

## Overview

The modern context of increased faculty performance accountability and productivity has intensified faculty roles and altered the working climate. While previous research has identified a positive link between organizational and departmental culture with specific outcomes such as faculty job satisfaction, commitment, and professional growth, very few studies investigate the affective aspects of the faculty work environment (Bozeman & Haughman, 2012).

This study examines faculty members' sense of belonging, support for quality teaching, and perceptions of grading. Even though many colleges and universities are increasingly supporting teaching and learning centers, SoTL, and faculty learning communities; faculty continue to express an unsatisfactory amount of collegial interaction and a perceived lack of organizational commitment to good teaching (Huber et al., 2005; Palmer & Zajonc, 2010). Furthermore, assessing or grading student work continues to be an unappealing aspect of faculty work (Green & Emerson, 2007).

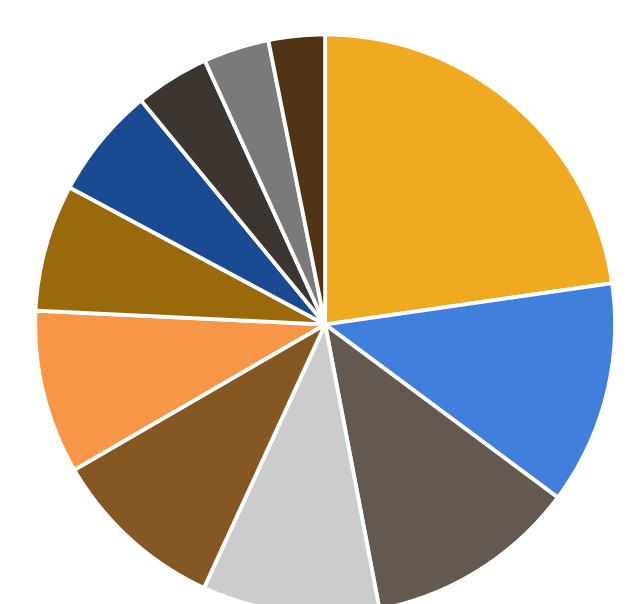
## Data

### Faculty Survey of Student Engagement (FSSE)

- Annual survey of instructional staff that teach undergraduates at four-year colleges and universities
- In 2020, 90 institutions participated resulting in over 20,000 faculty
- Inquires about faculty behaviors that have been linked to increased student engagement.
- A subset of institutions (~30) and faculty (~1,500) received items about grading.

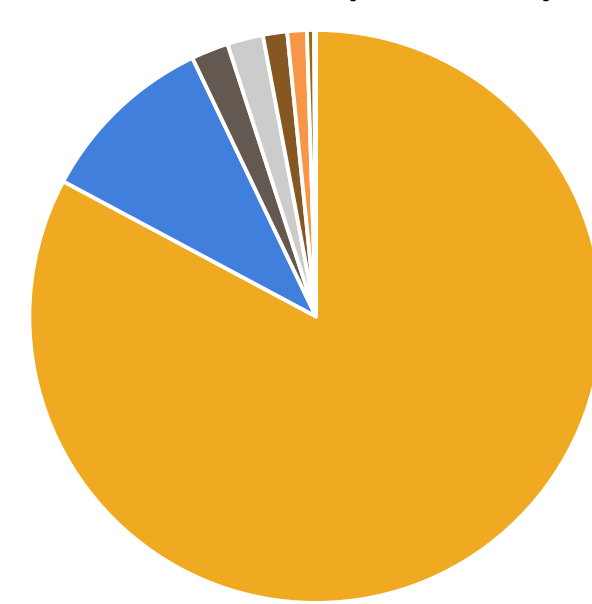
Institution Characteristics	(%)
Doctoral Universities (Very high research activity)	7
Doctoral Universities (High research activity)	9
Doctoral/Professional Universities	16
Master's Colleges and Universities (Larger programs)	20
Master's Colleges and Universities (Medium programs)	18
Master's Colleges and Universities (Smaller programs)	9
Baccalaureate Colleges—Arts & Sciences Focus	6
Baccalaureate Colleges—Diverse Fields	17

