

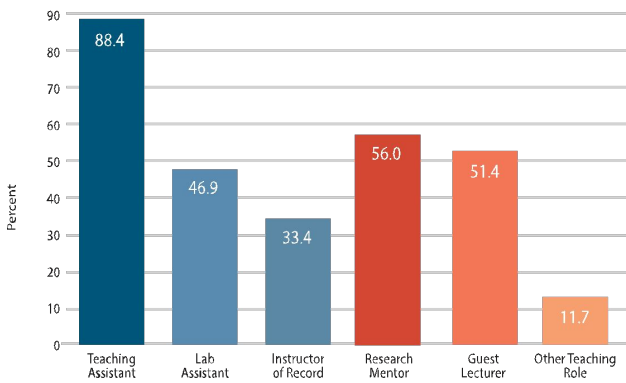
# What aspects of biology department culture support or hinder graduate student (GS) teaching professional development (TPD)?



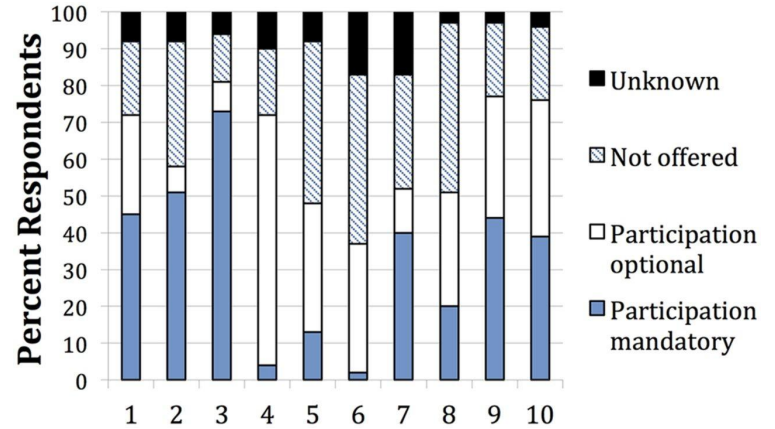
 **#2300999: Uncovering Biology Department Cultural Commitments to GS TPD**

## Project Rationale

Figure 3: Various Instructional Roles of STEM Doctoral Students



N = 3,060 STEM Ph.D. Students at 3 Universities from 2009-2013 (Connelly et al., 2016)



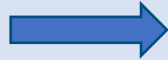
1= Pre-semester institutional orientation, 2 = Pre-semester departmental orientation, 3 = Pre-semester course orientation, 4 = institutional PD, 5 = departmental seminar, 6 = teaching certificate, 7 = Lab prep PD, 8 = Peer mentoring, 10 = Review of teaching evaluations (Schussler et al., 2015)

## Project Methods – Delphi Study



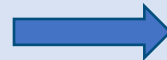
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Select Panel of Expert GS TPD Researchers and Practitioners



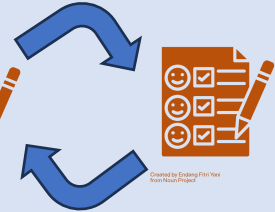
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Interviews and Thematic Coding of Cultural Aspects



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2-3 Iterative Rounds of Aspect Ranking Surveys to Consensus



Are we appropriately defining experts?

How do we best collect initial open-ended data?

What are intentional strategies for building theories of change?

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