**2013-2014 HERI Faculty Survey - STEM Module**

**Items in this module will only be seen by faculty who indicate they teach in STEM using set of predetermined rules regarding departmental affiliation.**

1. In the courses you have taught in the past year, how often do you:
   *(Responses: Always, Frequently, Occasionally, Rarely, Never)*
   - Incorporate audience response systems to gauge students' understanding (e.g., clickers)
   - Integrate authentic (i.e., not "cookbook") research experiences into labs
   - Incorporate mini-labs into lecture

2. In the STEM courses you have taught in the past year, how often do you encourage students to:
   *(Responses: Always, Frequently, Occasionally, Rarely, Never)*
   - Make connections between different areas of science and mathematics
   - Draw a picture to represent a problem or concept
   - Identify what is known and not known about a problem
   - Analyze the basic elements of ideas or theories
   - Make sense of scientific/technical concepts
   - Synthesize several sources of information
   - Conduct an experiment
   - Relate scientific concepts to real-world problems
   - Memorize large quantities of information
   - Make predictions based on existing knowledge
   - Translate scientific concepts or terminology into non-scientific language

3. Indicate the personal importance to you of each of the following:
   *(Responses: Essential, Very Important, Somewhat Important, Not Important)*
   - Making a theoretical contribution to science
   - Working to find a cure for a health problem

4. To what extent do you structure your STEM courses so that students:
   *(Responses: To a Great Extent, To Some Extent, Not at All)*
   - Develop a stronger interest in STEM disciplines
   - Have the foundational knowledge for advanced study in STEM