

Summer Institute Evaluation- 1 Year Follow-up

SECTION A: Please answer these questions for the entire 2007-08 academic year.

1 What is your current profession?

- Faculty member, tenured
- Faculty member, non-tenured
- Instructional staff or non-tenure-track faculty
- Research scientist
- Administrator
- Other, Please Specify

2 My current institution is:

3 Estimate the percentage of time you spent on each of the following professional responsibilities. Please note that the 5 main categories should add up to 100%

Administration	<input type="text"/>
Research	<input type="text"/>
Instruction	<input type="text"/>
Outreach	<input type="text"/>
Other	<input type="text"/>

4 Within your responsibilities, on which courses did you spend time?

- Introductory undergraduate courses for non-biology majors
- Introductory undergraduate courses for biology (or related) majors
- Other undergraduate courses for non-biology majors
- Other undergraduate courses for biology (or related) majors
- Graduate-level courses in biology or related fields
- Graduate-level courses for other subjects
- Other

SECTION B: Please answer these questions for the WINTER/SPRING semester only. Do NOT answer for FALL semester. If you did not teach a TU in winter/spring 2008, please skip this section and proceed to SECTION C.

5 How many students did you teach using the TU(s) in winter/spring 2008?

6 Which TU(s) were taught in winter/spring 2008 at your campus? (check all that apply)

- Interdisciplinary: Harvesting Energy for Life
- Gene Expression: Gene Structure and Expression
- Cell Biology and Development: Membranes
- Evolution: Natural Selection
- Ecology: Global Carbon Cycle
- None of the TUs were taught at my campus

7 Who taught the winter/spring TU(s) at your campus? (check all that apply)

- Me
- My SI Teammate
- Other, Please Specify

8 Which personnel **provided additional teaching or support for the courses** in which the TU(s) were implemented at your campus? (check all that apply)

- Co-teacher (faculty, tenured)
- Co-teacher (faculty, untenured)
- Co-lecturer (instructional staff or non-tenure-track faculty)
- Course or lab coordinator
- Graduate or postdoctoral teaching assistants
- Undergraduate teaching assistants
- N/A
- No additional support
- Other, Please Specify

SECTION C: Please answer the following questions on mentor training for the entire 2007-08 academic year.

9 How many students were trained in the mentoring seminar?

10 The mentoring seminar(s) was facilitated on my campus by:

- Me
- My SI teammate
- Another faculty member from my department
- Another staff member from my department
- Other, please specify

11 Please check all that apply. The mentors trained on our campus were:

- graduate students
- post-doctoral researchers
- junior faculty
- senior faculty
- academic staff
- undergraduates
- high school students
- Other, please specify

12 Please describe how the mentoring seminar was implemented on your campus (i.e. eight one-hour sessions paralleling our summer undergraduate research program).

SECTION D: Please answer this section of the survey on Scientific Teaching events for the entire 2007-08 academic year.

13 Have you offered some type of scientific teaching event on your campus? (In this context, a "scientific teaching event" does not refer to a seminar about mentoring or the inclusion of a TU in your course; it refers to bringing the core ideas of scientific teaching to a broader audience. Examples might include a faculty workshop about assessment, a graduate course about teaching, or a half-day institute about diversity issues for administrators and deans.)

YES NO

14 Please describe each event and its audience.

15 How many people participated in each event? Please list them separately.

16 Did you evaluate the effectiveness the events?

YES NO

If so, please describe some of your findings.

17 Which resources helped you implement the events?

- The book, "Scientific Teaching"
- The flier you created at the SI
- Examples of events that were presented at the SI
- Support from fellow attendees at the SI
- An existing program or venue at your campus where you could lead the event
- Supportive colleagues or administrators
- Interested participants
- Other, please specify

18 What other resources or training do you wish you had before offering the events?

SECTION E. Please answer the remainder of the survey questions for the entire 2007-08 academic year.

19 In which **teaching-related** activities have you engaged as a result of your experience at the SI? (check all that apply)

- Meet regularly with a group of colleagues
- Presented a seminar or workshop in my department
- Presented a seminar or workshop outside my department
- Presented a seminar or workshop at another campus
- Presented a seminar or workshop at a professional meeting
- Presented a seminar or workshop at a TA training or other graduate forum
- Mentored a colleague in teaching
- Wrote a report for campus purposes
- Wrote a paper or manuscript
- Submitted a grant for a science education project
- Discussed implementation of TUs with other SI participants
- Discussed teaching generally with other SI participants
- Other Professional Development Activities

20 Please describe any professional development activities related to teaching in which you have participated in the last year.

21 With approximately how many people have you discussed your SI experience (excluding public presentations and students in your courses)?

