



## Culture, Cognition, and Evaluation of STEM Higher Education Reform

Thank you for your participation in our study, Culture, Cognition and Evaluation of STEM Higher Education Reform. Findings will help inform the design and evaluation of faculty development and pedagogical improvement projects. We sincerely appreciate your input on these important issues.

These first questions ask about your experiences teaching a specific course in your department. We are only interested in the lecture portion of these courses, and not discussion or laboratory sections.

1. Please think of the most recent introductory undergraduate course (e.g., Biology 101) that you have taught in the past 5 years. If you have not taught an undergraduate course in the past five years, please think of the lowest level course you have taught.

Please write in the name and number of this course:

This course is your “target course” for the first portion of the survey.

2. Are you currently teaching this course?

- Yes  
 No

3. Which of the following best describes the purpose of the target course:

- A lower-division remedial course  
 A lower-division college-wide, general education course  
 A lower-division course required for majors in your field  
 An upper-division college-wide, general education course  
 An upper-division course required for majors in your field  
 A graduate-level course or seminar  
 Other, please specify:

4. How many students are or were in this course?

- 1-25  
 26-50  
 51-100  
 101-150  
 151 or more

5. The following are methods that instructors may use when teaching. For the lettered items (a, b, c, d and e), below, please indicate how often, if at all, you used each of the teaching methods below in your target course, using the scale provided. Below each teaching method are reasons for using each method. Using the same scale, please also indicate how often each of these reasons motivated your use of the method.

	Not Applicable	Never	Sometimes	Often	Always
<b>a. Instructor presents content by lecturing</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>When I use this method in my target course, I do so to:</i>					
<b>i. To present content in a structured manner</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To promote critical thinking</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b. Demonstration of content or working through problems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To illustrate key concepts or procedures</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To promote critical thinking</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c. Instructor uses multi-media aids (e.g., slides, movies)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To illustrate key concepts</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To organize content</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d. Whole class discussion or Q&amp;A</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To provide opportunity for student questions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To promote critical thinking</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e. Small group work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To help students learn from each other</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To develop student communication skills</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The following are methods that instructors may use to assess a student's performance. In your target course, how often, if at all, did you use each method? Below each assessment method we list reasons for using this method. Please also use the scale provided to indicate how often each of these reasons motivated your use of the method.

	Not Applicable	Never	Sometimes	Often	Always
<b>a. Real-time polling of students in class (e.g., clickers, raising hands)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>When I use this method in my target course, I do so to:</i>					
<b>i. To take attendance or check homework</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To assess student knowledge in real-time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To promote student interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b. Open-ended questions on class exams and quizzes (e.g., student writes problem solution)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To assess student knowledge in real-time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To grade students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To ensure time spent engaged with material</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c. Closed-format questions on class exams and quizzes (e.g., multiple choice)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To assess student knowledge in real-time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To grade students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To ensure time spent engaged with material</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d. Out-of-class assignments (e.g., research papers, problem sets)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To re-inforce concepts presented in class</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To grade students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To ensure time spent engaged with material</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e. Small group discussions, group problems or tasks</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To assess student knowledge in real-time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To assess communication skills</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To grade students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iv. To have students receive peer feedback</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f. Web-based methods (e.g., online discussions)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i. To assess students knowledge in real-time</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ii. To plan appropriate class activities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iii. To grade students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>iv. To ensure time spent engaged with material</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following are instructional goals that instructors may have for the students in their course. An instructional goal is the object or aim of your teaching. In your target course, how committed were you to each of these instructional goals: not at all, a little bit, some, quite a bit, or a great deal?

	Not at all	A little bit	Some	Quite a bit	A great deal
a. To develop student appreciation for the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To develop student's ability to apply knowledge to new problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To develop student's understanding of facts and principles of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To prepare students for careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To allow students to act like a researcher in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To foster student development and personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Listed below are statements about how instructional goals can be communicated to students. For each item please select the option that most closely corresponds with your experience in your target course.

	Never	Rarely	Sometimes	Very often	Always
a. I keep goals in mind but seldom write them down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I describe goals in considerable detail in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I discuss goals with students at the first class session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Most instructors receive some sort of evaluation or feedback about their teaching. How frequently, if at all, do you receive each of the following types of feedback?

