

Using A Typology of Faculty to Assess Undergraduate Education and Plan for Faculty Development

Allison BrckaLorenz, Tom Nelson Laird, Kyle Fassett
Indiana University
Center for Postsecondary Research

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Warmup questions

How is faculty productivity assessed at your institution?
Publications? Annual faculty reports?
Committee assignments?

How are the results from these assessments shared and/or used?

Does anyone look at faculty TIME as a measure of productivity?

Warmup activity

Think about three different types of faculty at your institution. How much time in a typical week do you think they spend on teaching? On research? On service?

<p>Tom: Tenure-track Associate Professor</p> <ul style="list-style-type: none"> Regularly teaches classes Researches for promotion and reviews Does service for school and higher ed. 	<p>Allison: Associate Research Scientist</p> <ul style="list-style-type: none"> Not required to teach Does research for herself and for the university Serves on committees for her Center 	<p>Kyle: Clinical Instructor</p> <ul style="list-style-type: none"> Teaches many classes every semester Researches in his free time Does a little service for his department to help out
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Assessing faculty time

- Could be useful in discussions on
 - Institution mission and goals
 - Are faculty spending time in the ways we want?
 - Faculty roles at the institution
 - Are the roles of faculty clearly defined and reflective of how they spend their time?
 - Faculty professional development
 - Can we help faculty to be more efficient or find ways to give them more time to work on what is important to them and the institution?
 - Faculty tenure and promotion
 - Can time be a way to assess often overlooked aspects of faculty work, such as mentoring and innovation, in the tenure and promotion process?
- What else?!

FSSE overview

- Administered annually at ~140 four-year institutions with ~19,000 faculty and instructional staff respondents who teach at least one undergraduate course in the academic year of administration
 - In 2017: 24,000+ respondents at 154 institutions
- Measures faculty expectations and values for student engagement, and their use of educational practices linked with high levels of learning and development
- How faculty organize their time, both in and out of the classroom

Faculty time measures

- FSSE Core Question #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)
 - Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
 - Advising students
 - Research, creative, scholarly activities
 - Service activities (committee work, administrative duties, etc.)

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Framework: Our study of faculty time

Looking only at **full-time faculty**:

1. Can we find faculty groups based on how they spend their time?
 - Faculty typology based on time allocation on teaching, research, and service (cluster analysis)
2. How do these groups compare on the use of various effective teaching practices?
 - FSSE Scales (regression)
 - Higher-Order Learning, Reflective & Integrative Learning
 - Learning Strategies, Quantitative Reasoning
 - Collaborative Learning, Discussions with Diverse Others
 - Student-Faculty Interaction, Effective Teaching Practices

What do you think?

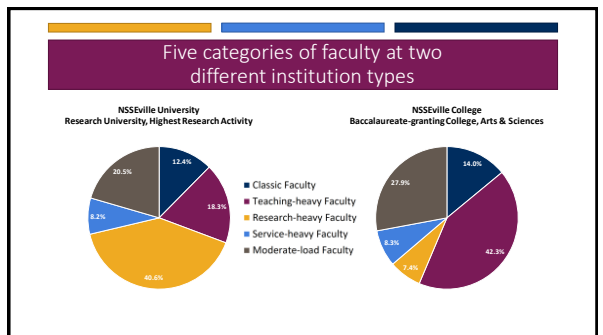
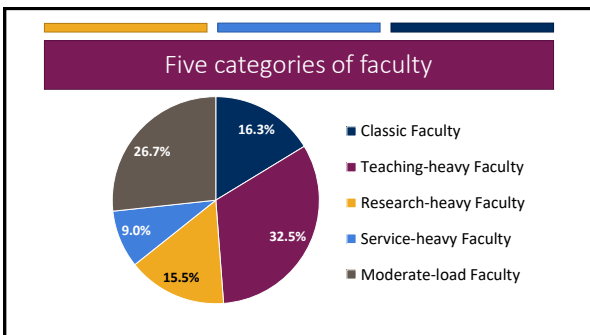
We found **five groups of faculty**, based on how they divide their time between teaching, research, and service.

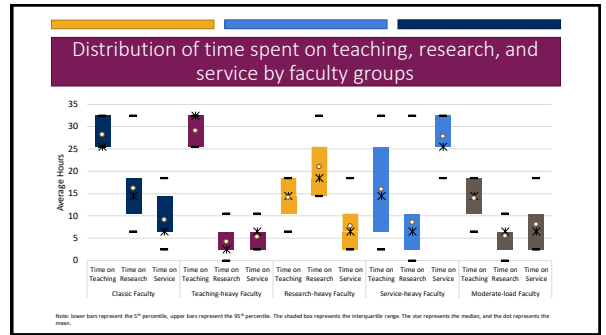
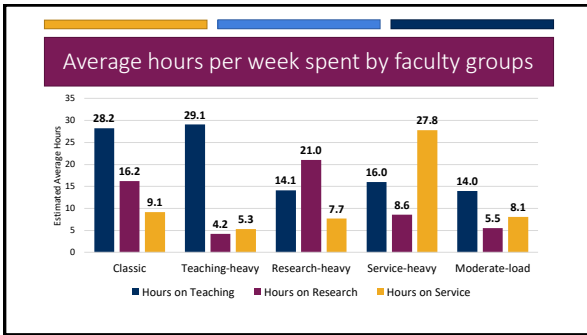
As an example, we named one group **Teaching-heavy Faculty**.
 What do you think the other four groups are named?

