

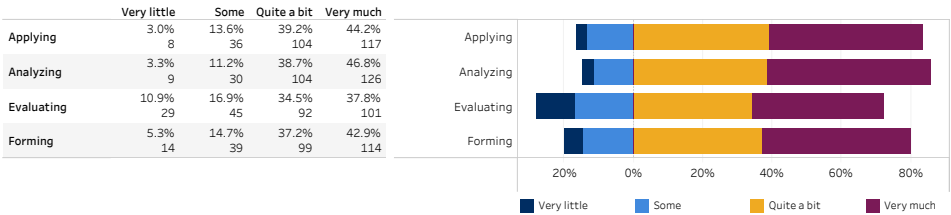


Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This content area captures 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.

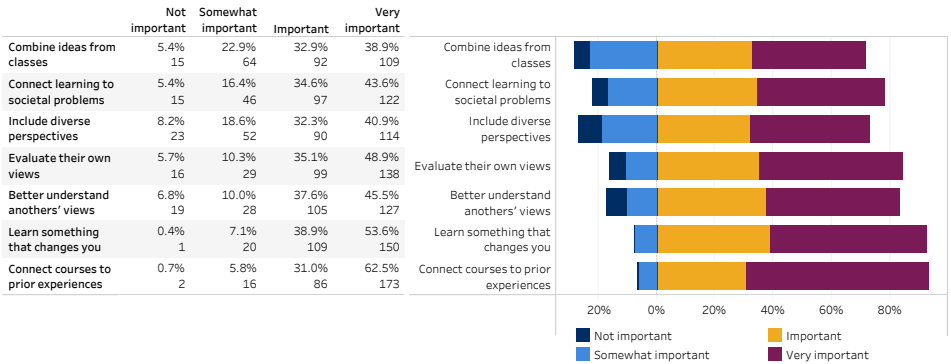
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Course Format	Administration Year
All	All	All	All	All	All
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

Looking Within Faculty Experiences

Higher-Order Learning

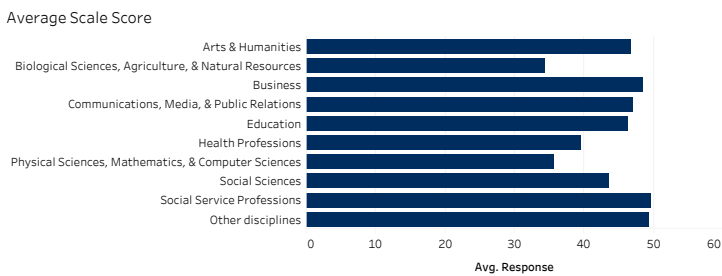


Reflective & Integrative Learning



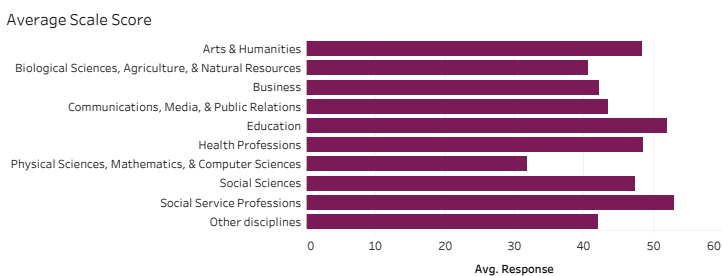
Comparing Faculty Experiences

Higher-Order Learning



- Faculty Characteristic
- Academic Rank
 - Adjunct Status
 - Disciplinary Area
 - Employment Status
 - Gender Identity
 - Racial/Ethnic Identification
 - Sexual Orientation

Reflective & Integrative Learning



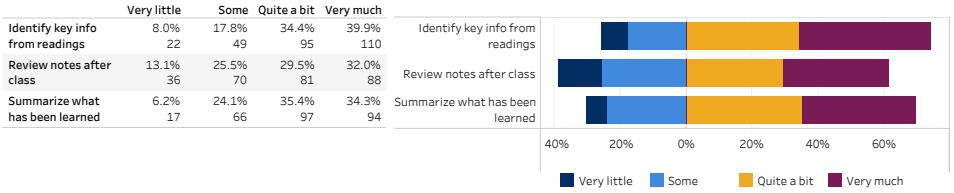


College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course 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.

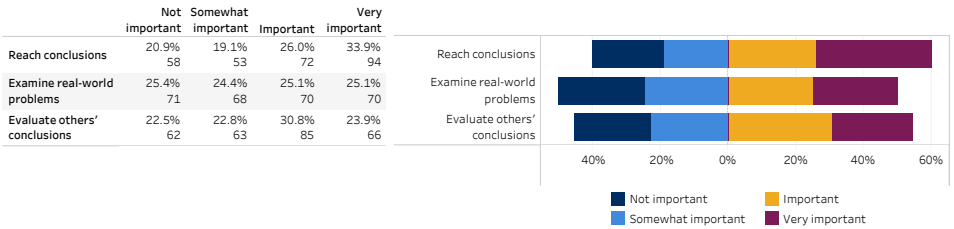
Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation All	Course Format All	Administration Year All
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division All	General Education Course All	

