COLLEGE OF COMPUTER, MATHEMATICAL, & NATURAL SCIENCES

Teaching and Learning Center Faculty Survey 2013

This survey focuses on teaching philosophies and practices. It is anonymous and should take no more than 10-15 minutes to complete.

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

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

- ● Yes
- ● No

If Yes, number of years:

3. 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.

4. Rate the importance of the following skills for undergraduate students:

	Not important	Slightly important	Fairly important	Important	Very important
Work in groups	●	●	●	●	●
Scientific writing	●	●	●	●	●
Memorize some basic facts	●	●	●	●	●
Acquire major scientific concepts	●	●	●	●	●
Learn basic sets of laboratory skills	●	●	●	●	●
Understand the dynamic nature of science	●	●	●	●	●
Understand how science applies to everyday life	●	●	●	●	●
Remember formulas, structures, and procedures	●	●	●	●	●
Apply quantitative reasoning	●	●	●	●	●
Develop oral and written communication	●	●	●	●	●
Problem-solving	●	●	●	●	●
Develop information literacy	●	●	●	●	●
Develop creativity and innovation	●	●	●	●	●
Develop understanding of interdisciplinary nature of science	●	●	●	●	●
Decision-making based on evidence	●	●	●	●	●

5. 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	●	●	●	●	●
Gauging students' background knowledge	●	●	●	●	●
Using a variety of teaching methods	●	●	●	●	●
Extensive lecturing (more than 15 minutes per session without breaks for questions or active engagement of students)	●	●	●	●	●
Relating course material to real world applications	●	●	●	●	●
Relating course material to scientific research	●	●	●	●	●
Using inquiry-based learning (e.g., problem-based learning, case studies)	●	●	●	●	●
Making interdisciplinary connections	●	●	●	●	●
Using a variety of graded assessment tools	●	●	●	●	●
Using ungraded assessments to give students feedback	●	●	●	●	●

To answer questions 6-11, think of ONE UNDERGRADUATE COURSE that you taught recently. Please focus on a lecture course in this section if you teach both lecture and laboratory courses.

6. Is this course for:

● Majors

● Non-majors

Other (please specify)

7. What is the approximate enrollment of this course?

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

8. Is this course:

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

9. What type of course is this?

- ●   A lecture course
- ●   A laboratory course

10. 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	●	●	●	●	●
Group work during class time	●	●	●	●	●
Group work outside of class time	●	●	●	●	●
Extensive lecturing (more than 15 minutes per session without breaks for questions or active engagement of students)	●	●	●	●	●
Class discussions	●	●	●	●	●
Online discussions	●	●	●	●	●
Writing assignments (reflective writing, journals, essays, reports)	●	●	●	●	●

	Not used	Once per semester	A few times a semester	Most class sessions	Almost every class session
Online module with immediate feedback (such as Mastering CHEM or MathBench)	●	●	●	●	●
Inquiry-based learning (e.g., problem-based learning, case studies)	●	●	●	●	●
Personal Response System (clickers)	●	●	●	●	●
Use of multimedia (e.g., video clips, animations, sound clips)	●	●	●	●	●
Answering questions from individual students in class	●	●	●	●	●
Graphic organizers (such as concept maps)	●	●	●	●	●
Interpreting graphical information	●	●	●	●	●
Homework that counts toward final grade	●	●	●	●	●
Solving quantitative problems	●	●	●	●	●
Reading primary literature	●	●	●	●	●
Teaching with an interdisciplinary approach	●	●	●	●	●
Relating course material to scientific research	●	●	●	●	●
Relating course material to the real world	●	●	●	●	●

11. 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	●	●	●
Essay questions	●	●	●
Quizzes	●	●	●
Student poster or oral presentations	●	●	●
Writing assignments (reflective writing, journals, essays, reports)	●	●	●
Student evaluations of each others' work	●	●	●
Portfolios	●	●	●
Mid-semester course evaluations regarding your teaching	●	●	●
Pre-test of prior knowledge	●	●	●
Class participation	●	●	●
Group projects	●	●	●

