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FSSE faculty survey of student engagement

Faculty Wellness

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This set of items examined here, administered during the 2019 Faculty Survey of Student Engagement (FSSE) administration, examines stressors, mental health, and wellness of faculty. Questions explored how difficult work responsibilities or personal life matters were for faculty; if feelings of stress, depression or anxiety were interfering with their ability to succeed; and how many days in a week do they wake up feeling rested. This document outlines basic findings for the wellness item question set and its individual component items.

Data Description

The data in this brief come from faculty respondents at 25 four-year colleges and universities that administered the Faculty Survey of Student Engagement (FSSE) in 2019 and additionally agreed to append the wellness items (HBW items) to the end of their FSSE administration. Most, 2,450 out of 2,981 faculty, at these institutions responded to at least one of the items in the set. FSSE collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit the FSSE website: **fsse.indiana.edu**.

Item Information

The set consists of 15 wellness items among three question stems. Information on these items can be found in Tables 1 and 2. Table 1 contains counts, means, and standard deviations; it additionally contains factor loadings for the items that fit within three scales. Table 2 contains frequency percentages for all of the items' response options.

With the highest average and largest proportion of faculty responding "Not at all difficult" or "Somewhat difficult," faculty found that their relationships with students, family relationships, and relationships with colleagues were the least difficult for them during the current school year. Faculty found their research responsibilities and sleeping well to be most difficult. During the current school year, faculty reported stress interfering with their ability to succeed the most, followed by anxiety. Additionally, in a typical 7-day week, the highest number of faculty reported 2, as the number of days they wake up feeling rested in morning, with the second highest category being 5 days a week.

Table 3 contains significant correlations between the individual items in the Faculty Wellness item set, however most of the relationships are weak to moderate. Weak-moderate relationships exist among the items about difficulties with the strongest relationship between family relationships and intimate relationships ($r = .535$, $p < .01$). An item within the difficulties, sleeping well, has a moderate-strong relationship with the item about feelings of anxiety and item about days feeling rested, ($r = .503$, $p < .01$) and ($r = .608$, $p < .01$) respectively. Items within the set about feelings interfering with faculty ability to

succeed have moderate-strong relationships with one another, with the strongest relationship between feelings of depression and feelings of anxiety (r = .771, p < .01). The item about feelings of stress also has a moderate relationship with number of days feeling rested, (r = .501, p < .01).

Scale Information

The individual items within the three questions of the Faculty Wellness item set were combined together to create three scales: *fHBW1*, *fHBW2*, and *fHBW3*. To create these scales, first, the individual responses are recoded to a 0 to 60 scale: Very difficult = 4 is recorded to 60, Quite difficult = 3 is recorded to 40, Somewhat difficult = 2 is recorded to 20 and Not at all difficult = 1 is recoded to 0, for example. For example, a faculty member who selected quite difficult for *fHBW1906a* teaching responsibilities, was a 3 before the recode, and a 40 after the recode. The individual faculty responses on these 0-60 items are then averaged together to create an aggregate scale score. Information on these three scales can be found in Table 4.

All three scales have acceptable Cronbach's α's, suggesting the items are correlated well and that the scales can be considered reliable measures. The intraclass correlation coefficient (ICC) suggests that less than 3% of the variation in these measures is at the institution level indicating that the majority of differences in these measures are attributable to differences in faculty. All factor loadings are above .4 suggesting all items fit well within the construct (Table 1).

Correlations

Table 5 presents correlations between the three Faculty Wellness scales and the core survey FSSE Scales. Relationships between the three wellness measures and core FSSE scales are trivial indicating very little relationship between faculty perceptions of their wellness and teaching behaviors in the classroom. The three wellness measures are, however, small-to-moderately related to one another.

Disciplinary Differences

There are not large differences by disciplinary area of appointment for faculty whose overall wellness interferes with their ability to succeed (*fHBW1*). Faculty whose wellness interferes with their success more substantially are in the fields of Biological Sciences, Agriculture, and Natural Resources; Communications, Media, and Public Relations; and Health Professions. Those faculty whose wellness interferes with their success less substantially in are the fields of Social Service Professions, Education and other disciplines. (Figure 1). There is noticeable variation within disciplinary areas. Social Service Professions faculty have a relatively small interquartile range suggesting that faculty wellness in this area more consistently interferes with success. Other fields, such as Communications, Media, and Public Relations, have a slightly larger interquartile range suggesting that faculty in this field have a greater difference in their experiences on this measure.

