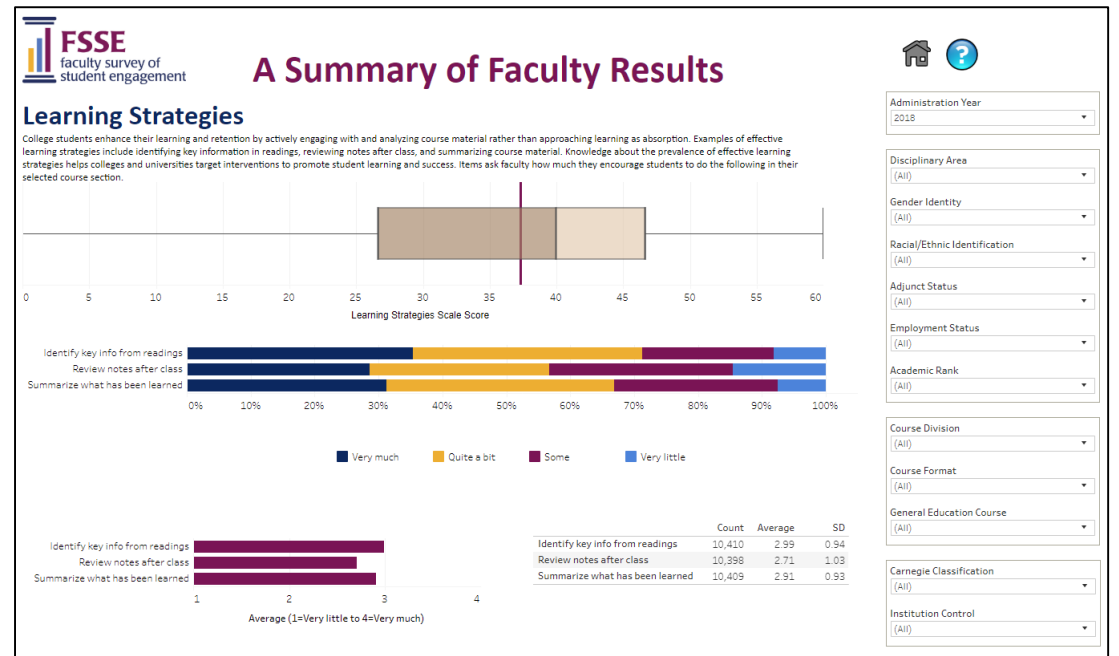
Static or Interactive?

Find your institution's reports on the [Interface](#)

Find samples [here](#)



Interactive data visualizations can be found [here](#) (more incoming soon!)





Static or Interactive?

- Tips: Both can be useful depending on what you need!
 - Static reports can be useful for starting broad conversations at your institution. They can be easily shared, brought to gatherings of faculty and administrators, and can give a sense of teaching practices at the institutional overall.
 - Interactive data visualizations (public reporting) can give you comparative information from similar faculty at similar institutions to benchmark against your institution's results
 - Interactive data visualization (private reporting—incoming soon!) can help you dig into your data...
- Trivia: How many reports does FSSE create for institutions annually?

FSSE produced 763 FSSE reports in 2018!

Aggregate or Disaggregate?



Aggregate or Disaggregate?

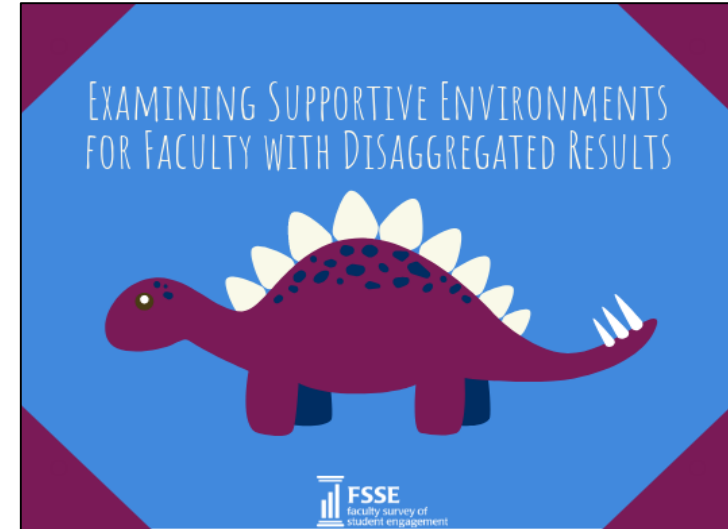
- Aggregating data allows us to look at large quantities of responses to better generalize and make inferences about our populations. Larger conversations about undergraduate quality can be had with aggregate data.
- Disaggregating data narrows our focus to observing specific differences within samples. Disaggregating can help with faculty buy-in and a place to start with change