Looking Within Faculty Experiences

Learning Strategies

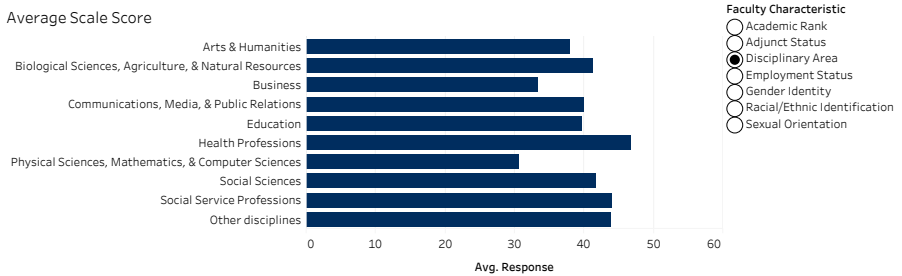


Quantitative Reasoning

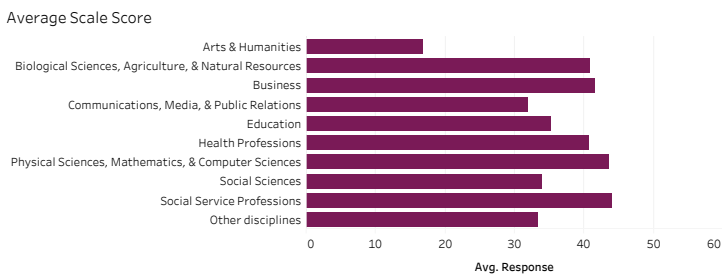


Comparing Faculty Experiences

Learning Strategies



Quantitative Reasoning



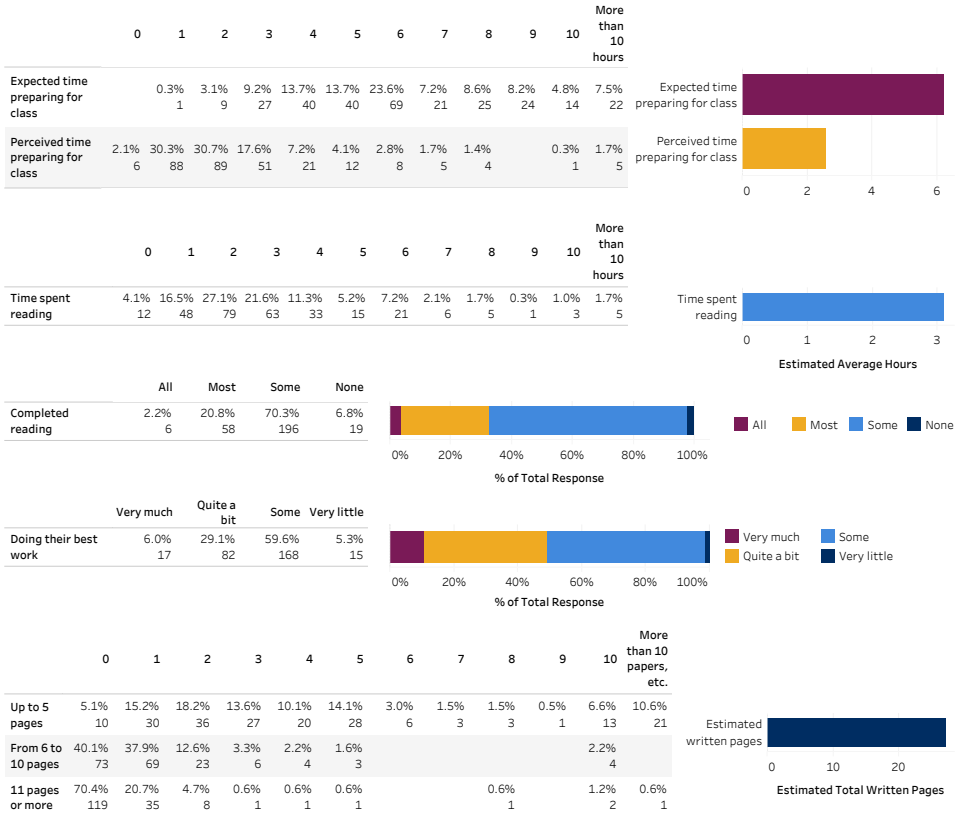


These visuals display results for additional components of academic challenge including expectations for and perceptions of time spent preparing for class (#19 and #20), expectations and perceptions of reading (#21), perceptions of students doing their best work (#23), and amount of assigned writing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

Disciplinary Area: All Racial/Ethnic Identity: All Employment Status: All Sexual Orientation: All Course Format: All Administration Year: All

Gender Identity: All Adjunct Status: All Academic Rank: All Course Division: All General Education Course: All

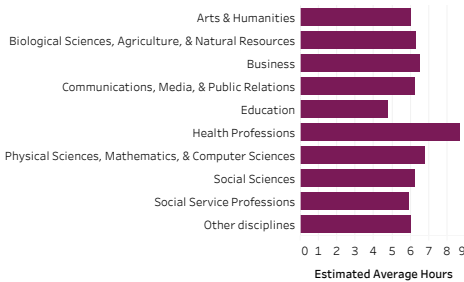
Looking Within Faculty Experiences



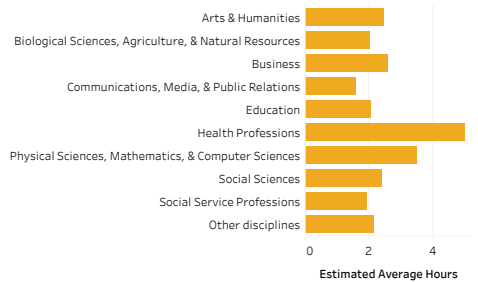
Looking Between Faculty Experiences

Faculty Characteristic
Disciplinary Area

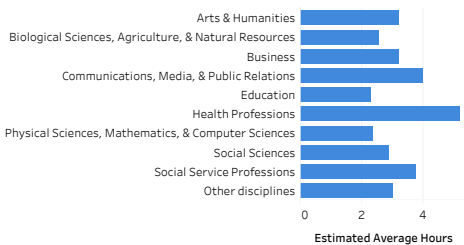
Estimated Expected Time for Students to Prepare for Class