Faculty difficulty with work related responsibilities and relationships (*fHBW2*) is relatively consistent between disciplinary appointments, with those with the most difficulty being in the fields of Arts & Humanities, Social Sciences, and Biological Sciences, Agriculture, and Natural Resources (Figure 2). There

are small noticeable variations within the subgroups of faculty. Similarly, to *fHBW1*, the faculty with the lowest scores on this measure are in Social Service Professions, Business, and Education. Variation within disciplines reveals more consistent experiences in fields such as Business and more varied experiences in fields such as Physical Sciences.

Lastly, difficulty of non-work-related items (*fHBW3*) varies more greatly by faculty disciplinary appointment than the other two scales. Faculty whose non-work-related items were more difficult are in the fields of Communications, Media, and Public Relations; other disciplines; and Arts & Humanities. Those faculty whose non-work-related items were less difficult are in the areas of Social Service Professions, Business, and Education (figure 3). Experiences on this measure were relatively consistent across disciplines with the exception of some notable deviation in fields such as the Health Professions.

Predictors

Faculty members' difficulty with work and non-work-related items, and how their overall wellness interferes with their ability to succeed is more or less likely based on demographics, employment, and institutional characteristics. Table 6 presents predictors of overall wellness interference with success, difficulty with work related items and difficulty with non-work-related items by faculty and institution characteristics.

Overall wellness interfering with a faculty member's ability to succeed appears to be related to the faculty's academic rank or tenure status. Select findings include faculty members who hold the Lecturer rank, their overall wellness interferes with their ability to succeed less than their colleagues who are at the Assistant or Associate Professor rank. Additionally, faculty who are tenured or on the tenure track place more emphasis on wellness interfering with their ability to succeed than their colleagues who are not on tenure track or work at an institution with no tenure system.

For difficulty with work-related items, faculty in Business and Social Service Professions fields emphasized more difficulty than the average score of faculty. Additionally, tenured faculty members emphasize difficulty with work related items more than those faculty members with no tenure system at their institution. For difficulty with non-work-related items, younger faculty members emphasize less difficulty than older faculty members.

Following Table 6 are figures that show the average *fHBW* scale scores by select faculty demographics and institutional characteristics.

Faculty Wellness

Table 1. Faculty Wellness Item Descriptives

During the current school year, how difficult have the following been for you?
Response options: 4=*Very difficult*, 3=*Quite difficult*, 2=*Somewhat difficult*, 1=Not at all difficult

	Count	Mean	Std. Dev.	Factor Loading (*fHBW1*)	Factor Loading (*fHBW2*)	Factor Loading (*fHBW3*)
Your teaching responsibilities (*fHBW1906a*)	2,374	1.89	.839		.734	
Your research responsibilities *(fHBW1906b)*	2,334	2.06	1.020		.722	
Your service responsibilities (*fHBW1906c)*	2,348	1.85	.920		.769	
Relationships with colleagues *(fHBW1906d)*	2,380	1.47	.752		.538	
Relationships with students *(fHBW1906e)*	2,383	1.30	.554		.484	
Family relationships *(fHBW1906f)*	2,364	1.38	.690			.813
Finances *(fHBW1906g)*	2,361	1.80	.918			.626
Health (*fHBW1906h)*	2,362	1.62	.785			.520
Intimate relationships *(fHBW1906i)*	2,321	1.40	.745			.811
Sleeping well *(fHBW1906j)*	2,353	1.90	.932	.744		

During the current school year, how much have the following interfered with your ability to succeed as a faculty member?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little, 0=Not at all*

	Count	Mean	Std. Dev.	Factor Loading (*fHBW1*)	Factor Loading (*fHBW2*)	Factor Loading (*fHBW3*)
Your overall level of stress *(fHBW1907a)*	2,358	1.660	1.150	.824		
Your overall feelings of depression *(fHBW1907b)*	2,346	.930	1.080	.819		
Your overall feelings of anxiety *(fHBW1907c)*	2,284	1.310	1.190	.863		

About how many days in a typical 7-day week do you feel rested when you wake up in the morning?
Response options: 0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=6, 7=7

	Count	Mean	Std. Dev.	Factor Loading (*fHBW1*)	Factor Loading (*fHBW2*)	Factor Loading (*fHBW3*)
	2,351	3.59	2.050	.733		

Faculty Wellness

Table 2. Faculty Wellness Item Frequencies

During the current school year, how difficult have the following been for you?

