Teaching and Learning in the Humanities (TLH)

Faculty End of Semester Survey

Welcome to the TLH Faculty End of Semester Survey!

Thank you for taking the time to participate in this survey study. Your responses will help us assess and improve the TLH program and better serve the teaching community at CUNY. The survey will take about 10 minutes to complete.

 If you have any questions, please contact us at TLH@cuny.edu

CONSENT TO PARTICIPATE

You are being asked to complete this post-seminar survey because you are participating in the Andrew W. Mellon Transformative Learning in the Humanities Faculty Seminars as a CUNY faculty member (Mellon TLH Faculty Fellow).

Purpose:
The purpose of the pre- and post-seminar surveys is to learn more about your teaching experiences in order to improve the TLH program and assess the outcomes of TLH. Your participation in two confidential surveys will help researchers determine the impact of the program on the CUNY teaching and learning community.

Key Information:
Consent is being sought for research and participation is voluntary. The purpose of the two confidential surveys is to assess the impact TLH has on the CUNY teaching and learning community. The reasonably foreseeable discomforts to you include the time and labor of completing the surveys. The benefits to you or to others that may be expected from the research include an increased emphasis on active learning and student-centered teaching at CUNY.

Procedures:
If you volunteer to participate in our program assessment, we will ask you to do the following:
- Complete a confidential survey at the START of your participation in the TLH-related seminar. This survey will include questions such as, "How familiar are you with research on active learning?"
- Complete a confidential survey at the END of your participation in the TLH-related seminar. The survey will include questions such as, "Did you enjoy trying new teaching/learning methods?"

Payment for Participation:
No TLH stipend or award will be denied to you if you decide not to participate in the survey.

Confidentiality:
This survey is confidential and administered by OIRA, not TLH staff. TLH staff, authorized CUNY staff, Andrew W. Mellon Foundation, and government agencies that oversee this type of assessment may have access to the aggregate survey results in order to monitor the TLH program. Results provided will not contain identifiable information about you. Publications

and/or presentations that result from the assessment of the TLH initiative will not identify you by name.

Participants' Rights:
Your participation in this research study is entirely voluntary. If you decide not to participate, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled.
CUNY Faculty: Your participation or nonparticipation in this study will in no way affect your employment at CUNY. You can decide to withdraw your consent and stop participating in TLH assessment at any time, without any penalty.

Questions, Comments or Concerns:
If you have any questions, comments or concerns about the survey, you can talk to TLH staff:
    Christina Katopodis, Executive Director, Christina.Katopodis@cuny.edu
If you have questions about your rights as a survey participant, or you have comments or concerns that you would like to discuss with someone other than TLH staff, please call the CUNY Research Compliance Administrator at 646-664-8918 or email HRPP@cuny.edu.

If you consent to the above and agree to participate in this survey study, select "I agree". Otherwise, select "I don't want to take the survey".

○ I agree.

○ I don't want to take the survey.

Section 1. Introduction

At what CUNY campus(es) did you teach during the TLH seminar? (Select all that apply.)

- ☐ Baruch College

- ☐ Brooklyn College

- ☐ City College

- ☐ Hunter College

- ☐ John Jay College

- ☐ Lehman College

- ☐ Medgar Evers College

- ☐ NYCCT

- ☐ Queens College

- ☐ College of Staten Island

- ☐ York College

- ☐ BMCC

- ☐ Bronx Community College

- ☐ Guttman Community College

- ☐ Hostos Community College

- ☐ Kingsborough Community College

- ☐ La Guardia Community College

- [ ] Queensborough Community College

- [ ] Macaulay Honors College

- [ ] Graduate Center

- [ ] School of Journalism

- [ ] School of Professional Studies

- [ ] School of Labor and Urban Studies

- [ ] School of Public Health and Health Policy

- [ ] School of Law

- [ ] School of Medicine

Did you teach in person, online, or a hybrid model during the semester of your TLH seminar? (Select all that apply.)

☐ In person

☐ Online

☐ Hybrid

Have you been able to attend any of the following? (Select all that apply.)

- ☐ Any of 75 events in Spring 2021 by CUNY faculty co-sponsored by TLH

- ☐ TLH Faculty Fellow seminar workshops

- ☐ TLH office hours by TLH staff (Christina, Jessica)

- ☐ TLH Public Programs put on by TLH Fellows

- ☐ Susan D. Blum's virtual talk on Ungrading

- ☐ ⊗ None of the above

Have your students been able to attend any of the following? (Select all that apply.)

