

FSSE Snapshot

Indiana State University



100%

Student engagenet represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This Snapshot is a concise collection of key findings from your institution's FSSE administration. We hope this informations stimulates discussions about the undergraduate experience.

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

High-Impact Practices Due to their positive associations with

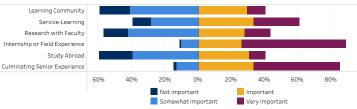
student learning and retention, special undergraduate opportunities are designated "high-impact." The first

figure at right displays how important faculty believe that it is for undergraduates at their institution to

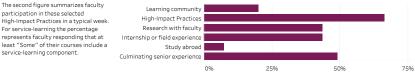
participate in select High-Impact

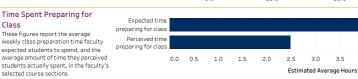
Practices before they graduate

Faculty Importance for High-Impact Practice Participation



Faculty Participation in High-Impact Practices





0.0 0.5

1.0 1.5 2.0 2.5

Estimated Average Hours

Time spent

reading

Reading and Writing

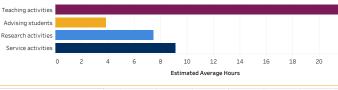
Class

These figures summarize the number of hours faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.

Time Allocation

advise.

This figure summarizes the number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



3.5 4.0 4.5 5.0 5.5 6.0

0 5 10

Estimated Total Written Pages

15

20

22

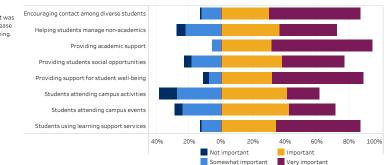
Estimated

written pages



Supportive Environment

Faculty reported how important it was to them that your institution increase its emphasis on each of the following.



What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, 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 our website: https://fsse.indiana.edu



Academic Challenge: Higher-Order Learning, Reflective & Integrative Learning

Indiana State University

Very much

Quite a bit

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This content area captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis. Personally connecting with course material requires students to relate their understanding and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives. These visuals display results for #25 and #29b-e.

Disciplinary Area	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation	Format MY All	Adminyear 2022
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division	General Education Course	

Looking Within Faculty Experiences

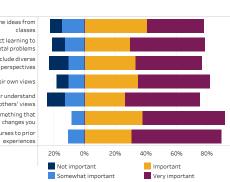
Higher-Order Learning

	Very little	Some	Quite a bit	Very much								
Applying	2.1% 2	17.9% 17	31.6% 30	48.4% 46	Applying							
Analyzing	6.3% 6	11.6% 11	38.9% 37	43.2% 41	Analyzing							
Evaluating	7.4% 7	33.7% 32	27.4% 26	31.6% 30	Evaluating							
Forming	1.1% 1	21.1% 20	46.3% 44	31.6% 30	Forming							
						40%	20%	0%	20%	40%	60%	80%

Very little

Reflective & Integrative Learning

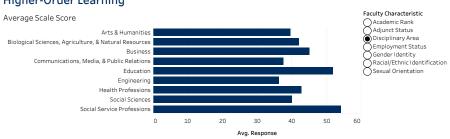
	Not important	Somewhat important	Important	Very important		
Combine ideas from classes	7.4% 7	14.7% 14	41.1% 39	36.8% 35	Combine ideas from classes	
Connect learning to societal problems	8.5% 8	12.8% 12	29.8% 28	48.9% 46	Connect learning to societal problems	
Include diverse perspectives	12.6% 12	10.5% 10	33.7% 32	43.2% 41	Include diverse perspectives	
Evaluate their own views	7.4% 7	10.6% 10	35.1% 33	46.8% 44	Evaluate their own views	
Better understand anothers' views	11.7% 11	12.8% 12	26.6% 25	48.9% 46	Better understand anothers' views	
Learn something that changes you		8.4% 8	37.9% 36	53.7% 51	Learn something that changes you	
Connect courses to prior experiences		10.6% 10	30.9% 29	58.5% 55	Connect courses to prior experiences	
						20%



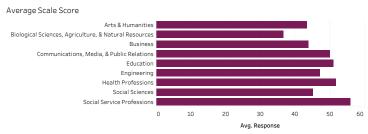
Some

Comparing Faculty Experiences

Higher-Order Learning



Reflective & Integrative Learning





Academic Challenge: Learning Strategies, Quantitative Reasoning

Indiana State University

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Instructors emphasizing these learning strategies in their courses help students encode key information to build long-term memory and retention. Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life—is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information. These visuals display results for #24b-d and #27e-g.

