



# Considering the values and needs of sessional and tenured faculty

## What do comparisons and modeling suggest for faculty development needs?

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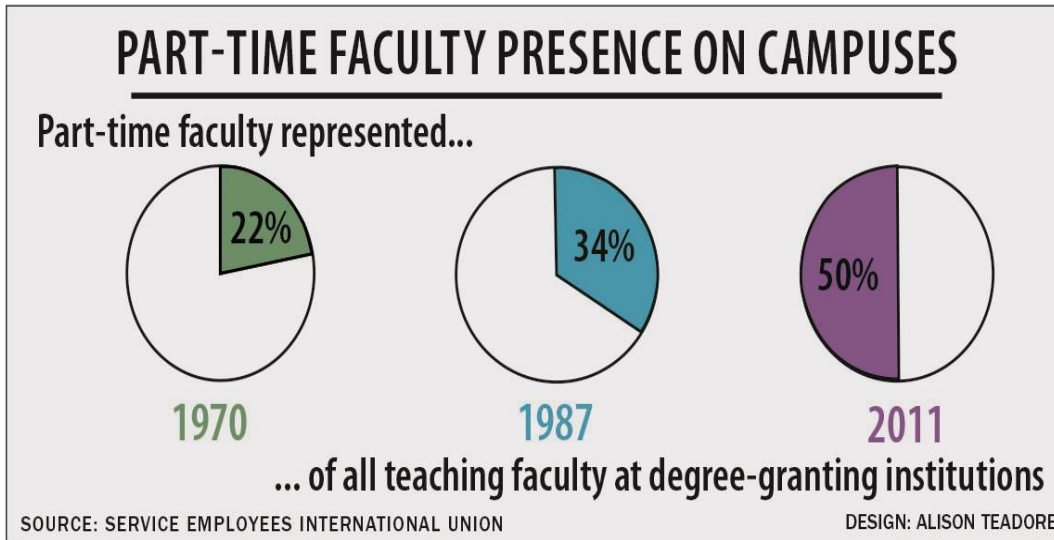
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# The rise of sessional staff



- PT department, HVS
  - 8 tenured, over 100 sessional (92%)
- HVS
  - 212 tenured, over 1000 sessional (82%)
- Criticism
  - too many lectures, organization (Schram)





# 2016-2021 Strategy of the University of Iceland

- The quality of teaching and learning environment given greater weight and support in the operations of the University



Support for sessional teachers increased and framework for sessional teaching strengthened

