

INTERVIEW PROTOCOL:

**Longitudinal Study of Future STEM Faculty
Fall 2010**

Survey ID: _____

Day and Date of Interview: _____

Time of Interview: _____ **PT/MT/CT/ET**

(Local Time: _____ CENTRAL)

Interviewer: **JEC** **MRC**

Interviewee's Name: _____

Doctoral Institution: **ASU** **WASH** **WISC**

Doctoral Discipline (*Survey Q7*): _____

Current Institution/Employer(s): _____

Current Department/Unit(s): _____

Current Position(s) _____

Contact Number: _____

Address: _____

See the Interview Workflow for complete instructions on scheduling and conducting interviews, and managing our data in a secure and organized fashion:

<https://workspace.wcer.wisc.edu/gm/document-1.9.266005>

Also see the Survey Data worksheet at the end of this protocol, which contains the participant's responses to Year One Survey items 1-6.

INTRODUCTION

Part I – Before Recording

- Thank you for agreeing to this interview.
- As we explained in our interview invitation, the purpose of our study is to better understand the short- and long-term effects of teaching-focused programs that doctoral students may participate in. These interviews are intended to help us understand why doctoral students participate in these programs and what, if anything, they feel they gained from the experience. We will be interviewing 76 recent doctoral degree recipients who are now working in colleges and universities in roles such as assistant professors, postdocs, and instructional academic staff.
- The main purpose of this interview is to learn how the teaching-focused professional development you had as a graduate student does or does not relate to your current work. The interview is divided into four parts.
 - First, I will ask about your current position and what it includes.
 - Second, drawing upon the information you provided on our survey, I will review the teaching-focused professional development you participated in as a doctoral student.
 - For each of these activities, I'm going to ask you a series of questions to help me understand the nature of each program.
 - I want to note that the more activities you did as a graduate student, the longer this part of the interview may take—so I appreciate your patience. If the interview starts to run too long and you would like to schedule a later time to complete these questions, please let me know.
 - Third, I will ask you some questions about your overall experience with teaching-focused professional development generally.
 - Finally, I will ask some general questions about how you feel you are currently applying what you may have gained from these programs.
- Before going any farther, I would like to ask your permission to record this interview. Would that be OK with you?
 - If YES: Turn on Recorder
 - If NO: I am required to document your consent to participate in this interview. Would it be OK for me to turn on the recorder simply to record your consent? I will discontinue recording as soon as you confirm your consent.

INTRODUCTION

Part II – Begin Recording & Secure Consent

Ok, I am now recording our conversation. I have a few remaining items to cover, this will only take a moment.

- My goal is to complete today's interview in 60 minutes – 90 minutes maximum.
- Because I am working from a pre-set interview protocol, it is possible I may ask a question you already answered. I will attempt to note when this happens and may ask you to elaborate on a previous answer. However, please feel free to refer to an answer you already provided.
- If any of the questions are confusing or unclear, please let me know. I am happy to clarify.
- After the interview, you should receive a check for \$50 in 4-6 weeks. Let me know if this does not happen.
- Your participation in this interview is voluntary. Consent for this interview includes your permission for me to record this interview as well as to include data from our conversation or to quote you anonymously in any publications that may result from this study. Please remember that you can choose to stop this interview at any time and without penalty.

Would you please confirm that you are interested in being interviewed today.

- Before we go any further, do *you* have any questions?

INTERVIEW

PART I: CURRENT POSITION

I have a few questions about your current position and how you came to it.

1. In your survey, you indicated that you are working at _____. Is that correct?
2. What is your current job title?
 - Do you have any additional titles or affiliations on campus?
 - With another institution or organization?
3. What do you do in your current job?
 - *probe for connections to undergraduate STEM education or instructional roles*
 - *probe for interaction with graduate students (advisees), and involvement in their training as future STEM educators*
4. What kinds of jobs were you considering and applying for after completing your doctorate?
5. How did you come to this position?
6. Why did you choose this job?
 - *Was it your first choice?*
 - *Did you interview for other positions?*
 - *Did you turn down other offers?*
7. When you began your current job, which parts of the job (e.g., research, teaching) did you feel most prepared for?
 - *What most helped prepare you?*
 - *probe for when preparation occurred*
8. When you began this job, which parts did you feel least prepared for?
9. Going back in time a little bit, what led you to attend graduate school and pursue a doctorate?
 - *probe for original career plans*
10. Considering your original career plans, is your current position in line with what you had planned to pursue?
 - *probe for whether they think they are on a career trajectory that aligns with their original career plans, if the current position does not.*

INTERVIEW

PART II: SUBJECT’S TFPD EXPERIENCE

Now I have a few questions about your particular experiences with teaching-focused professional development.

11. As a graduate student, did you participate in teaching-related professional development activities?

Yes, All the interview subjects did.

What were the 3-5 programs in which you were most heavily involved; starting with the program you were MOST involved with?