Faculty by Discipline (n=12, 290)



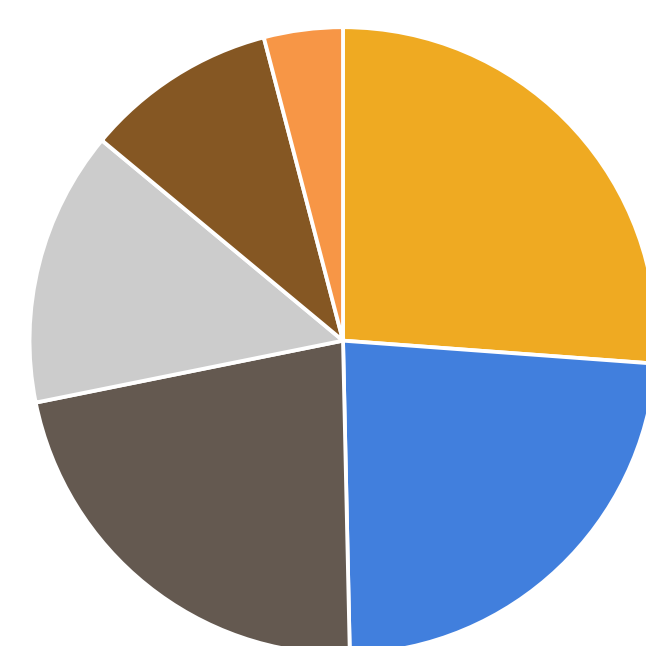
- Arts & Humanities
- Social Sciences
- Health Professions
- Education
- Phys Sci, Math, & CS
- Business
- Bio Sci, Agric, & Nat Resources
- Other disciplines
- Comm, Media, & PR
- Social Service Professions
- Engineering

Faculty by Sexual Orientation (n=11,179)



- Straight (heterosexual)
- I prefer not to respond
- Gay
- Bisexual
- Lesbian
- Queer
- Another sexual orientation
- Questioning or unsure

Faculty by Rank (n=1,303)