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity All	Adjunct Status All	Academic Rank	Course Division	General Education Course	

Looking Within Faculty Experiences

Learning Strategies

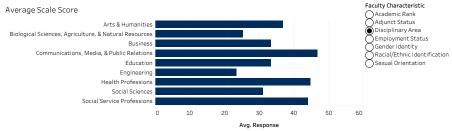


Quantitative Reasoning

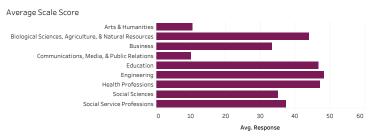
		Somewhat important	Important	Very important							
Reach conclusions	17.9% 17	16.8% 16	29.5% 28	35.8% 34	Reach conclusions						
Examine real-world problems	25.3% 24	15.8% 15	31.6% 30	27.4% 26	Examine real-world problems						
Evaluate others' conclusions	26.3% 25	22.1% 21	28.4% 27	23.2% 22	Evaluate others' conclusions						
						40%	20%	0%	20%	40%	60%
							Not impor Somewha		Impor Very i	tant mportant	

Comparing Faculty Experiences

Learning Strategies



Quantitative Reasoning



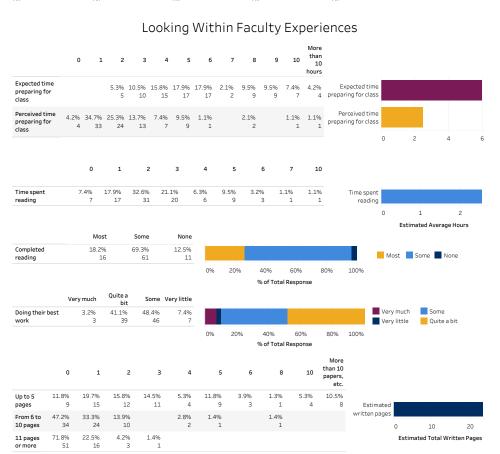


Additional Components of Academic Challenge

Indiana State University

Theses visuals display results for additional components of academic challenge including expectations for and perceptions of time spent preparing for class (#19 and #20), expectations and perceptions of reading (#21), perceptions of students doing their best work (#23), and amount of assigned writing (#30).

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	9
All	All	All	All	All	

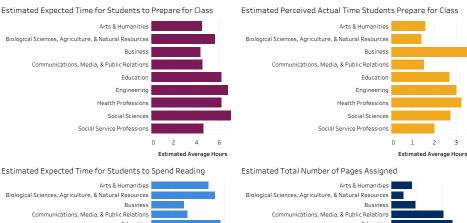


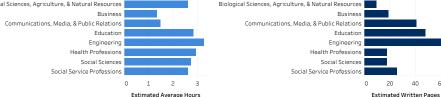
Looking Between Faculty Experiences

Faculty Characteristic Disciplinary Area

> 1 2 3

> > 40 60







Learning with Peers: Collaborative Learning, Discussions with Diverse Others

Indiana State University

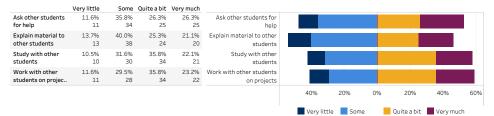
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Learning is collaborative work. Collaborative learning requires students to mutually raise questions, seek understandings, and search for solutions in interactive group settings. Instructors emphasizing collaborative learning motivate students to learn from each other through peer teaching and knowledge exchange. Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world. These visuals display results for #27a-c and #28.

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All		All	2022
Gender Identity All	Adjunct Status All	Academic Rank	Course Division	General Education Co All	ourse

Looking Within Faculty Experiences

Collaborative Learning

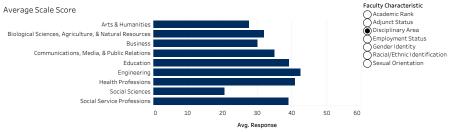


Discussions with Diverse Others

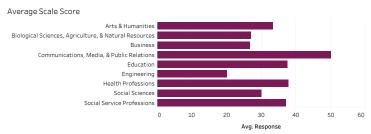
	Very little	Some	Quite a bit	Very much							
Race or ethnicity	14.7% 14	35.8% 34	21.1% 20	28.4% 27	Race or ethnicity						
Economic background	8.4% 8	42.1% 40	25.3% 24	24.2% 23	Economic background						
Religious beliefs	13.7% 13	49.5% 47	16.8% 16	20.0% 19	Religious beliefs						
Political views	9.6% 9	43.6% 41	23.4% 22	23.4% 22	Political views						
Sexual orientation	11.7% 11	53.2% 50	16.0% 15	19.1% 18	Sexual orientation						
						60%	40%	20%	0%	20%	40%
						Very li	ttle	Some	Quite a	a bit 📕 Ver	y much

