

2015-2016 ANNUAL REPORT

CENTER FOR TEACHING AND LEARNING

UNIVERSITY OF TEXAS-DALLAS



Center for Teaching and Learning
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The Center for Teaching and Learning – Governance, Structure, and Personnel

The Center for Teaching and Learning (CTL) at the University of Texas-Dallas (UTD) was officially launched on 12 January 2016 and reports to the Provost's Office. The directorship is a full-time administrative position, but the present holder of that position also has a tenured faculty appointment and an endowed research professorship. Accordingly, he is expected to carry out research, instructional, and service activities in support of CTL, his academic program, UTD, and the scholarly community writ large. He is assisted by a half-time Associate Director, who presently teaches half-time for one of UTD's schools. Finally, there is a full-time Administrative Assistant II, who provides all clerical support for CTL. Funding for all salaries comes from the CTL budget.

Supplementing the core personnel are "teaching leaders," one from each of UTD's eight schools. These are selected by the individual school deans and the leaders are responsible for liaison with the Center and for organizing a minimum number of events or programs each semester within their school, assisted by the Center. The purpose is to expand the number of events and programs on campus and to direct such programming toward issues, concerns, and audiences specific to different schools and their instructional needs. An administrative supplement to each leader is provided by CTL.

CTL Personnel

Director: Dr. Paul F. Diehl, Associate Provost and Ashbel Smith Professor

Associate Director: Dr. Karen Huxtable-Jester, Senior Lecturer III

Administrative Assistant: Beverly Reed

Teaching Leaders

Dr. Sabrina Starnaman, Clinical Assistant Professor (A&H)

Dr. Kristin Drogos, Assistant Professor (ATEC)

Dr. Shayla Holub, Associate Professor (BBS)

Dr. R. Paul Battaglio, Associate Professor (EPPS)

Dr. Randy Lehmann, Senior Lecturer III (ECS)

Dr. Rebekah Nix, Senior Lecturer I (IS)

Dr. John Sibert, Associate Professor (NMS)

Dr. McClain Watson, Clinical Associate Professor (JSOM)

CTL Missions

- Provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching.
- Create a campus culture in which excellent teaching is recognized, respected, and rewarded.
- Enhance student learning through effective pedagogical approaches, assessments, and technologies.
- Support innovation in instructional practices and the scholarship of teaching and learning.
- Encourage and disseminate best practices in teaching that are evidence-based.
- Introduce effective teaching practices to instructors with limited experience.
- Encourage self-reflection, assessment, and improvement by instructors.

This report covers activities through 15 July 2016.

Preparatory Work

Although CTL did not formally begin until early 2016, the Director conducted a series of activities in fall 2015 that laid the groundwork for the creation of the Center. Most notable was a series of consultations (in person, phone, and over email) with various stakeholders:

- President and Provost
- Deans of the 8 Schools at UTD
- Dean of Graduate Studies and associated administrative personnel
- Dean of the Honors College
- Dean of Undergraduate Studies and associated administrative personnel
- Associate Deans for Undergraduate Studies for 6 schools at UTD
- 20 Regents Outstanding Teaching Award (ROTA) winners at UTD
- eLearning Director and associated administrative personnel
- Committee on Effective Teaching members
- Director of Assessment and associated administrative personnel
- Assistant Provost for Policy and Program Coordination and SACSCOC Liaison
- Director of Student Success Center
- Student Government Leaders and Honors Students (focus groups)

Based on these consultations and a review of programs at teaching centers at other universities, the Director drafted a prospectus for CTL and vetted it with many of the same stakeholders. A revised document was approved by the President and Provost in late October.

In November, the Director and the future Associate Director, in association with the Committee on Effective Teaching, conducted a survey of all UTD instructional faculty on teaching practices and preferences for center programming; the results are summarized in the appendix. The fall semester also saw the hiring of an administrative assistant, who began at the end of November, and an associate director, who began in January 2016. Final 2015 efforts included the creation of multiple email listservs and securing temporary office space.

