

Reshaping the Narrative on Faculty Time and Motivations

Allison BrckaLorenz
Tom Nelson Laird

Friday, January 25, 2019

Program presented at the 105th Annual Meeting of the AAC&U, Atlanta, Georgia

Why are you at this conference?

I enjoy attending the AAC&U national conference.

Attending the AAC&U national conference allows me to achieve objectives that I consider important.

If I don't attend the AAC&U national conference I will feed bad.

My work demands that I attend the AAC&U national conference.

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.
- But some faculty may feel unmotivated, incompetent, achieve little, and leave the profession. This series of events might be due to a failure to support psychological needs.
- The more that the psychological needs of autonomy, competence, and relatedness are met; the more internally motivated faculty will be. Unmet needs lead to external motivations.

Key SDT components

- Basic psychological needs
 - Autonomy: I have a sense of freedom to make my own choices.
 - Competence: I have confidence in my abilities to do things well.
 - Relatedness: I am supported by the people whom I care about.
- Motivation
 - Intrinsic: I like teaching.
 - Identified: It is important for me to teach.
 - Introjected: I would feel guilty about not teaching.
 - External: Because I am paid to teach.

Needs ↔ Motivation with FSSE data

	☺ Intrinsic	Identified	Introjected	External ☹
High Needs Met	+++	+++	++	
Moderate Needs Met	+			
Low Needs Met	---	---	--	

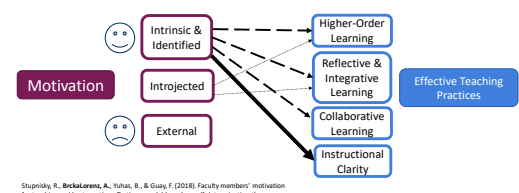
Faculty with more needs met, have an increase in internal motivations!
Faculty with less needs met, have a decrease in internal motivations.

- FSSE 2016
- 19 institutions
- 1,671 faculty

BrckaLorenz, A., Yuhai, B., & Stupnisky, R. (2017). Why do we teach? Examining faculty teaching experiences and motivation. Program presented at the 2017 FQOC Network Conference, Montreal, Canada.

Key: all effect sizes are statistically significant (p < .05)
Small + Unstd B > .1 - Unstd B < -.1
Small-Medium ++ Unstd B > .2 - Unstd B < -.2
Large +++ Unstd B > .5 - Unstd B < -.5

Motivation ↔ Pedagogy with FSSE data



Stupnisky, R., BrckaLorenz, A., Yuhai, B., & Elsay, F. (2018). Faculty members' motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. *Contemporary Educational Psychology, 58*, 15-26.

How time flies!

How much time do you (or the average faculty member at your institution) spend on academic activities?

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

Selection of faculty time measures

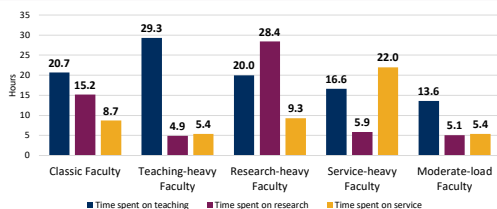
FSSE 2014-2017: 39,000+ respondents at 412 institutions:

In a typical 7-day week, about how many hours do you spend on each of the following?

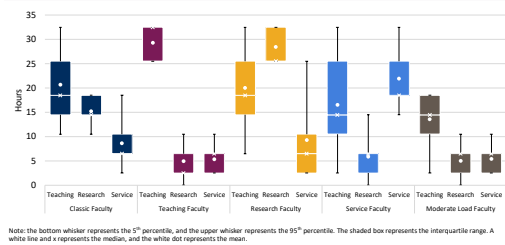
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30

- 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.)

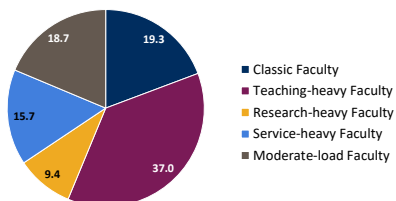
Average hours per week spent by faculty groups



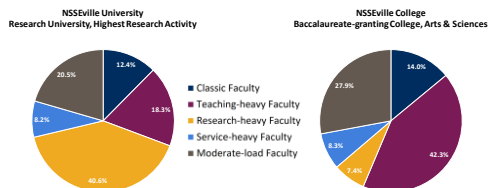
Distribution of time spent on teaching, research, and service by faculty groups