Response options: 4=*Very difficult*, 3=*Quite difficult*, 2=*Somewhat difficult*, 1=Not at all difficult

	Very difficult (%)	Quite difficult (%)	Somewhat difficult (%)	Not at all difficult (%)
Your teaching responsibilities (*fHBW1906a*)	4.8	15.5	42.9	36.7
Your research responsibilities *(fHBW1906b)*	12.1	19.3	30.8	37.8
Your service responsibilities (*fHBW1906c)*	7.1	14.4	34.3	44.1
Relationships with colleagues *(fHBW1906d)*	3.3	6.0	25.7	65.0
Relationships with students *(fHBW1906e)*	.70	2.8	22.1	74.4
Family relationships *(fHBW1906f)*	2.5	4.3	22.3	70.9
Finances *(fHBW1906g)*	7.3	12.2	33.8	46.6
Health (*fHBW1906h)*	3.5	8.6	34.8	53.1
Intimate relationships *(fHBW1906i)*	3.4	5.4	19.3	71.8
Sleeping well *(fHBW1906j)*	8.3	14.0	37.1	40.6

During the current school year, how much have the following interfered with your ability to succeed as a faculty member?

Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little, 0=Not at all*

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Not at all (%)
Your overall level of stress *(fHBW1907a)*	7.0	16.1	31.8	26.5	18.6
Your overall feelings of depression *(fHBW1907b)*	3.2	6.5	16.6	27.6	46.2
Your overall feelings of anxiety *(fHBW1907c)*	5.2	12.1	23.9	25.8	33.1

About how many days in a typical 7-day week do you feel rested when you wake up in the morning?

Response options: 0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=6, 7=7,

0 (%)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)
8.0	8.6	17.1	15.5	14.8	15.7	9.7	10.5

Faculty Wellness

Table 3. Significant Correlations between Faculty Wellness Items

	fHBW 1906a	fHBW 1906b	fHBW 1906c	fHBW 1906d	fHBW 1906e	fHBW 1906f	fHBW 1906g	fHBW 1906h	fHBW 1906i	fHBW 1906j	fHBW 1907a	fHBW 1907b	fHBW 1907c	fHBW 1908
1906a		.438**	.413**	.230**	.326**	.229**	.241**	.222**	.204**	.284**	.456**	.343**	.392**	.285**
1906b	.438**		.498**	.194**	.144**	.188**	.220**	.231**	.211**	.267**	.397**	.258**	.306**	.282**
1906c	.413**	.498**		.288**	.163**	.192**	.165**	.170**	.150**	.219**	.390**	.235**	.297**	.237**
1906d	.230**	.194**	.288		.277**	.190**	.140**	.203**	.168**	.209**	.351**	.275**	.309**	.188**
1906e	.326**	.144**	.163**	.277**		.216**	.157**	.183**	.194**	.194**	.258**	.236**	.251**	.176**
1906f	.229**	.188**	.192**	.190**	.216**		.358**	.311**	.535**	.349**	.317**	.337**	.313**	.237**
1906g	.241**	.220**	.165**	.140**	.157**	.358**		.368**	.387**	.402**	.349**	.347**	.346**	.340**
1906h	.222**	.231**	.170**	.203**	.183**	.311**	.368**		.344**	.469**	.392**	.410**	.403**	.335**
1906i	.204**	.211**	.150**	.168**	.194**	.535**	.387**	.344**		.410**	.318**	.389**	.354**	.262**
1906j	.284**	.267**	.219**	.209**	.194**	.349**	.402**	.469**	.410**		.495**	.455**	.503**	.608**
1907a	.456**	.397**	.390**	.351**	.258**	.317**	.349**	.392**	.318**	.495**		.652**	.759**	.501**
1907b	.343**	.258**	.235**	.275**	.236**	.337**	.347**	.410**	.389**	.455**	.652**		.771**	.424**
1907c	.392**	.306**	.297**	.309**	.251**	.313**	.346**	.403**	.354**	.503**	.759**	.771**		.471**
1908	.285**	.282**	.237**	.188**	.176**	.237**	.340**	.335**	.262**	.608**	.501**	.424**	.471**	

