

Examining time allocation and effective teaching practice: The changing roles of today's faculty

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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

Selection of Faculty Time Measures

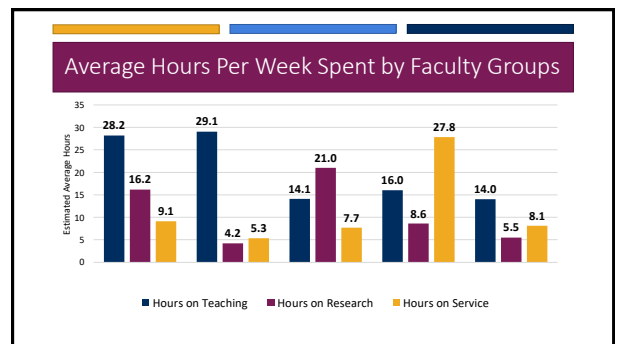
In a typical 7-day week, about how many hours do you spend on each of the following?
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30)

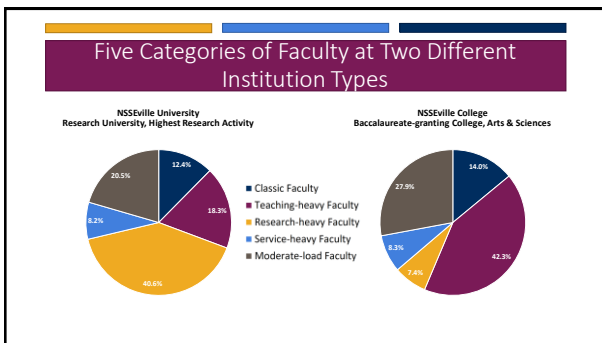
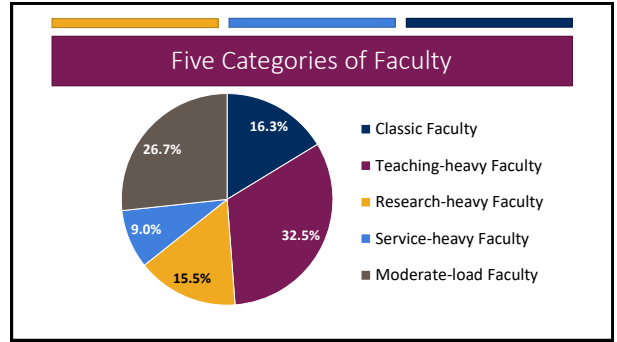
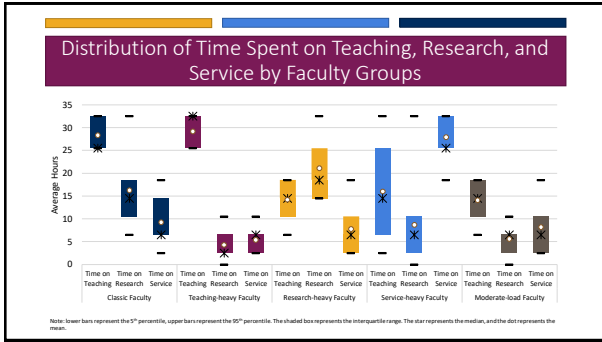
- Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
- Research, creative, scholarly activities
- Service activities (committee work, administrative duties, etc.)

Framework: Our study of faculty time

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

- 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)
- 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





How Do These Faculty Groups Compare Based on Faculty Characteristics?

	Overrepresentation by Select Characteristics and General Teaching Behaviors
Classic Faculty	Arts & Humanities, tenured or tenure-track
Teaching-heavy Faculty	Physical Sciences, Lecturers or Instructors, not on tenure track
Research-heavy Faculty	Biological Sciences and Engineering, tenured or tenure track, men
Service-heavy Faculty	Tenured, Full Professors
Moderate-load Faculty	Education or Health Professions, not on tenure track

How Do These Faculty Groups Compare Based on Teaching Behaviors?

	Classic	Teaching-heavy	Research-heavy	Service-heavy	Moderate-load
Higher-Order Learning	++	--			--
Reflective & Integrative Learning	++	--		+	-
Learning Strategies	++	-	+		--
Quantitative Reasoning	++	-		+	-
Collaborative Learning	++	-			-
Discussions with Diverse Others	+	-			-
Student-Faculty Interaction	++	--	-	++	-
Effective Teaching Practices	++	-			--

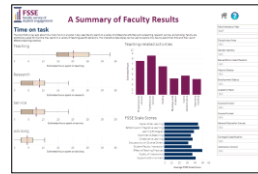
What do you think?

Does this seem about right? How might this compare to faculty at your institution?

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?
- What does all of this mean for today's specialized roles of faculty?

Interactive Display of Faculty Time



- 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

Explore this interactive display of faculty time [here](https://tableau.bi.uu.edu/vjrd/Views/FSSSETimeonTask/Timeontask?i:lid=5&:isGuestRedirectFromVizportal=y&:embed=y)
(<https://tableau.bi.uu.edu/vjrd/Views/FSSSETimeonTask/Timeontask?i:lid=5&:isGuestRedirectFromVizportal=y&:embed=y>)

Final thoughts and questions?

Thanks for joining us!

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[@NSEsurvey](https://www.facebook.com/NSEsurvey) [f](https://twitter.com/NSEsurvey) [t](https://twitter.com/NSEsurvey)



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.