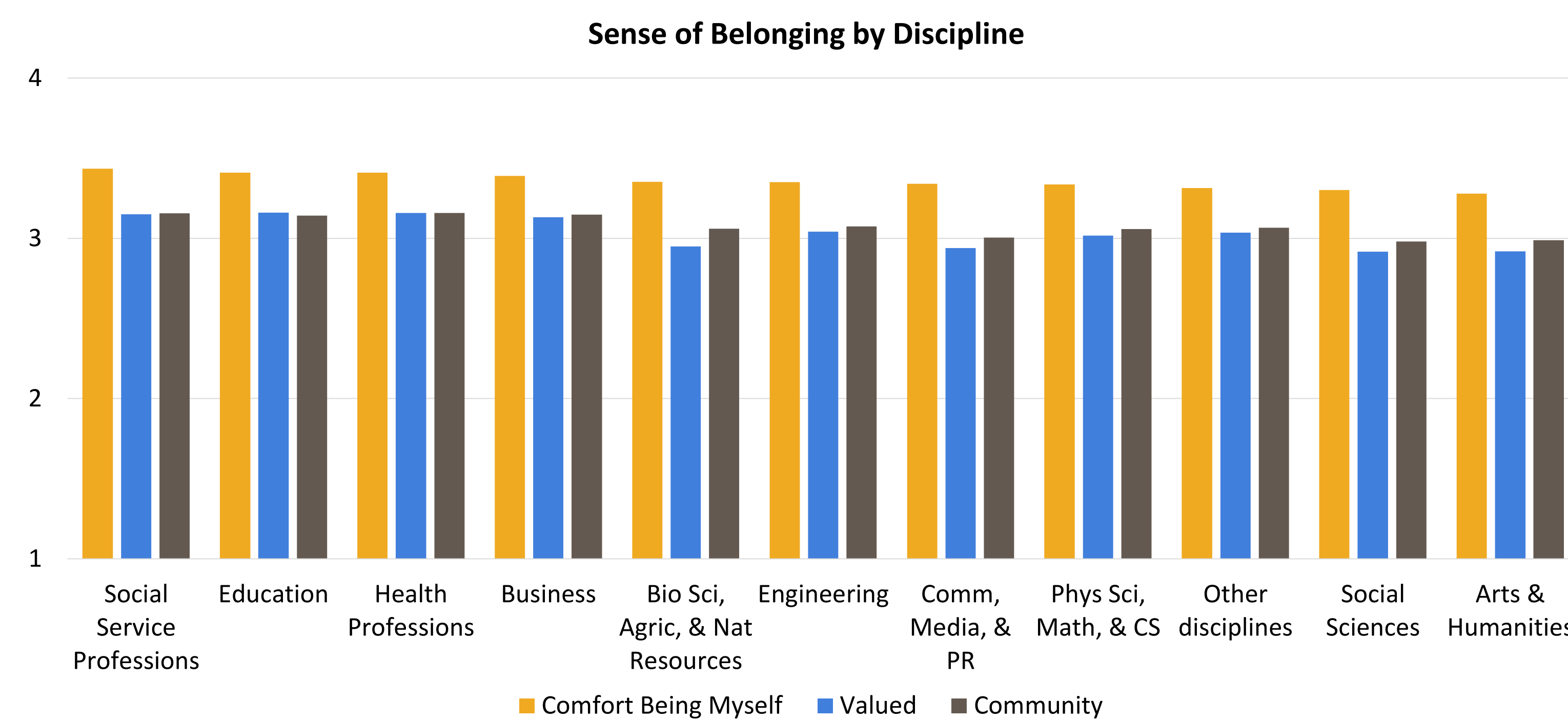
- Assistant
- Professor
- Associate
- Instructor
- Lecturer
- Other+Grad Ast.

## Faculty Sense of Belonging

Faculty were asked to what extent do they agree or disagree with the following statements? *Response options: 4 Strongly agree, 3 Agree, 2 Disagree, 1 Strongly disagree*

- I feel **comfortable being myself** at this institution.
- I feel **valued** by this institution.
- I feel like part of the **community** at this institution.

Faculty from the Arts & Humanities tended to report the lowest sense of belonging across the items while Social Services & Education tended to be the highest.

