Assessing Faculty Members’ and Graduate Student Instructors’ Engagement in and Views about Professional Development

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Research Questions

1. How do faculty and graduate student instructors engage differently than one another in professional development?

2. How do the professional development needs of faculty and graduate student instructors differ from one another?

3. How does social identity influence the professional development needs of faculty and graduate student instructors?

FSSE & FSSE-G

Faculty Survey of Student Engagement

• Designed to measure faculty expectations for student engagement in educational practices that are empirically linked with learning and development
• In 2014, 18,860 faculty from 143 colleges and universities responded
• 2,275 faculty from 22 institutions in study

FSSE for Graduate Student Instructors (GSIs)

• Designed to capture the experiences, professional development, and perceptions of graduate students who teach undergraduates
• Pilot tested in 2014 at eight large research universities, surveying over 10,000 graduate students who teach

During the current school year, have you done the following?

F: During the current school year, about how often have you done the following?

G: During the current school year, about how often have you done the following?
How important is it that your institution assists you in the following areas?

**Faculty**
- Most important:
  - Creating a supportive learning environment
  - Developing students’ critical thinking skills
  - Using technology to improve student learning
- Least important:
  - Designing assignments or exams
  - Leading discussions
  - Specifying learning outcomes

**Graduate Students**
- Most important:
  - Developing students’ critical thinking skills
  - Creating a supportive learning environment
  - Assessing student learning
- Least important:
  - Leading discussions
  - Designing assignments or exams
  - Using technology to improve student learning

Two Different Types of Support

- a. Incorporating active learning strategies
- b. Developing students’ critical thinking or problem-solving skills
- c. Improving your interactions with students
- d. Facilitating experiences with diversity
- e. Using technology to improve student learning
- f. Creating a supportive learning environment
- g. Assessing student learning
- h. Specifying learning outcomes
- i. Designing assignments or exams
- j. Leading discussions

**Teaching Support**

<table>
<thead>
<tr>
<th>Without doctoral degree</th>
<th>Assessment Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Doctorate earned)</td>
<td>(Men)</td>
</tr>
<tr>
<td>Racial/ethnic minorities</td>
<td>(White)</td>
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Types of Faculty More Likely to Want Support

Based on statistically significant ($p<.05$) coefficients of OLS regressions controlling for academic rank, discipline, earned doctoral degree, age, citizenship, gender identity, racial/ethnic background, and institutional Carnegie classification and control.
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<td>(Full professor)</td>
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<tr>
<td>Without doctorate degree</td>
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<tr>
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Types of GSIs More Likely to Want Support

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<td>Women</td>
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<tr>
<td>Pursuing Master’s degree</td>
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Questions?
Presentation and more information about FSSE & FSSE-G at fsse.iub.edu
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abrckalo@indiana.edu
F: How important is it that your institution assists you in the following areas?

- Designing assignments or exams: 39%
- Leading discussions: 40%
- Specifying learning outcomes: 52%
- Facilitating experiences with diversity: 61%
- Improving your interactions with students: 61%
- Assessing student learning: 71%
- Incorporating active learning strategies: 77%
- Using technology to improve student learning: 80%
- Developing students' critical thinking skills: 86%
- Creating a supportive learning environment: 89%

G: How important is it that your institution assists you in the following areas?

- Leading discussions: 62%
- Designing assignments or exams: 62%
- Using technology to improve student learning: 63%
- Facilitating experiences with diversity: 66%
- Incorporating active learning strategies: 72%
-Specifying learning outcomes: 73%
- Improving your interactions with students: 73%
- Assessing student learning: 78%
- Creating a supportive learning environment: 84%
- Developing students' critical thinking skills: 85%