Note: *p < .05, **p < .01

Table 4. Faculty Wellness Scale Descriptives

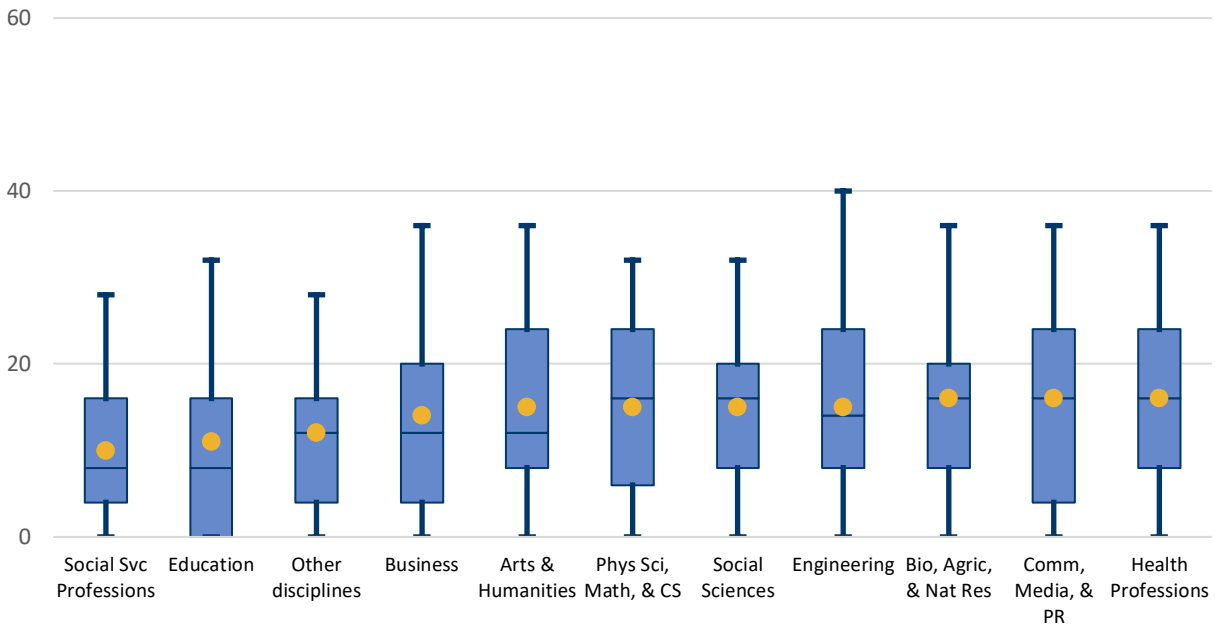
Scale	Count	Minimum	Maximum	Mean	Std. Dev.	Cronbach's α	ICC
fHBW1	2,296	0	60	14.32	11.090	.829	.028
fHBW2	2,235	0	60	21.25	14.156	.681	.017
fHBW3	2,306	0	60	11.03	11.480	.707	.021

Table 5. Significant ($p < .001$) Correlations between Faculty Wellness Scales and FSSE Scales

	fHBW1	*fHBW2*	*fHBW3*
Higher-Order Learning	.046	.010	.050
Reflective & Integrative Learning	.042	.081	.086
Learning Strategies	.067	.031	.012
Quantitative Reasoning	-.056	-.044	-.068
Collaborative Learning	.055	-.034	.058
Discussions with Diverse Others	-.055	-.025	.021
Student-Faculty Interaction	.137	.055	.035
Effective Teaching Practices	-.045	-.084	-.043
Quality of Interactions	-.160	-.166	-.104
Supportive Environment	-.009	.028	.044