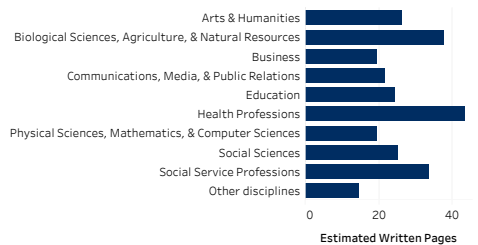
Estimated Perceived Actual Time Students Prepare for Class



Estimated Expected Time for Students to Spend Reading



Estimated Total Number of Pages Assigned



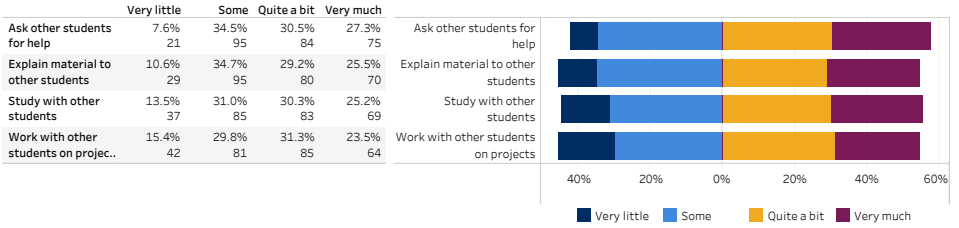


Learning is collaborative work. Collaborative learning requires students to mutually raise questions, seek understandings, and search for solutions in interactive group settings. Instructors emphasizing collaborative learning motivate students to learn from each other through peer teaching and knowledge 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.

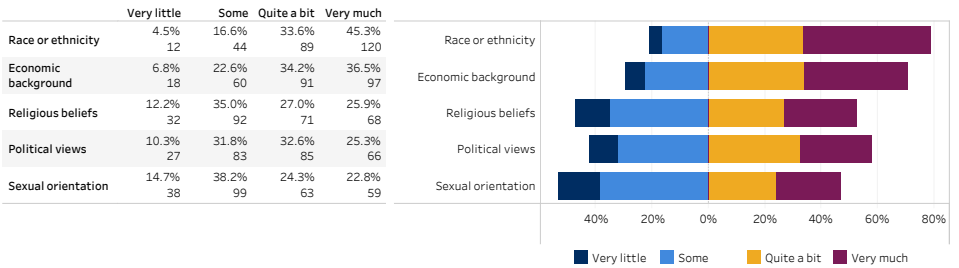
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Course Format	Administration Year
All	All	All	All	All	All
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

Looking Within Faculty Experiences

Collaborative Learning



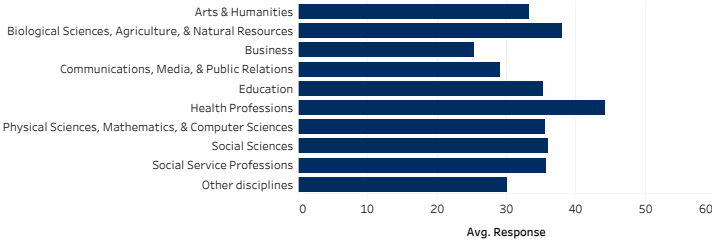
Discussions with Diverse Others



Comparing Faculty Experiences

Collaborative Learning

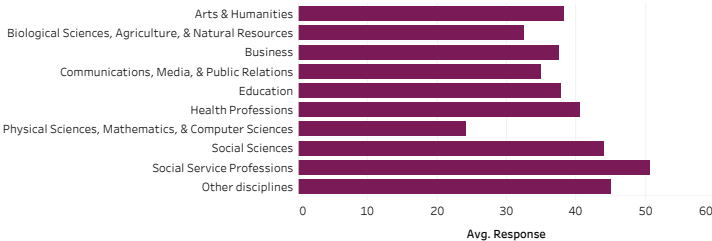
Average Scale Score



- Faculty Characteristic**
- Academic Rank
 - Adjunct Status
 - Disciplinary Area
 - Employment Status
 - Gender Identity
 - Racial/Ethnic Identification
 - Sexual Orientation

Discussions with Diverse Others

Average Scale Score





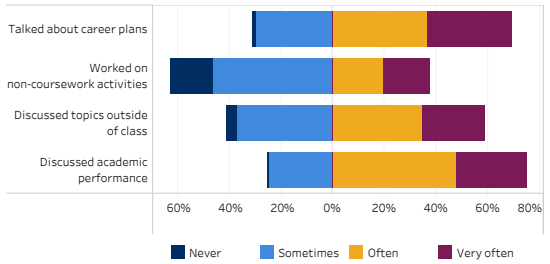
Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make 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	Course Format	Administration Year
All	All	All	All	All	All
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