Although there were no formal events sponsored by CTL in the fall semester, the Director gave a campus-wide presentation on elements of good teaching as well as individual presentations to BBS and JSOM faculty respectively. In addition, he gave two keynote addresses on teaching at regional meetings of a professional association.

Programs and Activities

Graduate Teaching Certificates

CTL offers the Graduate Teaching Certificate (GTC) and the Advanced Graduate Teaching Certificate (AGTC). These are programs for graduate student teaching assistants (TAs) who complete a series of requirements attesting to their training and experience in pedagogy. This is in addition to the training received by all TAs at orientations conducted by the Office of Graduate Studies and by individual schools and programs. Objectives for the GTC are to (1) improve the instructional performance of TAs while at UTD; (2) encourage the use of evidence-based best practices in instruction; (3) improve instructional performance for those pursuing a teaching career in higher education; (4) encourage reflection and innovation in pedagogy for those new to teaching; and (5) enhance employment prospects by developing professional skills and strategies related to teaching. In addition, the AGTC is designed to

- (1) provide a structured process for the exploration of pedagogy from a discipline-based perspective; and
- (2) assist TAs in developing a deeper understanding of the scholarly duties required in an academic position.



Simon Beck, PhD student in Biological Sciences and first recipient of a Graduate Teaching Certificate

The *Application Form and Guidelines*, which include a detailed list of the requirements for the GTC, are available at https://www.utdallas.edu/ogs/student_life/teaching_resources/. The GTC is a prerequisite for the AGTC. As of 11 July, 237 TAs have signed up for the GTC program, 18 have successfully completed all requirements, 112 have completed some of the requirements, and there is evidence of 87 more having some participation in the program. Because TAs may submit certification documenting teaching experience at UT Dallas prior to January 2016, it is possible for some TAs to complete the AGTC as early as summer 2016. As of 11 July, seven students have begun completing these requirements and one student has completed all of them.

Major Workshops and Associated Events

CTL is committed to sponsoring two major events involving external speakers each semester. In the spring semester is the campus' annual workshop on teaching, first presented by the Provost's Office in 2015. In 2016, the Provost's Office, in cooperation with the Committee on Effective Teaching and the Office of Graduate Studies, invited Dr. George Gopen, Professor Emeritus of English at Duke University for the annual workshop. Dr. Gopen is an expert on writing and the creator of the "reader expectation theory." CTL subsequently assumed all planning and budgetary responsibilities for this workshop. In addition, CTL sponsored the visit of Dr. Mary Ann Winkelmes, Coordinator of Instructional Development and Research and Professor of History at University of Nevada, Las Vegas. She is the director of the "Transparency in Learning and Teaching Project," dedicated to helping faculty to implement a transparent teaching framework that promotes college students' success. A summary of their presentations and events are given in Table 1.



George Gopen



Mary-Ann Winkelmes

External Speaker	Title	Audience	Audience Size
George Gopen	The Reader Expectation Approach	Graduate TAs	164
George Gopen	The Process of Revision	Graduate TAs	150
George Gopen	Teaching Rhetoric: An Informal Conversation	PhD Students teaching rhetoric	10
George Gopen	The Reader Expectation Approach	Campus Faculty	120
George Gopen	The Process of Revision	Campus Faculty	66
Mary-Ann Winkelmes	Unwritten Rules of College	Campus Faculty and Graduate TAs and faculty from Collin College	81
Mary-Ann Winkelmes	Panel Discussion – First Year Experience	Campus Faculty and Graduate TAs and faculty from Collin College	25

Table 1: Major Workshops and Associated Events, Spring 2016

For the 2016-17 academic year, there will be four major workshops, as listed below:

- 8-9 September 2016, “Diversity in the Classroom” with Dr. Christine Stanley, Vice President and Associate Provost for Diversity, Texas A&M University
- 27 October 2106, “The Future of Technology in Higher Education” with Dr. George Siemens, Director, Learning Innovation and Networked Knowledge Research Lab, University of Texas-Arlington
- 2-3 February 2017, “Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning” with Dr. Stephen Chew, Chair and Professor of Psychology, Samford University, and Carnegie Scholar, Carnegie Academy for the Scholarship of Teaching and Learning (CASTL).
- Spring 2017, TBA

Other Workshops and Events

CTL also offered a series of nine specialized events and workshops for both faculty and graduate TAs; these are summarized in Table 2.

