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Dear Participant:

First, thank you again for being part of the Longitudinal Study of Future STEM Scholars. We greatly appreciate your involvement in Year Five of this important study.

Since we first contacted you four years ago, you and other study participants have faced important career-related decisions, such as what kind of job to take, where to live, how to balance work demands with personal priorities, or, in some cases, how or whether to complete your doctorate.

The College Teaching and Career Development Questionnaire that you are about to take will help us to better understand these important choices and the many factors influencing them. Completing this survey is crucial to the findings we make and their potential impact on policy and practice.

This survey takes approximately 15 minutes to complete. Please answer all questions. Your individual responses will remain confidential and will be reported only in aggregated form.

If you have any questions about this survey, please contact Dr. Mark Connolly, the study's principal investigator, at (608) 263-4233 or mrconnolly@wisc.edu.

Support for this work is provided by the National Science Foundation Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics (TUES) program under Award No. 0817537. Please visit <http://lsfss.wceruw.org> for more information on this study.

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Please click 'NEXT' to advance to the next page of the survey.

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Which of the following best describes your current academic status?

- Graduated from a doctoral program with a Ph.D.
- Previously enrolled in a Ph.D. program but no longer pursuing a Ph.D.
- Currently enrolled in a Ph.D. program

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In which year did you receive your Ph.D.?

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These first questions ask about teaching experiences you may have had during your doctoral program.

As you may know, many universities in the U.S. offer programs in which doctoral students participate in teaching-focused professional development activities to help prepare them for teaching at colleges or universities.

Teaching-focused professional development activities include, but are not limited to:

- **Teaching Assistant (TA) orientation or training**
- **Formal courses on teaching**
- **Workshops about teaching, such as those about how students learn or how to write a teaching**

philosophy

- Talks or presentations about teaching
- Preparing Future Faculty (PFF) programs and events
- Teaching certificate programs

During your doctoral program, did you ever participate in any teaching-focused professional development activities?

- Yes
- No

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During your doctoral program, did you participate in any of the following types of teaching-focused professional development activities?

	Yes	No
Formal courses on teaching lasting for an entire semester or quarter	<input type="radio"/>	<input type="radio"/>
In-depth workshops or conferences on teaching lasting <u>more than one day</u>	<input type="radio"/>	<input type="radio"/>
Brief workshops or conferences on teaching lasting <u>less than one day</u>	<input type="radio"/>	<input type="radio"/>
Talks or presentations about teaching	<input type="radio"/>	<input type="radio"/>
Other activities (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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During your doctoral program, in how many of each type of teaching-focused professional development activities did you participate? *Please give your best estimate by entering a whole number below.*

Formal courses on teaching lasting for an entire semester or quarter

In-depth workshops or conferences on teaching lasting more than one day

Brief workshops or conferences on teaching lasting less than one day

Talks or presentations about teaching

Other activities ()

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These next questions ask about teaching undergraduate students, graduate students, or both.

During your doctoral program, did you ever teach undergraduate students as a teaching assistant, lab assistant, instructor of record, research mentor, guest lecturer, or in any other role?

- Yes
- No

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During your doctoral program, did you teach undergraduate students in any of the following roles?

	Yes	No
As a teaching assistant	<input type="radio"/>	<input type="radio"/>
As a lab assistant	<input type="radio"/>	<input type="radio"/>
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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During your doctoral program, for how many total semesters or quarters did you teach undergraduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As a teaching assistant	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a lab assistant	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As an instructor of record	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters

As a research mentor	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a guest lecturer	<input type="text"/>	Number of lectures or presentations
Other role ()	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters

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During your doctoral program, did you ever teach graduate students as a teaching assistant, lab assistant, instructor of record, research mentor, guest lecturer, or in any other role?

Yes
 No

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During your doctoral program, did you teach graduate students in any of the following roles?

