

# Teaching and Learning Center Faculty Survey 2011

**This survey focuses on teaching philosophies, practices, and how the Teaching and Learning Center (TLC) can help faculty become more effective. It is anonymous and should take no more than 10-15 minutes to complete. We recognize that answering thoughtfully requires the investment of your time, and so we are offering those that complete the survey the opportunity to enter their names into a raffle for a book award (four awards of up to \$100). If you have any questions please feel free to contact Gili Marbach-Ad [gilim@umd.edu](mailto:gilim@umd.edu)**

## **1. How did you learn about the Chemical and Life Sciences Teaching and Learning Center (TLC)? (Check all that apply)**

- I heard about it at a departmental meeting
- I found the TLC website
- I received an e-mail message from the TLC director
- A colleague told me about the center
- I learned about it through new faculty workshops and/or interviews
- I did not know until now that such a center exists
- Other (please specify)

## **2. How often have you engaged in the following professional development opportunities at University of Maryland?**

	Never	Once or twice	Multiple times
Individualized assistance or mentoring from TLC or CTE staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/Department workshops focused on teaching in the classroom (e.g., through TLC or Lecturers' Luncheons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus workshops focused on teaching in the classroom (e.g., through CTE or OIT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching workshops or conferences outside the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtained travel funds from the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once or twice	Multiple times
(department, college, HHMI, etc.) to attend a workshop or conference on teaching.			
Obtained internal grants for teaching or curriculum development (e.g., CTE, department, college, HHMI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtained an external grant or award for teaching or curriculum development (e.g., NSF, NIH, Carnegie Scholars Program, ASM Biology Scholars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Rate the importance of the following to your interest in professional development in teaching. Use the text box to elaborate on any of these, if you wish.**

	Not important	Slightly important	Fairly important	Important	Very important
National efforts to promote science teaching	<input type="radio"/>				
The College/University effort (i.e., strategic plan)	<input type="radio"/>				
Information/assistance provided by the TLC	<input type="radio"/>				
Belonging to a teaching community	<input type="radio"/>				
Support by the dean/department chair/undergraduate program director	<input type="radio"/>				
Promotion and tenure	<input type="radio"/>				
Helping preparing the next generations of young scientists	<input type="radio"/>				
Insuring that all students are scientifically literate	<input type="radio"/>				

Not important   Slightly important   Fairly important   Important   Very important

Personal desire to improve professional skills	<input type="radio"/>				
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**4. Do you belong to any of these on-campus communities (check all that apply):**

- HPI teaching team
- Cell Biology working group
- Physics/Biology working group
- Marquee/ I courses group
- Lilly Teaching Fellows
- Academy of Excellence in teaching and Learning (AETL)
- Other (please specify)

**5. Do you belong to any off-campus communities, if yes briefly describe the community.**

**6. If you belong to a teaching community? Please describe how often you meet with this community (number of times/year)? If you do not belong to a teaching community, skip to question number 8.**

**7. How do you benefit from belonging to this community?**

**8. A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. In a sentence or two, briefly describe your teaching philosophy.**

**9. Rate the importance of the following skills for undergraduate students:**

	Not important	Slightly important	Fairly important	Important	Very important
Work in groups	<input type="radio"/>				
Scientific writing	<input type="radio"/>				
Memorize some basic facts	<input type="radio"/>				
Acquire major scientific concepts	<input type="radio"/>				
Learn basic sets of laboratory skills	<input type="radio"/>				
Understand the dynamic nature of science	<input type="radio"/>				
Understand how science applies to everyday life	<input type="radio"/>				
Remember formulas, structures, and procedures	<input type="radio"/>				

**10. Rate the importance of the following approaches to teaching undergraduate students:**

	Not important	Slightly important	Fairly important	Important	Very important
Communicating course goals and objectives to students	<input type="radio"/>				
Gauging students' background knowledge	<input type="radio"/>				
Using different types of teaching methods	<input type="radio"/>				
Using extensive lecturing	<input type="radio"/>				
Relating course material to real world applications	<input type="radio"/>				
Relating course material to scientific research	<input type="radio"/>				
Using different types of assessments for grades	<input type="radio"/>				
Using ungraded assessments to give students feedback	<input type="radio"/>				
Using a historic perspective	<input type="radio"/>				