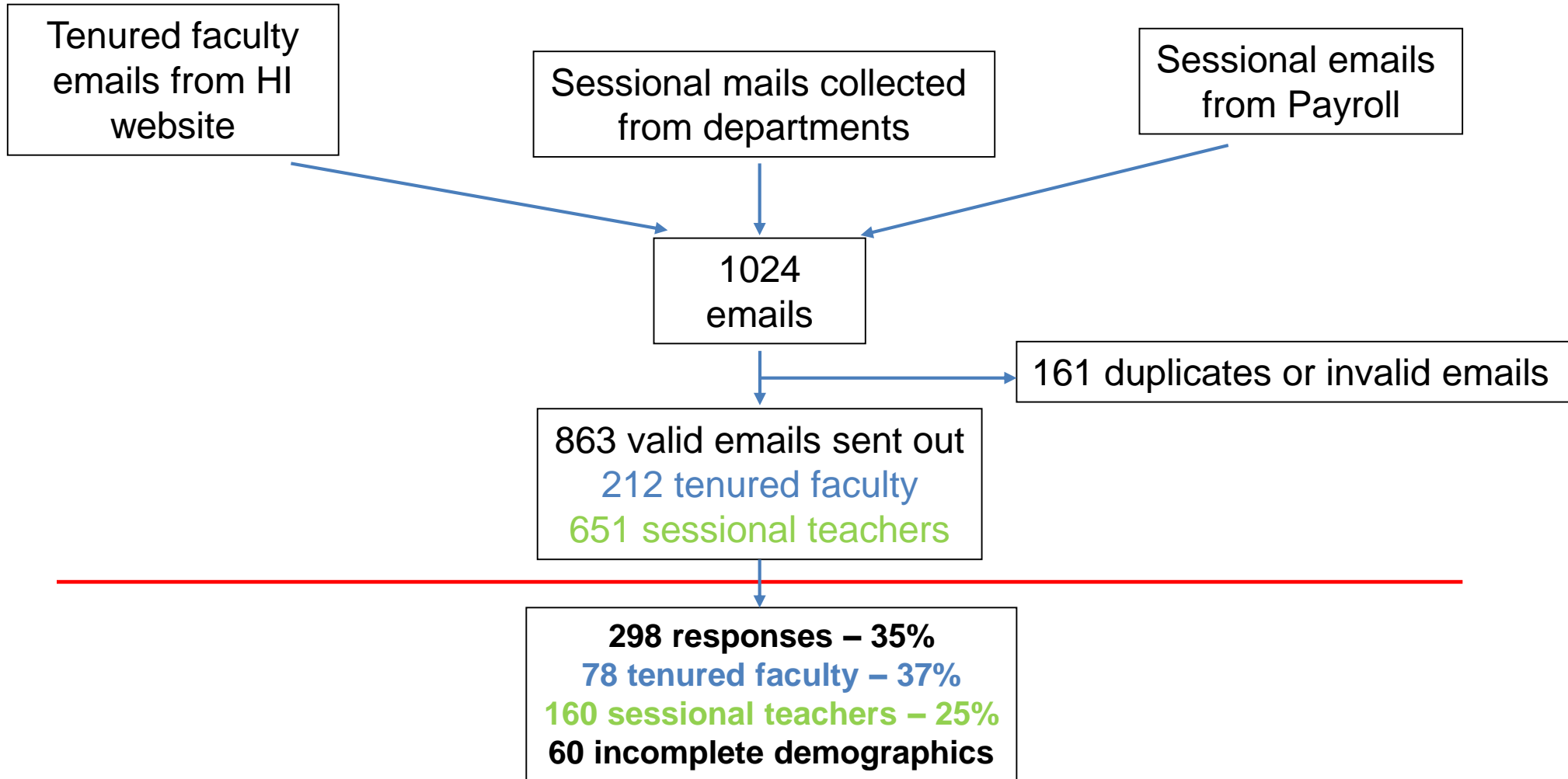




# Research question

- What are the similarities and differences between sessional teachers and tenured faculty with respect to needs, identity and motivations?
- Can we predict with modeling what will increase teacher identity and openness to improvement in teaching? Will it be the same model for sessional teachers and tenured faculty?







# Survey Development

96 line items representing:

- 1) Validated scales on intrinsic motivation and identified regulated motivation of physicians to teach (SDT) (Dybowski, 2015), and identification with teaching (Jones, 2010)\*
- 2) Developed scales for: a) perceived connectedness, b) need for appreciation to improve teaching, and c) an open attitude towards reflection/diverse teaching methods for improvement
- 3) Items assessing prior experience with pedagogy, attitudes towards responsibilities of teacher, participation in faculty development
- 4) Faculty needs assessments in health sciences

\*Validated scales

- Intrinsic motivation – personal enjoyment and interest
- Identified regulated motivation – values you have adopted
- Identification with teaching - the extent to which you value teaching as a part of your self





# Scales – reliabilities/examples

Scale name	$\alpha$	#	Item example
Identification with teaching (ID)	.80	4	It matters to me how well I do in my teaching
Intrinsic motivation (IN)	.86	4	I enjoy teaching most of the time
Identified regulated (IR)	.80	3	I am convinced that it is a health professional's duty to pass on his/her knowledge
Connectedness (CO)	.78	3	Members of my HI department frequently share teaching practices they have found to be successful
Appreciation (AP)	.76	4	I would be motivated to try a new teaching method if I was shown appreciation for enhancing my teaching methods (Also included compensation, feedback from supervisor, student evaluations)
Openness to improve (OP)	.69	3	It is part of my responsibilities as a teacher to reflect on my teaching skills and how I can improve my teaching

