

# TAR Fellows Fall 2009 Pre-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?"

Your participation in this study is very important to its success. Collection of information like you 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 is your gender?

Female

Male

## TAR Fellows Fall 2009 Pre-Survey

\* 3. What is your race/ethnicity? (Note: Non-resident alien is defined as a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.)

Non-resident alien

American Indian or Alaskan native

Asian or Pacific Islander

African American / Black

Latino / Hispanic

White

Other (please specify)

\* 4. What is your principle field or discipline of study? Please select the one field that is closest to yours. (Categories determined by NSF discipline codes.)

Agricultural Sciences (Food Sciences, Conservation, Forestry, etc.)

Biological Sciences (Anatomy, Genetics, Pharmacology, Botany, Molecular Biology, etc.)

Computer Science

Earth, Atmospheric, & Ocean Sciences (Meteorology, Geosciences, Oceanography, etc.)

Engineering

Mathematics

Statistics

Physical Sciences (Astronomy, Physics, Chemistry, etc.)

Psychology

Other (please specify)

## TAR Fellows Fall 2009 Pre-Survey

5. What is your current intended degree?

MS

PhD

N/A (e.g. post-doc)

Other (please specify)

6. In your current program/position, how long have you been a graduate student or post-doc?

1-2 years

3-4 years

5-7 years

More than 7 years

7. 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)

# TAR Fellows Fall 2009 Pre-Survey

8. How soon do you anticipate looking for a job?

I already have one.

I am already looking.

Within six months

In a year

In several years

9. What type of teaching experience, if any, did you have prior to this semester? Please check all that apply.

None at all

Grader

Taught one or more recitations/discussion sections/laboratories

Teaching Assistant

Guest Lecturer

Instructor of record

Other (please specify)

10. For each item you selected in the preceding question, please indicate the total number of semesters you have spent doing that particular activity (ignoring the current semester). Note: Include time spent at this or another university or college.

Grader

Taught one or more recitations / discussion sections / laboratories

Teaching assistant

Guest lecturer

Instructor of record

Other, as specified above

## TAR Fellows Fall 2009 Pre-Survey

11. For each of the following, please indicate how many of that activity you participated in at your current and any prior institutions prior to your participation in this year's TAR Fellows program. For example, if you took two courses on teaching, at Vanderbilt or elsewhere, you would enter "2" next to "Formal courses on teaching."

|   |                      |
|---|----------------------|
| Formal courses on teaching                          | <input type="text"/> |
| Workshops (one day or less) on teaching             | <input type="text"/> |
| Intensive workshops (more than one day) on teaching | <input type="text"/> |
| Conferences/Symposia on teaching                    | <input type="text"/> |
| Talks on teaching                                   | <input type="text"/> |
| Brown-bag discussions on teaching                   | <input type="text"/> |
| Teaching consultations                              | <input type="text"/> |
| Instructional technology consultations              | <input type="text"/> |

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

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

14. What are you interested in learning more about as a result of your participation in this program?

## TAR Fellows Fall 2009 Pre-Survey

15. What practical skills do you want to improve upon or develop as a result of your participation in this program?

- 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)

# TAR Fellows Fall 2009 Pre-Survey

16. 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    |

# TAR Fellows Fall 2009 Pre-Survey

17. How much did each of the following influence your decision to participate in this program?

|   | unimportant | of little importance | moderately important | important | very important |
|---|-------------|----------------------|----------------------|-----------|----------------|
| Gaining practical teaching experience (gaining practice)                  | jn          | jn                   | jn                   | jn        | jn             |
| Learning more about theories of teaching and learning (learning concepts) | jn          | jn                   | jn                   | jn        | jn             |
| Interacting with peers from different disciplines                         | jn          | jn                   | jn                   | jn        | jn             |
| Receiving a letter of reference   | jn          | jn                   | jn                   | jn        | jn             |
| Satisfying a pre-requisite for a program certificate                      | jn          | jn                   | jn                   | jn        | jn             |
| Obtaining course credit   | jn          | jn                   | jn                   | jn        | jn             |
| Receiving financial compensation  | jn          | jn                   | jn                   | jn        | jn             |
| Participating was requested by your advisor                               | jn          | jn                   | jn                   | jn        | jn             |
| Improving academic leadership and management skills                       | jn          | jn                   | jn                   | jn        | jn             |
| Learning to consult with other teachers                                   | jn          | jn                   | jn                   | jn        | jn             |
| Contributing to your own department and/or campus                         | jn          | jn                   | jn                   | jn        | jn             |



# TAR Fellows Fall 2009 Pre-Survey

18. 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             |

# TAR Fellows Fall 2009 Pre-Survey

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

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Effective teachers attend to the ways in which students learn. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| I do not need to collect data on the effectiveness of my teaching. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Talking about teaching with colleagues can motivate improved teaching. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Good teaching depends on assessing and building on what the learner already knows. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Talking about teaching in my department is a waste of my time. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| I am aware of the implications of students' experiences, backgrounds, skills, and learning styles on their learning. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| I am able to identify an educational problem, develop a solution and make a plan for its resolution. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| I am able to inspire my peers to improve their teaching. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| I am able to consult effectively with my peers about teaching. | jñ | jñ | jñ | jñ | jñ |
|--|----|----|----|----|----|