Other (please specify)

12. Do you belong to any of these on-campus communities? (Check all that apply)

☐ Academy of Excellence in Teaching and Learning (AETL)

☐ Blended Learning group

☐ Cell Biology working group

☐ General Education Faculty Board

☐ HPI teaching team

☐ Lilly Teaching Fellows

☐ Marquee/I courses group

☐ Physics/Biology working group

Other (please specify) [_____]

13. Do you belong to any off-campus communities? If so, briefly describe the community.

[text box]

14. How do you benefit from belonging to this community?

[text box]

15. Please select the primary way through which you learn about new teaching methods.

- ● Campus Center for Teaching Excellence (CTE)
- ● DIT (Division of Information Technology; formerly OIT)
- ● CMNS Teaching and Learning Center (TLC)
- ● My community
- ● Other faculty members (not within a community)

Other (please specify) [_____]

16. Please offer any additional comments you may have regarding how you learn about new teaching methods.

[text box]

17. What is your primary motivation for pursuing professional development in teaching?

- ● National efforts to promote science teaching
- ● The College/University effort (i.e., strategic plan)

- Information/assistance provided by the TLC
- Belonging to a teaching community
- Support by the dean/department chair/undergraduate program director
- Promotion and tenure
- Helping prepare the next generations of young scientists
- Ensuring that all students are scientifically literate
- Personal desire to improve professional skills

18. Feel free to offer any additional comments you may have about your motivation to pursue professional development in teaching.

19. How often have you engaged in the following professional development opportunities?

	Never	Once or twice	Multiple times
Individualized assistance or mentoring from campus CTE staff	●	●	●
Individualized assistance or mentoring from CMNS TLC staff	●	●	●
College/Department workshops focused on teaching in the classroom (e.g., through TLC or Lecturers' Luncheons, etc.)	●	●	●
Campus workshops focused on teaching in the classroom (e.g., through CTE or DIT [Division of Information Technology; formerly OIT])	●	●	●
Teaching workshops or conferences outside the the University of Maryland	●	●	●
Obtained travel funds from the University of Maryland (department, college, HHMI, etc.) to attend a workshop or conference on teaching.	●	●	●
Obtained internal grant(s) for teaching or curriculum development (e.g., CTE, department, college, HHMI)	●	●	●
Obtained external grant(s) or award(s) for teaching or curriculum development (e.g., NSF, NIH, Carnegie Scholars Program, ASM Biology Scholars)	●	●	●

20. How did you learn about the CMNS Teaching and Learning Center (TLC)?

☐ 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 it

☐ 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)

21. The CMNS TLC assisted me through the following (Check all that apply):

☐ Introduced me to innovative teaching practices/techniques

☐ Assisted me with conducting research on my teaching

☐ Assisted me with grant applications

☐ Helped me develop teaching methods appropriate for my class

☐ Helped me develop or select assessments appropriate for my class

☐ Provided me with ongoing support as I implement new teaching practices

☐ Introduced me to a teaching community of my colleagues

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

23. What is your present academic rank?

● Professor

● Associate professor

- Assistant professor
- Instructor/lecturer
- Adjunct faculty

Other (please specify) [   ]

24. 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.) [   ]

25. What is your gender?

- Female
- Male

26. What is your primary department?

- Astronomy
- Atmospheric and Oceanic Science
- Biology
- Cell Biology and Molecular Genetics
- Chemistry and Biochemistry
- Computer Science
- Entomology
- Geology
- Mathematics
- Physics

Other (please specify) [   ]

*27. The data collected through this anonymous survey will be used to improve our professional development programs. We are also interested in analyzing the data for research purposes. The data will be reported only in aggregate and direct quotes from open-ended questions will not be attributed to individuals. Do you give your permission for us to use this data for research?

- Yes
- No