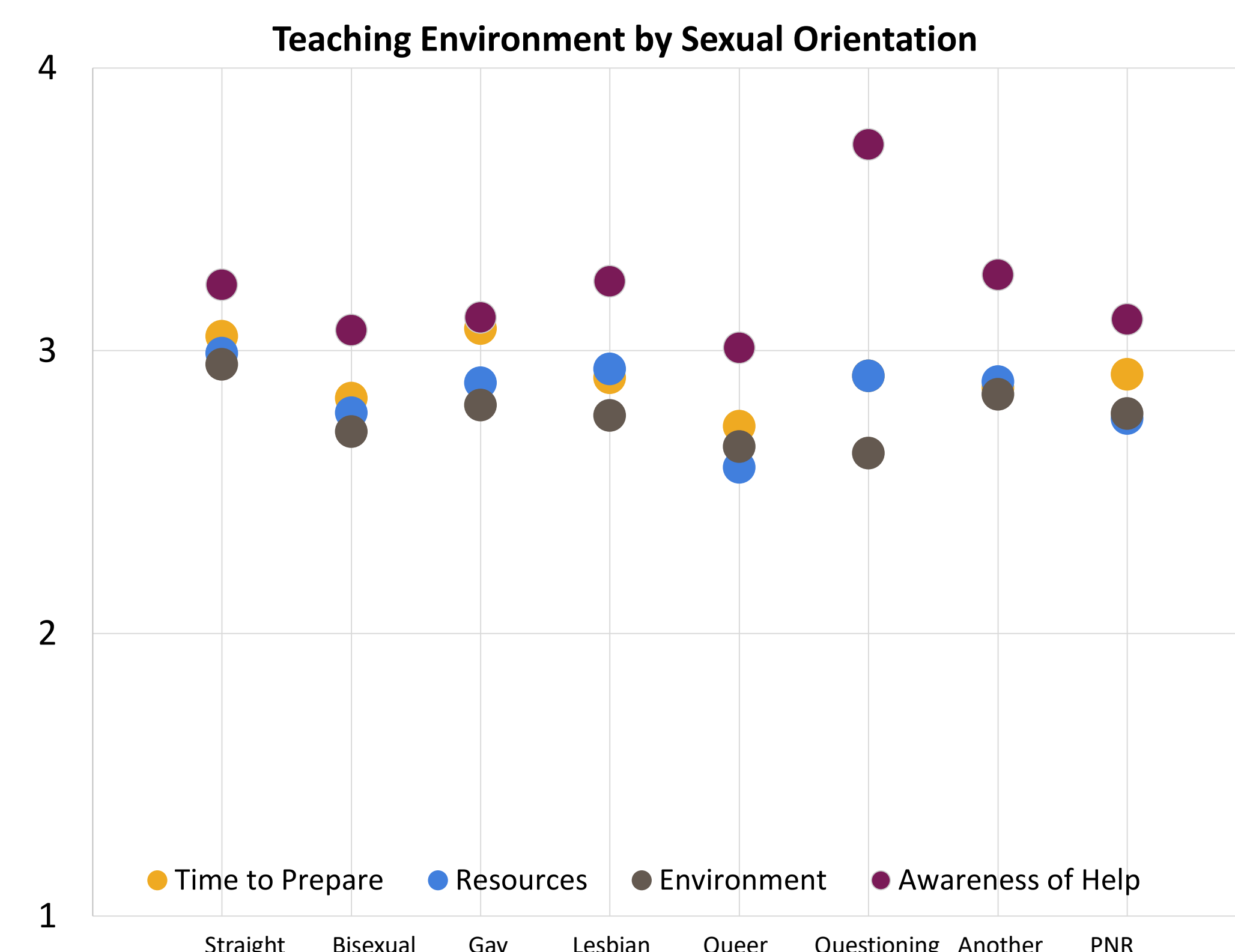


## Teaching Environments

Faculty were asked to what extent do they agree or disagree with the following statements? *Response options: 4 Strongly agree, 3 Agree, 2 Disagree, 1 Strongly disagree*

- I have the **time** I need to prepare for class.
- I have the **resources** I need to do my best teaching (office space, technology, materials, etc.)
- The **environments** (classroom, online, etc.) I teach in are conducive to quality teaching.
- I know where to go for **help** with teaching at my institution.