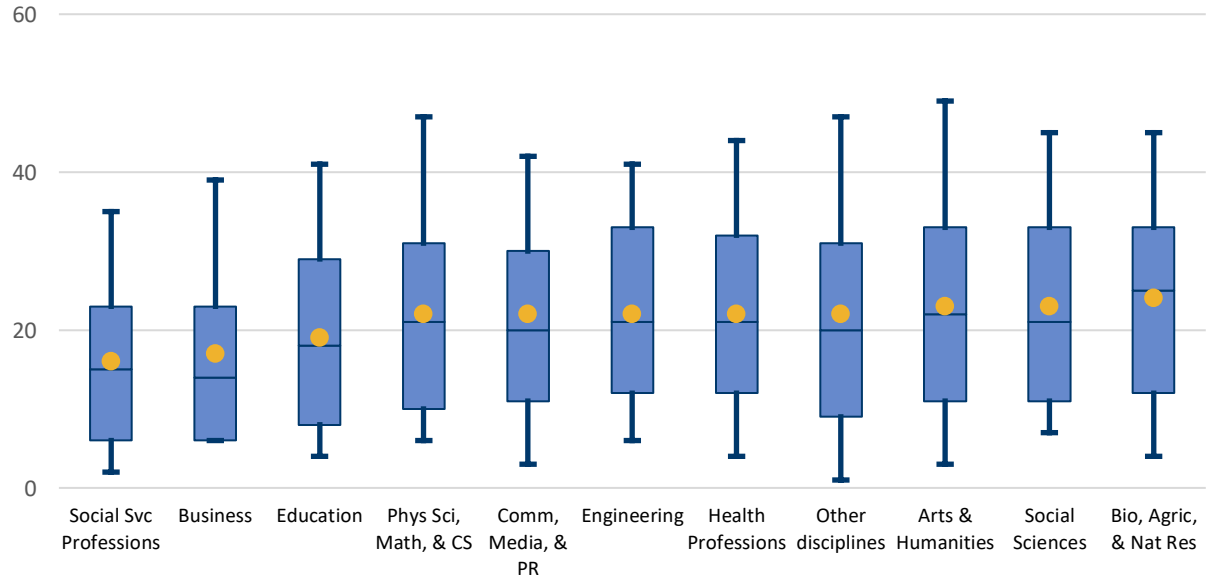
Note: The correlations between the *f*HBW1 and *f*HBW2 scales is .525, between the *f*HBW1 and *f*HBW3 scales is .391, and between the *f*HBW2 and *f*HBW3 scales is .602 ($p < .001$).

Figure 1. *fHBW1* by Discipline



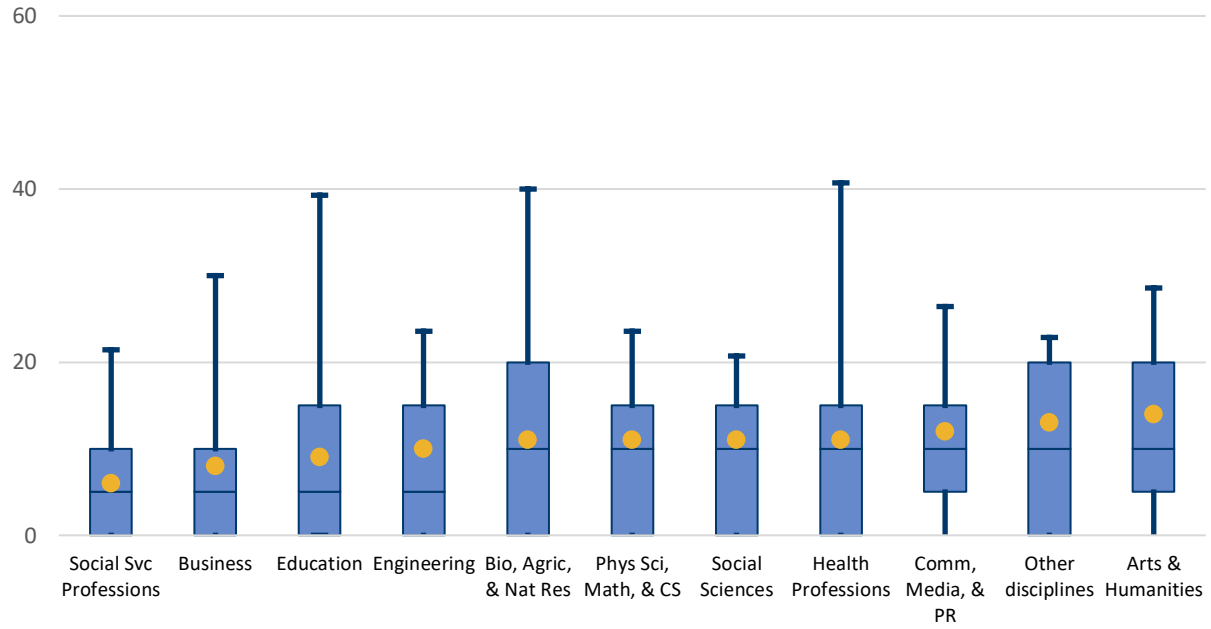
Note: Shaded boxes represent the interquartile range: 2nd quartile (25th percentile) and 3rd quartile (75th percentile). Lower error bar represents the 5th percentile. Upper error bar represents the 95th percentile. The dots represent the mean.