Five categories of faculty

???

- Classic Faculty
- Teaching-heavy Faculty
- Research-heavy Faculty
- Service-heavy Faculty
- Moderate-load Faculty





What do you think?

Who are in these groups of faculty, and how do these groups relate to use of effective teaching practices?

How do these faculty groups compare based on characteristics and teaching behaviors?

	Overrepresentation by Select Characteristics and General Teaching Behaviors
Classic Faculty	Arts & Humanities, tenured or tenure-track, generally use all effective teaching practices more than average
Teaching-Heavy Faculty	Physical Sciences, Lecturers or Instructors, not on tenure track, lower than average use of effective teaching practices
Research-Heavy Faculty	Biological Sciences and Engineering, tenured or tenure track, men, average use of effective teaching practices
Service-Heavy Faculty	Tenured, Full Professors, above average student-faculty interaction
Moderate-Load Faculty	Education or Health Professions, not on tenure track, lower than average use of effective teaching practices

Let's get practical!

What information about faculty use of time would be useful for your institution? What would you want to know?

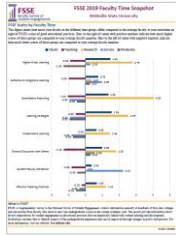
How would you like to share this information? Who would you share it with?

What would be useful?

- How much time do your faculty spend on teaching, research, and service?
- How much time do your faculty spend on various teaching-specific activities?
- How do faculty use their time in course sessions?
- How much time to faculty spend advising and/or mentoring?
- How much time do faculty spend supporting student participation in high-impact practices?
- **The proportion of your faculty in our five faculty groups???**

What else?

- Faculty characteristics?
 - Race/ethnicity, gender identity, etc.
- Employment characteristics?
 - Academic rank, tenure status, disciplinary field, etc.
- Course characteristics?
 - General education courses, class level, etc.
- Teaching behaviors???



Challenges and thoughts for the future

- Part-time faculty not included—how do we include this growing population of faculty?
- Why do these divisions happen?
 - Is this something faculty-driven? Institution-driven? A combination?
- Exploration of demographic differences—are the divisions equitable?
- Effective teaching practices—are the divisions what's best for the quality of undergraduate education?
- Should FSSE develop new reports about faculty time on task?
 - Should you?!

Final thoughts and questions?



Thanks for joining us!

Allison: abrcalo@indiana.edu

Website: FSSE.indiana.edu

E-mail: FSSE@indiana.edu

Blog: NSSEsightings.indiana.edu

@NSSEsurvey  



Resources

Study and creation of five faculty groups:

- BrckaLorenz, A., Nelson Laird, T. F., Yuhas, B., Strickland, J., & Fassett, K. (2018). *Faculty types and effective teaching: A cautionary exploration of how faculty spend their time*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

FSSE resources

- Faculty Survey of Student Engagement. (2018). *FSSE Interactive Reports!* Retrieved from fsse.indiana.edu.
- Faculty Survey of Student Engagement. (2018). *FSSE Psychometric Portfolio*. Retrieved from fsse.indiana.edu.
- Nelson Laird, T. F. (2015). Gifting time: Faculty activities with a philanthropic orientation. In G. Shaker (Ed.) *Faculty work and the public good: Philanthropy, engagement, and academic professionalism*, pp. 63-72. New York: Teachers College Press.

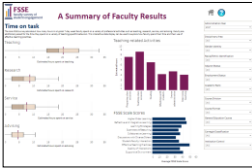
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- Kezar, A. & Maxey, D. (Fall 2014). Faculty matter: So why doesn't everyone think so? *Thought & Action*, 29-44.
- Melguizo, T. & Strober, M. (2007). *Faculty Salaries and The Maximization of Prestige*. Research in Higher Education, 48(6), 663-668.
- Milem, F. J., Berger, B. J. & Dey, L. E. (2000). *Faculty Time Allocation: A Study of Change Over Twenty Years*. The Journal of Higher Education, 71(4), 454-475.
- Nelson Laird, T. F. (2015). Gifting time: Faculty activities with a philanthropic orientation. In G. Shaker (Ed.) *Faculty work and the public good: Philanthropy, engagement, and academic professionalism*, pp. 63-72. New York: Teachers College Press.
- Shaker, G. G., & Plater, W. M. (2016). The public good, productivity, and faculty work: Individual effort and social value. *TIAA Institute Higher Education Series: Understanding Academic Productivity, Economics Models Project*.

Faculty Time Measures

- FSSE Core Question #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
 - Preparing class sessions
 - Teaching class sessions
 - Grading assignments and exams
 - Meeting with students outside of class
 - Course administration (emailing students, maintaining course website, etc.)
 - Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

Interactive Reporting Options



- Time on task: teaching, research, service, advising
- Time spent on teaching-related activities
- Use of effective teaching practices
- Filters for faculty demographics and employment characteristics