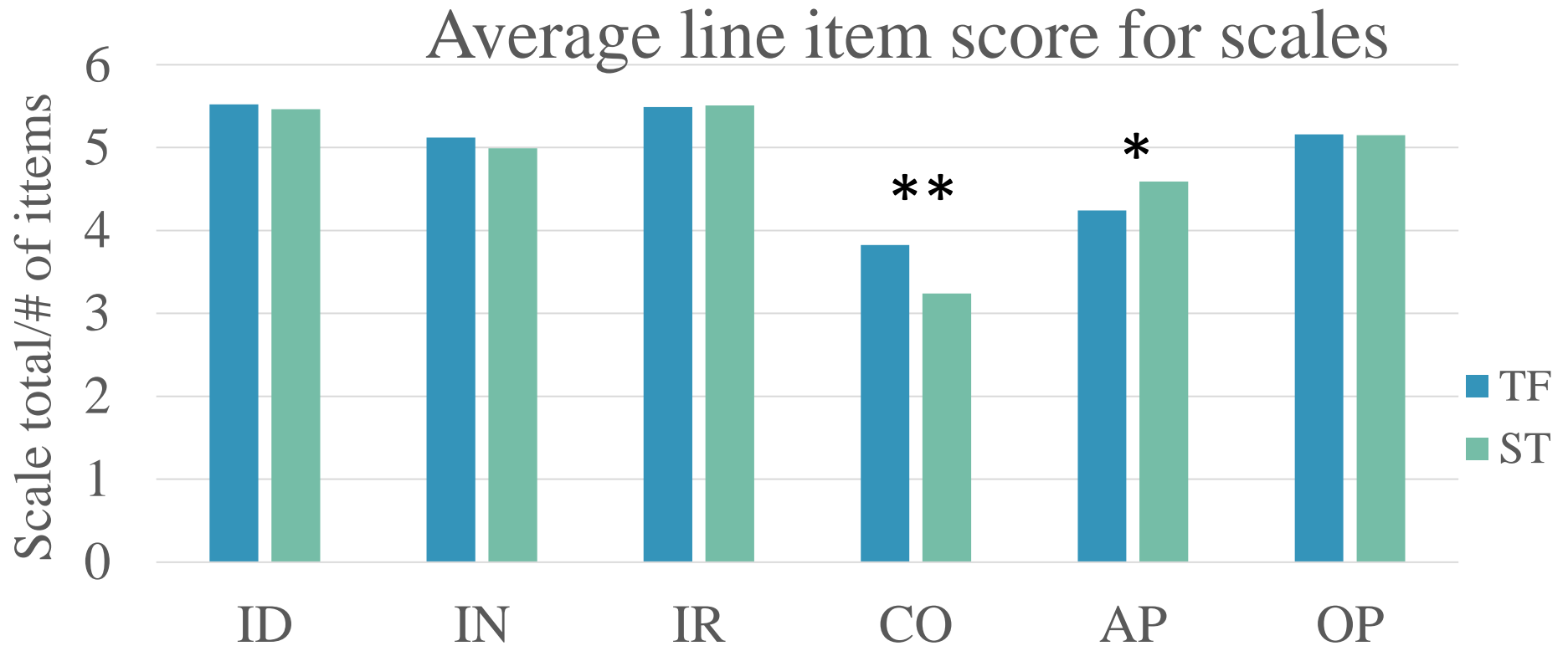






# RESULTS - COMPARISON





ID - identification with teaching; IN - intrinsic motivation; IR - identified motivation; CO - perceived connectedness to department; AP - motivated to improve by appreciation; OP - openness to improvement





# Summary of Comparison

## How are ST and TF similar?

- Similar intrinsic motivation (IN)
- Similar professional values (IR)
- Similar value of teaching as a part of their self (ID)
- Similar openness to improvement (OP)

## How are ST and TF different?

- ST perceive less connectedness (CO)
- ST desire more appreciation (AP)
- ST want more pedagogy
- ST are not participating in faculty development
- ST want digital formats





# MODELING – PREDICTING ID AND OP



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# Confirmatory Factor Analysis

- Confirmed that ID, AP, CO, and OP scales were distinct factors that correlated
- Were unable to distinguish between ID, IN, IR





# Structural Equation Modeling (SEM)

- Take various theoretical models that hypothesize how sets of variables define constructs and examine how these constructs are related to each other
- Measures how well the study data supports the theoretical model
- Natural progression of factor analysis and regression
- Predictive, NOT causal