Looking Within Faculty Experiences

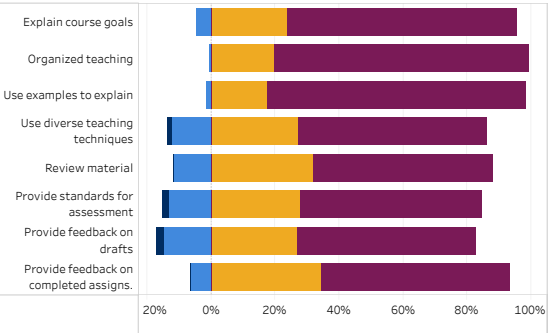
Student-Faculty Interaction

	Never	Sometimes	Often	Very often
Talked about career plans	1.4%	29.5%	36.6%	32.5%
Worked on non-coursework activities	16.6%	46.2%	19.7%	17.6%
Discussed topics outside of class	4.1%	37.0%	34.6%	24.3%
Discussed academic performance	0.7%	24.7%	47.6%	27.1%



Effective Teaching Practices

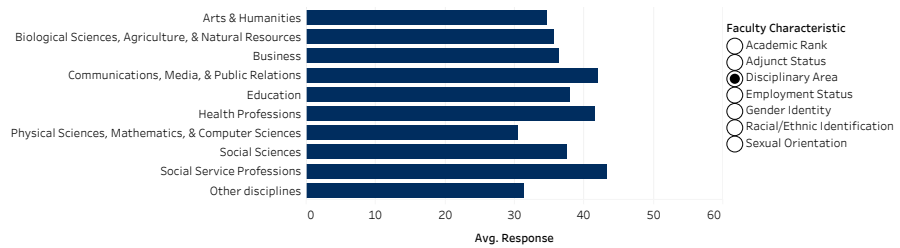
	Very little	Some	Quite a bit	Very much
Explain course goals	4.4%	23.9%	71.7%	21.0%
Organized teaching	0.7%	20.0%	79.3%	23.0%
Use examples to explain	1.4%	17.8%	80.8%	23.6%
Use diverse teaching techniques	1.4%	12.4%	27.5%	58.8%
Review material	0.3%	11.6%	31.7%	56.3%
Provide standards for assessment	2.0%	13.3%	28.0%	56.7%
Provide feedback on drafts	2.4%	14.5%	27.0%	56.1%
Provide feedback on completed assigns.	0.3%	6.3%	34.7%	58.7%



Comparing Faculty Experiences

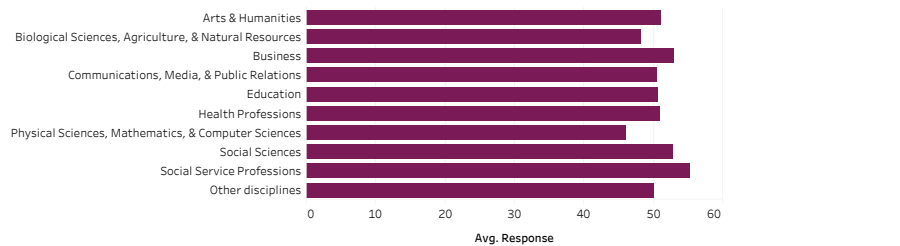
Student-Faculty Interaction

Average Scale Score



Effective Teaching Practices

Average Scale Score



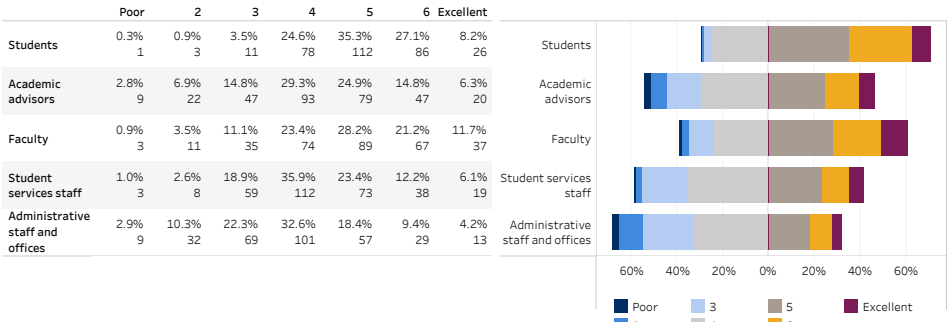


College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them. Institutions 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.

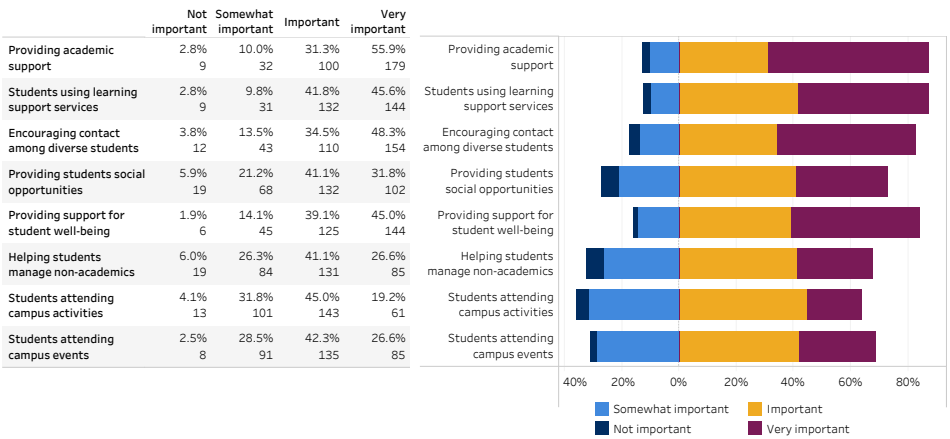
Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation All	Course Format All	Administration Year All
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division All	General Education Course All	