FSSE Scale	Arts	Humanities	Soc Sci	Sci & Math	Bus
Academic Challenge					
Higher-Order Learning	-	+	-	-	
Reflective & Integrative Learning	+	+	-	-	
Learning Strategies	-	+	-	-	
Quantitative Reasoning	-	-	+	+	
Learning with Peers					
Collaborative Learning	-	-	-	+	
Discussions with Diverse Others	-	+	-	-	
Experiences with Faculty					
Student-Faculty Interaction	-	-	-	-	
Effective Teaching Practices	-	+	+	-	
Campus Environment					
Quality of Interactions	+	+	-	-	
Supportive Environment	+	+	-	-	

Key:
+ Faculty in this disciplinary area scored higher than the institution's average on the given FSSE scale.
- Faculty in this disciplinary area scored lower than the institution's average on the given FSSE scale.

Aggregate or Disaggregate?

- Tip: Both can be useful depending on what you are looking for! We may want to aggregate multiple years' of data files to add validity to our findings or increase the numbers of small groups. Disaggregating can help us learn about the experiences of marginalized populations and see differences within.
- Trivia: In STEM, has the teaching practice of lecturing decreased over time?



Yes! Over the past years, we have seen a decrease in lecturing and an increase in active practice such as small group discussions, etc.

Within or Between?





Within or Between?

- Comparing faculty **within** your institution can be helpful in assessing areas of strength and weakness as well as in locating resources for improvement and change. Breaking down findings by department or program can help faculty feel closer to the results.
- Comparing faculty at your institution to faculty at other institutions (**between** institution comparisons) is not a primary goal of FSSE, but we do have resources to help. The [Interactive Data Visualizations](#) and [Summary Tables](#) provide aggregate information for comparative purposes.



Within or Between?

- Tip: Think carefully about why you signed up to administer FSSE in the first place. Was it to see how your faculty compare to other faculty? Was it to see how faculty compare within your institutions? Was it to add context to the student experience information collected in NSSE? Your goal in having FSSE data should drive the comparisons you should make.
- Trivia: How many institutions participate in FSSE but not NSSE?

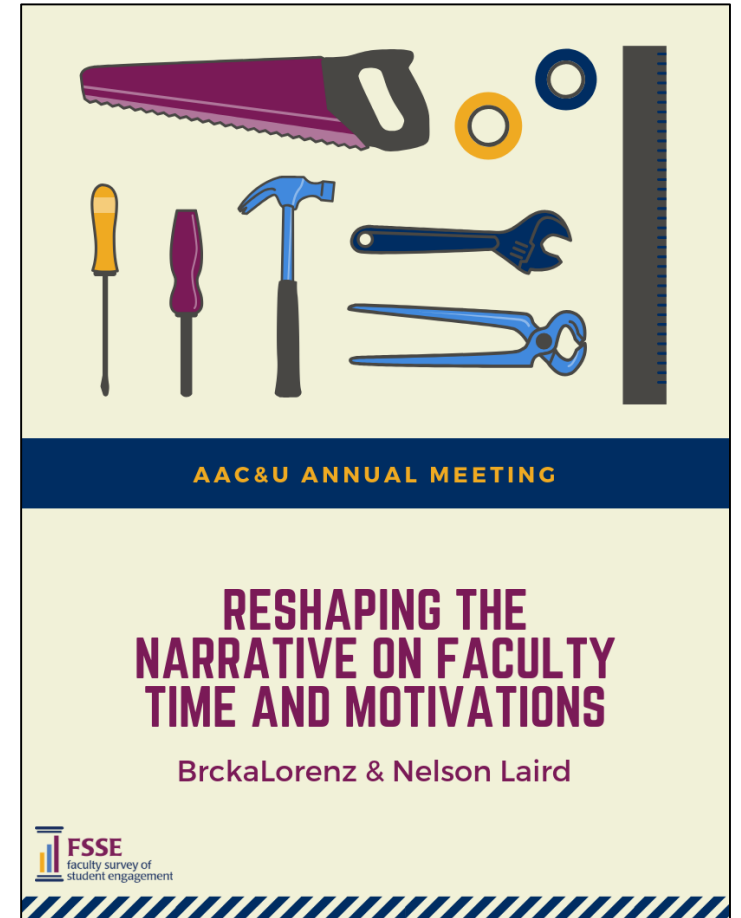
None! Over 90% of FSSE institutions participate in NSSE in the same year, the remainder administered NSSE in a previous year.