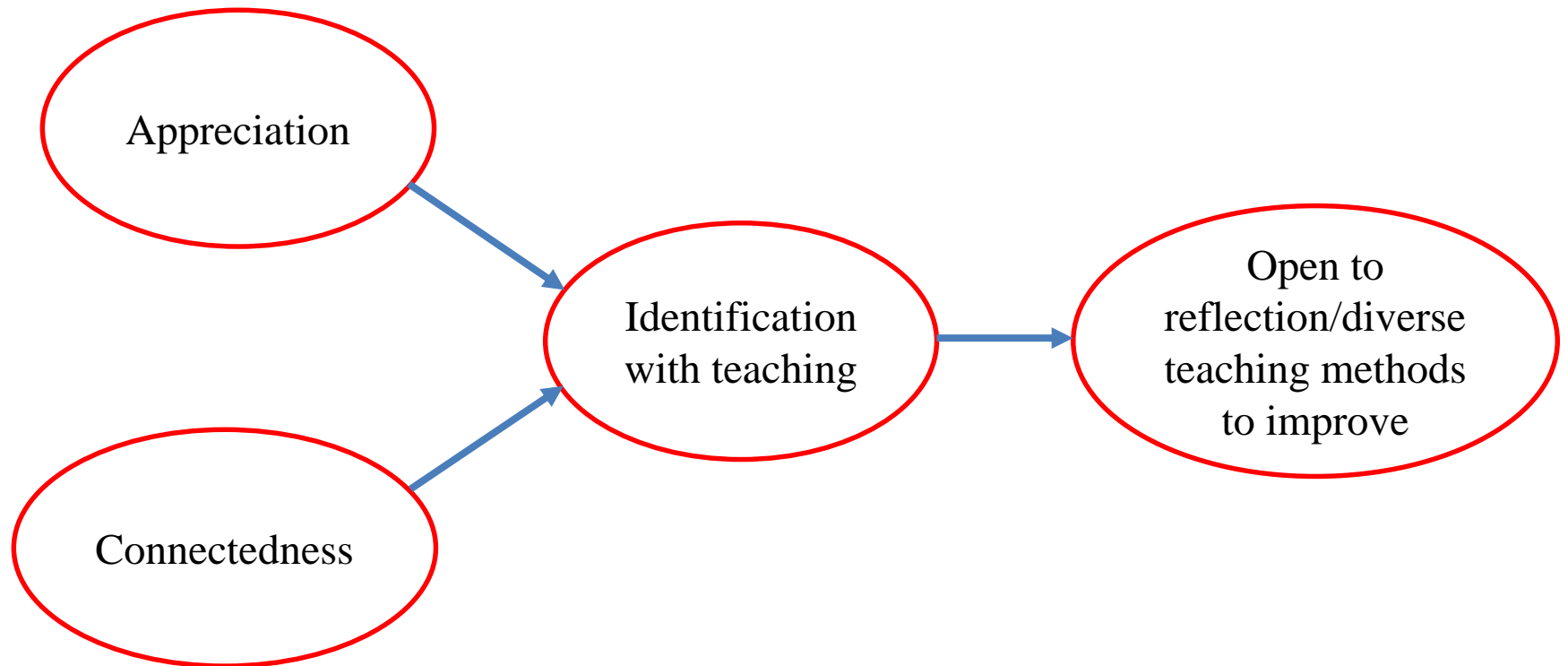
## Theory – Teacher identity (van Lankveld et al 2017)

- Systematic Review: Teacher identity comes from:
  - A sense of appreciation
  - A sense of connectedness
  - A sense of competence (that is recognized)
  - A sense of commitment
  - A future trajectory





