



Longitudinal Study of Future STEM Faculty

Doctoral Student Professional Development Questionnaire

This questionnaire asks about your professional development during your doctoral education. We are particularly interested in the extent to which you participated in and benefited from teaching-focused professional development programs and activities. Your help with this study is important and greatly appreciated.

We also hope that you will benefit from taking this survey, as it provides an opportunity for you to reflect upon your doctoral education and the benefits of your professional development activities.

You do not need to write your name on this questionnaire. Please mark **(X)** and/or write your responses in black ink directly on the questionnaire. This questionnaire should take about 20 minutes to complete.

After completing the questionnaire, use the enclosed stamped envelope to mail it back to us as soon as possible. We expect to complete this survey by the end of July.

Thank you for your cooperation and participation!

Support for this work is provided by the National Science Foundation's Course, Curriculum, and Laboratory Improvement (CCLI) program under Award No. 0817537. Please visit <http://lsff.wceruw.org/> for more information on this study.

1. Below is a list of teaching-focused professional development programs and activities at the University of Wisconsin–Madison. Please indicate which ones you have participated in during your doctoral education. (Check all that apply, even those in which you only participated once)

Academic Departments/Programs (e.g., Chemistry, Geography)

- Teaching-focused workshops
- Teaching-focused graduate courses

Center for Biology Education (CBE)

- Biology Instruction Brown Bag
- SyMBiosis Interdisciplinary Seminars

College of Letters and Science

- TA training workshops

Delta Program

- Graduate course(s) (e.g. Effective Teaching with Technology)
- Programs or seminars (e.g., Expeditions in Learning, Creating a Collaborative Learning Environment)
- Internship program
- Teaching certificate program
- Events (e.g., roundtable dinners, workshops)

Engineering Learning Center (ELC)

- New Educators' Orientation (NEO)
- Teaching Improvement Program (TIP)
- Science and Engineering Education Scholars Program (SEESP)

Graduate School

- Graduate student professional development workshops

Office of the Provost

- Annual Teaching and Learning Symposium

Teaching Academy

- Future Faculty Partners
- Scholarship of Teaching and Learning Discussion Series

Wisconsin Program for Scientific Teaching (WPST)

- Courses (e.g., Teaching Biology, Mentoring Seminar)
- HHMI Teaching Fellows Program

Other (*please specify*):

If you did not check any of the responses above, please go directly to question 5.

2. For each of the following, please indicate approximately how many of that teaching-focused professional development activity you participated in during your doctoral education. For example, if you took two courses on teaching, you would write “2” next to “Formal courses on teaching.” If you do not recall the exact number, provide your best estimate.

- Formal courses on teaching
- Short workshops or training on teaching (lasting one day or less)
- Intensive workshops or training on teaching (lasting more than one day)
- Short conferences/symposia on teaching (lasting one day or less)
- Intensive conferences/symposia on teaching (lasting more than one day)
- Talks/speeches/presentations on teaching
- Discussion sessions on teaching
- Teaching consultations (e.g., discussions with an instructor about TA work)
- Instructional technology consultations

3. Thinking about all of the teaching-focused professional development programs and activities you participated in during your doctoral education, how satisfied or dissatisfied were you with these programs and activities overall?

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied

4. Why did you decide to participate in these *teaching-focused* professional development programs or activities? (Check all that apply)

- Participation was required (e.g., by advisor, department, graduate school)
- To learn more about teaching and learning
- To improve my work as a teaching assistant
- To improve my knowledge and skills regarding teaching and learning
- To gain practical teaching experience
- To prepare for a career as a faculty member
- To obtain academic leadership and management skills
- To interact with people from different disciplines
- To be more competitive on the job market
- To improve my ability to explain my research to non-experts/laypersons
- To increase my chances of obtaining research grants
- To address a specific need (*please specify*):
- Other (*please specify*):

5. Which of the following factors, if any, have discouraged you from participating in teaching-focused professional development programs or activities? (Check all that apply)

