

Instructor Reflection

This survey is meant to assist you in documenting and archiving your ideas for continual course improvement. Your responses can also serve as a method to place your own voice into the Teaching Evaluation process, since your responses will also be accessible by your unit head.

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, Williams Council and Distinguished Teaching Awards committees.

Part One:

If you teach multiple sections of the same class, you may complete a separate reflection for each section, or please simply note here that this reflection includes your experience with all sections:

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:

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?

Did you get feedback from a midterm student experience survey for this course?

- Yes
- No

If yes:

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?

If no:

Go to the next question directly.

If it hasn't already been mentioned in one of your responses above, what changes would you implement the next time you teach this course, and how do you hope those changes will positively impact student learning?

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?
- help students see their own interests and concerns connected to those of the course?
- ensure the course was accessible to all, including those with documented or undocumented disabilities, or use the tenants of Universal Design in your course planning?
- intentionally include diverse authors, scholars, artists, etc., or ways of knowing?

Did you do anything in terms of professional **engagement** that was relevant to this incarnation of the course?

For example did you:

- participate in professional teaching development (workshops, Summer Institutes, teaching conferences etc.)?
- engage in campus or national discussions about quality pedagogy and curricula?
- contribute to student learning outside the classroom such as the development of co-curricular activities or community-engaged projects?
- provide a coherent approach to academic coaching and skill-building in office hours?

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:

- invite students into the research or creative process?
- articulate specific learning goals?
- provide timely feedback, and grades through the term?
- structure small-group discussions and activities during class or online?
- help students prepare or learn outside of class time?
- provide a challenging and supportive environment?
- offer students an opportunity to reflect on their learning?

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