Workshop/Event	Audience	Audience Size
Lecture: Experiential Learning and Academic Development (Dr. James Scott, Texas Christian University)	EPPS, BBS, and A&H Faculty	41
Crafting a Teaching Philosophy Statement	Graduate TAs	127
Developing Your Teaching Portfolio	Graduate TAs	58
How to Implement Undergraduate Research Opportunities	ECS and NSM Faculty	44
Crafting a Teaching Philosophy Statement	Campus Tenure-Track, Junior Faculty	45
Developing Your Teaching Portfolio	Campus Tenure-Track, Junior Faculty	25
Managing Student Crises at the End of the Semester	Campus Faculty and Graduate TAs	39
Managing Student Behaviors	Campus Faculty and Graduate TAs	42
Ethical Dilemmas in Teaching	Campus Faculty and Graduate TAs	32

Table 2: Other Campus Workshops and Events, Spring 2016

For the 2016-17 academic year, CTL will sponsor at least 10 regular workshops for faculty and Graduate TAs, including, among others, those on the following topics:

- Developing Professionalism for TAs
- The Ethics of Grading for TAs
- Motivation is Not Enough: Supporting Students in Developing the Skills for Success
- Understanding and Addressing Classroom Incivilities
- Teaching for Love of Learning



School Workshops and Events

Teaching Leaders in each of the eight schools organized events geared to the particular interests and concerns of the faculty and graduate TAs in those schools. These events are listed in Table 3 below.

Workshop/Event	School	Audience Size
A Conversation About Effective Business Teaching (UT System Academy of Distinguished Teachers)	JSOM	15
Best Practices in Online Teaching	JSOM and EPPS	22
Fundamentals of Excellent Academic Writing	EPPS	17
How to Deal with Difficult Students	ECS	36
Town Hall Forum I: Undergraduate Laboratory Experiences	ECS	8
Town Hall Forum II: Undergraduate Laboratory Experiences	ECS	7
Working Group on Undergraduate Laboratory Experiences	ECS	N/A
The Reader Expectation Approach: Discussion of Gopen Workshop	BBS	30
Professional Development Lunch for Doctoral Students	BBS	16
Teaching Development Center Faculty Meeting	IS	40
eTeaching Organization	IS	73
Sharing Best Teaching Practices (UT System Academy of Distinguished Teachers)	IS, ATEC, A&H	35
Planning Session: Teaching and Learning Goals	ATEC	8
Syllabus writing for Arts and Humanities Graduate Students	A&H	16
Classroom management for Arts and Humanities Graduate Students	A&H	4
Conversations on TA Training	NSM	N/A

Table 3: School Workshops and Events, Spring 2016

For the 2016-17 academic year, each school will sponsor at least 4 events or activities (2 each semester) related to specific instructional concerns of the unit.

Instructional Improvement Grants

CTL instituted a pilot program for Instructional Improvement Grants (IIGs) awarded to faculty with the goals to (1) support the continuous improvement of instructors on campus, (2) support the implementation of teaching innovations and enhancements (not including equipment), (3) encourage the development of multiple, discipline-appropriate assessment alternatives and the dissemination of successful models to other units for use in support of teaching improvement, and (4) increase visibility of teaching excellence, enhancement, and innovation across and beyond the campus community.

IIGs enable recipients to design, implement, and assess instructional innovation projects that enhance teaching and learning at UTD. Projects and activities that may be supported by IIG

grants include, but are not limited to (1) projects that improve existing courses, with the expectation that viable improvements include the incorporation of innovative educational technologies or the development of community-engagement opportunities, and (2) research that examines the effectiveness of some aspect of instructional practice or that develops methods to measure instructional effectiveness.