- Not aware of programs or offerings
- Not enough time
- Not a high priority
- Little or no interest in teaching
- I was discouraged from participating (e.g., by my advisor, department)
- The programs/activities conflicted with my schedule
- I didn't find the programs/activities to be useful
- The people running the programs/activities were not helpful
- I didn't enjoy the experience
- I didn't feel like I fit in
- Other (please specify):

6. In what capacity and for how many semesters have you taught college or university classes? (Check all that apply)

- I have not yet taught college or university classes

- Grader for semester(s)
- Teaching assistant for semester(s)
- Lab assistant for semester(s)
- Guest lecturer for class session(s)
- Instructor for semester(s)
- Other: for semester(s)

7. What is your principal field of study? (Check the field that is closest to yours)

- Engineering
- Physical Sciences (e.g., Astronomy, Chemistry, Physics)
- Earth, Atmospheric, and Ocean Sciences (e.g., Meteorology, Geosciences)
- Mathematical Sciences (e.g., Statistics)
- Computer Science (e.g., Information Sciences and Systems, Management Information Systems)
- Agricultural Sciences (e.g., Animal Sciences, Natural Resources Conservation)
- Biological Sciences (e.g., Botany, Ecology, Genetics, Nutrition, Zoology)
- Psychology
- Social Sciences (e.g., Agricultural Economics, Anthropology, Economics, Geography, History and Philosophy of Science, Linguistics, Political Science, Sociology)
- Health Fields (e.g., Nursing, Pharmaceutical Sciences, Veterinary Sciences)
- Other (please specify):

8. In what year did you begin your doctoral studies?

9. Have you successfully defended your dissertation proposal and become a Ph.D. candidate (dissertator)?

- Yes
 No

10. In what year do you expect to receive your Ph.D.?

11. During your time as a Ph.D. student, to what extent do you feel you have *gained or made progress* in the following areas?

	Not at all	Very little	Some	Very much
Teaching				
a. Ability to teach undergraduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to teach graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Interest in sharing teaching practices and experiences with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Appreciation of diversity in teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research				
a. Ability to conduct research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to publish research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to present research findings orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to obtain funding for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Awareness of ethical issues related to conducting research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career				
a. Preparation for a faculty career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Preparation for a non-academic career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Interest in becoming a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Interest in a non-academic career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ability to make an informed decision about the type of career you will choose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to balance teaching and research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to build your professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Motivation for lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Skills				
a. Ability to prioritize tasks and manage your time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to communicate effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to collaborate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability to manage and supervise people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During your time as a Ph.D. student (continued from previous page):

	A. How much have you learned about how to do each of the following?				B. How often have you done each of the following?		
	None	Very little	Some	Very much	Never	Once	More than once
Teacher-Student Relationships							
a. Establish positive teacher-student relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Communicate high expectations to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Advise students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Motivate students to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Handle difficult behavior in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Handle academic misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in General							
a. Write a teaching philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assemble a teaching portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Evaluate your own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use student feedback to improve your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use instructional technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Co-teach a course with another instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Are you considering applying for a faculty job in the future?

- Yes
 No
 Not sure

14. What was your citizenship status at the time you started your doctoral studies?

- U.S. Citizen
 U.S. Permanent Resident
 Other

15. What is your race/ethnicity? (Please check the category that best describes you)

- American Indian or Alaska Native
 Asian
 Black or African-American
 Hispanic or Latino
 More than one race or ethnicity
 Native Hawaiian or Other Pacific Islander
 White

16. What is your gender?

Male

Female

17. The goal of this study is to better understand the long-term impact of teaching-focused professional development on doctoral students. We will be conducting a second survey in Fall 2012, and we would like to invite you to participate. How may we get in touch with you a year from now to update your contact information? (The following information will be kept separately from your responses to the questionnaire).

Email:

Phone: ()

Mailing Address:

Street Address

City

State

ZIP

Other (please specify):

18. Do you have any other comments regarding your experiences with teaching-focused professional development?

***Thank you for completing this survey. Your assistance is greatly appreciated!
We look forward to your continued involvement in this longitudinal study.***