Figure 1 - Proposed Model



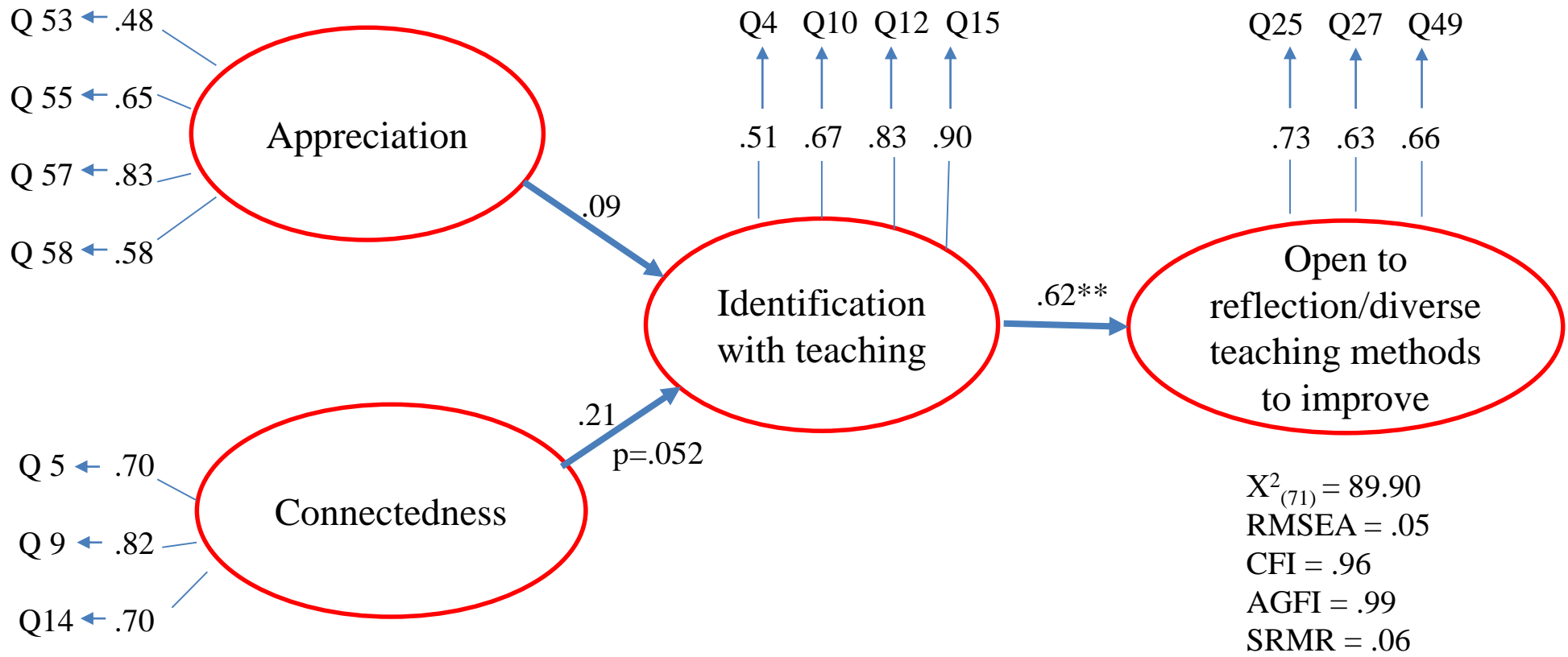




# RESULTS - SEM

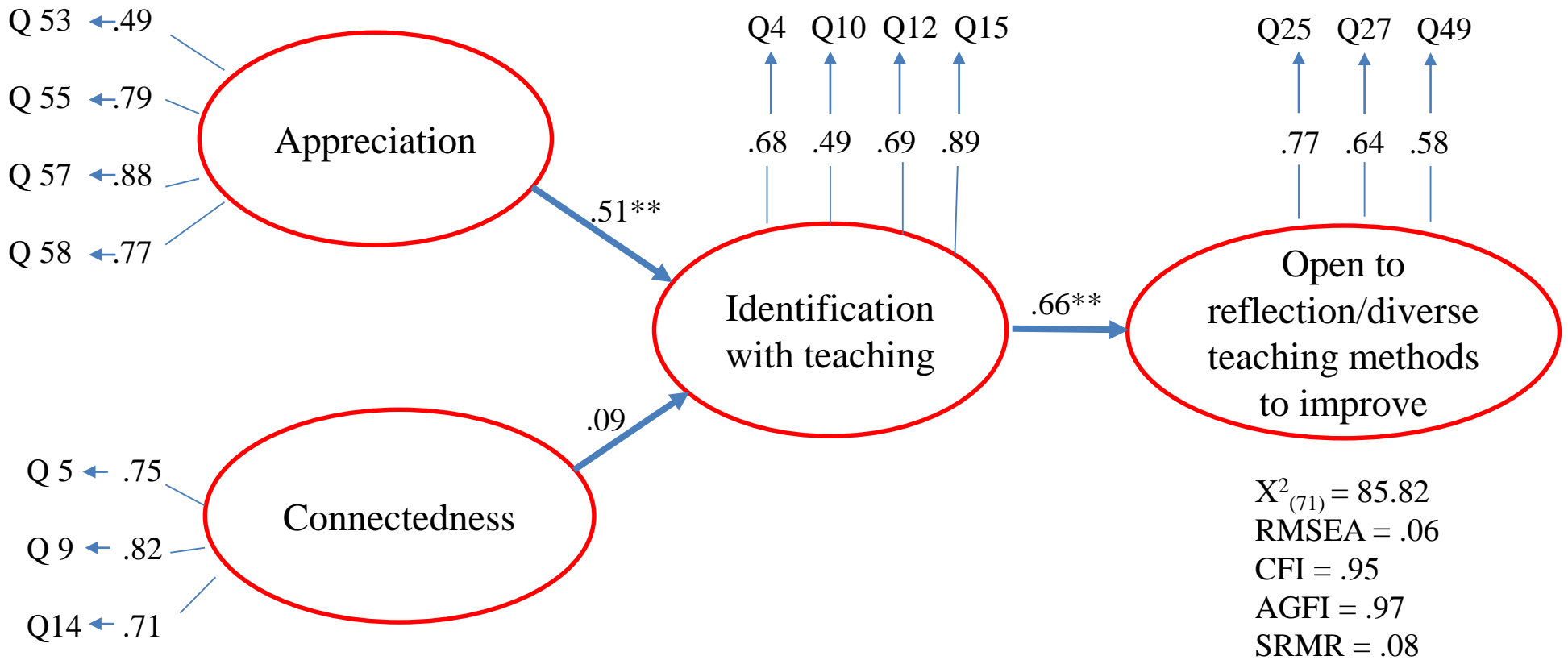