Comparing Faculty Experiences

Collaborative Learning



Discussions with Diverse Others





Experiences with Faculty: Student-Faculty Interaction, Effective Teaching Practices

Indiana State University

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans. Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning. These visuals display results for #10 and #12.

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All		All	2022
Gender Identity All	Adjunct Status All	Academic Rank	Course Division	General Education Course All	

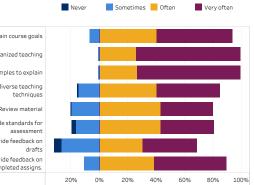
Looking Within Faculty Experiences

Student-Faculty Interaction

	Never S	Sometimes	Often	Very often									
Talked about career plans		35.6% 37	35.6% 37	28.8% 30	Talked about career plans								
Worked on non-coursework activities	15.4% 16	48.1% 50	25.0% 26	11.5% 12	Worked on non-coursework activities								
Discussed topics outside of class	2.9% 3	45.2% 47	37.5% 39	14.4% 15	Discussed topics outside of class								
Discussed academic performance		48.1% 50	41.3% 43	10.6% 11	Discussed academic performance								
						60	196	40%	20%	0%	20%	40%	60%

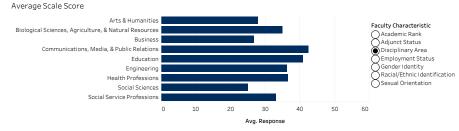
Effective Teaching Practices

	Very little	Some	Quite a bit	Very much	
Explain course goals		6.7% 7	40.4% 42	52.9% 55	Expl
Organized teaching		1.0% 1	26.0% 27	73.1% 76	Org
Use examples to explain		1.0% 1	26.9% 28	72.1% 75	Use exa
Use diverse teaching techniques	1.0% 1	14.4% 15	40.4% 42	44.2% 46	Use
Review material	1.0% 1	19.2% 20	43.3% 45	36.5% 38	
Provide standards for assessment	2.9% 3	16.3% 17	43.3% 45	37.5% 39	Provi
Provide feedback on drafts	4.9% 5	26.5% 27	30.4% 31	38.2% 39	Pro
Provide feedback on completed assigns.		10.6% 11	38.5% 40	51.0% 53	Pro

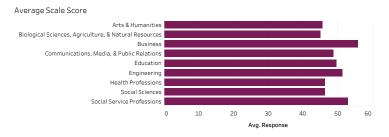


Comparing Faculty Experiences

Student-Faculty Interaction



Effective Teaching Practices





Campus Environment: Quality of Interactions, Supportive Environment

Indiana State University

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them. Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. These visuals display results for #2b-g and #4.

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

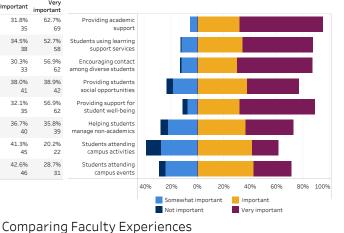
Looking Within Faculty Experiences

Quality of Interactions

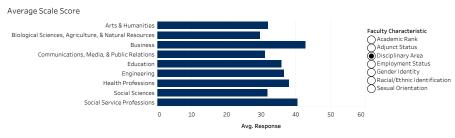
	Poor	2	3	4	5	6	Excellent								
Students	0.9% 1	1.9% 2	6.5% 7	30.6% 33	38.9% 42	13.9% 15	7.4% 8	Students							
Academic advisors	2.8% 3	8.3% 9	16.7% 18	26.9% 29	29.6% 32	11.1% 12	4.6% 5	Academic advisors							
Faculty	1.9% 2	3.7% 4	13.0% 14	28.7% 31	33.3% 36	13.9% 15	5.6% 6	Faculty							
Student services staff	1.9% 2	0.9% 1	15.0% 16	40.2% 43	32.7% 35	6.5% 7	2.8% 3	Student services staff							
Administrative staff and offices	5.6% 6	6.5% 7	15.9% 17	38.3% 41	27.1% 29	4.7% 5	1.9% 2	Administrative staff and offices							
									60%	40%	20%	0%	20%	40%	60%
									Poo		3	5		Excelle	nt

