

# TAR Fellows Fall 2009 Post-Survey

## 1. Default Section

The University of Wisconsin-Madison is home to CIRTl, a National Science Foundation Center for Learning and

Teaching ([www.cirtl.net](http://www.cirtl.net)). CIRTl@Vanderbilt is the implementation of CIRTl at Vanderbilt University (<http://www.cirtlcafe.net/vanderbilt>). CIRTl@Vanderbilt promotes professional development in teaching for graduate students and post-docs in the sciences.

The CIRTl Network brings with it an unprecedented opportunity to study a range of existing and new professional development activities aimed at preparing future faculty to be excellent educators and successful members of their academic institutions.

The goal of this study is to address the question: "What are characteristics of programs that effectively prepare graduate students and post-docs for careers as 21st century faculty?"

The term "this program" in the questions below refers to the Teaching-as-Research Fellows Program in which you participated recently.

Your participation in this study is very important to its success. Collection of information like your name will only allow linking of pre- and post-survey results. Otherwise, all of the information that you provide will be treated as anonymous. If you have any questions about this study, please contact Derek Bruff at [derek.bruff@vanderbilt.edu](mailto:derek.bruff@vanderbilt.edu) or 322-3420.

- \* 1. What is your name? (Note: Your responses will be treated as anonymous. Your name is required to link pre- and post-survey responses.)

2. What type of job/position would you most like to have? Select your top two choices.

- Post-doctoral researcher
- Faculty at research-focused campus (like Vanderbilt, UW-Madison, UC-Boulder, MSU)
- Faculty at a 4 yr comprehensive campus
- Faculty at a small liberal arts campus
- Faculty at a technical or community college
- Non-faculty instructional position in academia
- Position in industry, not-for-profit, or government
- Extension or outreach position
- Full-time researcher at a college or university
- Other (please specify)

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3. Has your participation in this program influenced your career plans?  
Please explain.

4. What do you see as your strengths as an educator?

5. What do you see as your areas for improvement as an educator?

6. What have you learned about as a result of your participation in this program? Please provide specific examples.

7. What practical skills do you believe you have improved upon or developed as a result of your participation in this program? Select all that apply.

- Communication skills
- Teamwork and collaboration skills
- Using knowledge of diversity to teach effectively
- Writing and managing grants
- Organizing evidence of one's teaching competence (portfolio)
- Instructional methods
- Methods of assessing student learning
- Consultation on teaching
- Academic leadership
- Other (please specify)

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8. Please rate your current level of confidence, interest, ability, etc. in each of the following:

	None	A little	Some	A lot
Confidence in your teaching ability	jn	jn	jn	jn
Confidence in your ability to do research	jn	jn	jn	jn
Confidence in your ability to do academic service	jn	jn	jn	jn
Confidence in your leadership ability	jn	jn	jn	jn
Confidence in your ability to assess and evaluate student learning	jn	jn	jn	jn
Confidence in your ability to do well in your job search	jn	jn	jn	jn
Knowledge about the campus culture around teaching and research, at the type of college or university to which you are applying, or will apply for a job	jn	jn	jn	jn
Ability to balance teaching, research and service	jn	jn	jn	jn
Interest in sharing teaching practices and experiences with colleagues	jn	jn	jn	jn
Interest in interacting with faculty outside of your discipline	jn	jn	jn	jn

9. How your rate your overall satisfaction with this program?

jn Extremely dissatisfied

jn Dissatisfied

jn Neither dissatisfied nor satisfied

jn Satisfied

jn Extremely satisfied

10. In what way(s) could your overall experience in the program have been improved?

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11. What major concepts are you taking away from this program that will affect your future practice as an educator? If possible, please give 2 or 3 specific examples.

12. Did your participation in this program affect, either positively or negatively, your disciplinary research?

very positively

positively

neither positively  
nor negatively

negatively

very negatively

13. Please explain your response to the preceding question.

14. How will or might you apply the content and concepts that you learned through participating in this program?

15. In what ways has your experience changed how you think about yourself as a current and future educator and academic leader?

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16. Please indicate your level of agreement with the following statements regarding teaching.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
An effective teacher finds out whether students know what he or she expects them to learn.	jn	jn	jn	jn	jn
Considering racial, ethnic, or gender diversity is not essential for learning science, technology, engineering, and mathematics, because the subject matter is neutral with regard to these individual differences.	jn	jn	jn	jn	jn
I believe that I can be successful when teaching in a racially, ethnically, and culturally diverse environment.	jn	jn	jn	jn	jn
It is not important for me to discuss my teaching with others.	jn	jn	jn	jn	jn
It is not a professor's job to figure out the best way to teach.	jn	jn	jn	jn	jn
Effective teaching requires input from colleagues and others.	jn	jn	jn	jn	jn
Students are responsible for their own learning.	jn	jn	jn	jn	jn
Having a mentor who is an expert teacher is crucial to learning how to teach well.	jn	jn	jn	jn	jn
A good teacher ensures that the majority of students understand the course material.	jn	jn	jn	jn	jn
There is no relationship between how I do my research and how I teach.	jn	jn	jn	jn	jn
A good teacher has a lesson plan and sticks to it.	jn	jn	jn	jn	jn
Co-teaching with	jn	jn	jn	jn	jn

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another instructor is a good way to get good teaching ideas.

Effective teachers attend to the ways in which students learn.	jn	jn	jn	jn	jn
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I do not need to collect data on the effectiveness of my teaching.	jn	jn	jn	jn	jn
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Talking about teaching with colleagues can motivate improved teaching.	jn	jn	jn	jn	jn
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Good teaching depends on assessing and building on what the learner already knows.	jn	jn	jn	jn	jn
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Talking about teaching in my department is a waste of my time.	jn	jn	jn	jn	jn
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I am aware of the implications of students' experiences, backgrounds, skills, and learning styles on their learning.	jn	jn	jn	jn	jn
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I am able to identify an educational problem, develop a solution and make a plan for its resolution.	jn	jn	jn	jn	jn
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I am able to inspire my peers to improve their teaching.	jn	jn	jn	jn	jn
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I am able to consult effectively with my peers about teaching.	jn	jn	jn	jn	jn
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