Looking Within Faculty Experiences

Quality of Interactions



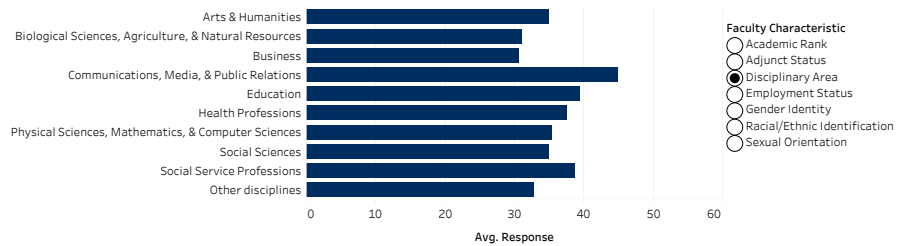
Supportive Environment



Comparing Faculty Experiences

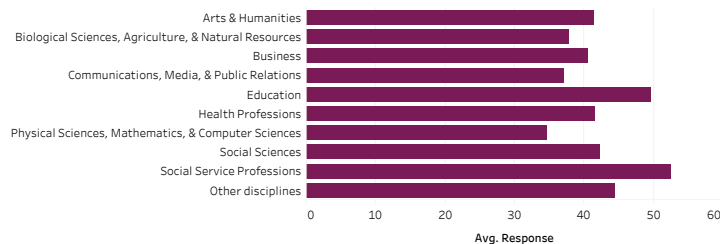
Quality of Interactions

Average Scale Score



Supportive Environment

Average Scale Score





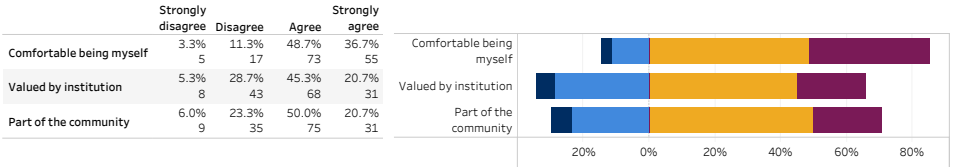
Faculty are increasingly asked to learn how to be more responsive to diverse student needs under rapidly changing circumstances. Institutions can support faculty to do so by creating networks and community amongst colleagues and a teaching environment that promotes a healthy atmosphere supportive of 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	Course Format	Administration Year
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Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

Looking Within Faculty Experiences

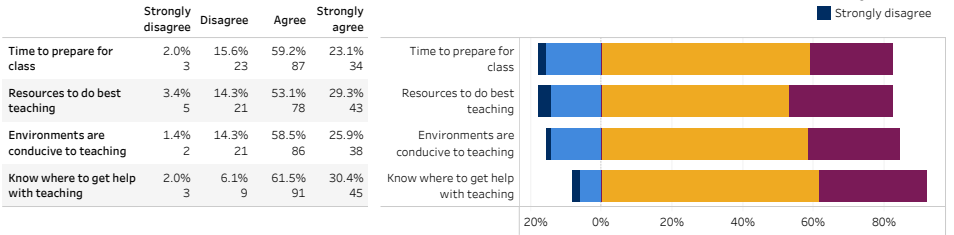
Sense of Belonging

Frequency of Agreement



Teaching Environment

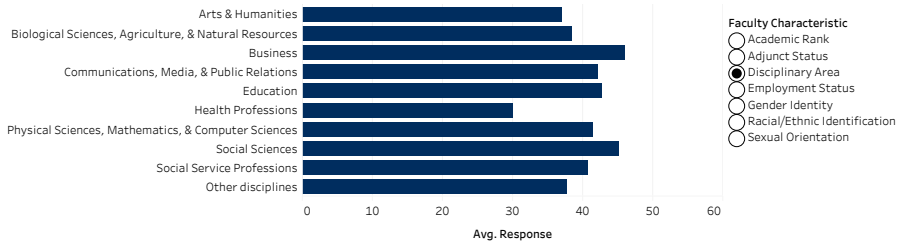
Frequency of Agreement



Comparing Faculty Experiences

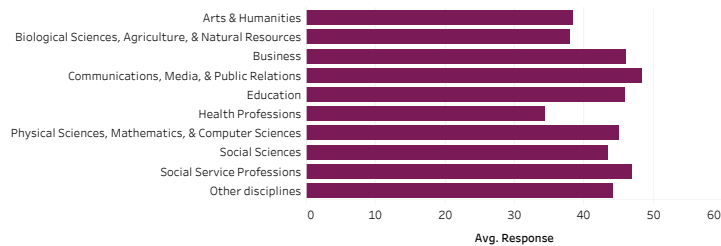
Sense of Belonging

Average Scale Score



Teaching Environment

Average Scale Score



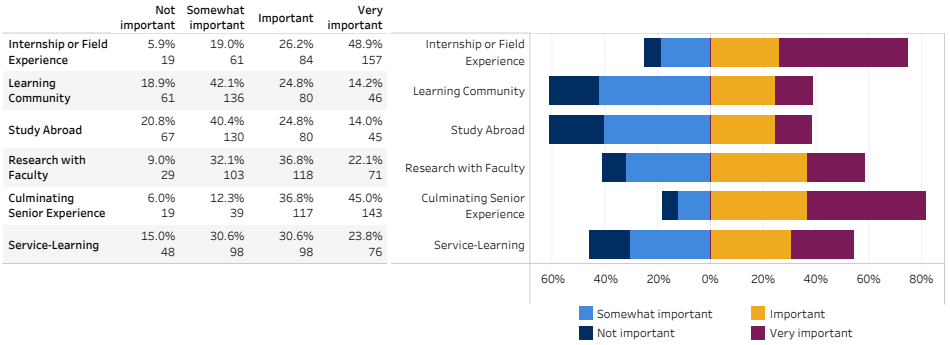


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, 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 activities are critical to their success. These visuals display results for #1, #8, and #11.

