

Creating activities that uncover students' misconceptions

1 2 3 4 5 6

Teaching students to gauge their own learning

1 2 3 4 5 6

5 (CONTINUED) Please indicate your SKILL or KNOWLEDGE level in the following areas.

1 2 3 4 5 6
None Very low Low Average High Very high

Reflecting on teaching with rigor, and revising teaching methods or materials accordingly

1 2 3 4 5 6

Developing learning goals that reflect the nature of science

1 2 3 4 5 6

Developing instructional materials

1 2 3 4 5 6

Adapting others' instructional materials for my purposes

1 2 3 4 5 6

Identifying and solving teaching challenges

1 2 3 4 5 6

Drawing on the knowledge and experience of my colleagues in teaching

1 2 3 4 5 6

Giving and receiving constructive feedback about teaching

1 2 3 4 5 6

Teaching at the appropriate level

1 2 3 4 5 6

Managing classroom dynamics

1 2 3 4 5 6

6 (CONTINUED) Please indicate your level of agreement with the following statements:

1 2 3 4 N/A
Strongly Disagree Disagree Agree Strongly Agree

I feel that I am a part of a community of scientific teachers.

1 2 3 4 N/A

I am a good teacher.

1 2 3 4 N/A

I am satisfied with the teaching materials that I create.

1 2 3 4 N/A

I can adapt others' teaching materials for my purposes.

1 2 3 4 N/A

My students are engaged in learning.

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are learning what I intended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have evidence that my students are learning what I intended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students know what the learning goals are in my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly experiment with new teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can balance teaching and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have teaching responsibilities, I feel I can barely survive each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have skills, knowledge, and ideas to share with my colleagues about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can mentor other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in disseminating and publishing about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had sufficient training to prepare me for my teaching responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to gain new teaching skills and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



7 Please indicate your level of agreement with the following statements.

	1	2	3	4	N/A
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Not every student learns to the best of his or her ability in a large lecture course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are mainly responsible for what they learn in a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covering content is the most important aspect of a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading group projects requires less preparation time than lecturing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my ideal classroom, students listen quietly and take notes while I lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect students to have the same motivation as me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tangential questions are a waste of time.

1 2 3 4

I can identify with undergraduate students better than faculty.

1 2 3 4

Student learning is valued in my classroom.

1 2 3 4

I share responsibility with students for planning activities in my courses.

1 2 3 4

8 How do you determine whether students are learning?

9 How do you determine whether your teaching is effective?

10 What is "scientific teaching" and how do you use it in practice?

11 Scientific teaching:

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	N/A
Invigorates my research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Makes my teaching better	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Improves student learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is haphazard	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is frustrating	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is rewarding	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is time consuming	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>

Is worthwhile

1

2

3

4

5

12 What is your definition of *diversity*?

13 How, if at all, are diversity and teaching connected?

14 How, if at all, are diversity and mentoring connected?

15 Please describe the impact that diversity has, if any, on your everyday campus life.

16 If you had to articulate your teaching philosophy in one sentence, what would it be?

17 What are the characteristics of a great teacher?

18 Which of the following best describes you?

- Faculty, tenured
- Faculty, pre-tenure
- Instructional staff
- Other academic staff
- Postdoc
- PhD student, dissertator

- PhD student, pre-dissertator
- MS student
- Other



19 If you are a graduate student or postdoc, please answer the following question. Faculty and staff, please go to the next question. **What are your career goals?**

- Faculty position-research university
- Faculty position-primarily undergraduate institution
- Faculty position-community college
- Academic position-instructional
- Academic position-research
- Teacher-K12
- Science outreach
- Industry/business
- Administration
- Other, Please Specify



20 What type of undergraduate institution did you attend?

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