Figure 2. *fHBW2* by Discipline



Note: Shaded boxes represent the interquartile range: 2nd quartile (25th percentile) and 3rd quartile (75th percentile). Lower error bar represents the 5th percentile. Upper error bar represents the 95th percentile. The dots represent the mean.

Figure 3. *fHBW3* by Discipline



Note: Shaded boxes represent the interquartile range: 2nd quartile (25th percentile) and 3rd quartile (75th percentile). Lower error bar represents the 5th percentile. Upper error bar represents the 95th percentile. The dots represent the mean.

Table 6. Faculty and Institution Characteristic Predictors for Faculty Wellness Scales (continued on next page)

	fHBW1			*fHBW2*			*fHBW3*		
	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.
(Constant)	-.434	.179	*	-.457	.189	*	-.135	.185	
Disciplinary area									
Arts & Humanities	.093	.045	*	.094	.048	*	.238	.048	***
Bio Sciences, Agriculture, & Natural Resource	.098	.074		.147	.078		.028	.078	
Physical Sciences, Math, & Computer Sciences	.024	.064		.051	.067		.052	.068	
Social Sciences	-.056	.055		.019	.057		-.029	.058	
Business	.022	.065		-.277	.069	***	-.195	.070	**
Communications, Media, & Public Relations	.178	.107		.086	.113		.115	.116	
Education	-.138	.062	*	-.046	.065		-.044	.065	
Engineering	-.096	.109		.011	.110		-.161	.112	
Health Professions	.144	.062	*	.059	.064		.042	.065	
Social Service Professions	-.206	.093	*	-.276	.098	**	-.312	.096	**
Other disciplinary fields	-.063	.070		.133	.073		.267	.074	***
Academic rank									
Professor	-.054	.059		-.095	.062		-.102	.062	
Associate Professor	.190	.054	***	.072	.057		-.004	.057	
Assistant Professor	.153	.066	*	.110	.068		-.003	.070	
Instructor	-.107	.056		-.011	.059		-.072	.059	
Lecturer	-.177	.066	**	-.124	.068		.025	.069	
Other rank	-.005	.064		.048	.067		.157	.067	*
Tenure status									
No tenure system	-.269	.058	***	-.154	.061	*	-.121	.061	*
Not on tenure track	-.212	.047	***	-.038	.050		-.013	.050	
Tenure track	.165	.064	*	.068	.067		.093	.068	
Tenured	.316	.055	***	.124	.058	*	.042	.058	
Number of courses taught this school year	.129	.022	***	.060	.023	*	.090	.024	***
Years of teaching experience	.007	.029		.060	.031	*	.004	.031	
Age in years	-.209	.029	***	-.330	.030	***	-.239	.030	***
Gender identity									
Man	.035	.090		.010	.092		.085	.094	
Woman	.077	.089		.071	.092		.007	.094	
Another gender identity	-.226	.237		-.199	.243		.004	.248	
I prefer not to respond	.114	.127		.118	.132		-.097	.135	

Notes: *$p < .05$, **$p < .01$, ***$p < .001$. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Table 6. Faculty and Institution Characteristic Predictors for Faculty Wellness Scales (continued)