**To answer questions 11-17, think of ONE UNDERGRADUATE COURSE that you taught recently.**

**11. Is this course for:**

- Majors (i.e., the course can satisfy BSCI , BCHM or CHEM degree requirements)
- Non-majors
- Other (please specify)

**12. What is the approximate enrollment of this course?**

- < 60 students
- 60-100 students
- >100 students

**13. Is this course:**

- Introductory level course (100 or 200 level)
- Upper-level course (300 or 400 level)

**14. What type of course is this?**

- a lecture course
- a laboratory course

**15. In the undergraduate course that you just described, do you use any of these methods to learn about your students' background knowledge?**

	Yes	No
Clicker questions	<input type="radio"/>	<input type="radio"/>
Enrollment information (e.g., from UMEG)	<input type="radio"/>	<input type="radio"/>
Class discussions	<input type="radio"/>	<input type="radio"/>
Individual discussions during office hours	<input type="radio"/>	<input type="radio"/>
Pre-tests	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

**16. In the undergraduate course that you just described, how often did you use each of the following practices?**

	Not used	Once per semester	A few times a semester	Most class sessions	Almost every class session
Communicating course goals and objectives to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work during class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work outside of class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive lecturing (more than 15 min per session)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective writing/journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online module with immediate feedback (such as Mastering CHEM or MathBench)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-life problems (e.g., Problem-Based Learning, case studies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Response System (clickers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of class discussions (e.g., online forums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimedia instruction (e.g., video clips, animations, sound clips)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Games, simulations, role play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering questions from individual students in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debates in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not used	Once per semester	A few times a semester	Most class sessions	Almost every class session
Graphic organizers (such as concept maps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking students to interpret graphical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. In the undergraduate course that you just described, have you used any of the following assessment tools?**

	Do not use	Use, and counts toward student grade	Use, but doesn't count toward student grade
Multiple-choice questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student poster or oral presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing mini-research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations of each others' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-semester course evaluations regarding your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-test of prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**18. The Chemical and Life Sciences Teaching and Learning Center (TLC) assisted me through the following:**

	Yes	No
Introduced me to innovative teaching practices/techniques	<input type="radio"/>	<input type="radio"/>
Assisted me with conducting research on my teaching	<input type="radio"/>	<input type="radio"/>
Assisted me with grant applications	<input type="radio"/>	<input type="radio"/>
Helped me develop teaching methods appropriate for my class	<input type="radio"/>	<input type="radio"/>
Helped me develop or select assessments appropriate for my class	<input type="radio"/>	<input type="radio"/>
Provided me with ongoing support as I implement new teaching practices	<input type="radio"/>	<input type="radio"/>
Introduced me to a teaching community of my colleagues	<input type="radio"/>	<input type="radio"/>

**19. Has the TLC helped you balance competing responsibilities (e.g., teaching/research)?**

**20. What kinds of professional development programs would help you with your teaching responsibilities?**

**21. Rate from 1-10 the satisfaction you derive from teaching (1= Not satisfied; 10=Very satisfied).**

**22. Rate from 1-10 the satisfaction you derive from research (1= Not satisfied; 10=Very satisfied).**

**23. What is your present academic rank?**

- What is your present academic rank? Professor
- Associate professor
- Assistant professor
- Instructor/lecturer
- Adjunct faculty
- Affiliate faculty
- Other (please specify)

**24. How many years have you been at the University of Maryland as a faculty member?**

**25. Did you have teaching experience as a faculty member prior to coming to Maryland?**

- Yes
- No

If yes, how many years.

**26. Estimate the percentage of time you spend on each of the following professional responsibilities. Please note that the categories should add up to 100%.**

Research

Teaching

Other (administration, outreach, etc.)

## 27. Gender

- Male
- Female

## 28. Department

- Cell Biology and Molecular Genetics
- Biology
- Entomology
- Chemistry and Biochemistry

Other (please specify)

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