CTL received 20 proposals from faculty and five were selected for funding at an average level of approximately \$6,000 per project; these are summarized in Table 4. In addition, five projects that were not funded and involved online instruction components were referred to eLearning, whose director agreed to support all the requests without cost to the principal investigators.

Principal Investigator(s)	Unit	Project Title
Julie Sutton	NSM-Math	Taking UTD to Project NExT
Linda Thibodeau	BBS-Audiology Program	Training Enhancement of Auditory Communication via Hearing (TEACH)
Dinesh Bhatia and Poras T. Balsara	ECS-Electrical Engineering	Digital Design Experiences
Nicholas Gans	ECS-Electrical Engineering	Developing the UTDesign EPICS Service Learning Program
Rod Wetterskog, Robert Hart, Todd Polk, and Marco Tacca	ECS-UT Design Engineering	Curriculum Development for the Jonsson School UTDesign Engineering Capstone Multidepartment Senior Design 1 Course and Innovation Lab

Table 4: Instructional Improvement Grants, 2016

Task Force on Lecturer Support

Lecturers, also known as part-time faculty, come to UTD unfamiliar with instructional procedures and often have little or no prior teaching experience even though they have expertise in their fields. Because of their part-time service, they often cannot be reached by the standard M-F, 9-5 programs of the Center for Teaching and Learning (CTL) and others, and it probably is unrealistic to expect them to come to campus then or on weekends. CTL created a task force made up of faculty members to address these concerns; the task force made a series of recommendations to the CTL Director.

The CTL Director deferred action on a recommendation concerning the creation of a campus association for this group. He then presented modified versions of the remaining recommendations to the President and Provost, who approved the following:

- The creation of a handbook for new part-time faculty that contains orientation materials concerning UTD procedures and instructional resources
- Requiring Epigeum courses on Plagiarism and Grading/Feedback, as well as other courses (e.g., eLearning certification) designated by school deans as appropriate to instructor responsibilities as a condition of employment.

Media and Communications

CTL is committed to communication with its various stakeholders and to the dissemination of information about pedagogy. To these ends, an email address has been secured (ctl@utdallas.edu) and a series of 13 listservs have been created. In addition, eLearning sites for the graduate and post-doctoral teaching certificates are used to store online teaching courses, record progress on certificates, and communicate with stakeholders.

A monthly newsletter from the Center is distributed directly to those on CTL listservs and indirectly to all faculty through school deans; the newsletter contains regular features including a message from the director, upcoming events, a teaching tip, a summary and citation to recent pedagogical research, and section that reports student perceptions on teaching (“What the Students Say”).

With the assistance of the Office of Communications, CTL created social media accounts for Twitter, with the userid @CTLUTD, and Facebook. With assistance from Web Design, CTL has created a web page (utdallas.edu/ctl) that is scheduled to launch on 15 August.

Miscellaneous

In addition to the programs above, CTL carried out a series of other activities in support of innovation and excellence in instruction. These included an instance of one-on-one consulting and assigning a mentor for a faculty member referred to the Center by his program head. A similar service was provided by the BBS teaching leader in another case.

The CTL Director provided supporting letters and commitments for pedagogical events for two external grant proposals, and composed two endorsement letters for UTD nominees for ROTA awards. He also gave an address on teaching to faculty and administrators at SUNY-Cortland. Finally, working with the Office of Assessment, CTL has been involved in the development and distribution of the “10 in 10” series of videos that constitute 10 weeks of teaching tips, with each video 10 minutes or fewer.

Future Initiatives

In addition to continuing and in some cases expanding the programs listed above, CTL is pursuing a series of new programs and activities for the 2016-17 academic year.