	fHBW1			*fHBW2*			*fHBW3*		
	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.
Racial/ethnic identification									
Am. Indian or AK Native	-.162	.162		-.066	.164		-.122	.168	
Asian	-.015	.091		.006	.096		-.148	.096	
Black or African American	-.148	.083		-.154	.087		-.003	.088	
Hispanic or Latino	-.045	.107		.084	.115		-.050	.111	
Native HI or other PI	.361	.204		-.103	.211		.137	.215	
White	-.015	.051		.043	.053		-.004	.054	
Other	.129	.165		.258	.174		.156	.174	
Multiracial	-.091	.109		-.073	.114		-.069	.115	
I prefer not to respond	-.014	.095		.005	.100		.102	.101	
Sexual orientation									
Straight (heterosexual)	-.071	.073		-.093	.073		-.131	.074	
Bisexual	.301	.142	*	.073	.144		.463	.145	**
Gay	-.250	.128		.110	.130		.052	.133	
Lesbian	-.054	.159		.021	.166		-.097	.167	
Queer	.107	.161		.273	.164		.216	.167	
Questioning or unsure									
Another sexual orientation	-.078	.291		-.379	.283		-.420	.288	
I prefer not to respond	.046	.102		-.005	.106		-.083	.106	
Holds an earned doctorate	.169	.055	**	.152	.057	**	.116	.058	*
US citizen	.156	.137		.186	.147		.097	.141	
Private institution	.068	.072		.070	.075		.126	.076	
Undergraduate enrollment in thousands	-.002	.059		-.004	.062		.028	.063	
Carnegie basic classification									
Doctoral U-higher research activity	.291	.119	*	.330	.124	**	.062	.126	
Doctoral U-moderate research activity	.026	.071		-.013	.074		-.170	.075	*
Master's C&U-larger programs	.120	.076		.034	.080		-.119	.081	
Master's C&U-medium programs	-.704	.088		.005	.091		-.049	.093	
Master's C&U-smaller programs	-.227	.399		-.642	.414		.077	.421	
Baccalaureate-arts & sciences	.006	.094		.062	.414		.076	.099	
Baccalaureate-diverse fields	-.229	.093	*	.011	.097		-.136	.098	
Other Carnegie classification	.085	.130		.212	.134		.258	.136	

Notes: *$p < .05$, **$p < .01$, ***$p < .001$. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Figure 4. *fHBW* Scales by Sexual Orientation

