Survey questions and expectations
for annual evaluation of teaching

This document previews the contents of the online survey on teaching (in blue) that is part of the psychology department annual faculty evaluation process.
Section 1: *This section is about your focused efforts and improving your teaching. It will help us understand common places of struggle and to identify who has developed useful strategies that would be great to share with the department. In addition, while completing this section, faculty often develop new ideas for future refinements. Given these formative goals, there are no specific evaluative criteria applied to this section.*
Section 2: *This section is about the teaching practices you use in your teaching. This section contains specific criteria (in green) that the evaluation committee will be applying.*

We expect many will find it helpful to compose answers to open-ended questions in this word template, and then paste answers into the online survey. A sentence or two (or a brief bulleted list) should be enough for each of the open-ended questions.

Additional materials*. One question in section 1 asks for you to share materials or resources if you are willing.*

Time expectations*. Beyond organizing the additional materials, completing the responses should take less than an hour.*

Section 1: Survey on Focus Area of Teaching Improvement

1. Did you teach a course in the last year [since last May]? If you select 'no', the survey will end and no additional response is needed from you.   (yes/no)

If q1=yes, continue; if q1=no, end survey

2. Did you select one or more specific aspects of the course to improve in the last year? This could be anything as narrow as efforts to boost attendance to as broad as completely revising the course as a whole. If you select yes, the survey asks for details. If you select no, the survey gives you an opportunity to discuss plans for next year. (yes/no)

If q2=yes:

3. Which course did you select?

4. Describe one specific aspect that you improved in your selected course. [*The remaining questions focus on this specific aspect and will ask for details on the rationale, what you tried, what you learned, and your next steps, if relevant.*]

5. Why did you choose that focus?

6. What kind of resources did you use in working on this focus? (check all that apply)
   a. Attended a workshop on the topic
   b. Consulted with someone from the Center for Teaching and Learning
   c. Had a colleague observe my class and provide feedback on this focus
   d. Discussed this with an experienced colleague
   e. Attended a discussion group on the topic
   f. Read some research papers on the topic
   g. Obtained a local grant (e.g., dBSERC) to work on this
   h. other: _____

7. What kind of change(s) did you make within that focus, and why did you choose those?

8. What was the relative success of those changes (strengths and weaknesses) and how did you evaluate that (e.g., survey comments, assessment performance, student behaviors)?

9. What are your plans for next steps on this topic (e.g., adopt/adapt/abandon)?

10. Did you share your experiences with other colleagues (informal discussion group, teaching program event, lunch talk series, conference, etc.)? (if yes, describe)

11. Would you like the department to provide resources or a lunch-and-learn event on this topic or another topic? If yes, share your particular questions or frustrations.

continue to part 2

If q2=no:

12. Do you have a specific aspect that you would like to focus on next year? (yes/no)

if q12=yes, continue; if q12=no, continue to part 2
13. What is that specific aspect?

14. Why did you choose that focus?

15. What kind of resources do you plan to use in working on this focus?
    a. Attended a workshop on the topic
    b. Consulted with someone from the Center for Teaching and Learning
    c. Had a colleague observe my class and provide feedback on this focus
    d. Discussed this with an experienced colleague
    e. Attended a discussion group on the topic
    f. Read some research papers on the topic
    g. Obtained a local grant (e.g., dBSERC) to work on this
    h. other: _____

16. What kind of data do you plan to use to help evaluate your changes? (e.g., mid-semester survey, OMET comments, assessment performance reports)

17. Would you like the department to provide resources or a lunch-and-learn event on this topic or another topic? If yes, share your particular questions or frustrations.

continue to part 2

Section 2: Survey of research-based and inclusive teaching practices

- *Research-based practices are those for which there is an established research basis for improved overall learning outcomes*
- *Inclusive teaching practices are those for which there is an established research basis or current expert consensus that demographic-based variation in learning outcomes is reduced*
- *Some teaching practices are both research-based and inclusive*
- ***No one could implement all of these practices in one class. Also, a few are easier to implement in small classes and a few are more relevant to large classes.*** *On average, there are roughly similar numbers of practices that apply to different course formats. Within our department, instructors in the past have been able to reach 'leader' levels in both types of teaching practices in every course format.*
- *We note that superficial implementation of strategies will not necessarily lead to improvement in outcomes. Some testing, reflection, and revision and consideration of context will often be required; such processes are captured in section 1 of the survey.*

This section focuses upon your largest enrollment course (since last May). Your teaching excellence in other courses is important, too, but the largest impact on students occurs from teaching excellence in your larger enrollment courses. If you have multiple courses of roughly the same size, select the one that taught most often this year or the one that you will teach most often going forward.

