

Assessing the Experiences and Practices of Faculty and Graduate Students Who Teach

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Before We Begin...

Why assess the experiences and practices of faculty and graduate students who teach?

Agenda

- Campus discussions
- Using results
 1. Investigating faculty issues
 2. Comparing student and faculty perspectives
 3. Adding context to the student experience
 4. Exploring the professional development of future faculty
- Administration challenges
- Concerns about data quality and validity
- Action plans

Before We Begin...

What conversations are happening on your campus about assessing the experiences and teaching practices of faculty and graduate students?

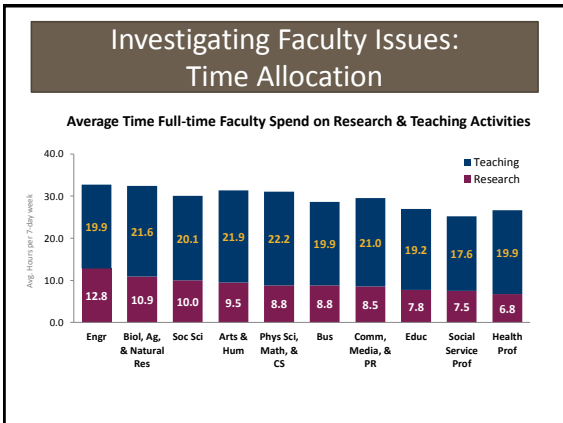
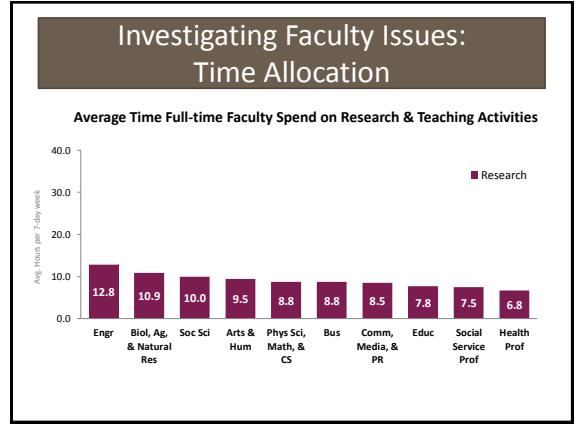
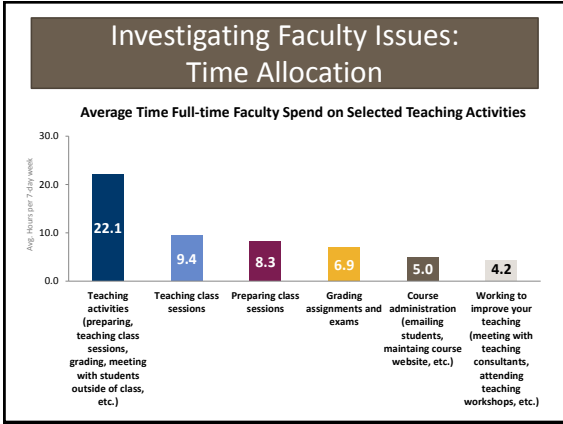
What conversations would you like to be happening?

Thinking Further...

What is your campus doing to investigate the experiences and teaching practices of faculty and graduate students?

FSSE

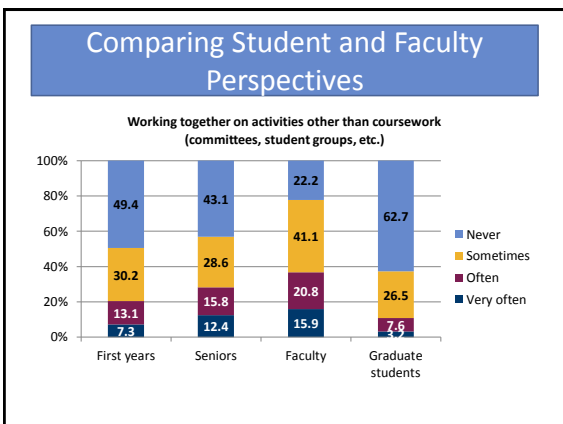
- Faculty Survey of Student Engagement
 - Complements the National Survey of Student Engagement (NSSE)
- Measures instructional staff (faculty, instructors, graduate students who teach, etc.) involvement in undergraduate student engagement at four-year colleges and universities
- Administered annually at ~140 institutions



Investigating Faculty Issues: Time Allocation

What other faculty issues might you want to investigate on your campus?

