

## Faculty Zoomerang

1. When I teach freshman-level courses:
  - I always/sometimes/never have to address issues of student unpreparedness.
  - I always/sometimes/never have to address issues of student maturity.
  - I always/sometimes/never have to address issues of college-level preparation.
  - I always/sometimes/never have to address issues of student self-motivation.
  
2. When I teach upper-level courses:
  - I always/sometimes/never have to address issues of student unpreparedness.
  - I always/sometimes/never have to address issues of student maturity.
  - I always/sometimes/never have to address issues of college-level preparation.
  - I always/sometimes/never have to address issues of student self-motivation.
  
3. My course syllabi or other handouts include a statement of learning outcomes.  
*YES NO*
  
4. My course syllabi or other handouts include a statement about how the course addresses those learning outcomes.  
*YES NO*
  
5. My course syllabi or other handouts include a statement of the interdisciplinary social relevance of the learning outcomes of your courses.  
*YES NO*
  
6. When I teach general education (D.E.C.) courses, I articulate to my students the general relevance of the course content or skills development or how/why the course satisfies the particular category.  
*YES NO*
  
7. We know from research that students perform better if they learn to recognize similar problems in more than one discipline or to take problem-solving skills learned in one discipline into another. When I teach general education (D.E.C.) courses, I structure the course to encourage the development of students' learning abilities and skills transference.  
*YES NO*
  
8. What incentives would encourage you to use instructional resources that would
  - o help you modify your courses to help develop students' learning abilities and
  - o help you measure your effectiveness in fostering student learning as you define it?Check all that apply.
  - nothing would encourage me
  - small faculty development stipend
  - brief seminars or workshops offering technical assistance in using new technologies
  - someone coming to my office to provide technical assistance in using new technologies

- brief seminars or workshops with someone with expertise in pedagogy helping me examine my class structure and teaching methods
- someone with expertise in pedagogy meeting with me to help me examine my class structure and teaching methods
- research showing that adopting assessment practices benefits me and my students
- other \_\_\_\_\_

9. What incentives does your department offer for faculty to take on undergraduates and to revise their courses to incorporate more inquiry-based and hands-on approaches?
10. How will an emphasis on undergraduate teaching be perceived by your colleagues and what support do you get from your departments?
11. What kinds of activities do you think could be provided by the university that would improve your general experience of the university. (blech—I'm trying to ask question 4.9 "What are the kinds of activities that students, aculty, and staff want that could be provided by SBU?")
12. How often do you have contact with alumni?
  - 1-5 alumni per year
  - 5-10 alumni per year
  - more than 10 alumni per year