Name your selected course:

Which of the following **teaching practices** did you use? [check all that apply, r=research-based, i=inclusive]
- I provided a list of topic-specific or non-specific competencies about what students should achieve (be able to do) [r]
- I regularly included relevant research by researchers who are women, scholars of color, or members of other marginalized communities (e.g., LGBTQIA, people with disabilities, people excluded by religion) and made their identities explicitly known to students. [i]
- I provided opportunities for students to learn about the history of marginalization in this area, regardless of whether I was able to provide current research by scholars from marginalized communities. [i]
- I regularly provided and contributed to a student wiki or discussion board [r]
- I required students to discuss or write about one or more papers from the scientific literature [r]
- I regularly provided students with concrete materials that helped them understand my expectations, e.g. solutions to homework assignments, worked examples, annotated example paper, or provided practice/old exams (with or without solutions) [r]
- I regularly provided animations, video clips, or simulations related to the course material [r]
- I had a small group discussion, problem solving activity, or demonstration with discussion in most class periods [r, i]
- I provided opportunities to discuss why the material is interesting/relevant from a student perspective several times in the term [r, i]
- I had multiple assignments that pushed the students to self-assess their knowledge (e.g. with homework or quizzes) before class, and/or regularly ended classes with a reflective activity [r]
- I regularly used a response system (e.g., a clicker, show of hands) followed by student discussion several times in the class [r]

- I gave frequent assignments/homework (e.g., less than 2 weeks apart) [r, i]
- I required a paper or project that involved some degree of student choice in the topic or design [r, i]
- I encouraged students to work collaboratively on assignments/projects [r, i]
- I gave students assignments that included a draft that received feedback prior to final grading or an opportunity to redo work to improve their grade [r, i]
- I gave students back marked assignments or exams, or provided answer keys [r]
- I gave three or more exams over the term, and/or a final assessment that was worth less than 50% of the final course grade [r, i]
- I gave students a pre-post test (e.g., a concept inventory) to measure learning [r]
- I learned the names of most or all of the students in my class [r,i]
- I regularly shared personal stories that related to the content I was covering in class [r, i]
- I met regularly with my TA/UTAs (5+ times per term) and involved them in discussions of student learning and course material [r]
- I gave students an opportunity to give me feedback about the course part way through the term [r, i]
- I personally reached out to one or more students who were struggling in one of my classes [r, i]
- I held weekly office hours that were regularly attended by 1 or more students [r]
- I regularly used examples in class that were not from the dominant culture [i]
- I included focal topics of relevance to multiple marginalized communities (e.g., phenomena that occur within specific communities by language, religion, gender, sexual identity, …) [i]
- All class materials (e.g., readings, study guides, extra resources) were organized on Canvas (or wherever students accessed course materials) such that students could quickly find relevant materials. [i]
- All assignments were well specified and announced to the students at least two weeks before their due date. [i]
- I allowed students multiple ways to earn class participation credit (i.e. not only by talking in class) [i]
- I used multiple assessment strategies over the course of the semester, (i.e. didn't assign only multiple choice exams or only papers) [i]
- I gave students a rationale for the learning activities, assessments, and grading policies; That rationale focused on student learning. [i]
- I repeatedly used Canvas' accessibility checker (or similar) to get suggestions on making visual materials more accessible. [i]
- I always used captioning in my lectures or lecture recordings [i]
- I provided testing accommodations to my students if DRS could not be utilized [i]
- I included a diversity/inclusion statement in the syllabus that explicitly expects respect and empathy for every student. [i]
- I provided students with an opportunity to discuss classroom community norms that respect and build empathy for every student. [i]
- I did none of these

To help share best practices, please give some details on one of the items that seems particularly useful to student learning:

In implementing the items you selected in the prior question, were there some resources you found to be especially helpful to you? If so, please provide a link to those resources (or a verbal description for where others might find it). Alternatively, if you have an example to share that seems to work especially well, please upload it here *[if you have multiple files, archive them into one ZIP file first before uploading; simple instructions for how to do this on in the online survey]*.

Describe any barriers to engaging in DEI practices in your classes and/or challenges you have experienced when trying to implement specific DEI practices.

Describe any ways in which you would like to see the department support your efforts to enhance DEI in your teaching.

Evaluation Criteria for Section 2

Evaluation rubric based upon number of **research-based** practices (22 max):
    Unsatisfactory (requires improvement?): 0–4
    Satisfactory: 5–11
    Leader: 12+

Evaluation rubric based upon number of **inclusive teaching** practices (25 max):
    Unsatisfactory: 0–4
    Satisfactory: 5–13
    Leader: 14+