

Note: the following questions are embedded into the CollegeNET software platform. The formatting below does not represent the version that instructors would see when they fill it out.

This survey takes an average of 10 minutes to complete.

## 10-Minute Instructor Reflection

**This is a reflection in two parts:** part one invites you to capture your impressions of what went well and what you plan to change next time; then the survey invites you to consider how your teaching intersects with broad teaching excellence principles—that excellent teaching is inclusive, engaged, and research-led—used by the Provost's Teaching Academy, Teaching Engagement Program, and Distinguished Teaching Awards committees.

### Part One:

Provide a brief (2-3 sentence) introduction to this course to provide a context for your unit head, should they choose to read your responses for the purposes of evaluation:

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What went really well in the course this term? Did you make any changes from the last incarnation of the course or try any novel approaches?

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Did you get feedback from the Midterm Student Experience Survey for this course?

- Yes
- No

*If yes, the following is displayed:*

What important trends or ideas did you notice in the results? Did you act on them in some way during the course or do you plan to in future iterations of the course? How did you communicate with your students about the results?

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*If no, the next question is provided.*

What changes would you implement the next time you teach this course, and how do you hope those changes will positively impact student learning?

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**Part Two:**

In what ways are you working to make your teaching in this course **inclusive**? For example, did you make any choices to improve students' sense of belonging in the course or to help students see their own interests and concerns as connected to those of the course?

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Did you do anything in terms of professional **engagement** that was relevant to this incarnation of the course. For example, did you attend any workshops, read articles about student learning in similar courses, observe colleagues with similar goals for their students?

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In what ways was your teaching in this course **research-led**--informed by research on how students learn and inflected by UO's research mission? For example, did you articulate specific goals for student learning, structure small-group discussions and activities during class or online, assign activities to help students prepare, offer students an opportunity to reflect on their learning, or invite students into research processes?

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What else would you like to document about your experience teaching this course?

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