Supportive Environment

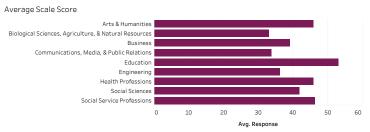
	Not important	Somewhat important	Important	Very important	
Providing academic		5.5%	31.8%	62.7%	Providing academic
support		6	35	69	support
Students using learning	0.9%	11.8%	34.5%	52.7%	Students using learning
support services	1	13	38	58	support services
Encouraging contact	0.9%	11.9%	30.3%	56.9%	Encouraging contact
among diverse students	1	13	33	62	among diverse students
Providing students social	4.6%	18.5%	38.0%	38.9%	Providing students
opportunities	5	20	41	42	social opportunities
Providing support for	3.7%	7.3%	32.1%	56.9%	Providing support for
student well-being	4	8	35	62	student well-being
Helping students	5.5%	22.0%	36.7%	35.8%	Helping students
manage non-academics	6	24	40	39	manage non-academics
Students attending	11.0%	27.5%	41.3%	20.2%	Students attending
campus activities	12	30	45	22	campus activities
Students attending	4.6%	24.1%	42.6%	28.7%	Students attending
campus events	5	26	46	31	campus events



Quality of Interactions



Supportive Environment





Sense of Belonging & Teaching Environment

Indiana State University

Faculty are increasingly asked to learn how to be more responsive to diverse student needs under rapidly changing circumstances. Institutions can support faculty to do so by creating networks and community amongst colleagues and a teaching environment that promotes a healthy atmosphere supportive of improvement and innovation. Understanding faculty sense of belonging and perceptions of teaching environment at their institution can be useful to starting conversations to improve these aspects of support for faculty work. These visuals display results for #3 and #5.

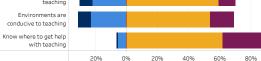
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All		All	2022
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division	General Education Course	

Looking Within Faculty Experiences

Sense of Belonging

Frequency of Agreement

	Strongly disagree	Disagree	Agree	Strongly agree								
Comfortable being myse	lf 2.8%		47.7% 52		Comfortable being myself							
Valued by institution	14.7% 16		45.9% 50		Valued by institution							
Part of the community	9.3% 10		57.9% 62		Part of the community							
						40%	20%	0%	20%	40%	60%	80%
		nent				40%	20%	0%	20%	40%	Strongly Agree	agree
Frequency of Agree	ement	Disagree	Agree	Strongly agree		40%	20%	0%	20%	40%	Strongly	agree
	ement Strongly		Agree 58.2% 64	• •	Time to prepare for class	40%	20%	0%	20%	40%	Strongly Agree Disagree	agree



Comparing Faculty Experiences

Sense of Belonging

8.2% 22.7%

0.9%

9

53.6%

61.8%

59

68

25

5.5%

15.5%

31.8%

17

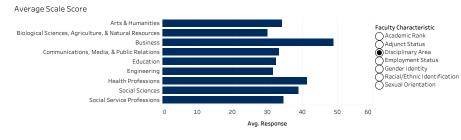
35

Environments are

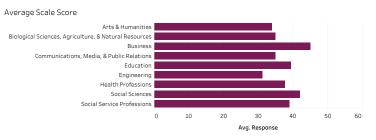
with teaching

conducive to teaching

Know where to get help



Teaching Environment





High-Impact Practices

Indiana State University

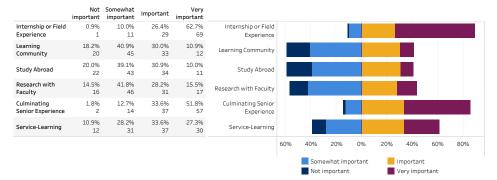


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. Participation can be life-changing. Faculty values for and participation in creating and facilitating these engaging activies are critical to their success. These visuals display results for #1, #8, and #11.

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status	Sexual Orientation	Format MY All	Adminyear 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Co	urse
All	All	All	All	All	

Looking Within Faculty Experiences

Importance for Participation



Looking Between Faculty Experiences

Faculty Mentoring or Supervision

Faculty Characteristic Disciplinary Area





100%

% of Total Response

0% 25% 50% 75% Percent Responding Yes

Health Professions

Social Service Professions

Social Sciences

Some None Most All



Time on Scholarly Activities

Indiana State University



These visuals display results for the approximate time faculty spend on various scholarly activities (#6).