1 2 3 4 5
0 less than 3 less than 10 less than 20 more than 20

Faculty with whom I teach

1 2 3 4 5

Other faculty in my department

1 2 3 4 5

Faculty in other departments

	1	2	3	4	5
Instructional staff or non-tenure-track faculty with whom I teach	1	2	3	4	5
Other staff or non-tenure-track faculty	1	2	3	4	5
Course or lab coordinators	1	2	3	4	5
Graduate or postdoctoral teaching assistants	1	2	3	4	5
Undergraduate teaching assistants	1	2	3	4	5
Campus administrators: president, provost, chancellor	1	2	3	4	5
Campus administrators: deans	1	2	3	4	5
Campus administrators: department chairs	1	2	3	4	5
Research scientists	1	2	3	4	5
Postdocs	1	2	3	4	5
Graduate students	1	2	3	4	5
Undergraduates	1	2	3	4	5
Faculty at other campuses	1	2	3	4	5
Administrators at other campuses	1	2	3	4	5
Other	1	2	3	4	5

22 Based on your observations, who has been **positively affected** by you and your SI experience? (check all that apply)

- Faculty with whom I teach
- Other faculty in my department
- Faculty in other departments
- Instructional staff or non-tenure-track faculty with whom I teach
- Other staff or non-tenure-track faculty
- Course or lab coordinators
- Graduate or postdoctoral teaching assistants

- Undergraduate teaching assistants
- Campus administrators: president, provost, chancellor
- Campus administrators: deans
- Campus administrators: department chairs
- Research scientists
- Postdocs
- Graduate students
- Undergraduates
- Faculty at other campuses
- Administrators at other campuses
- Other, please specify

23 Please comment on how your SI experience has affected the people listed in the previous questions, positively or negatively. Has your participation in the SI affected instructors on your campus other than you and your SI partner? Please explain.

24 Approximately what percent of your class sessions included the following BEFORE and AFTER the Summer Institute (SI2007).

	1 0%	2 25%	3 50%	4 75%	5 100%	N/A
Active learning-BEFORE SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active learning-AFTER SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment-BEFORE SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment-AFTER SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity-BEFORE SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity-AFTER SI2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25 How frequently did you incorporate the following **instructional strategies** in your courses in the past year (following the SI)?

	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
In-class videos or other pre-recorded media	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
In-class use of "live" web	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Digital cameras to record student work	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Labs with real-time computer-based data collection (on PDAs, laptops, etc.)	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Labs with collective data posted to website	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>

27 Please indicate how frequently you used the following techniques to assess student learning.

	1 not used	2 once per semester	3 a few times per semester	4 monthly	5 weekly	6 each class period
Multiple-choice questions (on quizzes or exams)	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Essays or extended response questions (on quizzes or exams)	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Oral presentations	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Poster presentations	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Laboratory reports	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Independent research projects	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Web page development	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Concept maps	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Minute papers	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Think/pair/share	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Jigsaws	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
Journals	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="6"/>
ConceptTests						

1	2	3	4	5	6
Portfolios					
1	2	3	4	5	6
Homework assignments					
1	2	3	4	5	6

28 Which forms of data did you collect from students in your courses about your effectiveness as a teacher?

- Formal student evaluations from depart./univ.
- Instructor-designed student evaluations
- Individual student feedback via emails
- Individual student feedback during casual conversations
- Feedback from class representatives

29 How well do you understand each of the following topics?

	1 Not at all.	2 I understand this topic somewhat but am unsure how to apply it to my teaching.	3 I understand this topic well enough to try it in my teaching.	4 I understand this topic well enough to incorporate it into some of my teaching.	5 I understand this topic very well and apply it broadly to my teaching.
Active learning	1	2	3	4	5
Assessment	1	2	3	4	5
Diversity	1	2	3	4	5
Scientific teaching	1	2	3	4	5
Inquiry-based learning	1	2	3	4	5
Inquiry-based labs	1	2	3	4	5
Case studies	1	2	3	4	5
Developing learning objectives	1	2	3	4	5
Adapting/creating instructional materials that meet the proposed learning objectives	1	2	3	4	5

30 Please indicate your SKILL or KNOWLEDGE level in the following areas BEFORE attending the Summer Institute (SI) and NOW:

	1 None	2 Very low	3 Low	4 High	5 Very high	N/A
Including active learning strategies in my course(s)--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Including active learning strategies in my course(s)--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Identifying resources to create or adapt active learning strategies--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Identifying resources to create or adapt active learning strategies--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Applying "scientific teaching" methods in my practice of teaching--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Applying "scientific teaching" methods in my practice of teaching--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Developing learning objectives--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Developing learning objectives--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Broadening my definition of diversity to include alternative teaching methods and student learning styles and experiences--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Broadening my definition of diversity to include alternative teaching methods and student learning styles and experiences--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Developing and using case studies--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Developing and using case studies--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Creating tools or instruments to assess student learning--BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Creating tools or instruments to assess student learning--NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>



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- 31 Based on your observations, please rate the behaviors, skills, and attitudes of **STUDENTS** in your course BEFORE the Summer Institute

and NOW. ("Before" may include the semester in which a TU was taught, or previous semesters of the same course.)

