

Instructor Reflection

The questions in this survey are aligned with the August 2019 MOU signed by the Provost and United Academics that describes UO's criteria for quality teaching – inclusive, engaged and research-informed. These principles are also used by the Teaching Engagement Program, Provost's Teaching Academy, Williams Council and Distinguished Teaching Awards committees. Your responses will be accessible in the future by you and your unit head and may be included in teaching evaluation, as a method to place your voice next to student voices at the course level.

Context:

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

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

Inclusive

3. In what ways are you working to make your teaching in this course inclusive? Respond to either of the questions below that are relevant to this course.

- How do you ensure every student can participate fully and their presence and participation is valued?

- Does the content of the course reflect the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course?

Engaged:

4. Engaged teachers demonstrate reflective teaching practice through the regular revision of courses in content and pedagogy.

a) Did you participate in professional teaching development, and/or engage in campus or National discussions about quality pedagogy and curricula related to this course?

- Yes
- No

If yes: Provide examples of professional teaching development you engaged in related to this course.

b) Was this a new course that you just developed?

- Yes
- No

c) 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?

d) Did you receive feedback from the 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?

e) 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?

Research-informed:

5. Please describe how your teaching in this course is informed by research on how students learn and inflected by UO's research mission? You are welcome to respond to any number of the questions below that are relevant to this course.

- In what ways did this course model a process or culture of inquiry characteristic of disciplinary or professional expertise?

- How was the evaluation of student performance linked to explicit goals for student learning established by you, your unit, and, for core education, the university; how were these goals and criteria for meeting them made clear to students?

- Describe instances of timely, useful feedback on activities and assignments, including how students' learned of their progress during the course.

- How does your instruction engage, challenge and support students?

Other positive factors considered in assessment of teaching:

6. Please consider documenting any other aspects of this course that reflect factors your unit or the university has explicitly identified as positively impacting the assessment of teaching.