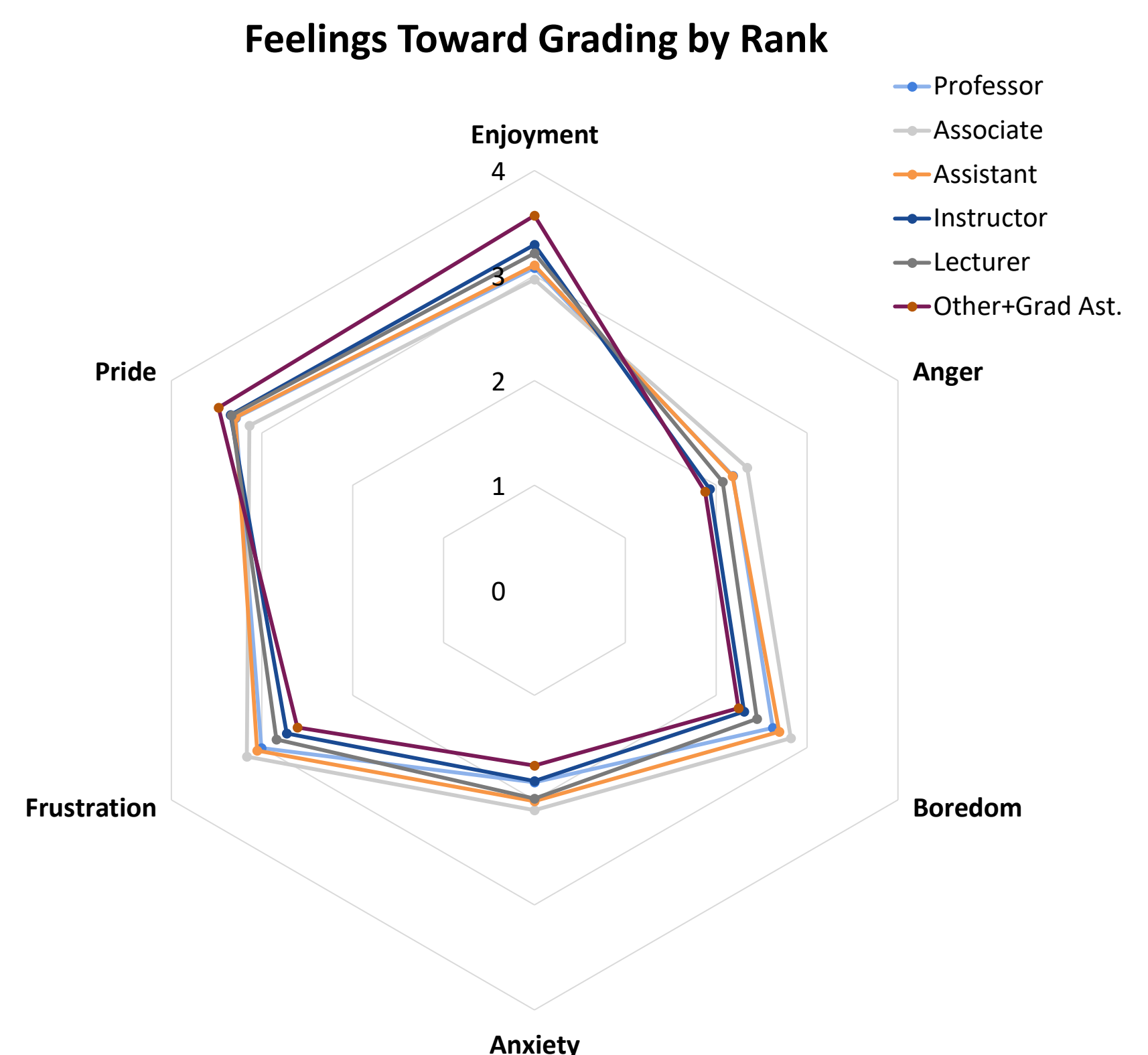
With respect to sexual orientation, questioning faculty tended to know where to turn for help teaching the most compared to peers yet most faculty reported they knew where to turn the most. Less commonly reported was faculty finding their environments conducive to teaching, which questioning faculty reported the least.