How might you dig in to subpopulations?



Comparing Student and Faculty Perspectives

In what ways might you compare the perspectives of different groups on your campus?

Adding Context to the Student Experience

NSSE	FSSE
Have done? <i>Done or in progress, Plan to do, Do not plan to do, Have not decided</i> <ul style="list-style-type: none"> Study aboard program Research with faculty Learning community Formal leadership role in a student organization Senior culminating experience Internship, co-op field experience student teaching or clinical placement 	How important? <i>Very important, Important, Somewhat important, Not important</i> <ul style="list-style-type: none"> Study aboard program Research with faculty Learning community Formal leadership role in a student organization Senior culminating experience Internship, co-op field experience student teaching or clinical placement

Adding Context to the Student Experience

	Seniors <i>Have done or in progress</i>
Study aboard program	16%
Research with faculty	25%
Learning community	26%
Formal leadership role in a student organization	38%
Senior culminating experience	53%
Internship, co-op field experience student teaching or clinical placement	53%

Adding Context to the Student Experience

	Seniors <i>Have done or in progress</i>	Faculty <i>Important or Very Important</i>
Study aboard program	16%	40%
Research with faculty	25%	59%
Learning community	26%	47%
Formal leadership role in a student organization	38%	39%
Senior culminating experience	53%	85%
Internship, co-op field experience student teaching or clinical placement	53%	84%

Adding Context to the Student Experience

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Study aboard program	16%	40%
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Adding Context to the Student Experience

		NSSE	
		Low	High
FSSE	Low	<ul style="list-style-type: none"> Is this activity not aligned with institutional mission, educational goals, etc. Should this change? 	<ul style="list-style-type: none"> Are faculty values not aligned with institutional mission/goals? Do faculty values need to be examined or changed? What is driving this?
	High	<ul style="list-style-type: none"> Are there institutional barriers (curricular, monetary, etc.) preventing students from participating? Are students prepared for, aware of, or capable of participating in the activity? 	<ul style="list-style-type: none"> Is there more work to be done here? Is this sustainable? How can we maintain?

Adding Context to the Student Experience

How might you use instructional staff data to add context to the student experience on your campus?

Exploring the Professional Development of Future Faculty

Faculty	Graduate Students
<p>Most important:</p> <ul style="list-style-type: none"> Creating a supportive learning environment Developing students' critical thinking skills Using technology to improve student learning <p>Least important:</p> <ul style="list-style-type: none"> Designing assignments or exams Leading discussions Specifying learning outcomes 	<p>Most important:</p> <ul style="list-style-type: none"> Developing students' critical thinking skills Creating a supportive learning environment Assessing student learning <p>Least important:</p> <ul style="list-style-type: none"> Leading discussions Designing assignments or exams Using technology to improve student learning

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Exploring the Professional Development of Future Faculty

How might you explore the professional development of instructional staff on your campus?

Administration Challenges

- When is the right time to administer the survey?
 - Decentralized graduate students
 - Part-time, full-time, tenured, clinical, multi-campus, online, etc.
- Gathering contact information
- Increasing willingness to participate
- Concerns about anonymity
- Identifying interest and sources of financial support
- Other challenges?

Data Quality and Validity

- Always check various data quality indicators
 - Response rates
 - Sampling errors
 - Respondent details
 - Representation of your population
- Instruments should be tested for validity, reliability, and other aspects of data quality
- Instruments should be valid for online and face-to-face class types (if applicable)
- Self-reports of data can be valid!

Plans for Action: Step 1

- Things to think about:
 - What do you want to start or change?
 - At what level (course, department, campus, etc.) do you want to begin your work?
 - Who needs to be part of your conversation?
 - What resources do you have available?
 - Who might partner with you?
 - Who has information or how could you get information like this on your campus?
 - What kinds of helpful information can researchers provide?

Plans for Action: Step 2

- Identify some concrete goals:
 - What is your first step?
 - What can you accomplish next week?
 - What can you accomplish next month?
- What challenges will you face?
- How can you sustain momentum?

Final thoughts and questions?



Questions?

Presentation and more information about FSSE at fsse.iub.edu

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