- *Use data on program participation taken from full survey to confirm or to provide examples. REFERENCE WORKSHEET FOUND AT THE END OF THIS PROTOCOL.*
- *probe: what activities each included, time spent including activities*
- *probe: are there any programs or activities NOT mentioned on the survey that you wish to add now?*

<i>Activities/Programs (Q1)</i>

<i>Formats (Q2)</i>

I have some questions about each program. I will ask a series of 10 questions about the first program you mentioned and then ask the same questions about the second program and so on. Although it may feel a bit repetitive, we find it is helpful in identifying the various affects of these programs and how they may differ.

Let's start with program 1...

These are two questions about this teaching-focused program.

12. First, when in your doctoral program did you participate in these activities?

- *for example – Early in your program? After finishing coursework? While writing your dissertation?*

13. Second, from what you remember, did this program do any of these following five things?

Yes/No answers here are sufficient. But examples are welcome.

- **Did it provide participants with opportunities for active rather than passive learning?**

Be prepared to give examples of “active learning”

- **Did it help participants implement teaching approaches in actual or realistic situations?**
- **Did it promote collaboration among participants?**
- **Did it provide qualified instructors and facilitators?**
- **Did it offer you on-going support or assistance after the program ended?**

Now, I have seven questions about your motives and experiences relating to this program.

14. Why did you participate in this activity?

- *probe for what they intended to get from it*

15. Do you believe you gained anything from this activity in the following four areas?

Yes/No answers are sufficient here. But examples are welcome.

- knowledge and understanding (what you learned about)
- skills and behaviors (what you learned to do or accomplish)
- social networks, personal connections (who you interact with and relate to)
- attitudes and priorities (what matters to you)

16. Do you feel that your participation in this program had any effects, positive or negative, on these three things:

- your disciplinary research?
- completing your degree in a timely fashion?
- your job search?

17. Did this program meet your personal goals or expectations?

18. Where there any unexpected benefits to your participation in this program?

19. Where they any drawbacks to your participation in this program?

20. Thinking specifically about your current position, do you think your participation in this program helped to prepare you for this job?

- *If so, how?*
- *What parts of your job?*

Finally,

21. How would you describe your overall degree of satisfaction--or dissatisfaction--with this program?

[Loop back to Q12 as necessary]

INTERVIEW

PART III: SUBJECT'S OVERALL VIEWS ON TFPD EXPERIENCE

The remaining questions are about your experiences with these programs **in general**. However, as you are answering them, feel free to single out or identify **particular** programs.

22. Was anyone supportive of your participation in these programs?
- *Who was the most supportive?*
23. Was anyone *unsupportive* of your participation in these programs?
- *Anyone especially so?*
24. Did anything else make it easier for you to participate in these activities?
25. Did anything make it difficult for you to participate in these activities?
26. Did your participation in these programs affect your career plans or goals in any particular way? If so, how?
- *probe: effects on actual job hunt*
 - *probe: is interviewee more or less interested in faculty work?*
27. Looking back, why did you participate in more than (or only) one of these programs?

INTERVIEW

PART IV: APPLYING TFPD EXPERIENCES

In this next section, I will ask a few questions about how you may have applied what you learned from teaching-focused programs

28. *While you were still a doctoral student, were you able to apply your experiences with these teaching-focused programs to undergraduate teaching or other types of teaching ?*
- *If so, please give some examples of what you applied, and how?*
 - *If not, why not?*
29. *In your current position, have you applied (or do you plan to apply) what you learned from these teaching-focused programs to undergraduate teaching or other types of teaching?*
- *If so, please give some examples of what you applied, and how?*
 - *If not, why not?*
30. In what kinds of teaching-focused professional development (if any) have you participated in your current position?
- *probe: Is there any connection between your involvement in this professional development and that which you had as a doctoral student?*
31. Thinking about your attempts to implement what you learned from these programs, have you received any feedback on your effectiveness?
- *probe: use of classroom research, regular or systematic feedback from your colleagues or supervisor from peers and chairs*
32. What, so far, has the feedback been?
- *Have you been able to effectively implement?*
33. All in all, how do you feel about your career path thus far?
- *Happy with where you are?*
 - *Happy with where you are headed?*
34. If you could go back in time and start your doctoral program over, knowing what you know now, what would you change--and why?

- *probe: more or less participation in FFPD?*

That concludes all the questions I had. Do you have any questions for me about the interview or about the study?

- VALIDATE MAILING ADDRESS (for compensation)
- THANK YOU

Survey Data Worksheet

<i>Activities/Programs (Survey Q1)</i>

<i>Formats (Survey Q2)</i>

Overall Degree of Satisfaction (Survey Q3): _____

<i>Reasons for Participation (Survey Q4)</i>

<i>Participation Barriers (Survey Q5)</i>

<i>Teaching Experience Types (Survey Q6)</i>

<i>Number of Semesters or Quarters in Role</i>