	Yes	No
As a teaching assistant	<input type="radio"/>	<input type="radio"/>
As a lab assistant	<input type="radio"/>	<input type="radio"/>
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>

As a guest lecturer

Other role (please specify):

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During your doctoral program, for how many total semesters or quarters did you teach graduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As a teaching assistant

- Semesters
 Quarters

As a lab assistant

- Semesters
 Quarters

As an instructor of record

- Semesters
 Quarters

As a research mentor

- Semesters
 Quarters

As a guest lecturer

Number of lectures
or presentations

Other role ()

- Semesters
 Quarters

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During your doctoral program, did you ever teach any courses in which both undergraduate and graduate students were enrolled?

- Yes
 No

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During your doctoral program, in each of the following roles, did you teach courses in which both undergraduate and graduate students were enrolled?

	Yes	No
As a teaching assistant	<input type="radio"/>	<input type="radio"/>
As a lab assistant	<input type="radio"/>	<input type="radio"/>
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor for <u>undergraduate students</u>	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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During your doctoral program, in each of the following roles, for how many total semesters or quarters did you teach courses in which both undergraduate and graduate students were enrolled?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As a teaching assistant	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a lab assistant	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As an instructor of record	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a research mentor for <u>undergraduate students</u>	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a guest lecturer	<input type="text"/>	Number of lectures or presentations
Other role ()	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters

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These next questions ask about your experiences after having completed your doctoral degree.

This next question asks about postdoctoral appointments, which are temporary periods of mentored research or training to help individuals with a doctoral degree acquire professional skills in their chosen field.

Since you completed your doctoral degree, have you ever had a postdoctoral appointment?

- Yes
- No

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Do you currently have a postdoctoral appointment?

- Yes
- No

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Since you completed your doctoral degree, how many postdoctoral appointments have you ever had?

- 1
- 2
- 3
- 4 or more

Page 20

In what month and year did your first postdoctoral appointment start?

Month

Year

In what month and year did your first postdoctoral appointment end?

Month

Year

Page 21

In what month and year did your second postdoctoral appointment start?

Month

Year

In what month and year did your second postdoctoral appointment end?

Month

Year

Page 22

In what month and year did your third postdoctoral appointment start?

Month

Year

In what month and year did your third postdoctoral appointment end?

Month

Year

Page 23

In what month and year did your fourth postdoctoral appointment start?

Month

Year

In what month and year did your fourth postdoctoral appointment end?

Month

Year

Page 24

This next question asks about teaching-focused professional development activities in which you may have participated during postdoctoral appointments.

These activities include, but are not limited to:

- Teaching Assistant (TA) orientation or training
- Formal courses on teaching
- Workshops about teaching, such as those about how students learn or how to write a teaching philosophy
- Talks or presentations about teaching
- Preparing Future Faculty (PFF) programs and events
- Teaching certificate programs

During any of your postdoctoral appointments, did you ever participate in any teaching-focused professional development activities?

- Yes
- No

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During any of your postdoctoral appointments, did you participate in any of the following types of teaching-focused professional development activities?

	Yes	No
Formal courses on teaching lasting for an entire semester or quarter	<input type="radio"/>	<input type="radio"/>
In-depth workshops or conferences on teaching lasting <u>more than one day</u>	<input type="radio"/>	<input type="radio"/>
Brief workshops or conferences on teaching lasting <u>less than one day</u>	<input type="radio"/>	<input type="radio"/>
Talks or presentations about teaching	<input type="radio"/>	<input type="radio"/>
Other activities (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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Thinking about all of your postdoctoral appointments, in how many of each type of teaching-focused professional development activities did you participate? *Please give your best estimate by entering a whole number below.*

Formal courses on teaching lasting for an entire semester or quarter	<input type="text"/>
In-depth workshops or conferences on teaching lasting <u>more than one day</u>	<input type="text"/>
Brief workshops or conferences on teaching lasting <u>less than one day</u>	<input type="text"/>
Talks or presentations about teaching	<input type="text"/>
Other activities ()	<input type="text"/>

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During any of your postdoctoral appointments, did you ever teach undergraduate students as a instructor of record, research mentor, guest lecturer, or in any other role?

Yes
 No

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During any of your postdoctoral appointments, did you teach undergraduate students in any of the following roles?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>

As a guest lecturer

Other role (please specify):

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Thinking about all of your postdoctoral appointments, for how many total semesters or quarters did you teach undergraduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record

- Semesters
 Quarters

As a research mentor

- Semesters
 Quarters

As a guest lecturer

Number of lectures
or presentations

Other role ()

- Semesters
 Quarters

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During any of your postdoctoral appointments, did you ever teach graduate students as a instructor of record, research mentor, guest lecturer, or in any other role?