1 None	2 Very low	3 Low	4 High	5 Very high	N/A
Enthusiasm for learning--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Enthusiasm for learning--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Enthusiasm for group work--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Enthusiasm for group work--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Ability to take responsibility for own learning--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Ability to take responsibility for own learning--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Ability to recognize what they don't understand--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Ability to recognize what they don't understand--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>

32 Based on your observations, please rate the behaviors, skills, and attitudes of **STUDENTS** in your course BEFORE the Summer Institute and NOW. ("Before" may include the semester in which a TU was taught, or previous semesters of the same course.)

1 None	2 Very low	3 Low	4 High	5 Very high	N/A
Frustration with standard lecture format--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with standard lecture format--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with active learning exercises--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with active learning exercises--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with transition between different teaching methods--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with transition between different teaching methods--NOW					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with assessment that is not aligned with teaching approach--BEFORE					
<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button" value="N/A"/>
Frustration with assessment that is not aligned with teaching approach--NOW					

1	2	3	4	5	
Frustration with workload--BEFORE					
1	2	3	4	5	
Frustration with workload--NOW					
1	2	3	4	5	

33 Based on your observations, please rate the behaviors, skills, and attitudes of **STUDENTS** in your course BEFORE the Summer Institute and NOW. ("Before" may include the semester in which a TU was taught, or previous semesters of the same course.)

1 None	2 Very low	3 Low	4 High	5 Very high	N/A
Willingness to ask questions--BEFORE					
1	2	3	4	5	
Willingness to ask questions--NOW					
1	2	3	4	5	
Responsiveness to instructor(s)--BEFORE					
1	2	3	4	5	
Responsiveness to instructor(s)--NOW					
1	2	3	4	5	
Attendance--BEFORE					
1	2	3	4	5	
Attendance--NOW					
1	2	3	4	5	
Appreciation for the relevance of the topics--BEFORE					
1	2	3	4	5	
Appreciation for the relevance of the topics--NOW					
1	2	3	4	5	
Appreciation for the value of active learning--BEFORE					
1	2	3	4	5	
Appreciation for the value of active learning--NOW					
1	2	3	4	5	
Exam scores--BEFORE					
1	2	3	4	5	
Exam scores--NOW					
1	2	3	4	5	
Homework scores--BEFORE					
1	2	3	4	5	
Homework scores--NOW					
1	2	3	4	5	
Scores on other graded assignments--BEFORE					
1	2	3	4	5	
Scores on other graded assignments--NOW					

34 Please indicate the extent to which each of the following issues posed a **challenge** to you or your team in implementing or disseminating at your campus. This question applies to implementation and dissemination of Scientific Teaching events, the mentor training seminar, and using the TUs.

	1 Not challenging	2 Somewhat challenging	3 Very challenging	N/A
Time to plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to develop or adapt materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to grade or give adequate feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to train colleagues or TAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation of faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation of faculty in other departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation of TAs or instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of campus administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition or reward for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure-related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues for non-tenure track positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student attitudes toward alternative teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student feedback through course evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating TU with syllabus or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical issues with audience response system ("clickers")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical issues with other instructional technology related to the TU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Level of support staff or technical staff

1 2 3

Balancing teaching with other responsibilities

1 2 3

Financial support or funding

1 2 3

35 Please indicate which of the following factors helped you or your team **disseminate what you learned from your SI experience** at your campus. (check all that apply)

- Having a letter from the National Academies sent to campus administrators about your participation in the SI
- Being part of an institute sponsored by the National Academies
- Receiving financial support to attend the SI
- Receiving matching funding from your campus
- Having a team member from your campus participate in the SI
- Being supported by administrators on my campus
- Communicating with SI participants or facilitators since the SI
- Writing a mid-year report
- Reading the mid-year reports of other SI participants
- Attending the follow-up meeting at HHMI
- Having access to the SI Intranet (website)
- Other, Please Specify

36 Using the scale below, indicate your agreement with the following statement based on your CONFIDENCE in doing each activity described.

1 2 3 4 5
Strongly agree Agree Uncertain Disagree Strongly disagree

I know steps necessary to teach science concepts effectively.

1 2 3 4 5

I generally teach science effectively.

1 2 3 4 5

I find it difficult to explain to students why experiments work.

1 2 3 4 5

I wonder if I have the necessary skills to teach science.

1 2 3 4 5

Given a choice, I would **not** invite my peers to evaluate my teaching.

1 2 3 4 5

When a student has difficulty understanding a science concept, I am

usually at a loss as to how to help the student understand it better.

1 2 3 4 5

In class, I do many things based upon time available rather than what I would like to do.

1 2 3 4 5

Generally, I feel prepared for class on any given day.

1 2 3 4 5

I continue to experiment to improve my teaching.

1 2 3 4 5

Students meet the learning goals in my course(s).

1 2 3 4 5

37 In a nutshell, **how has your teaching changed** as a result of attending the SI, implementing a TU, or disseminating at your campus?

38 In a nutshell, **how have your students changed** in terms of learning as a result of your efforts related to SI?

39 Please indicate your race.

40 Please indicate your gender.

41 Are you a U.S. citizen?

YES NO

42 **Thank you for taking the time to complete this survey!** Please feel free to add any other comments, thoughts, suggestions, or ideas here:

43 Name: (optional)