	Never	Rarely	Sometimes	Very often	Always
a. Student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Peer evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informal feedback from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Teaching methods include things like lecturing, group discussions, and demonstrations. In your target course, how often did you select a particular teaching method in order to:**

	Never	Rarely	Sometimes	Very often	Extremely often
a. Coordinate with the textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Try out new teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Follow a theory of learning (e.g., constructivism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Efficiently convey as much information as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Encourage peer interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Avoid making major changes in the course from term to term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Keep students attention in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Follow what I know about how students learn (e.g., present familiar ideas before unfamiliar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Improve student retention of concepts and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Encourage class-wide discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Use the least amount of planning and preparation time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Allow for addressing student misconceptions in real time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Maintain momentum (e.g., out of habit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Assessment techniques include things such as quizzes, tests, and clickers. In your target course, how often did you select a particular assessment method in order to:**

	Never	Rarely	Sometimes	Very often	Extremely often
a. Identify how well students can apply concepts to real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Align with the course textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Obtain information on student comprehension to guide adjustments in your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. See how well your students can explain their reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Force students to practice and learn topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. See how well your students have understood course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Maximize feasibility (e.g., use methods from previous instructor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. The next questions are about your ability to perform different tasks as an instructor. Please indicate whether you feel you are not at all able, a little able, somewhat able, quite able, or very able:

	Not at all	A little	Somewhat	Quite	Very
a. To help your students believe they can do well in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To motivate your students when they are not interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To help your students value learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To provide explanations or examples when your students are confused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To vary your teaching methods according to the needs of your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To vary your assessment methods according to the needs of your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To craft good questions for your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Two or three of your students are attending each class but are still performing poorly in the course. How often does it seem that poor student performance is caused by each of the following?

	Never	Rarely	Sometimes	Very often	Extremely often
a. An aspect of your teaching abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An aspect of the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Something about the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Something about you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Many factors influence instructors as they teach courses. For each item below please select the option that most closely corresponds with your experience: not at all, a little, somewhat, very, or extremely.

	Not at all	A little	Somewhat	Very	Extremely
a. Teaching is a priority in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Research is emphasized over teaching in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You have very little say in how this course is run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You avoid asking students questions in large classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your department's promotion or tenure pressures influence your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Required textbooks or syllabus planned by others dictate the teaching methods you select	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your department rewards you for focusing your attention on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The size of the class dictates the teaching methods you select	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your department allows you considerable flexibility in the way you teach the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Once classes get too large you just try to get students to take a good set of notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Things you learned as a practitioner outside of academia influence your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. You feel a lack of control over how you teach this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Things you learned in formal education courses influence your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Your teaching is mostly based on things you learned from your own best teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Your preparation as a scholar in the discipline influences your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Things you learned in instructional workshops influence your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Your department mandates a required mode of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How much do your departmental colleagues have expectations for your actions in the following professional activities?

**Not at all-** No expectations

**Very little-** Casual conversations around department mention what one is expected to do

**Some-** Expectations are common knowledge in your department

**Quite a bit-** Colleagues would speak to you if you weren't acting in line with expectations

**A great deal-** Strong expectations to act a certain way. There would be significant negative implications if expectations are not met.

<u>Teaching methods</u>	Not at all	Very little	Some	Quite a bit	A great deal
a. Expectation to use techniques other than lecturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expectation to have students be actively involved in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Expectation to use a variety of teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Allocation of time and effort

a. Expectation to focus efforts on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expectation to focus efforts on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Expectation to focus efforts on service (i.e. committees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching improvement

a. Expectation to participate in teaching improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expectation to <u>not</u> participate in teaching improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The next question is about how you spend your time at your institution. During a typical week, about how many hours do you work?

17. During a typical week, about how much time do you spend on:

	None	A little	Some	Most	All
a. Instructional activities with undergraduate students (e.g., planning, teaching and advising)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Instructional activities with graduate students (e.g., planning, teaching and advising)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research activities, writing research articles or grant proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. All other activities at this institution, including administration and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



18. Suppose you wanted to get advice about issues concerning teaching. From which source would you turn to for assistance or advice? Choose one response for each suggested source of assistance. If a source is not available at your university, choose Not Applicable.

	Not Applicable	Never	Sometimes	Often	Always
a. Department chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Department colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Colleague outside of your department but at your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Colleague outside of institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teaching and learning center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Professional association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A friend outside of academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Educational texts or education-oriented websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. For each item below please select the option that most closely corresponds with your experience: not at all, a little, somewhat, very, or extremely.