- Yes

No

Page 31

During any of your postdoctoral appointments, did you teach graduate students in any of the following roles?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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Thinking about all of your postdoctoral appointments, for how many total semesters or quarters did you teach graduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a research mentor	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters

As a guest lecturer	<input type="text"/>	Number of lectures or presentations
Other role ()	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters

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During any of your postdoctoral appointments, did you teach any courses in which both undergraduate and graduate students were enrolled?

Yes
 No

Page 34

Thinking about all of your postdoctoral appointments, in each of the following roles, did you teach courses in which both undergraduate and graduate students were enrolled?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor for <u>undergraduate students</u>	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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Thinking about all of your postdoctoral appointments, in each of the following roles, for how many total semesters or quarters did you teach courses in which both undergraduate and graduate students were enrolled?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record

- Semesters
 Quarters

As a research mentor for undergraduate students

- Semesters
 Quarters

As a guest lecturer

Number of lectures
or presentations

Other role ()

- Semesters
 Quarters

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These next questions ask about employment you may have.

Which of the following best describes your current employment status?

- Employed full-time in one position
 Employed full-time in multiple positions
 Employed part-time in one position

- Employed part-time in multiple positions
- Not employed, but seeking employment
- Not employed and not seeking employment (please specify):

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At how many organizations or institutions are you currently employed?

- 1
- 2
- 3
- 4
- 5 or more

Page 38

What is the full name of the primary organization or institution at which you are currently employed?

Is this organization or institution located in or outside of the United States?

- In the U.S.
- Outside the U.S.

Is this a post-secondary institution, such as a community college, liberal arts college, research university, or part of a university-affiliated research institute?

- Yes

No

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Which of the following employment sectors best describes the primary institution at which you are employed?

- Associate's college (community college or technical institute)
- Baccalaureate college (liberal arts college or university)
- Master's college or university (few or no doctoral programs)
- Doctorate-granting university (research college or university)
- Medical school (including university-affiliated hospitals and medical centers)
- University-affiliated research institute
- Other (please specify):

Which of the following employment sectors best describes the primary organization or institution at which you are employed?

- Preschool, elementary, or secondary school
- Government (other than educational institutions)
- Not-for-profit institution such as a foundation
- For-profit industry or business
- Self-employed
- Other (please specify):

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Which of the following job titles best describes your current position at this organization or institution?

- Graduate teaching assistant
- Graduate research assistant
- Postdoctoral scholar, fellow, or associate
- Assistant professor
- Associate professor
- Full professor
- Instructor, lecturer, adjunct professor, or visiting faculty
- Researcher or scientist (not a postdoc)
- Research professor
- Clinical professor or teaching professor

- Engineer
- Elementary or secondary school teacher
- Administrator or manager

- Other (please specify):

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In what month and year did you start working in your current position at this organization or institution?

Month

Year

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In your current position, are you eligible to earn or receive tenure?

- Yes
- No

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In your current position, have you been granted or awarded tenure?

- Yes
- No

Page 46

What is the full name of the second organization or institution at which you are currently employed?

Is this organization or institution located in or outside of the United States?

- In the U.S.
- Outside the U.S.

Is this a post-secondary institution such as a community college, liberal arts college, research university, or part of a university-affiliated research institute?

- Yes
- No

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Which of the following employment sectors best describes the second institution at which you are employed?

- Associate's college (community college or technical institute)
- Baccalaureate college (liberal arts college or university)
- Master's college or university (few or no doctoral programs)
- Doctorate-granting university (research college or university)
- Medical school (including university-affiliated hospitals and medical centers)
- University-affiliated research institute

Which of the following employment sectors best describes the second institution at which you are employed?

- Preschool, elementary, or secondary school
- Government (other than educational institutions)
- Not-for-profit institution such as a foundation
- For-profit industry or business
- Self-employed
- Other (please specify):

Page 50

Which of the following job titles best describes your current position at this organization or institution?