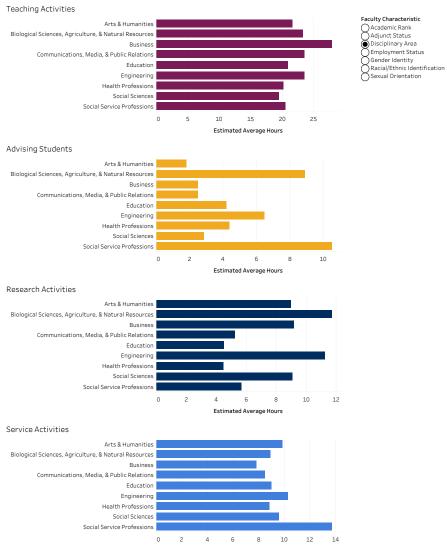
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All		All	2022
Gender Identity	Adjunct Status All	Academic Rank	Course Division All	General Education Course	

Looking Within Faculty Experiences

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30 hours						
Teaching activities		1.8% 2	4.5% 5	10.9% 12	8.2% 9	21.8% 24	30.9% 34	21.8% 24	Teaching activities					
Advising students	20.9% 23	47.3% 52	20.9% 23	8.2% 9	0.9% 1	1.8% 2			Advising students					
Research activities	8.2% 9	35.5% 39	24.5% 27	16.4% 18	4.5% 5	5.5% 6	2.7% 3	2.7% 3	Research activities					
Service activities	4.6% 5	26.6% 29	30.3% 33	13.8% 15	9.2% 10	6.4% 7	6.4% 7	2.8% 3	Service activities					
										0	5	10	15	20

Estimated Average Hours

Looking Between Faculty Experiences



Estimated Average Hours



Time on Teaching Activities

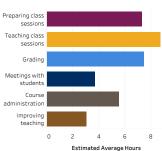
Indiana State University

These visuals display results for the approximate amount of time that faculty spend on teaching-related activities (#7)

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All		All	2022
Gender Identity All	Adjunct Status	Academic Rank	Course Division	General Education Course	

Looking Within Faculty Experiences

	0	1-4	5-8	9-12	13-16	17-20	More than 20 hours	
Course administration		48.2% 53	39.1% 43	6.4% 7	1.8% 2	3.6% 4	0.9% 1	Pre
Grading		30.3% 33	35.8% 39	20.2% 22	9.2% 10	1.8% 2	2.8% 3	Te
Improving teaching	16.7% 18	68.5% 74	10.2% 11	2.8% 3		0.9% 1	0.9% 1	
Meetings with students	2.8% 3	72.5% 79	19.3% 21	4.6% 5		0.9% 1		М
Preparing class sessions		27.3% 30	42.7% 47	19.1% 21	5.5% 6	4.5% 5	0.9% 1	ad
Teaching class sessions	0.9% 1	12.7% 14	37.3% 41	33.6% 37	10.9% 12	3.6% 4	0.9% 1	

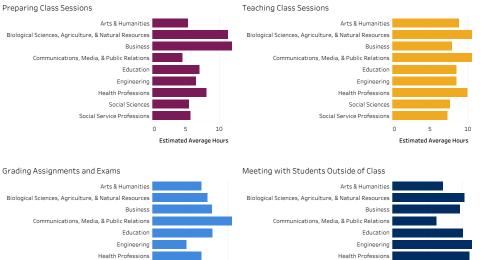


Looking Between Faculty Experiences

Faculty Characteristic Disciplinary Area

0

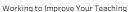
2 Estimated Average Hours

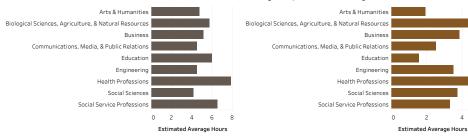


Health Professions Social Sciences Social Sciences Social Service Professions Social Service Professions 0 10 5

Estimated Average Hours

Course Administration









Course Time on Task and Course Goals

Indiana State University

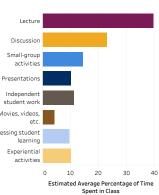
These visuals display results for the percent of class time spent on various activities (#26) and faculty course goals for student learning and development (#31).