Teachers or Researchers?



Teachers or Researchers?

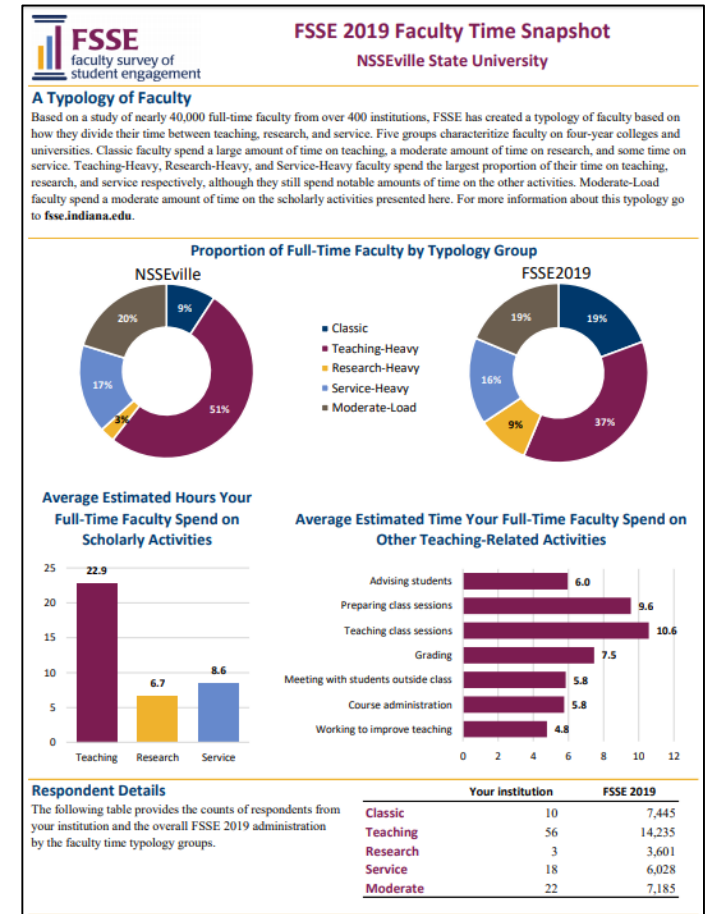
- A common narrative told about today's faculty (in the media, by students, etc.) boils faculty down into teachers or researchers, but the roles, responsibilities, and activities of faculty are far more diverse.
- What it means to be "faculty" is swiftly changing, differs greatly by institutions, and is not well understood. Participation in FSSE can be an opportunity to start conversations with faculty on expectations, perceptions, realities and alignment with mission, goals, and rewards.



Teachers or Researchers?

- Tip: Before looking to see how much time faculty spend on various activities, think about how much time they should (ideally) be spending given their various roles and responsibilities. Are faculty aware of administrator expectations? Are administrators aware of their own expectations?
- Trivia: How much time do your faculty spend per week on teaching, research, and service activities?

Check out your FSSE data/reports to find out!



Wrap-Up



- You face many different options in the pursuit of getting to know your faculty, let the FSSE staff help you on your journey!
- Other resources that didn't come up:
 - [SPSS Syntax & Sample Analyses](#)
 - [Tips for More Inclusive Data Sharing and Analysis](#)
 - [FSSE Data User's Guide](#)
 - [Psychometric Portfolio](#)
- What about your assessment dreams?
 - What else could we do to help?

Contact Information

Look for our upcoming invitation to participate sometime in the fall!

Website: fsse.indiana.edu

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