- Graduate teaching assistant
- Graduate research assistant
- Postdoctoral scholar, fellow, or associate
- Assistant professor
- Associate professor
- Full professor
- Instructor, lecturer, adjunct professor, or visiting faculty
- Researcher or scientist (not a postdoc)
- Research professor
- Clinical professor or teaching professor

- Engineer
- Elementary or secondary school teacher
- Administrator or manager

- Other (please specify):

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This next question asks about teaching-focused professional development activities you may have done while working in your current position.

These activities include, but are not limited to:

- **Workshops about teaching, such as those about how students learn or how to write a teaching philosophy**
- **Talks or presentations about teaching**
- **Online courses on teaching**

While working in your current position, have you ever participated in any teaching-focused professional development activities?

- Yes
- No

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While working in your current position, have you ever participated in any of the following types of teaching-focused professional development activities?

	Yes	No
In-depth workshops or conferences on teaching lasting <u>more than one day</u>	<input type="radio"/>	<input type="radio"/>
Brief workshops or conferences on teaching lasting <u>less than one day</u>	<input type="radio"/>	<input type="radio"/>
Talks or presentations about teaching	<input type="radio"/>	<input type="radio"/>
Other activities (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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While working in your current position, in how many of each type of teaching-focused professional development activities have you ever participated? *Please give your best estimate by entering a whole number below.*

In-depth workshops or conferences on teaching lasting more than one day

Brief workshops or conferences on teaching lasting less than one day

Talks or presentations about teaching

Other activities ()

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While working in your current position, have you ever taught undergraduate students as a instructor of record, research mentor, guest lecturer, or in any other role?

- Yes
- No

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While working in your current position, have you ever taught undergraduate students in any of the following roles?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify:) <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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While working in your current position, for how many total semesters or quarters have you taught undergraduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record

- Semesters
 Quarters

As a research mentor

- Semesters
 Quarters

As a guest lecturer

Number of lectures
or presentations

Other role ()

- Semesters
 Quarters

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While working in your current position, have you ever taught graduate students as an instructor of record, research mentor, guest lecturer, or in any other role?

- Yes
 No

Page 58

While working in your current position, have you ever taught graduate students in any of the following roles?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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While working in your current position, for how many total semesters or quarters have you taught graduate students in each of the following roles?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a research mentor	<input type="text"/>	<input type="radio"/> Semesters <input type="radio"/> Quarters
As a guest lecturer	<input type="text"/>	Number of lectures or presentations

Other role ()

- Semesters
 Quarters

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While working in your current position, have you taught any courses in which both undergraduate and graduate students were enrolled?

- Yes
 No

Page 61

While working in your current position, in each of the following roles, have you ever taught any courses in which both undergraduate and graduate students were enrolled?

	Yes	No
As an instructor of record	<input type="radio"/>	<input type="radio"/>
As a research mentor for <u>undergraduate students</u>	<input type="radio"/>	<input type="radio"/>
As a guest lecturer	<input type="radio"/>	<input type="radio"/>
Other role (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

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While working in your current position, in each of the following roles, for how many total semesters or quarters have you taught any courses in which both undergraduate and graduate students were enrolled?

Please enter a whole number below, and then select 'Semesters' or 'Quarters'.

If you were a guest lecturer, enter the number of lectures or presentations.

As an instructor of record

- Semesters
 Quarters

As a research mentor for undergraduate students

- Semesters
 Quarters

As a guest lecturer

Number of lectures
or presentations

Other role ()

- Semesters
 Quarters

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During the last school year, beginning in fall of 2012 and ending in summer of 2013, did you teach undergraduate students?

- Yes
 No

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During the last school year, beginning in fall of 2012 and ending in summer of 2013, about how many total undergraduate students did you teach?

- 1 to 25
- 26 to 50
- 51 to 75
- 76 to 100
- 101 to 125
- 126 to 150
- 151 to 200
- 201 to 300
- More than 300

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During the last semester or quarter you taught, about how many total undergraduate students did you teach?

- 1 to 25
- 26 to 50
- 51 to 75
- 76 to 100
- 101 to 125
- 126 to 150
- 151 to 200
- 201 to 300
- More than 300

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These next questions ask how often you may have done different tasks during the last semester or quarter you taught undergraduate students.