Five categories of faculty



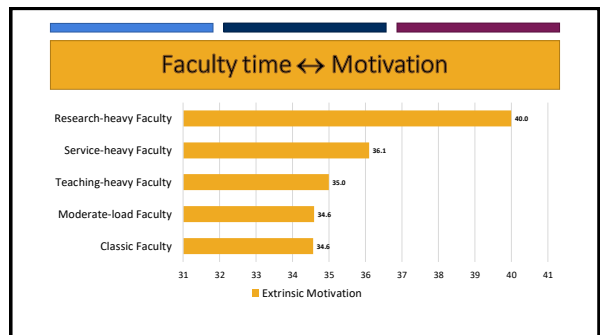
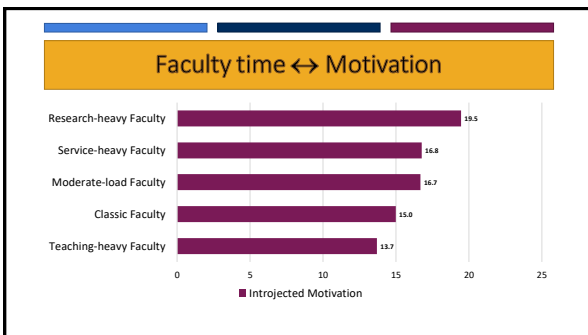
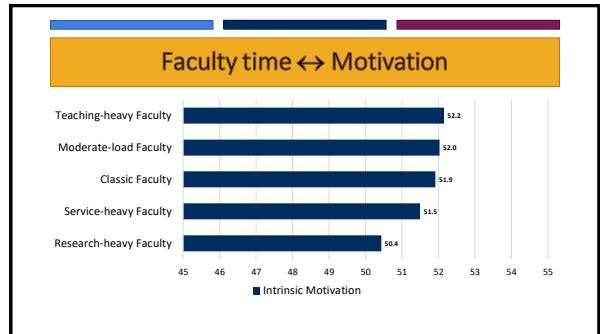
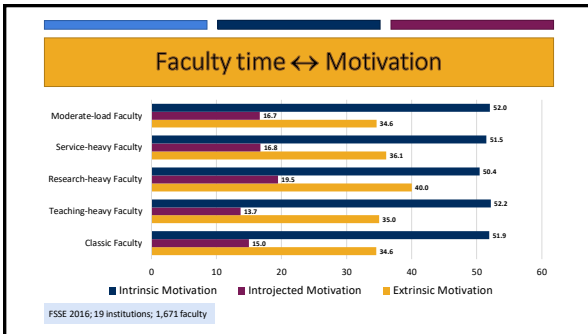
Five categories of faculty at two different institution types

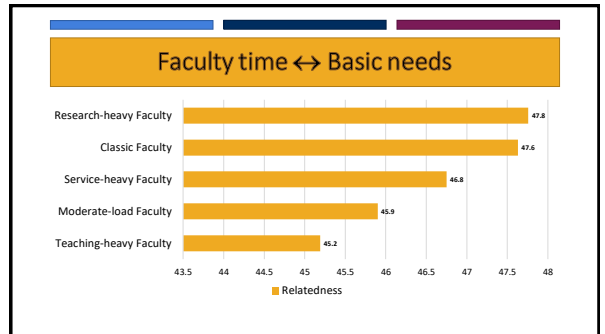
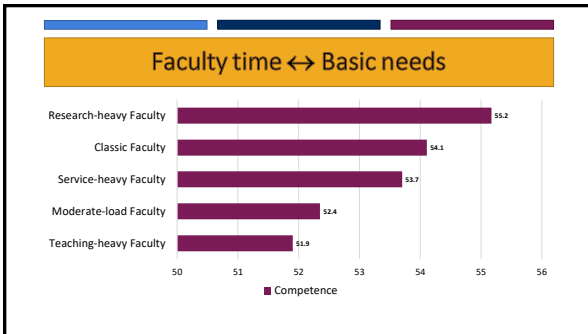
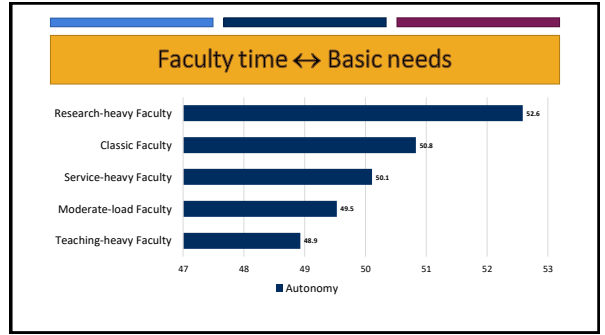
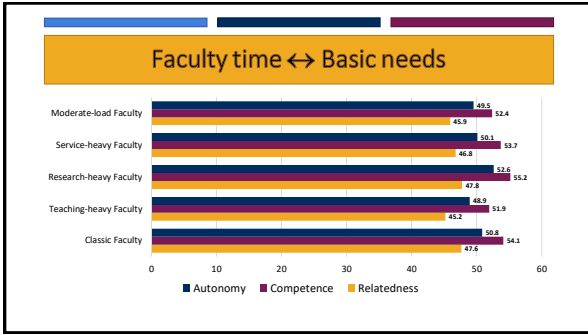


Faculty Time ↔ Pedagogy

	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	+	-	+	-	-

How does motivation relate to your allocation?





Final thoughts and questions

How might this information about faculty basic needs, motivations, time allocation, and teaching practices redefine the narrative of today's faculty?

How does this compare to the faculty narrative on your campus?

What are we missing in these narratives?

Thanks so much for joining us!

Find our slides as well as other information about FSSE at fsse.indiana.edu

Allison BrckaLorenz: abrckalo@indiana.edu
 Tom Nelson Laird: tflaird@indiana.edu

Blog: NSSEsightings.indiana.edu
 @NSSEsurvey