

Teaching Assistants Survey 2011

The Teaching and Learning Center (TLC) in the College of CMNS would like to learn as much as possible about ways in which we can help prepare graduate students in the chemical and biological sciences for their teaching responsibilities. We believe that your feedback is important. Please take a few minutes to fill out the following anonymous survey. 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 at gilim@umd.edu

1. Years as a Graduate Teaching Assistant (GTA) (at Maryland or another university).

- 1 year or less
- 2-3 years
- 4-6 years
- 7 or more years
- Haven't begun my responsibilities as GTA yet (Skip to question 3)

2. What kinds of responsibilities have you had as a Teaching Assistant (check all that apply)? Indicate whether this was as GTA or/and Undergraduate Teaching Assistant (UTA).

	GTA	UTA
Supervised or taught a lab course	<input type="checkbox"/>	<input type="checkbox"/>
Led discussion/recitation sections	<input type="checkbox"/>	<input type="checkbox"/>
Guest lecturer	<input type="checkbox"/>	<input type="checkbox"/>
A grader of essays and exams	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) <input type="text"/>		

3. Did you take one of the introduction to teaching courses (e.g., BIOL 701, CBMG 701, ENTM 701, CBMG 688Z), or participated in the Department of Chemistry and Biochemistry's six-week teaching workshop series for new TAs?

- Yes
 No (Skip to question 6)

If yes, which year:

4. How did you benefit from the course/workshop series?

5. Based on your experiences in the course/workshop series and with teaching, what are your suggestions for the future of this prep program?

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

	Never	Once or twice	Multiple times
Individualized assistance or mentoring from Teaching and Learning Center (TLC) or Center for Teaching Excellence (CTE) staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/Department workshops focused on teaching in the classroom (e.g., through TLC)	<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 (department, college, HHMI, CTE, etc.) to attend a workshop or conference on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Never Once or
twice Multiple
times

teaching.

7. Estimate how helpful each of the following sources were in preparing you for your TA responsibilities:

	Not helpful at all	Slightly helpful	Moderately helpful	Very helpful	Did not use
1. The mandatory departmental course for new GTAs (e.g. BIOL 701, CBMG 701, CBMG 688Z, ENTM 701, CHEM/BCHM 6-week course)	<input type="radio"/>				
2. Summer departmental orientation for new TAs	<input type="radio"/>				
3. Lab/recitation coordinator for the course	<input type="radio"/>				
4. Regular interactions with other TAs	<input type="radio"/>				
5. The instructor of the course for which you were a TA	<input type="radio"/>				
6. Your faculty research mentor	<input type="radio"/>				
7. The Chemical and Life Sciences Teaching and Learning Center (workshops or individual meetings)	<input type="radio"/>				
8. The Teaching and Learning Center (TLC) (workshops or individual meetings)	<input type="radio"/>				
9. Individual meetings with graduate program staff	<input type="radio"/>				
10. Books and other written materials	<input type="radio"/>				
11. On-line sources	<input type="radio"/>				

8. The Teaching and Learning Center (TLC) assisted me through the following:

	Not at all	A little	Somewhat	A lot
Introduced me to innovative teaching practices/techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted me with conducting research on my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me develop teaching methods appropriate for my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me develop or select assessments appropriate for my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with ongoing support as I implemented new teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced me to a teaching community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 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.

10. Would you be interested in attending a workshop to develop and articulate your teaching philosophy?

- Yes
- No

Please explain:

11. 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"/>				

12. Rate from 1-10 the satisfaction you derive from TEACHING (1= Not satisfied; 10=Very satisfied).

13. Rate from 1-10 the satisfaction you derive from RESEARCH (1= Not satisfied; 10=Very satisfied).

14. What graduate program are you affiliated with?

Other (please specify)

15. Are you participating in the University Teaching and Learning Program (UTLP)?

- Yes
- No

Why or why not?

16. What is your primary career goal?

- Academic position with only teaching responsibilities
- Academic position with only research responsibilities
- Academic position with both research and teaching responsibilities
- Teacher (K-12)
- Science outreach
- Industry/business
- Administration
- Policy

Other (please specify)

17. What type of undergraduate institution did you attend? (Check all that apply)

- Community/technical/2-year college
- Primarily undergraduate institution
- Research university

Other (please specify)

18. Gender

- Male
- Female

19. Were you born in the U.S.?

- Yes

No

If No, number of years in the US:

20. Ethnicity

- Hispanic or Latino
- Not Hispanic or Latino

21. Race (check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

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22. The data collected through this anonymous survey will be used to improve our teaching preparatory and professional development programs for graduate students. 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