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

Looking Within Faculty Experiences

Importance for Participation

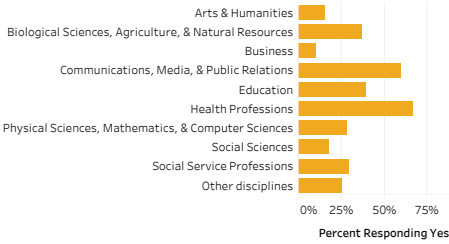


Looking Between Faculty Experiences

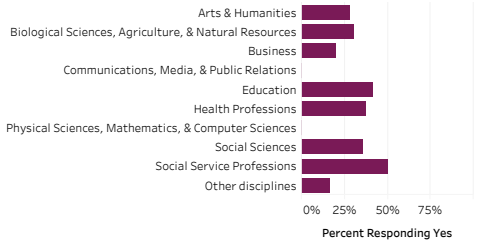
Faculty Mentoring or Supervision

Faculty Characteristic
Disciplinary Area

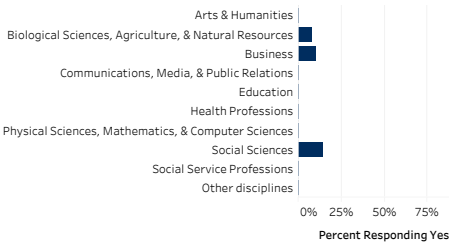
Internship Supervision



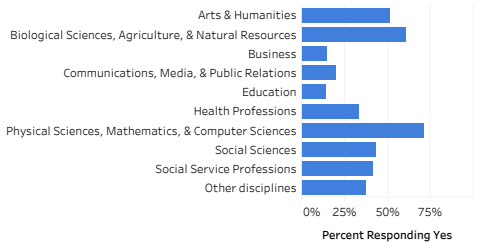
Learning Community Supervision



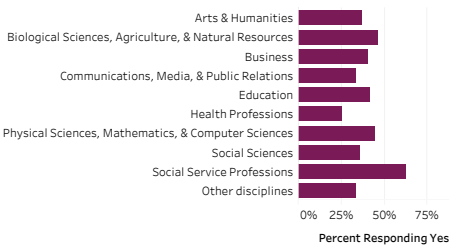
Study Abroad Supervision



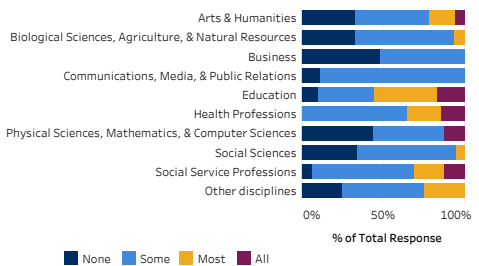
Undergraduate Research Supervision



Culminating Senior Experience Supervision



Service-Learning Courses

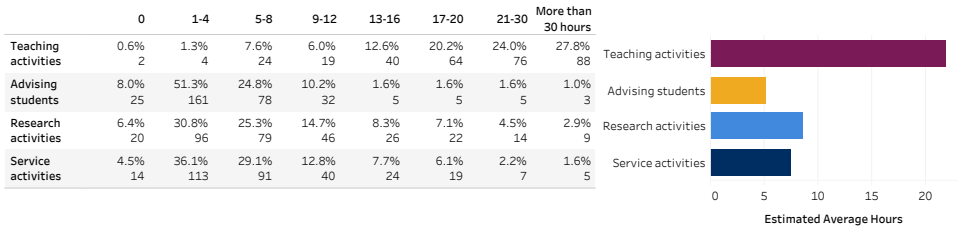




These visuals display results for the approximate time faculty spend on various scholarly activities (#6).

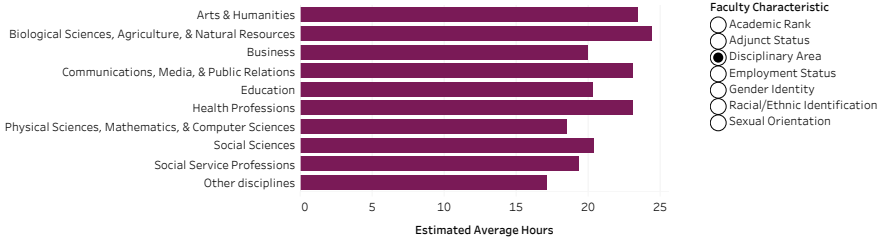
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Course Format	Administration Year
All	All	All	All	All	All
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course	
All	All	All	All	All	

