



2006 Pre-institute Survey of Fellows

1. For the course you plan to revise during the Institute, to what extent do your students currently:

	0 N/A	1 Not at all	2 a little	4 Moderate amount	4 more than moder.	5 Great deal
1. develop a thesis statement and formulate research questions	18%	27%	27%	18%	9%	
2. understand research findings	18%		27%	55%		
3. synthesize and use information from diverse sources	18%		36%	9%	9%	27%
4. synthesize information to construct new concepts	18%		36%	18%	27%	
5. apply criteria for evaluating information and sources **	18%	9%	36%	18%	9%	
6. demonstrate an understanding of plagiarism	27%	9%	18%	36%	9%	
7. adhere to standards for citing the intellectual work of others	18%		9%	45%	9%	18%

** one no response to this statement

2. For the course you plan to revise during the Institute, to what extent do you currently:

	0 N/A	1 Not at all	2 a little	3 Moderate amount	4 more than moder.	5 Great deal
1. outline learning objectives for the course in your syllabus	18%		36%	36%	9%	
2. incorporate research assignments that use library collections	18%	45%	18%		18%	
3. expect students to use library resources (<u>beyond</u> reserve readings) as part of the course	18%	9%	55%	9%	9%	
4. communicate with GSIs about the course assignments	27%		9%	18%	27%	18%
5. prepare GSIs for their role in fostering students' research skills	27%	9%	27%	9%	27%	
6. use technology in the classroom (e.g. PowerPoint slides)	18%		18%	9%	27%	27%
7. expect students to use technology for your course <u>outside</u> of the classroom (e.g. course web site, etc.)	18%		18%	18%	9%	36%

Please return your completed form to
Pat Davitt Maughan, 302 Moffitt Library, CAMPUS 6000

8. assess student learning at multiple stages during the course	18%		27%	27%	18%	9%
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3. In general, to what extent do you do the following?

	1 Not at all	2 a little	3 Moderate amount	4 more than moder.	5 Great deal
1. meet regularly with other faculty to discuss teaching	27%	36%	27%	9%	
2. use the library for research or other purposes	9%	18%	9%	36%	27%
3. confer with librarians about course research assignments	45%	18%	18%	18%	
4. participate in campus events and workshops related to teaching, technology, library services, GSI mentorship, etc.	18%	45%	27%	9%	

4. How influential were the following in convincing you to apply for the Mellon Fellowship?

	1 Not at all	3 a little	4 Moderate amount	5 more than moder.	6 Great deal
NOTE: Only ten Fellows out of eleven returned surveys Recorded responses to these questions.					
1. emphasis on undergraduate education in general			50%	10%	40%
2. emphasis on large enrollment courses	10%		20%	40%	30%
3. emphasis on American Cultures courses	50%		10%	30%	10%
4. emphasis on undergraduate research			20%	40%	40%
5. financial support for myself **	30%	40%	10%		10%
6. financial support for my course	20%	10%	30%	30%	10%
7. financial support that could be directed to my department	40%	30%	10%	10%	10%
8. departmental and/or campus encouragement to apply	20%	10%	20%	40%	10%
9. focused Institute in which to work with peers		20%	10%	30%	40%
10. Summer timeframe for the Institute	20%		30%	20%	30%
11. opportunity to learn how to better use library resources in my teaching				10%	90%

Other - Please specify:

- Chance to develop a large gateway course with library and collegial support before I teach it
- Development of skills in the use of various media
- Concentrated, professional assistance in improving the course
- I hope to learn more specifically about library holdings and how to access them, and how to use technology in the classroom
- Broaden my curricular toolkit through contact with other faculty, librarians, and information systems specialists
- I have been eager for some time to make better use of electronic resources and more instructional technology in my undergraduate and graduate teaching. No one in my department uses or knows how to use electronic reserves. No one could help me when I wanted to try them this year, so I reverted to xeroxing out-of-print and in-print texts, visuals that would have been better scanned, etc. I'd like to use more multimedia materials with the undergrads and certain Bancroft materials with both grads and undergrads. I'd like for example to explore with the Bancroft staff the possibility of taking digital photographs or making scans of some facsimile materials so that I could project and enlarge images to teach from in my classes. This could reduce wear and tear on some of the rare materials while allowing me to teach things like paleography to multiple students at once. With the undergraduate Vienna class that I have proposed for the Institute, I'd like to bring together photos scanned from books, slides from the art history and environmental design collections, film clips and sound recordings. I believe it is possible (or soon will be) to combine these various kinds of materials on a DVD I-Pod. But I haven't a clue about how to do this. Nor have I assembled all the materials that I would like to process this way. This is one of the things I hope to learn how to do in the Institute. My classes are generally too small to have made me eligible to apply for earlier Mellon Institutes. I was very happy to be invited to apply for this one.

** one no response to this statement