Reflective Teaching Seminar

CTL will offer a Reflective Teaching Seminar (RTS) for the first time during the next academic year. The program seeks to (1) create an environment for junior faculty in which self-reflection about teaching is fostered, and innovation in their instruction is encouraged, (2) promote interdisciplinary dialogue on teaching-related issues, (3) expose junior faculty to educational research that might be used to facilitate excellent teaching, and (4) offer direct assistance in improving the teaching of individual faculty members. This is NOT a program exclusively or even primarily for those having classroom difficulties. Instead, the program is directed to all faculty interested in pedagogical issues and in improving their own teaching.

The primary activity of the UTD Reflective Teaching Seminar will be a weekly meeting scheduled approximately 8 times during the fall semester and 4-5 times during the spring semester. Seminar facilitators will engage participating faculty in discussing readings on a range of practical

teaching topics and encourage them to bring their teaching questions to this forum. Guest speakers will also be invited to present expert information on selected topics. Sample topics include early feedback, integrating technology, alternative teaching styles, and dealing with challenging student behaviors. A second set of activities of the program will involve peer observation and mentoring with some of UTD's award-winning teachers.

The RTS will be facilitated by the CTL Director and Associate Director. Nominations, including self-nominations, were solicited from various stakeholders. Nineteen faculty members from a range of schools and programs have agreed to participate.

Post-Doctoral Teaching Certificate

A teaching certificate program for post-doctoral associates who have instructional responsibilities at UTD has been approved by the university administration and will officially be launched in fall 2016. The program will serve resident post-docs on the UTD campus as well as those from UT-Southwestern Medical Center, who teach courses in the UTD Honors Program. Requirements are similar to those for the Graduate Teaching Certificate.

International Teaching Assistant Effectiveness course

In coordination with the Office of Graduate Studies, CTL consulted with ELS Educational Services regarding the design and implementation of a course that helps graduate TAs develop and refine the teaching skills needed to work more effectively with American undergraduate students. Topics include English language pronunciation, teaching practices, student expectations and learning preferences, and American culture. Beginning in August, the class will meet for three hours every day for two weeks. Then during the fall semester, sessions will continue to meet once a week for 7 weeks, 3 hours per class session. Students will pay a fee of \$400 for the course. The flyer for the course may be seen at <http://www.utdallas.edu/ogs/docs/els.pdf>.

New Tenure-Track Faculty Teaching Observation Program (TOPs)

At the suggestion of the Provost, CTL will create a program for new junior faculty on the tenure track in which an award-winning teacher from a different school will visit the new faculty member's class. The pair will meet to share confidential feedback about teaching effectiveness, methods, and the like. The junior faculty member also will visit the senior member's class. This is not intended to serve as a mentoring relationship, and should be seen as distinct from the new faculty mentoring program.

Association of North Texas Teaching Centers

CTL aspires to create a coordinating mechanism among centers for teaching in colleges and universities in geographic proximity to UTD. The purpose will be to exchange ideas, encourage reciprocal visits for each other's programming, and possibly share resources for visiting speakers. A preliminary meeting with UT-Arlington personnel was held in summer 2016 and a meeting of all relevant teaching center directors is planned for September.

Task Force on Teaching Implications of Increased Enrollment

UTD has experienced tremendous enrollment growth over the last decade. Projections are for a 7-8% increase for the 2016-17 academic year and further increases are expected in the future. Accordingly, the President and Provost have authorized the creation the “Task Force on Teaching Implications of Increased Enrollment” to this upward trend in enrollment for instruction at UT Dallas. The task force is asked to consider this question and specifically to consider:

- How are class sizes likely to be impacted by such increases?
- What implication does this have for current classroom space and future classroom design?
- How might instructional strategies be altered?
- How might instructional technology be improved?
- How might assessment approaches be changed?
- How would class scheduling be impacted?
- How might increased enrollment affect the use of part-time faculty and PhD candidates as instructors of record?
- How might increased enrollment influence the adoption of online, hybrid, “flipped classrooms,” and other pedagogical approaches?
- What additional resources would be required?

