

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

2014  
Assessment Institute  
in Indianapolis



Jessica C. Harris  
Thomas F. Nelson Laird  
Allison BrckaLorenz

## 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

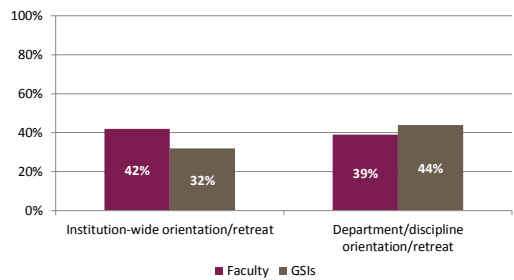
### FSSE for Graduate Student Instructors (GSIs)

- 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

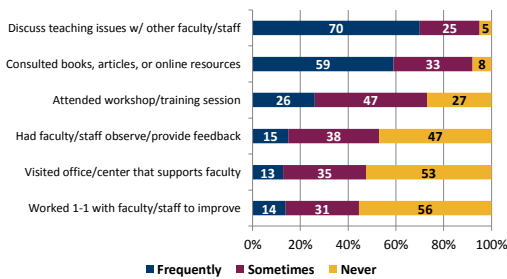
## Research Questions

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?

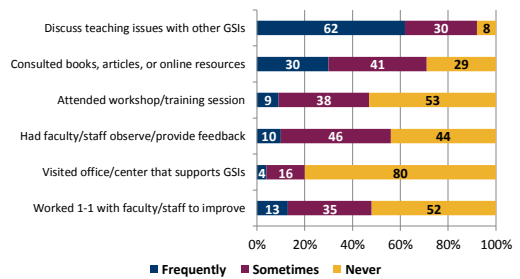
## During the current school year, have you done the following?



## 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

## 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

## 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

- Incorporating active learning strategies
- Developing students' critical thinking or problem-solving skills
- Improving your interactions with students
- Facilitating experiences with diversity
- Using technology to improve student learning
- Creating a supportive learning environment
- Assessing student learning
- Teaching Support scale ( $\alpha=.84$ )
- Designing assignments or exams
- Leading discussions

## Two Different Types of Support

- Incorporating active learning strategies
- Developing students' critical thinking or problem-solving skills
- Improving your interactions with students
- Facilitating experiences with diversity
- Assessment Support scale ( $\alpha=.84$ )
- Creating a supportive learning environment
- Assessing student learning
- Specifying learning outcomes
- Designing assignments or exams
- Leading discussions

## Types of Faculty More Likely to Want Support

Teaching Support	Assessment Support
Without doctorate degree	(Doctorate earned)
Women	(Men)
Racial/ethnic minorities	(White)

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.

## Types of Faculty More Likely to Want Support

Teaching Support	Assessment Support
	Full-time lecturer (Full professor)
Without doctorate degree	Without doctorate degree (Doctorate earned)
	International faculty (U.S. citizen)
Women	Women (Men)
Racial/ethnic minorities	Racial/ethnic minorities (White)

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.

## Types of Faculty More Likely to Want Support

Teaching Support	Assessment Support
	Full-time lecturer (Full professor)
Without doctorate degree	Without doctorate (Doctorate earned)
	International faculty (U.S. citizen)
Women	Women (Men)
Racial/ethnic minorities	Racial/ethnic minorities (White)

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.

## Types of GSIs More Likely to Want Support

Teaching Support	Assessment Support
Older GSIs	
Women	(Men)
Racial/ethnic minorities	(White)
Pursuing Master's degree	(Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor	(All other occupational goals)

Based on statistically significant ( $p < .05$ ) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, occupational goal, discipline, and institutions.

## Types of GSIs More Likely to Want Support

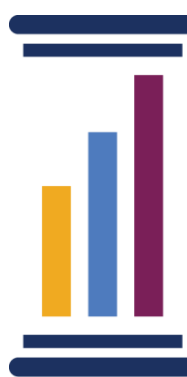
Teaching Support	Assessment Support
Older GSIs	
Women	Women (Men)
Racial/ethnic minorities	Asian, Native Hawaiian, Other Pacific Islander & Black or African American (White)
Pursuing Master's degree	Pursuing Master's degree (Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor	(All other occupational goals)

Based on statistically significant ( $p < .05$ ) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, occupational goal, discipline, and institutions.

## Types of GSIs More Likely to Want Support

Teaching Support	Assessment Support
Older GSIs	
Women	Women (Men)
Racial/ethnic minorities	Asian, Native Hawaiian, Other Pacific Islander & Black or African American (White)
Pursuing Master's degree	Pursuing Master's degree (Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor	(All other occupational goals)

Based on statistically significant ( $p < .05$ ) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, occupational goal, discipline, and institutions.

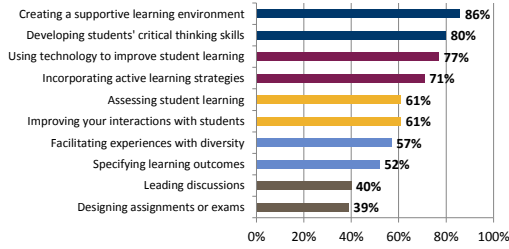


**Questions?**  
Presentation and more information about  
FSSE & FSSE-G at  
**fse.iub.edu**

fse@indiana.edu  
abrckalo@indiana.edu

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

**Percentage "Very important" and "Important"**



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

**Percentage "Very important" and "Important"**