During the last semester or quarter you taught undergraduate students, when designing a course, how often did you...

	Never	Rarely	Sometimes	Often	Very often
...articulate your learning goals to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...select textbooks or readings that help meet course goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...design student assignments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...plan class exercises or activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...articulate your grading criteria to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the last semester or quarter you taught undergraduate students, when teaching in the classroom, how often did you...

	Never	Rarely	Sometimes	Often	Very often
...use a variety of teaching strategies to support learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clearly communicate your expectations to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...actively engage students in learning activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...give students opportunities to build confidence by practicing skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide class activities in which students collaborate with one another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the last semester or quarter you taught undergraduate students, thinking about the environment in the classroom, how often did you...					
	Never	Rarely	Sometimes	Often	Very often
...explicitly encourage students to ask questions during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...explicitly encourage students to express their ideas in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage participation from women or racial and ethnic minorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage students to respect one another in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...address disagreements between yourself and students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the last semester or quarter you taught undergraduate students, when assessing student learning, how often did you...

	Never	Rarely	Sometimes	Often	Very often
...develop methods for assessing student learning that are consistent with the learning objectives for the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...assess students' knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...grade students' assignments using clear criteria?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with constructive suggestions on how to improve their course performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with prompt feedback about their performance at regular intervals throughout the term?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the last semester or quarter you taught undergraduate students, when interacting with students, how often did you...

Never	Rarely	Sometimes	Often	Very often
-------	--------	-----------	-------	------------

...foster students' independent thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...address sensitive issues in ways that help students to deal with them maturely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...foster students' confidence in their ability to learn on their own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...work outside of the classroom with students who are having problems with course materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recognize students who are not achieving to their fullest potential?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the last semester or quarter you taught undergraduate students, thinking about the subject you were teaching, how often did you...

	Never	Rarely	Sometimes	Often	Very often
...provide students with an overview of your discipline?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...demonstrate passion for the material you are teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stay current in your knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help students understand the relevance of what	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

they are learning?

...enrich your teaching with your research?

Page 73

This next question asks about tasks related to the scholarship of teaching and learning, which is ongoing and cumulative inquiry by classroom teachers into the nature of teaching and learning in their own classrooms.

During the last semester or quarter you taught undergraduate students, thinking about the scholarship of teaching and learning, how often did you...

	Never	Rarely	Sometimes	Often	Very often
...use your own assessments of student learning to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use self-reflection to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...conduct research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...publish research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...influence your departmental culture with respect to teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 74

These next questions ask how confident you are in your ability to do different tasks as a teacher of undergraduate students.

If you have never done the listed task, please think about how confident you would be in your ability to do it.

When designing a course, how confident are you in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...articulate your learning goals to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...select textbooks or readings that help meet course goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...design student assignments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...plan class exercises or activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...articulate your grading criteria to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 75

When teaching in the classroom, how confident are you in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...use a variety of teaching strategies to support learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clearly communicate your expectations to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...actively engage students in learning activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...give students opportunities to build confidence by practicing skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide class activities in which students collaborate with one another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 76

Thinking about the environment in the classroom, how confident are you in your ability to...					
	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...explicitly encourage students to ask questions during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...explicitly encourage students to express their ideas in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage participation from women or racial and ethnic minorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage students to respect one another in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...address disagreements between yourself and students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 77

When assessing student learning, how confident are you in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...develop methods for assessing student learning that are consistent with the learning objectives for the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...assess students' knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...grade students' assignments using clear criteria?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with constructive suggestions on how to improve their course performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with prompt feedback about their performance at regular intervals throughout the term?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 78

When interacting with students, how confident are you in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...foster students' independent thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...address sensitive issues in ways that help students to deal with them maturely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...foster students' confidence in their ability to learn on their own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...work outside of the classroom with students who are having problems with course materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recognize students who are not achieving to their fullest potential?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 79

Thinking about the subjects you have taught, how confident are you in your ability to...					
	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...provide students with an overview of your discipline?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...demonstrate passion for the material you are teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stay current in your knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help students understand the relevance of what they are learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enrich your teaching with your research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 80

This next question asks about the scholarship of teaching and learning, which is ongoing and cumulative inquiry by classroom teachers into the nature of teaching and learning in their own classrooms.