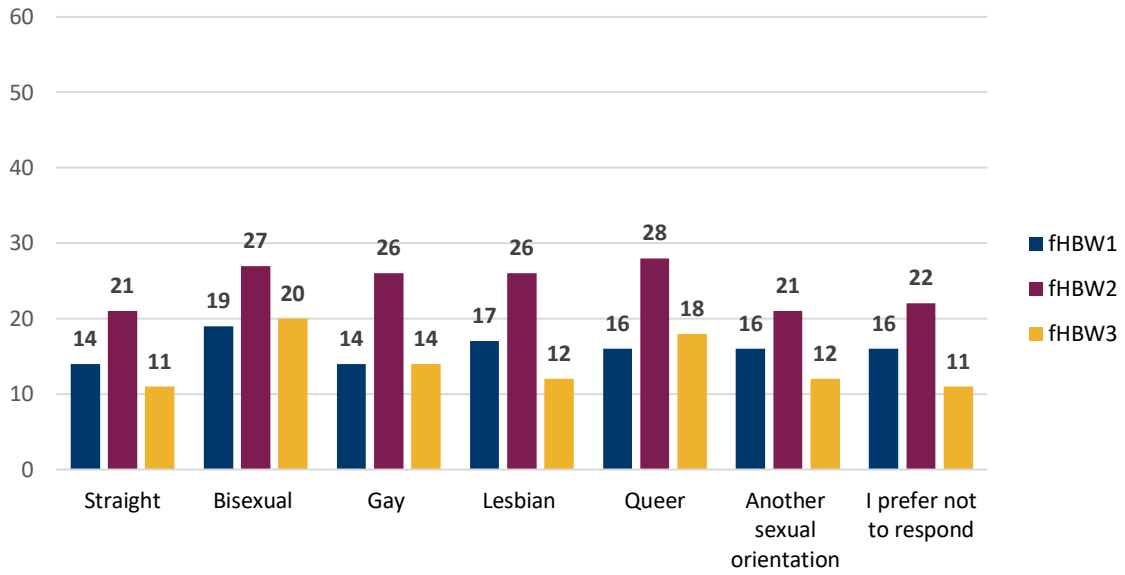


Figure 5. *fHBW* Scales by Academic Rank

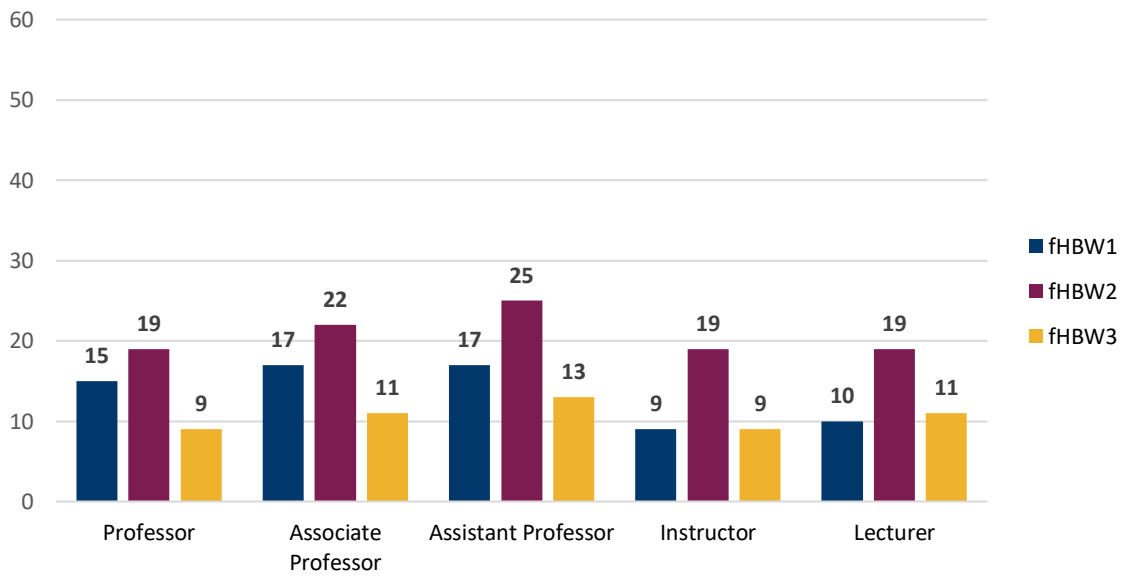
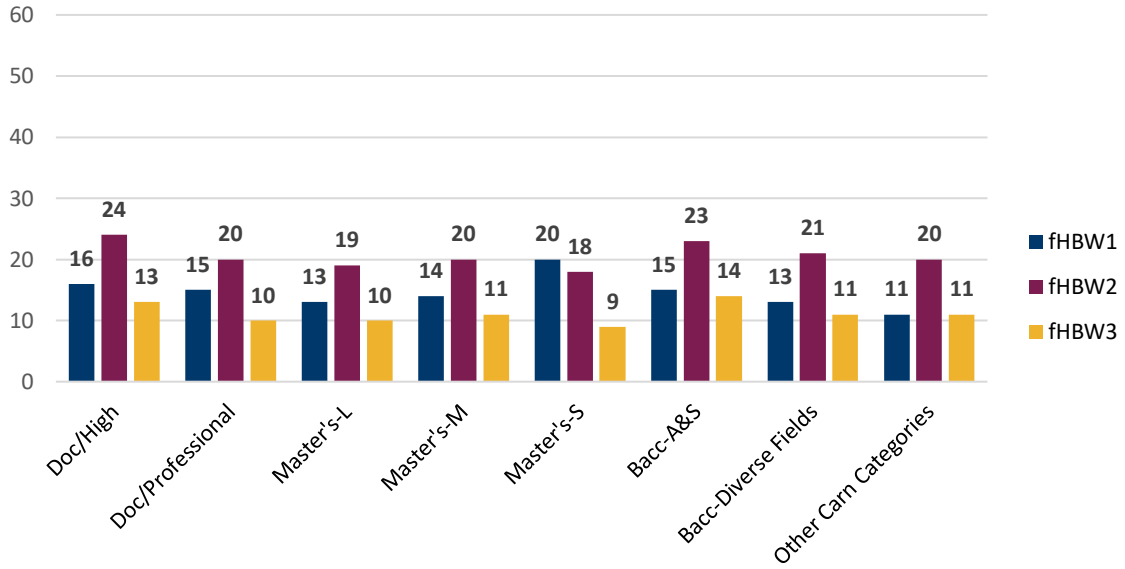



Figure 6. *fHBW* Scales by Carnegie Catagory