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Cou	irse
All	All	All	All	All	

Looking Within Faculty Experiences

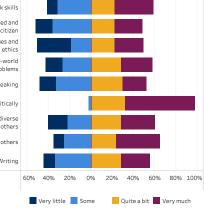
Course Time on Task

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75% or more	
Lecture	4.2% 4	9.5% 9	8.4% 8	16.8% 16	13.7% 13	14.7% 14	23.2% 22	9.5% 9	Lecture
Discussion	2.1% 2	13.7% 13	31.6% 30	27.4% 26	15.8% 15	4.2% 4	3.2% 3	2.1% 2	Discussion
Small-group activities	18.1% 17	25.5% 24	26.6% 25	19.1% 18	5.3% 5	3.2% 3	2.1% 2		Small-group activities
Presentations	27.7% 26	37.2% 35	21.3% 20	6.4% 6	2.1% 2	4.3% 4		1.1% 1	Presentations
Independent student work	28.7% 27	33.0% 31	22.3% 21	6.4% 6	4.3% 4	2.1% 2	2.1% 2	1.1% 1	Independent student work
Movies, videos, etc.	46.8% 44	42.6% 40	7.4% 7	1.1% 1	2.1% 2				Movies, videos, etc.
Assessing student learning	9.6% 9	59.6% 56	22.3% 21	4.3% 4	2.1% 2		1.1% 1	1.1% 1	Assessing student learning
Experiential activities	50.0% 47	13.8% 13	18.1% 17	6.4% 6	5.3% 5	3.2% 3	3.2% 3		Experiential activities



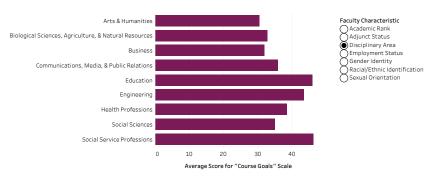
Course Goals

	Very much	Quite a bit	Some	Very little					
Writing	27.4% 26	28.4% 27	33.7% 32	10.5% 10	Analyzing numerical information				
Speaking	22.3% 21	29.8% 28	33.0% 31	14.9% 14	Aquiring work skills				
Thinking critically	65.3% 62	32.6% 31	2.1% 2		Being an informed and active citizen				
Analyzing numerical information	20.0% 19	22.1% 21	26.3% 25	31.6% 30	Developing values and ethics				
Aquiring work skills	36.8% 35	22.1% 21	31.6% 30	9.5% 9	Solving real-world problems				
Working with others	41.1% 39	24.2% 23	25.3% 24	9.5% 9	Speaking				
Developing values and ethics	27.4% 26	22.1% 21	18.9% 18	31.6% 30	Thinking critically				
Understanding diverse others	31.6% 30	28.4% 27	22.1% 21	17.9% 17	Understanding diverse others				
Solving real-world problems	29.5% 28	28.4% 27	26.3% 25	15.8% 15	Working with others				
Being an informed and active citizen	26.3% 25	22.1% 21	35.8% 34	15.8% 15	Writing				
						6	0%	40%	20%



Comparing Faculty Experiences

Course Goals





Identity Demographics and Employment Characteristics

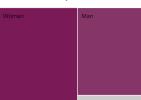
Indiana State University

These visuals display results for respondent identity demographics (#47-#51) and academic characteristics (#13, #38-#46).

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All		All	2022
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division All	General Education Course	

Identity Demographics

Gender identity



Race/Ethnicity White Asian



Approximate age

Sexual orientation

Employment status

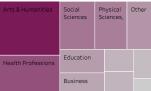
Full-time



l prefer not to respond

Employment Characteristics

Academic discipline



Administrative position



Years of teaching experience

30 or more

4 or less

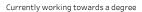
5-9



Assistant Professor

Hold a terminal degree

Yes, in the field that I teach





Highest degree earned

20-29



Adjunct status

Tenure status

Not on tenure track, but this tenure track but not tenured



Course Characteristics and

Teaching Load

Indiana State University

For most items on FSSE, faculty are asked to respond based on one particular undergraduate course section they are teaching or have taught during the current school year. These visuals display results for characteristics of respondents' selected course section (#14.#18, #34). Additional displays provide information about teaching load (#9, #35.#37) and respondents' perceptions of how much time students spend on various activities (#22).