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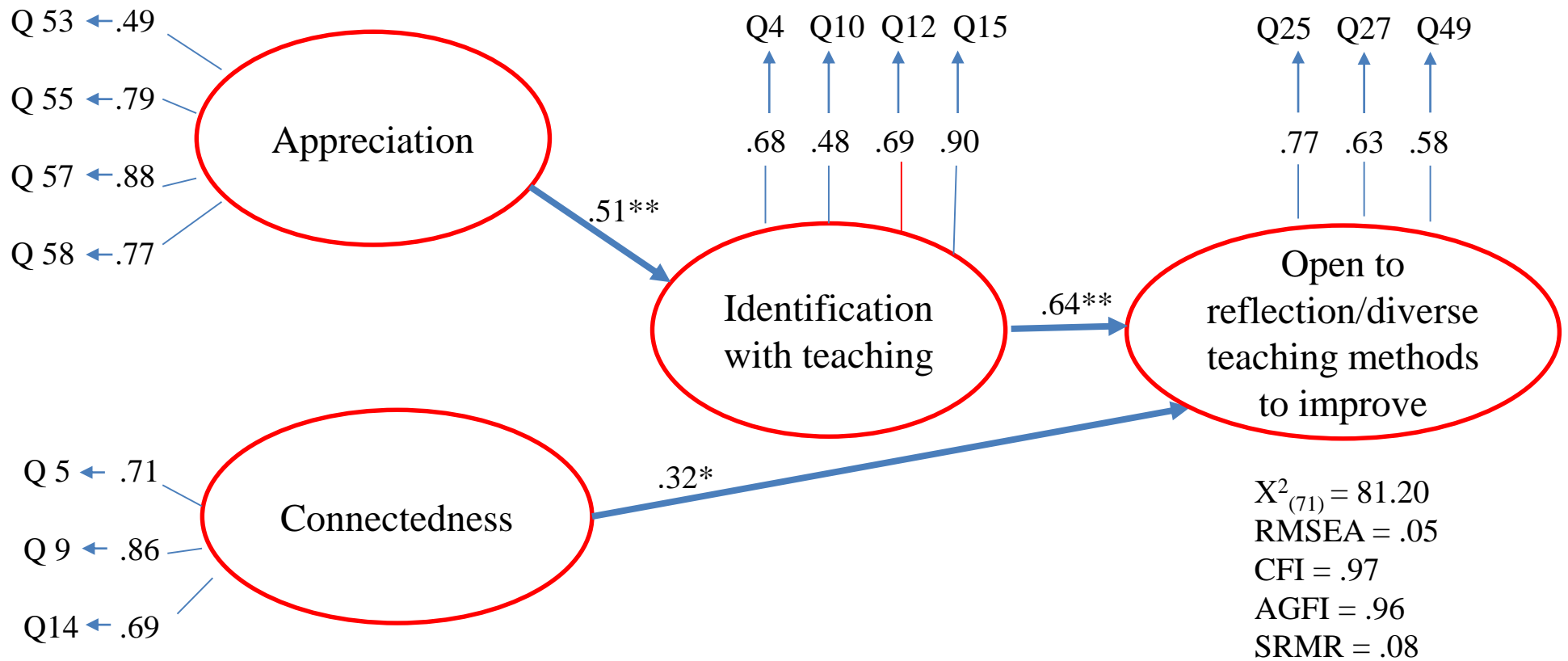
Contingent teachers (n=118)