## Feelings Toward Grading

Faculty were asked how often do they typically experience the following emotions when grading student papers? **Enjoyment, Anger, Boredom, Anxiety, Frustration, Pride**  
*Response options: 5 Very often, 4 Often, 3 Sometimes, 2 Rarely, 1 Never*

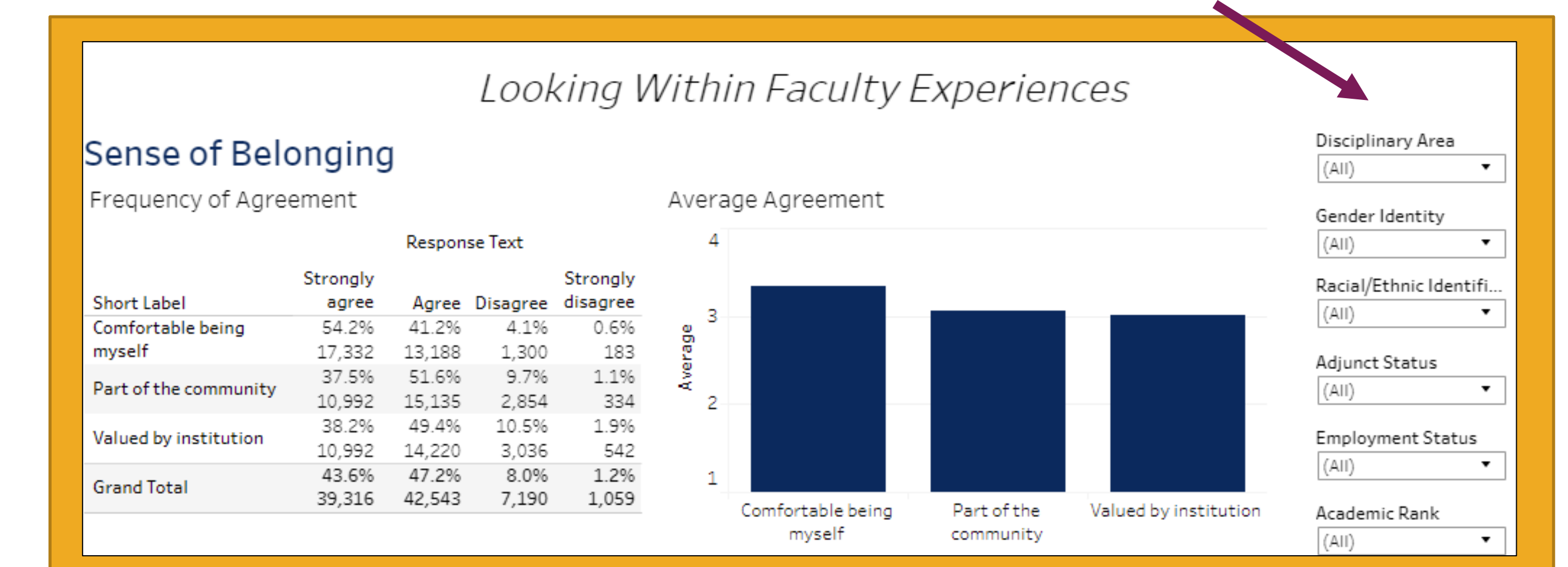
Graduate students and other instructional staff reported the most enjoyment grading while Associate professors reported the least enjoyment. Conversely, Associate professors reported the most frustration grading and graduate students/other staff the least.



## Strategies & Tools for You

Curious how your institution fits into all these findings?

- We created a **Sense of Belonging Tableau Dashboard** where you can look at findings in the aggregate across institution type and faculty demographics.



<https://nsse.indiana.edu/fsse/findings-data-reports/interactive-reports/index.html>

## References

- Bozeman, B., & Guaghan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154-186.
  - Green, K., & Emerson, A. (2007). A new framework for grading. *Assessment & Evaluation in Higher Education*, 32(4), 491-511.
  - Huber, M.T. with Hutchings, P. and Gale, R. (2005). Integrative learning for liberal education. *Peer Review*, 7(4), 4-7.
  - Palmer, P.J. and Zajonc, A. with Scribner, M. (2010). *The heart of higher education: A call to renewal*. San Francisco: Jossey-Bass.
- Feel free to direct questions to Kyle Fassett at [kfassett@iu.edu](mailto:kfassett@iu.edu). Find this poster and other resources at [fsse.indiana.edu](http://fsse.indiana.edu).