	Not at all	A little	Somewhat	Very	Extremely
a. You analyze the relationship between teaching practices and student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You elicit constructive criticism about your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You experiment with new teaching methods out of curiosity about the effectiveness of different approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Many factors influence whether or not instructors change their teaching practices. For each item below, please indicate its degree of influence on changes in your teaching.

	Not at all	A little	Somewhat	Very	Extremely
a. Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Importance of teaching in tenure and promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improved student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recognition and rewards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about teaching-focused professional development programs and activities offered at the University of Wisconsin-Madison.

21. Since you have been at UW-Madison, how many of each of the following teaching-focused professional development programs and activities have you participated in?

	None	1-2	3-5	6 or more
a. A department-sponsored teaching-focused workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. TA training offered by an academic department (as a graduate student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informal gatherings such as departmental brownbags where teaching is discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A seminar or brownbag offered by the Center for Biology Education (CBE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A program or seminar, such as Expeditions in Learning, offered by Delta Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. An internship, teaching certificate program, or graduate course offered by Delta Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. An event, such as a roundtable dinner, workshop, or brownbag event, offered by Delta Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teaching improvement programs offered by the Engineering Learning Center (ELC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. An annual teaching and learning symposium offered by the Office of the Provost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Programs such as the "scholarship of teaching and learning" discussion series offered by Teaching Academy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. A course (e.g., "Teaching Biology") or program offered by the Wisconsin Program for Scientific Teaching (WPST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If you answered "None" to every program or activity listed above, skip to question 25.*

22. Why did you decide to participate in these teaching-focused professional development programs or activities?

	Yes	No
a. Satisfy a requirement made by an advisor, your department, or someone else	<input type="checkbox"/>	<input type="checkbox"/>
b. In response to a presentation about the program or activity	<input type="checkbox"/>	<input type="checkbox"/>
c. Learn more about teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
d. Be more competitive on the job market	<input type="checkbox"/>	<input type="checkbox"/>
e. Better serve your students	<input type="checkbox"/>	<input type="checkbox"/>
f. Increase your chances of obtaining research grants	<input type="checkbox"/>	<input type="checkbox"/>
g. In response to a colleague's invitation	<input type="checkbox"/>	<input type="checkbox"/>
h. Other, please specify: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. If you participated in teaching-focused professional development, how **influential** overall have these activities been on the way you teach?

- Not at all
- Slightly
- Somewhat
- Very
- Extremely

24. About how often did you talk about your experiences in teaching-focused professional development with the following people:

	Never	Rarely	Sometimes	Very often	Extremely often
a. Another participant in the program or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A colleague in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A colleague outside of your department but at your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A colleague outside of your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions are about your background.

25. Currently, which of the following **best** describes your academic rank:

- Teaching assistant
- Lecturer or contract teacher
- Instructor
- Adjunct faculty
- Assistant professor
- Associate professor
- Professor
- Other, please specify:

26. In what month and year did you first start working at UW-Madison?

MM	YYYY

27. In a typical academic year, how many credits do you teach each semester?

28. Since you have been at UW-Madison, which of the following administrative positions have you held:

- a. Department chair
- b. Dean or Associate Dean
- c. Center director or associate director
- d. Other, please specify:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

29. About how many peer-reviewed publications do you have in total?

30. About how many of your peer-reviewed publications focus on education-related research?

31. In the last 5 years, about how much grant funding have you been awarded where you are the Principal Investigator (PI)? \$

32. What is your sex?

- Male  
 Female

33. What is your age?  years

34. Which of the following heritage groups do you most closely identify with?

- Black/African-American  
 White/Caucasian  
 Asian  
 Pacific Islander  
 Latina/o  
 Other, please specify:

35. What is your highest degree attained?

- Bachelor's  
 Master's  
 Two or more Master's degrees  
 Doctoral degree

36. Were you born in the United States?

- Yes ➡ Skip to end of questionnaire  
 No

36a. In what country were you born?

36b. How would you describe your skills in the English language?

- Beginner  
 Intermediate  
 Advanced intermediate  
 Fully proficient

*Thank you for your help with this important study! Please place your completed questionnaire in the postage paid return envelope provided and return it today.*