- ☐ Any of 75 events in Spring 2021 by CUNY faculty co-sponsored by TLH

- ☐ TLH Public Programs put on by TLH Fellows

- ☐ Susan D. Blum's virtual talk on Ungrading

- ☐ ⊗ None of the above

Section 2. Active and Participatory Learning

First, we'd like to know about your current knowledge of active and participatory learning.

Generally speaking, how familiar are you with the following teaching methods?

	Very familiar	Somewhat familiar	Not familiar
Active or participatory learning	○	○	○
Activities that engage 100% of your students in discussion or other classroom activities	○	○	○
Reflective strategies to help students apply skills learned in your course outside of the classroom	○	○	○
Reflective strategies to help students understand how and why something was learned	○	○	○
Teaching strategies to help students feel a sense of belonging in your classes	○	○	○
Alternative assessments that emphasize growth and development	○	○	○

Generally speaking, how familiar are you with the research on active learning?

○ Very familiar

○ Somewhat familiar

○ Not familiar

Regarding active learning research, which of these concepts are you familiar with? (Select all that apply.)

☐ Depth of learning

☐ Efficiency

☐ Retention

☐ Equity

☐ The accumulation of "essential" (also called "soft" or "relational") skills

☐ Other, please specify:
_____

☐ ⊗ Not any

Where did you encounter this research? (Select all that apply.)

☐ From a Teaching and Learning Center

☐ During graduate training

☐ From a course offered to faculty by CUNY

☐ From a course offered to faculty by another institution (non-CUNY)

☐ From the TLH faculty seminar

☐ On your own

☐ Other, please specify:
_____

Do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
100% of students actively participate in my course at least once every class meeting.	○	○	○
Listening to lectures is the best way for students to learn/grasp course content.	○	○	○
Students do NOT learn as much from their peers as they do from their instructors.	○	○	○
Learning is an independent activity best conducted through individual study.	○	○	○
Students will remember some of the lessons they learned in my class for the rest of their lives.	○	○	○
Social biases (racism, sexism, ableism) outside a classroom influence what happens inside a classroom.	○	○	○
I typically know the names of all my students by the end of the semester.	○	○	○

Section 3. Students in Your Class

Next, we'd like to ask you a series of questions about the students who took the class(es) in which you applied TLH methods. If you did not teach this past semester at CUNY, please answer to the best of your ability based on the pupils who attended the class/workshop in which you applied TLH methods.

To what extent do you think the following influence your students' participation and engagement in this class?

	Very influential	Somewhat influential	Not influential
Amount of interest in the subject	○	○	○
Difficulty accessing course tools and materials	○	○	○
Teaching methods used	○	○	○
Home environment	○	○	○
Study environment	○	○	○
Student obligations (e.g., job, children)	○	○	○

What factors do you think INCREASE your students' participation and engagement in this class?

What factors do you think DECREASE your students' participation and engagement in this class?

Which of these three grading methods do you think is the MOST effective for students?

○ Grades/scores without feedback/comments

○ Grades/scores with feedback/comments

○ Feedback/comments without grades/scores

Regarding your thoughts on what's important for teaching, do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
It is important to structure every class so that every student has an opportunity to participate.	○	○	○
It is important to create a sense of belonging for every student in my class.	○	○	○
It is important to help students find value in what they are learning in class.	○	○	○

Regarding your confidence in teaching, do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
I am confident that I can structure my class meetings so that every student participates.	○	○	○
I am confident that I can create a sense of belonging for every student in this class.	○	○	○
I am confident that I can help these students find value in what they are learning in my class.	○	○	○
I feel prepared to support my students' engagement with the course materials next semester.	○	○	○
I think what my students will learn in my class will be useful to them beyond graduation.	○	○	○

Section 4. Current Teaching Environment

Again, please consider the course in which you applied TLH methods as you answer the following questions.

How often did the following get in the way of improving this class?

	Often	Occasionally	Seldom	Never
Other work obligations	○	○	○	○
Personal obligations	○	○	○	○

Do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
I am likely to reflect on my practice as an instructor this year in this course.	○	○	○
I am excited to try new teaching methods in future courses.	○	○	○
I enjoyed trying new teaching methods in this course.	○	○	○

Section 5. Current Learning Environment

Next, we would like learn about what you think your students believe in general.

