COLLEGE OF
COMPUTER, MATHEMATICAL,
& NATURAL SCIENCES

Graduate Teaching Assistant Preparation 2013

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

1. How many years have you been a Graduate Teaching Assistant (GTA) at Maryland or another university? If you haven't started your teaching responsibilities as a GTA 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 UTA.

	Graduate Teaching Assistant	Undergraduate Teaching Assistant
Supervised or taught a lab course	☐	☐
Led discussion/recitation sections	☐	☐
Guest lecturer	☐	☐
A grader of essays, exams, and homework	☐	☐
Facilitator of group learning activities in the lecture classroom	☐	☐

Other (please specify)

3. Did you take one of the introduction to teaching courses (e.g., BIOL 701, CBMG 701, ENTM 701, CBMG688Z), or participate 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?

	Never	Once or twice	Multiple times
Individualized assistance or mentoring from the campus Center for Teaching Excellence (CTE) staff			
Individualized assistance or mentoring from the CMNS Teaching and Learning Center (TLC) staff			
College/Department workshops focused on teaching in the classroom (e.g., through TLC)			
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 University of Maryland			
Obtained travel funds from the University of Maryland (department, college, HHMI, CTE, etc.) to attend a workshop or conference on teaching			

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

	Not helpful at all	Slightly helpful	Moderately helpful	Very helpful	Did not use
The mandatory departmental course for new GTAs (e.g. BIOL 701, CBMG 688Z, CBMG 701, ENTM 701, CHEM/BCHM 6-week course)	○	○	○	○	○
Summer departmental orientation for new TAs	○	○	○	○	○
Lab/recitation coordinator for the course	○	○	○	○	○
Regular interactions with other TAs	○	○	○	○	○
The instructor of the course in which you are/were TA	○	○	○	○	○
Your faculty research mentor	○	○	○	○	○
The CMNS Teaching and Learning Center (workshops or individual meetings)	○	○	○	○	○
The campus Center for Teaching Excellence	○	○	○	○	○
Individual meetings with graduate program staff	○	○	○	○	○
Books and other written materials	○	○	○	○	○
Online resources	○	○	○	○	○

Which of these resources do you find most valuable and why?

8. The CMNS Teaching and Learning Center (TLC) assisted me through the following (Please select all that apply):

- ☐ Introduced me to innovative teaching practices/techniques
- ☐ Assisted me with conducting research on my teaching

- [ ] 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 implemented new teaching practices
- [ ] Introduced me to a teaching community

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

Why or why not?

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

- ( ) Yes
- ( ) No

Why or why not?

12. 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					

13. 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	○	○	○	○	○

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

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

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 graduate program are you affiliated with?

- Behavioral, Ecology, Evolution, and Systematics (BEES) or BISI: BEES
- Biochemistry (BCHM)
- Biology (BIOL)
- BISI: Computational Biology, Bioinformatics, and Genomics (CBBG)
- BISI: Physiological Systems (PSYS)
- Cell Biology and Molecular Genetics (CBMG)
- Chemistry (CHEM)
- Entomology (ENTM)
- Marine Estuarine Environmental Sciences (MEES)
- Master of Chemical and Life Sciences (MCLFS)
- Molecular and Cellular Biology (MOCB) or BISI: MOCB
- Neuroscience and Cognitive Science (NACS)
- Sustainable Development and Conservation Biology (CONS)

18. 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)

19. What is your gender?

- ○ Female
- ○ Male

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

- ○ Yes
- ○ No

If No, number of years in the U.S.:

21. Ethnicity

- ○ Ethnicity Hispanic or Latino
- ○ Not Hispanic or Latino

22. Race (Check all that apply)

- ○ Race (Check all that apply) American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

*

23. 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