Looking Within Faculty Experiences

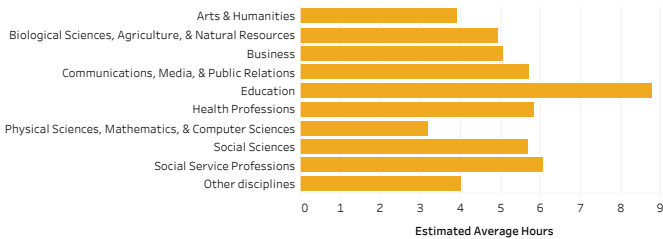


Looking Between Faculty Experiences

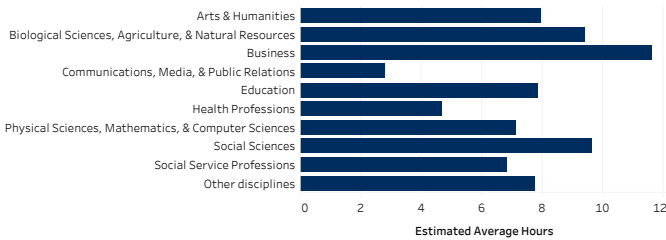
Teaching Activities



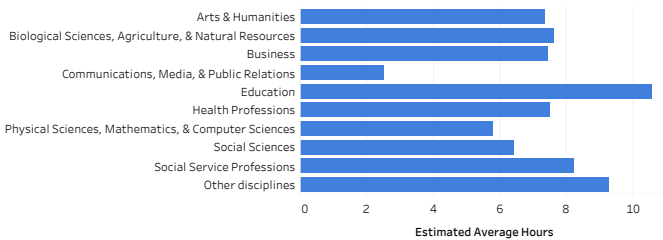
Advising Students



Research Activities



Service Activities

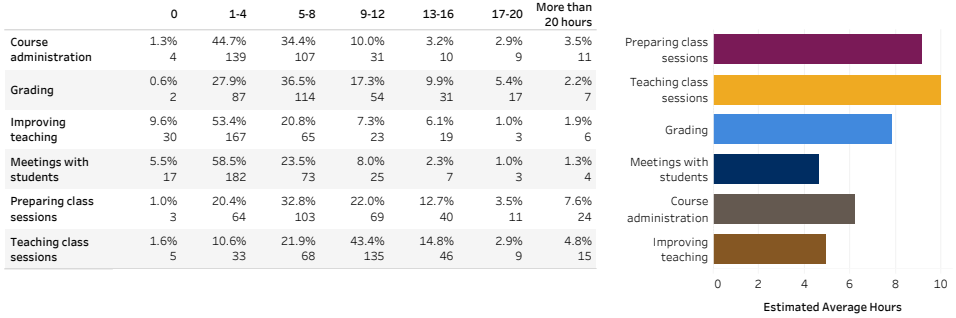




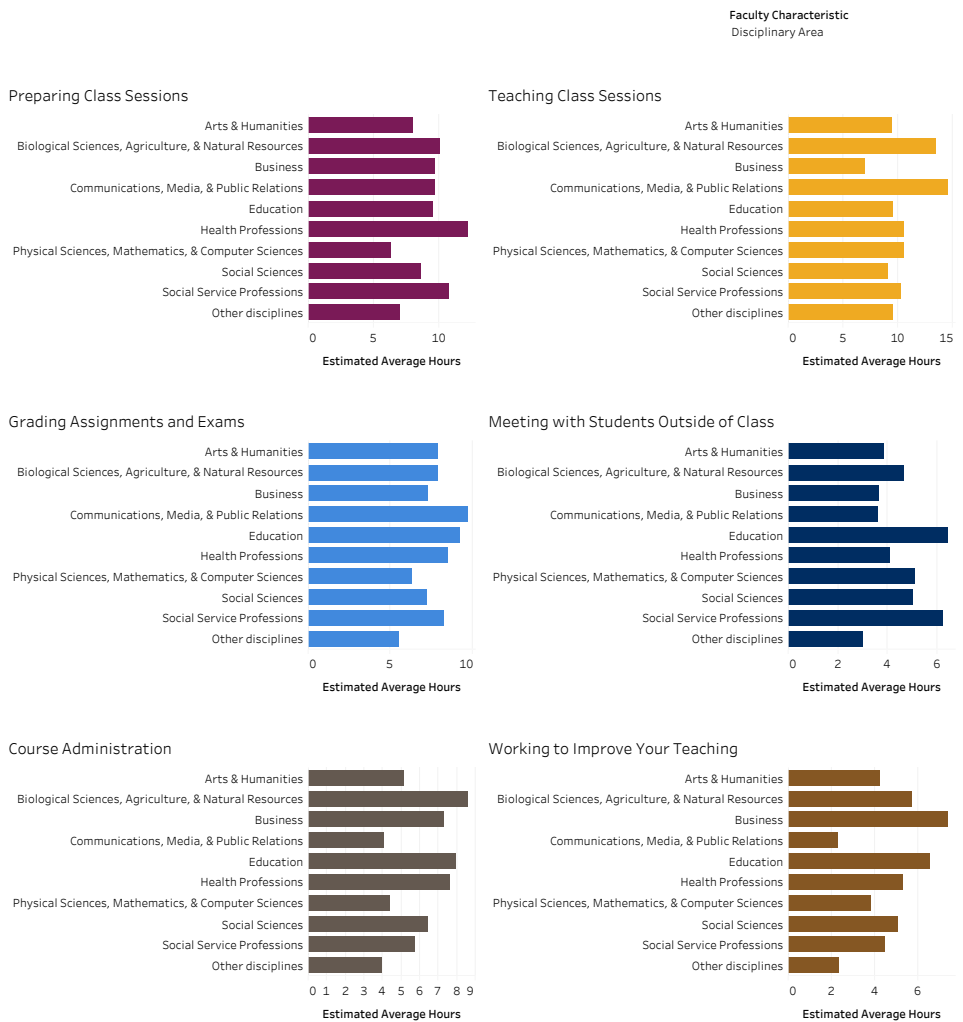
These visuals display results for the approximate amount of time that faculty spend on teaching-related activities (#7)