Tenured teachers (n=66) NOT BEST MODEL





Tenured teachers (n= 66) BETTER MODEL





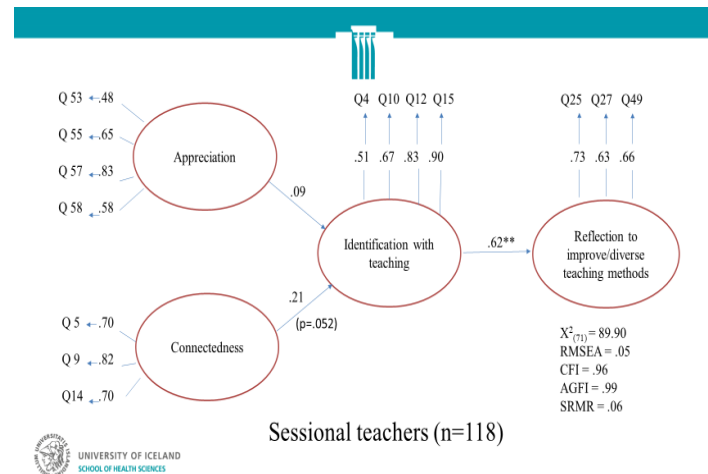
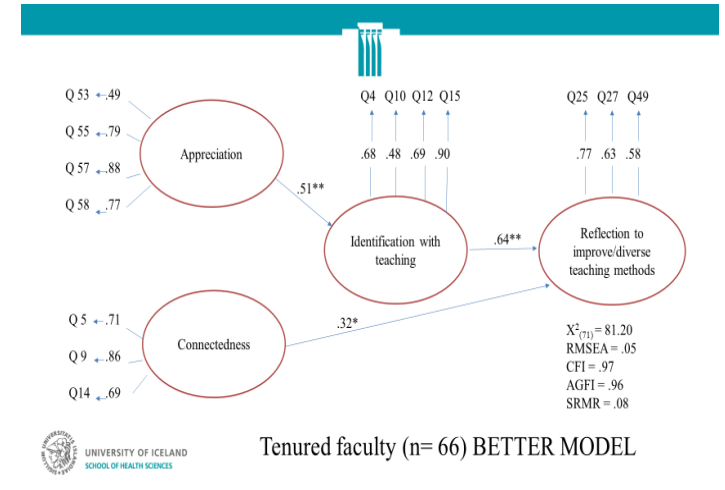
# Models for predicting ID and OP were not the same. Why?

Connectedness perceived differently?

Hypothetical quotes

TF – “I am a teacher (job description) and want appreciation for my efforts to be a better teacher. I improve when other teachers in my department share what works for them” (connectedness within).

ST – “I value being a teacher but am not sure I am a ‘real’ one as I don’t feel I am noticed for what I contribute or don’t feel part of my department” (connectedness to).





# Limitations

- One health science school
- Not sure if sample representative of sessional teachers
- Did not address issue of salary





# What do comparisons and modeling suggest for increasing teaching identity and improvement ?

## Tenured faculty

- Increased appreciation for teaching – predict identity
- Increased connectedness **within** a department – predict improvement

## Sessional teachers

- Find our sessional teachers
- Faculty development with digital formats
- Increased connectedness **to** department – predict identity

### ALL TEACHERS

- Increased teaching identity – predict improvement
- Reinforce enjoyment, values, identity





# Application

- Tenured faculty
  - Ongoing discussions of ways to appreciate and reward excellence in teaching
  - “Pedagogical support for academic staff increased, e.g. through strengthening the Centre for Teaching and Learning, and hiring **teaching experts** in every school” – HI strategy 2016-2021

**How about making teaching experts in every department?**

- Sessional teachers
  - Focus groups to explain results. How can we meet pedagogy needs while improving connectedness? What about appreciation?









# Thanks!

- Questions?