E1 To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Students in my class believe the instructor always knows best.	○	○	○	○	○
Students in my class believe the instructor should have full control of the syllabus, learning outcomes, and assessment methods.	○	○	○	○	○
Students in my class believe that they can acquire new skills.	○	○	○	○	○
Students in my class believe that they do NOT possess the skills and/or expertise to contribute to planning a class.	○	○	○	○	○
Students in my class believe that they are responsible for their own learning.	○	○	○	○	○

Next, we would like to ask you about how you think your students feel about this course.

To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My students believe that they can be successful in this course.	○	○	○	○	○
These students think that this course is important to their workforce readiness.	○	○	○	○	○
My students think that what they learn in this course is useful to their careers.	○	○	○	○	○
My students feel like they belong in this course.	○	○	○	○	○

Section 6. Professional Development Environment

We'd now like to ask you a few questions about yourself and your environment for professional development.

Do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
In my department, I'm ENCOURAGED to work in diverse and inclusive teams.	○	○	○
I feel supported by my DEPARTMENT when adopting new teaching strategies, approaches, and technologies.	○	○	○
I feel supported by my CUNY INSTITUTION when adopting new teaching strategies, approaches, and technologies.	○	○	○
I believe the work I have done to develop my teaching skills has been RECOGNIZED.	○	○	○
I believe the work I have done to develop my teaching skills has been REWARDED.	○	○	○

Do you agree or disagree with the following statements?

	Agree	Neither agree nor disagree	Disagree
I consider myself an experienced collaborator.	○	○	○
I consider myself an "early adopter" of new teaching strategies, approaches, and technologies.	○	○	○
I have been able to devote time to publishing (formally or informally) on teaching.	○	○	○
I believe my research on teaching should count towards my overall "research" in faculty evaluation, recognition, and promotion.	○	○	○

In what ways do you think your CUNY Institution should value innovative teaching? (Select all that apply.)

☐ Value teaching and research to the same degree in tenure and promotion processes

☐ Offer more awards for teaching excellence

☐ Invest more in teaching and learning centers

☐ Require faculty to participate in teaching workshops

☐ Other, please specify:
_____

☐ ⊗ Not any

Section 7. Teaching Methods

Next, we would like to know more about which collaborative teaching methods you have tried.

Please rate your familiarity with the following methods:

	Very familiar	Moderately familiar	Slightly familiar	I have never used this method
Class Constitution	○	○	○	○
Collaborative Studying for a Final	○	○	○	○
Collaborative Syllabus Writing	○	○	○	○
Collaborative Student Note-Taking	○	○	○	○
Collaborative Student Research	○	○	○	○
Collectively-designed Learning Outcomes	○	○	○	○
Entry and Exit Tickets	○	○	○	○
Experiential Learning	○	○	○	○
Fishbowl Discussions	○	○	○	○

Please rate your familiarity with the following methods:

	Very familiar	Moderately familiar	Slightly familiar	I have never used this method
Flipped Classrooms	○	○	○	○
Listening Dyad	○	○	○	○
Open Access Publication of Student Work	○	○	○	○
Providing formative (not summative) feedback	○	○	○	○
Question Stacking	○	○	○	○
Role Play: Modeling Constructive Feedback	○	○	○	○
Service learning	○	○	○	○
Soliciting mid-semester student feedback	○	○	○	○
Student reflection and Meta-Cognition	○	○	○	○

Please rate your familiarity with the following methods:

	Very familiar	Moderately familiar	Slightly familiar	I have never used this method
Student Self-Evaluation	○	○	○	○
Student Peer Evaluation	○	○	○	○
Student-led Syllabus Annotation	○	○	○	○
Students maintain an Evolving Resume throughout the semester	○	○	○	○
Students Write their own "Job Descriptions" for Group Work	○	○	○	○
Students Interview One Another	○	○	○	○
Think-Pair-Share	○	○	○	○
Ungrading / Alternative Assessment	○	○	○	○

Section 8. Your Syllabus

Finally, we would like to ask you some questions about the syllabus for your class.

To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I think about how to incorporate my students into creating/revising my syllabus.	○	○	○	○	○
I think about how my syllabus caters to the needs of every learner.	○	○	○	○	○
My students can make changes to my syllabus.	○	○	○	○	○
As an instructor, I can make changes to my syllabus.	○	○	○	○	○

We have one more question for you: Have you talked about TLH with anyone else, such as a colleague?

○ Yes

○ No

Please note that this is the last page of the survey.