The task force will be chaired by the CTL Director and will be composed of representatives from each school and from other relevant units. A report will be issued by the end of the fall 2016 semester.

Reading Group

The President and Provost have approved the creation of 1 or 2 reading groups to discuss Jonathan Cole's ***Toward a More Perfect University*** (New York: Public Affairs, 2016)), a new work that addresses big picture issues about the future of higher education in the top 100 US universities. CTL will purchase the books and facilitate the discussion with the group(s).

Professional Presentations

The Associate Director will present a 90-minute concurrent session at the SACSCOC Annual Meeting in December 2016. The title is “Motivation is Not Enough: Supporting students in developing the skills for success.” The Director of Assessment will be a co-presenter.

The Associate Director will present at the 41st Annual POD Network (The Professional and Organizational Development Network in Higher Education) Conference in November 2016. The title for the 75-minute interactive session is “The Final Frontier: Space and Educational Development.”

The Director is scheduled to give a talk on teaching at the University of Oklahoma in September 2016 and is available for similar presentations at other universities.

Development Activities

CTL has secured a cost center gift account for any donations made to the Center. In addition, CTL is working with the Office of Advancement on proposals for foundation and corporate partners.

New Location

With a target date of early 2017, CTL will move into permanent space located on the first floor of the McDermott Library. After renovations, this will include office space for the administrative assistant and a large room suitable for meetings, small workshops, and the Reflective Teaching Seminar. CTL will also have privileged access for three days a week during select hours to the 100 seat auditorium directly across from the new office space.

Appendix: Faculty Survey on Teaching Practices

In November 2015, the Office of the Provost and the Committee on Effective Teaching surveyed all faculty members at UTD. Questions and response categories were drawn from the pre-tested CWSEI inventory (www.cwsei.ubc.ca/resources/TeachingPracticesInventory.htm) and revised for use at UT Dallas (UTD). The survey received 275 responses. All respondents had the opportunity to answer the open-ended questions whereas only those who were teaching an undergraduate class in the fall 2015 semester (76% or 204 respondents) were permitted to answer the fixed response questions.

Faculty members were asked to answer questions based on undergraduate teaching in the fall 2015 semester. If respondents taught more than one course, they were asked to complete the survey only for the undergraduate course taught most regularly or that had the largest enrollment, provided that it was not a laboratory or seminar course.

The results are summarized below for the questions on teaching practice and for the whole sample. Subsample results for individual schools or by rank are available upon request.

Fixed Response Results

Q1: Course information provided to students via hard copy or course webpage (check all that occurred in your course)

- List of topics to be covered (97%)
- List of topic-specific competencies (skills, expertise, ...) students should achieve (what students should be able to do) (85%)
- List of competencies that are not topic related (critical thinking, problem solving, ...) (51%)
- Affective goals – changing students' attitudes and beliefs (interest, motivation, relevant beliefs about their competencies, how to master the material) (35%)

Q2: Supporting materials provided to students (check all that occurred in your course)

- Student wikis or discussion boards with little or no contribution from you. (21%)
- Student wikis or discussion boards with significant contribution from you or a TA. (12%)
- Solutions to homework assignments (45%)
- Worked examples (52%)
- Practice or previous year's exams (33%)
- Animations, video clips, or simulations related to course material (47%)
- Lecture notes or course PowerPoint presentations (partial/skeletal or complete) (80%)
- Other instructor-selected notes or supporting materials, pencasts, etc. (59%)
- Articles from scientific literature (44%)

- Other (please specify) (16%)

Q3: Average number of times per hour of class time: pause to ask for questions:

- 0 (0%)
- 1-3 (24%)
- 4-6 (41%)
- 7-10 (18%)
- 11 or more (17%)

Q4: Average number of times per hour of class time: small group discussions or problem solving

- 0 (32%)
- 1 (39%)
- 2-3 (18%)
- 4-5 (6%)
- 6 or more (4%)

