Faculty and Graduate Student Instructors' Perspectives on Professional Development

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FSSE
faculty survey of student engagement

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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

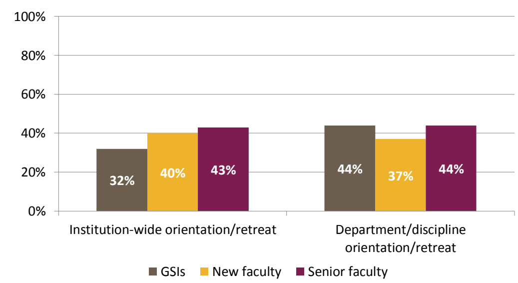
FSSE for Graduate Student Instructors (GSIs)

- 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

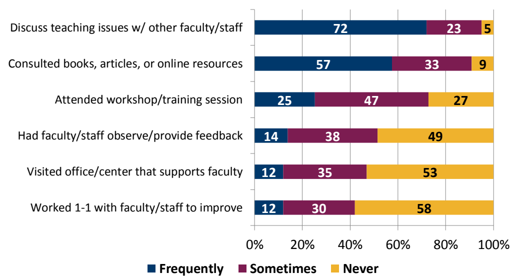
Research Questions

1. What aspects of professional development do senior faculty, new faculty, and GSIs, respectively engage in?
2. What aspects of teaching do senior faculty, new faculty, and GSIs, respectively, think is most important for their institution to assist them with?
3. How does this value for assistance vary for different types of faculty and GSIs?

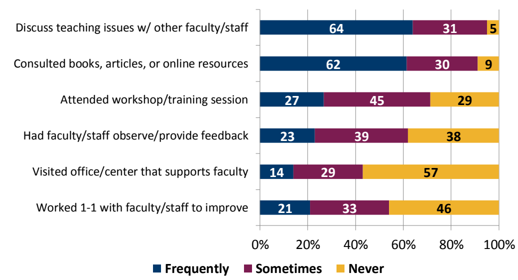
During the current school year, have you done the following?



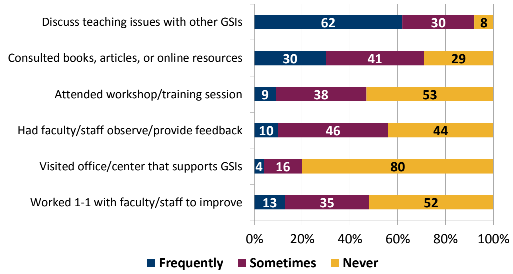
SENIOR F: During the current school year, about how often have you done the following?



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



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



Which of the following areas do YOU think faculty and GSIs think are most important for institutions to 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

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

Faculty (Senior and New)

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
- Facilitating experiences with diversity

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
- Facilitating experiences with diversity

Graduate Students

Most important:
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- **Creating a supportive learning environment**
- Assessing student learning

Least important:
- **Leading discussions**
- **Designing assignments or exams**
- Using technology to improve student learning

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Most important:
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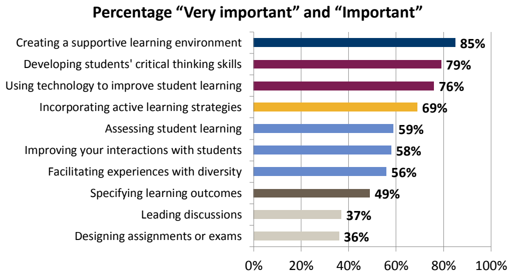
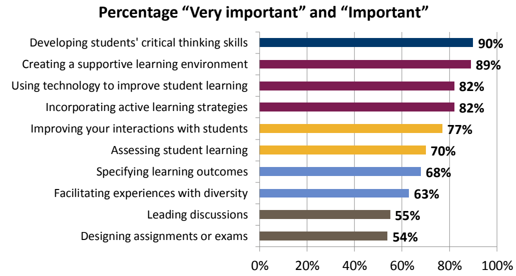
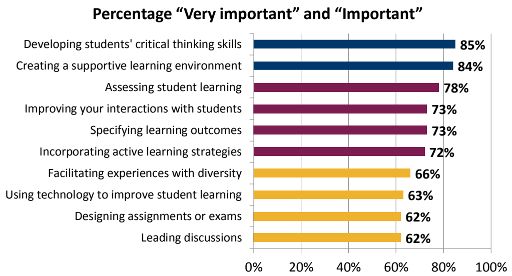


NEW F: How important is it that your institution assists you in the following areas?



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



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. S

Teaching Support scale (α=.84)

i. Designing assignments or exams
j. Leading discussions

Two Different Types of Support

a. Incorporating active learning strategies
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Assessment Support scale (α=.84)

f. Creating a supportive learning environment
g. Assessing student learning
h. Specifying learning outcomes
i. Designing assignments or exams
j. Leading discussions

Types of Senior 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 Senior Faculty More Likely to Want Support

Teaching Support	Assessment Support	
	Full-time lecturer	(Full professor)
Without doctorate degree	**Without doctorate degree**	(Doctorate earned)
Women	**Women**	(Men)
Racial/ethnic minorities	**Asian, Native Hawaiian, Pacific Islander; Black or African American; American Indian, Alaska Native, Other, Multiracial**	(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.

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	Full-time lecturer	(Full professor)
Without doctorate degree	Without doctorate	(Doctorate earned)
Women	**Women**	**(Men)**
Asian, Native Hawaiian, Pacific Islander; Black or African American	**Asian, Native Hawaiian, Pacific Islander; Black or African American**	**(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 New Faculty More Likely to Want Support

Teaching Support	Assessment Support	
Asian, Native Hawaiian, Other Pacific Islander; Black or African American		(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 New Faculty More Likely to Want Support

Teaching Support	Assessment Support	
	Without doctorate degree	(Doctorate earned)
Asian, Native Hawaiian, Other Pacific Islander; Black or African American	**Asian, Native Hawaiian, Other Pacific Islander; Black or African American**	(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	
	Without doctorate	(Doctorate earned)
Asian, Native Hawaiian, Other Pacific Islander; Black or African American	**Asian, Native Hawaiian, Other Pacific Islander; Black or African American**	**(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	**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 **fsse.iub.edu**

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