Disciplinary Area	Racial/Ethnic Identity	Employment Status All	Sexual Orientation	Format MY All	Adminyear 2022
Gender Identity All	Adjunct Status All	Academic Rank	Course Division	General Education Course All	

Selected Course Characteristics

Course same as academic discipline

Estimated course size

Course discipline, if different

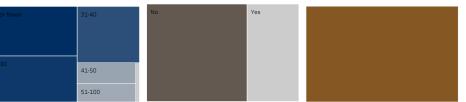


Fulfills a general education requirement

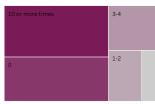


Course division Upper division (mostly juniors or seniors/3rd ye

4th year students)

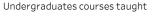


Number of times taught course



Teaching Load During the Current School Year

Taught an undergraduate course Undergraduates taught



Lower division (mostly first-year students or sophomores/1st year o 2nd year students)



Graduate courses taught





Student Time on Task and Additional FSSE Items

Indiana State University



These visuals display results for faculty perceptions of students' time spent on various activites (#22) and additional FSSE items (#1b, #2a, #24a, #29a, #32, #33).

Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation	Format MY All	Administration Year 2022
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Cou	irse
All	All	All	All	All	

Looking Within Faculty Experiences

Perceived Student Time on Task

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30 hours
Preparing for	5.3%	60.0%	21.1%	4.2%	6.3%	2.1%	1.1%	
class	5	57	20	4	6	2	1	
Participating in	3.2%	50.5%	29.0%	8.6%	4.3%	3.2%		1.1%
co-curriculars	3	47	27	8	4	3		1
Working on	3.2%	10.6%	14.9%	20.2%	29.8%	10.6%	6.4%	4.3%
campus	3	10	14	19	28	10	6	4
Working off	8.6%	25.8%	25.8%	22.6%	15.1%	1.1%		1.1%
campus	8	24	24	21	14	1		1
Community service	17.2% 16	76.3% 71	6.5% 6					
Relaxing and		3.2%	26.9%	25.8%	17.2%	8.6%	6.5%	11.8%
socializing		3	25	24	16	8	6	11
Caring for	18.3%	47.3%	18.3%	3.2%	5.4%		2.2%	5.4%
dependents	17	44	17	3	5		2	5
Communting to campus	8.6% 8	77.4% 72	9.7% 9	2.2% 2	1.1% 1		1.1% 1	

Additional FSSE Items

	Not important	Somewhat important	Important	Very important									
Leadership Experience	20.0% 22	42.7% 47	30.9% 34	6.4% 7	Leadership Experience								
Students spending time on academic	3.6% 4	13.6% 15	33.6% 37	49.1% 54	Students spending time on academic work								
Ask questions in class		4.2% 4	35.8% 34	60.0% 57	Ask questions in class								
						60%	40%	20%	0%	20%	40%	60%	80% 100%



	Very little	Some	Quite a bit	Very much	
Memorizing	36.8% 35	37.9% 36	20.0% 19	5.3% 5	Memorizing
Faculty doing good job helping students adapt during COVID	4.3% 4	16.0% 15	46.8% 44	33.0% 31	Faculty doing good job helping students adapt during COVID
Institution doing good job helping students adapt during COVID	9.6% 9	37.2% 35	36.2% 34	17.0% 16	Institution doing good job helping students adapt during COVID

Memorizing									
oing good job udents adapt during COVID									
n doing good ing students during COVID									
	80%	60%	40%	20%	0%	20%	40%	60%	80%
		Very l	ittle 📘	Some		Quite a	bit	Very mu	Jch



1.1 .