Q5: Average number of times per hour of class time: show demonstrations, simulations, or video:

- 0-0.5 (44%)
- 0.6-1 (19%)
- 1-2 (23%)
- 3-5 (9%)
- 6 or more (5%)

Q6. Average number of times per term/semester: discussions on why the material useful and/or interesting from students' perspective:

- 0-2 (22%)
- 3-5 (24%)
- 6-9 (13%)
- 10-15 (19%)
- 16 or more (21%)

Q7: Check all that occurred in your course:

- Students asked to read/view material for upcoming class session (82%)
- Students asked to read/view material for upcoming class session and complete assignments or quizzes on it shortly before class or at beginning of class (48%)
- Reflective activity at end of class, e.g. “one minute paper” or similar (students briefly answering questions, reflecting on lecture and/or their learning, etc.) (28%)
- Student presentations (verbal or poster) (50%)

Q8: Fraction of typical class period you spend lecturing (presenting content, deriving mathematical results, presenting a problem solution, ...)

- 0-20% (6%)
- 20-40% (15%)

- 40-60% (13%)
- 60-80% (28%)
- 80-100% (37%)

Q9: If a student response system (PRS) is used to collect responses from all students IN REAL TIME IN CLASS, what method is used? (check all that occurred in your course)

- Electronic (“clickers”) with student identifier (9%)
- Electronic anonymous (1%)
- Colored cards (0%)
- Raising hands (33%)
- Written student responses that are collected and reviewed in real time (9%)
- Other (6%)
- No student response system was used during class sessions. (58%)

Q10: Assignments (check all that occurred in your course)

- Problem sets/homework assigned or suggested but did not contribute to course grade (27%)
- Problem sets/homework assigned and contributed to course grade at intervals of 2 weeks or less (57%)
- Paper or project (an assignment taking longer than two weeks and involving some degree of student control in choice of topic or design) (56%)
- Encouragement and facilitation for students to work collaboratively on their assignments (54%)
- Explicit group assignments (42%)
- Individual or group oral presentation (42%)
- Exams/quizzes with closed responses (e.g., multiple choice, matching, true/false, fill in the blank) (51%)
- Exams/quizzes with responses constructed by the student (e.g., essay, short answer) (42%)
- Exams/quizzes with a combination of closed and constructed responses (e.g., multiple choice and short answer) (38%)
- Observation paper (11%)
- Interview, book review, film review (10%)
- Written response to discussion topics in eLearning (15%)
- Technical writing: Written review of research using primary sources (single article or literature review/Introduction section/term paper) in a discipline-specific style (e.g., APA, MLA, etc.) (21%)
- Technical writing of a research report: Discipline-specific style methods, results, discussion, references (e.g., APA, MLA, etc.) (19%)
- Expressive writing: application/response/reaction/reflection papers (22%)
- In-class participation activities, exercises, etc. (61%)
- Service learning (6%)
- Other (8%)

Q11: In providing feedback to students, check all that occurred in your course

- Assignments with feedback before grading or with opportunity to redo work to improve grade (33%)
- Students see their graded assignments (91%)
- Students see assignment answer key and/or grading rubric (64%)

- Students see their graded midterm exam(s) (72%)
- Students see midterm exam(s) answer key(s) (43%)
- Students explicitly encouraged to meet individually with you (79%)
- Other (9%)

Q12: Does your course include a cumulative final exam?

- Yes (41%)
- No (59%)

Q13: Number of exams other than the final exam

- 0 (12%)
- 1 (18%)
- 2 (30%)
- 3 (26%)
- 4 or more (14%)

Q14: Approximate fraction of exam grade from questions that required students to explain reasoning

- 0-5% (28%)
- 6-15% (15%)
- 16-25% (11%)
- 26-35% (13%)
- more than 35% (33%)

Q15: Approximate breakdown of course grade (% in each of the following categories) -- Final Exam

- 70% or greater (2%)
- 61-69% (1%)
- 51-60% (1%)
- 41-50% (2%)
- 31-40% (12%)
- 30% or less (46%)
- No final exam offered (36%)