Thinking about the scholarship of teaching and learning, how confident are you in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...use your own assessments of student learning to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use self-reflection to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...conduct research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...publish research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...influence your departmental culture with respect to teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 81

These next questions ask how CONFIDENT you WOULD BE in your ability if you were asked to do different tasks as a teacher of undergraduate students.

If you were to design a course, how confident would you be in your ability to...

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

	confident	confident	confident	confident	confident
...articulate your learning goals to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...select textbooks or readings that help meet course goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...design student assignments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...plan class exercises or activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...articulate your grading criteria to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 82

	If you were teaching in the classroom, how confident would you be in your ability to...				
	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...use a variety of teaching strategies to support learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clearly communicate your expectations to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...actively engage students in learning activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...give students opportunities to build confidence by practicing skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide class activities in which students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

collaborate with one another?

Page 83

Thinking about the environment in the classroom, how confident would you be in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...encourage students to ask questions during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage students to express their ideas in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage participation from women or racial and ethnic minorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourage students to respect one another in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...address disagreements between yourself and students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 84

If you were assessing student learning, how confident would you be in your ability to...

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

...develop methods for assessing student learning that are consistent with the learning objectives for the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...assess students' knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...grade students' assignments using clear criteria?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with constructive suggestions on how to improve their course performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide students with prompt feedback about their performance at regular intervals throughout the term?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 85

	If you were interacting with students, how confident would you be in your ability to...				
	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...foster students' independent thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...address sensitive issues in ways that help students to deal with them maturely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...foster students' confidence in their ability to learn on their own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...work outside of the classroom with students who	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

are having problems with course materials?

...recognize students who are not achieving to their fullest potential?

Page 86

Thinking about the subject you would teach, how confident would you be in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...provide students with an overview of your discipline?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...demonstrate passion for the material you are teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stay current in your knowledge of the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help students understand the relevance of what they are learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enrich your teaching with your research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 87

This next question asks about tasks related to the scholarship of teaching and learning, which is ongoing and cumulative inquiry by classroom teachers into the nature of teaching and learning in their own classrooms.

Thinking about the scholarship of teaching and learning, how confident would you be in your ability to...

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Extremely confident
...use your own assessments of student learning to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use self-reflection to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...conduct research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...publish research on teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...influence your departmental culture with respect to teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 88

At the primary institution at which you are employed, how connected are you to scholars who take teaching seriously?

- Not at all connected
- A little connected
- Somewhat connected
- Very connected
- Extremely connected

Page 89

Thinking about most school years at the primary institution at which you are employed, how much do

disagree or agree with the each of the following statements?

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My institution rewards good teaching often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department rewards good teaching often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 90

These next questions ask about evaluating your own teaching.

In your current position, how often do you...

	Never	Rarely	Sometimes	Often	Very often
...reflect on teaching with your peers or colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reflect on teaching with your friends or family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ask peers or colleagues for feedback on your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ask students for feedback on your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 91

Thinking about your current position, how dissatisfied or satisfied are you with...

	Very dissatisfied	Dissatisfied	Neither dissatisfied nor satisfied	Satisfied	Very satisfied
...the balance between your various professional roles, such as that between teaching, research, or service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the balance between professional time and personal or family time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teaching in general?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 92

In order to better understand how the experiences of current and former STEM doctoral students change over time, we may follow-up with you in the future.

What is the best mailing address at which to contact you in the future?

Please note that we maintain strict standards of confidentiality and will not release your information to anyone outside the project.

First:

Last:

Street 1:

Street 2:

Street 3:

City:

State:

ZIP Code:

Country:

What is the best email address at which to contact you?

Page 93

If you have any questions or comments, please enter them below.



This is the last page of the survey. Please click 'SUBMIT' to submit your answers.

Page 94

Thank you for your help! Your continued participation in this important research is crucial to the findings we make and their potential impact on policy and practice.