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

Looking Within Faculty Experiences



Looking Between Faculty Experiences



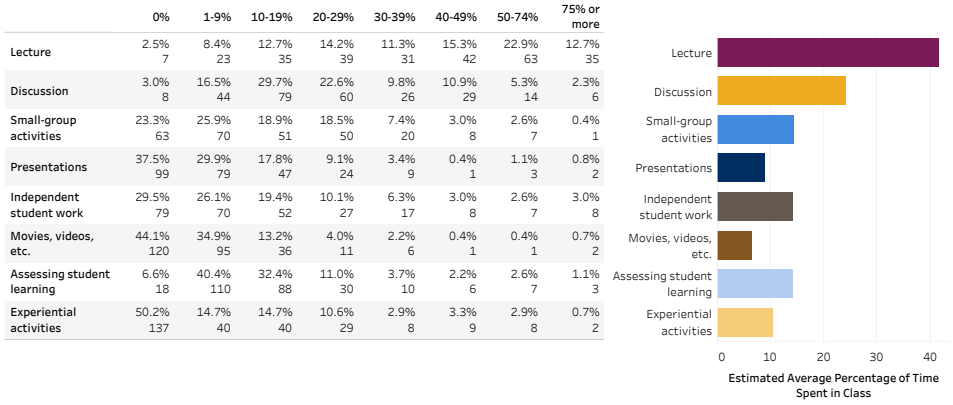


These visuals display results for the percent of class time spent on various activities (#26) and faculty course goals for student learning and development (#31).

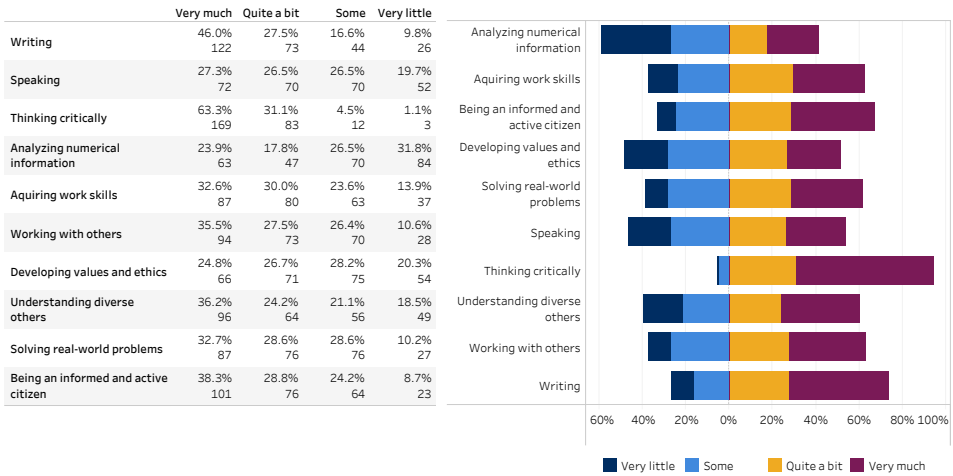
Disciplinary Area All	Racial/Ethnic Identity All	Employment Status All	Sexual Orientation All	Course Format All	Administration Year All
Gender Identity All	Adjunct Status All	Academic Rank All	Course Division All	General Education Course All	

Looking Within Faculty Experiences

Course Time on Task

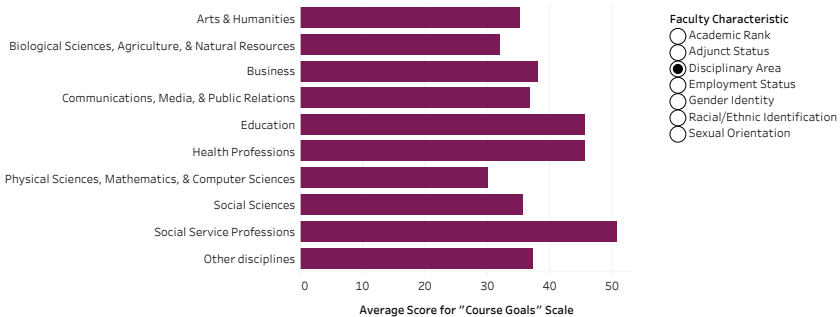


Course Goals



Comparing Faculty Experiences

Course Goals



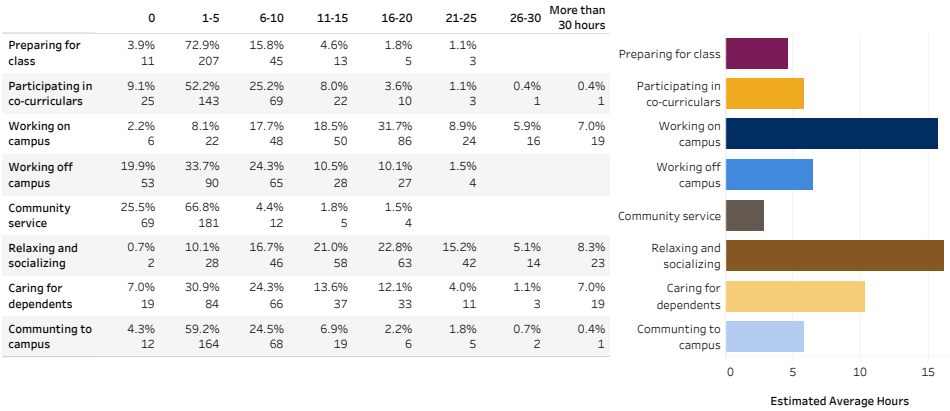


These visuals display results for faculty perceptions of students' time spent on various activities (#22) and additional FSSE items (#1b, #2a, #24a, #29a, #32, #33).

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

Looking Within Faculty Experiences

Perceived Student Time on Task



Additional FSSE Items