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	ngagement Select Your T	opical Module:	ina State U	niversity			
		Skills, Career, and Workford	e Development Sexual Orient	ation Form		A destaurant	
sciplinary Area	Racial/Ethnic Identity All	Employment Status All	All	All	at IVIY	Adminyear 2022	
nder Identity	Adjunct Status All	Academic Rank All	Course Divisi All	on Gener All	ral Education Co	urse	
		-		l year, whether o students you tea			
iscuss or debate an is	sue of social, political, or phil	osophical Not at all	Very little	Some		Quite a bit	Very mu
Nake a speech to a gro	oup	Not a	t all	Very little	So	me Quite	a bit
Vork in a group with p	eople who differ from them in	terms of Not at all	Very little	Some		Quite a bit	Very mu
iscuss the ethical con	sequences of a course of actio	on Very li	ittle	Some	(Quite a bit	Very muo
valuate the credibility	y of information sources		Some	Quite a l	bit	Very mu	ch
iscuss complex proble	ems with others to develop a l	petter sol	Some		Quite a bit	Ve	ery much
enerate multiple solu	itions to a problem or task		Some		Quite a b	it	Very much
ombine dissimilar cor	ncepts to create a novel idea	Notatall	Very little	Som	e	Quite a l	oit
dapt a previously use	d solution to a new situation	Very lit	tle	Some		Quite a bit	Very m
efer to online content		Very littl	e	Some	Qı	uite a bit	Very mu
	t to learn a new skill or proced	ure Very litt	le	Some		Quite a bit	Very mu
	ent tools to plan, organize, or		all	ry little	Some	Quite a bi	
		Not at all	Vom little	Some	Quite		_
se a daily or weekly 't		NOCALAI	veryittle				ry much
	eed to be accomplished	Very littl	le Some		Quite a bit		y much
	n usual to meet deadlines		Not at all		little		e a bit
emonstrate effective	work habits		Some	Qu	ite a bit	Very	much
etwork with alumni o	or professionals to make poter	ntial caree Not at all	Very little	Some		Quite a bit	Very mi
ommunicate your kno	wledge, skills, and experience	es to pote Very liti	tle	Some		Quite a bit	Very mu
se career-specific tec	hnology	Not at all	Very little	Some	Qı	uite a bit	Very muc
/ork effectively with p	people of other backgrounds			Some	Quit	te a bit	Very muc
ddress ethical issues	they might face in their caree	r Ver	y little	Some	(Quite a bit	Very muc
	io, or simulation of a real-life		Some		Ouite a bit	Ver	y much
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	r industry from practicing pro	0%	20%	Some 40%	QL 60%	iite a bit 80%	
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During a typical school year, how many letters of recommendation of the following types do you write for undergraduate students? Graduate or pro.. None Post-graduatio.. None Pre-graduation .. None 1-4 Academic honor.. None 1-4 60% 80% 100% 0% 20% 40%

FSSE		Тор	ical Moc	lules		
faculty survey of student engagement			na State Uni	versity	_	
	ect Your Topical c Engagement	Module:				
Disciplinary Area Racial/Ethnic Io All All		mployment Status	Sexual Orientati All	on Format MY All	Adn 202	ninyear 22
Gender Identity Adjunct Status All All		cademic Rank	Course Division All	General Edu All	ication Course	
	How much	h does your institi	ution emphasize	each of the follow	ing for undergra	duate students?
Helping people resolve their disagreement: with each other	Very lit	ttle	Son	ne	Quite a	bit Very much
Resolving conflicts that involve bias, discrimination, and prejudice	Very little		Some		Quite a bit	Very much
Leading a group in which people from different backgrounds feel welcomed and included	Very little		Some		Quite a bit	Very much
Participating in a constructive dialogue with someone who disagrees with them	Very I	little	Some		Quite a bit	Very much
Contributing to the well-being of their community		Some		Quite a bit		Very much
	0%	20%	40%	60%	80%	100%
		How muc	h does your inst	itution emphasize	the following?	
Discussing important social, economic, or political issues with others	Very little		Some		Quite a bit	Very much
Organizing activities focused on important social, economic, or political issues	Very little	Some	2	Qui	ite a bit	Very much
Being an informed and active citizen	Very little	Some		Quite a t	bit	Very much
Being involved in an organization or group focused on important social, economic, or political issues	Very little		Some		Quite a bit	Very much
Voting in campus, local, state, or national elections		Some	Qu	ite a bit	Very	much
Encouraging free speech and expression		Some		Quite a	bit	Very much
	0%	20%	40%	60%	80%	100%
	During		-	course-related or r each or advise to d		nuch have you
Inform themselves about campus or local issues		Sometimes		Often		Very often
Inform themselves about state, national, or global issues	Never	Sometimes		Often	v	ery often
Discuss campus or local issues with others	Never		Sometimes		Often	Very often
Discuss state, national, or global issues with others	Never	Sometir	nes	Often		Very often
Raise awareness about campus or local issues	Never	2	ometimes		Often	Very often
Raise awareness about state, national, or global issues	Never	Sometir	nes	Ofter	1	Very often
Ask others to address campus or local issues		Never		Sometimes		Often
Ask others to address state, national, or global issues		Never		Sometimes		Often
Organize others to work on campus or local issues		Never		Sometin	nes	Often
Organize others to work on state, national, or global issues		Never		Somet	imes	Often
	0%	20%	40%	60%	80%	100%