Q16: Approximate breakdown of course grade (% in each of the following categories) – Other Requirements

Arithmetic mean reported

- Midterm Exam(s) (36.19%)
- Homework assignments (16.52%)
- Paper(s) or project(s) (29.15%)
- In-class activities (9.55%)
- In-class quizzes (13.57%)
- Online quizzes (6.73%)
- Participation or Attendance (9.29%)
- Lab component (11.25%)
- Other (please specify): (20.14%)

Q17: Check all that apply:

- Assessment given at beginning of course to assess background knowledge (25%)
- Use of instructor-independent pre-post test (e.g. concept inventory) to measure learning. (8%)
- Use of pre-post test that is repeated in multiple offerings of the course to measure and compare learning (3%)
- Use of pre-post survey of student interest and/or perceptions about the subject (12%)
- Opportunities for students' self-evaluation of learning (29%)
- Students provided with opportunities to have some control over their learning, such as choice of topics for course, paper, or project, choice of assessment methods, etc. (46%)
- New teaching methods or materials were tried along with measurements to determine their impact on student learning (30%)
- None of the above is used in this course (27%)

Q18: Training and Guidance of Teaching Assistants (check all that occurred in your course)

- No TAs for course (34%)
- TAs receive ½ day or more of training in teaching (18%)
- There are Instructor-TA meetings every two weeks or more frequently, where student learning and difficulties, and the teaching of upcoming material are discussed. (27%)
- TAs are undergraduates (10%)
- TAs are graduate students (61%)
- Other (6%)

Q19: Collaboration or sharing in teaching

- Used or adapted materials provided by colleague(s) (91%)
- Used "Departmental" course materials that all instructors of this course are expected to use (32%)

Q20: Discussed how to teach the course with colleague(s)

Never-----Very Frequently
1 5

-
- 1 (12%)
- 2 (20%)
- 3 (28%)
- 4 (20%)
- 5 (21%)

Q21: Read literature about teaching and learning relevant to this course

Never-----Very Frequently
1 5

-
- 1 (8%)
- 2 (23%)
- 3 (27%)
- 4 (21%)
- 5 (21%)

Q22: *Sat in on colleague's class (any class) to get/share ideas for teaching*

Never-----Very Frequently

1

5

-
- 1 (48%)
- 2 (34%)
- 3 (9%)
- 4 (4%)
- 5 (4%)

Open-Ended Question Results

1. *Please share any thoughts that you may have about teaching at UT Dallas. What do you see as the main problems regarding teaching that ought to be addressed on this campus?*

One hundred and twenty-nine responses were made to this question. Most responses focused on external factors (e.g., students, technology, university administration) and not on respondent limitations or weaknesses. The following concerns received at least four mentions in the responses, with the listing below from most to least frequent.

- “weak students” – preparation, skills, attitude/motivation, writing
- large classes – student engagements, grading, testing, pedagogy
- respect and rewards for good teaching
- consistency in multi-section courses – materials, standards, content
- classroom space and design
- training TAs and lecturers

2. *What kinds of programs would you like to see offered to improve the quality and effectiveness of teaching at UT Dallas?*

One hundred and nine responses were made to this question. Many responses involved suggestions that were not under the mission or purview of the Center for Teaching and Learning: scheduling, students, tutoring, and administration to name a few subject areas. The following concerns received at least three mentions in the responses, with the listing below from most to least frequent.

- TA and adjunct training
- training in technology, online, and new approaches
- workshops and faculty forums on selected topics
- classroom observation and peer review of teaching

3. *What problems do you have currently with any teaching environments on campus (i.e., classrooms, technology, equipment, etc.) or what would you like to see improved in this area? Please specify the room number and building, and explain the problem or need in detail.*

One hundred and ten responses were made to this question. Responses were specific to particular problems and locations. These were referred to appropriate university units responsible for classrooms, technology, and equipment.