

# Teaching and Learning in the Humanities (TLH)

Faculty Pre-Program Survey

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## Welcome to the TLH Faculty Pre-program 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](mailto:TLH@cuny.edu)

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## **CONSENT TO PARTICIPATE**

You are being asked to complete this pre-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). When your fellowship with TLH is completed, we will ask you to complete a post-seminar survey.

### **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](mailto: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](mailto:HRPP@cuny.edu).

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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

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**Section 1. Introduction**

At what CUNY campus(es) do you teach? (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
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How many years have you taught higher education courses?

- Less than 1 year
  - 1-2 years
  - 3-5 years
  - 6-10 years
  - More than 10 years
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Do you anticipate teaching in person, online, or a hybrid model during the semester of your TLH seminar? (Select all that apply.)

- In person
  - Online
  - Hybrid
  - Don't know
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## **Section 2.** Active and Participatory Learning

First, we'd like to know about your prior knowledge of or experiences teaching with active and participatory learning methods.

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

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

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

- Very familiar
  - Somewhat familiar
  - Not familiar
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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:
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- Not any
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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 a TLH-sponsored event
- On your own
- Other, please specify:

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to lectures is the best way for students to learn/grasp course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students do NOT learn as much from their peers as they do from their instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning is an independent activity best conducted through individual study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students will remember some of the lessons they learned in my class for the rest of their lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social biases (racism, sexism, ableism) outside a classroom influence what happens inside a classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I typically know the names of all my students by the end of the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Section 3. Students in Your Class**

Next, we'd like to ask you a series of questions about the students who typically take the courses in which you plan to apply TLH methods. If you've taught this/these course(s) before, please draw from these experiences. If not, you can answer based on your current students.

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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty accessing course tools and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student obligations (e.g., job, children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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?

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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

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to create a sense of belonging for every student in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to help students find value in what they are learning in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can create a sense of belonging for every student in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help these students find value in what they are learning in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel prepared to support my students' engagement with the course materials next semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think what my students will learn in my class will be useful to them beyond graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 4. Current Teaching Environment**

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

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How often do you anticipate the following getting in the way of improving this class?

	Often	Occasionally	Seldom	Never
Other work obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am excited to try new teaching methods this year in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Section 5. Current Learning Environment**

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

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my class believe the instructor should have full control of the syllabus, learning outcomes, and assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my class believe that they can acquire new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my class believe that they do NOT possess the skills and/or expertise to contribute to planning a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my class believe that they are responsible for their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These students think that this course is important to their workforce readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students think that what they learn in this course is useful to their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students feel like they belong in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Section 6. Professional Development Environment

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

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my DEPARTMENT when adopting new teaching strategies, approaches, and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my CUNY INSTITUTION when adopting new teaching strategies, approaches, and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the work I have done to develop my teaching skills has been RECOGNIZED.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the work I have done to develop my teaching skills has been REWARDED.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Do you agree or disagree with the following statements?

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

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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:  
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Not any

## Section 7. Teaching Methods

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

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Please rate your familiarity with the following methods:

	Very familiar	Moderately familiar	Slightly familiar	I have never used this method
Class Constitution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative Studying for a Final	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative Syllabus Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative Student Note-Taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative Student Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collectively-designed Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entry and Exit Tickets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fishbowl Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please rate your familiarity with the following methods:

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

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Please rate your familiarity with the following methods:

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

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**Section 8. Your Syllabus**

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

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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about how my syllabus caters to the needs of every learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students can make changes to my syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an instructor, I can make changes to my syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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What, if any, challenges do you anticipate facing while you complete the TLH faculty seminar?  
(Select all that apply.)

- Amount of time to devote to the subject
- Difficulty accessing course tools and materials
- Unstable internet/bandwidth
- The newness of the material
- Current home environment
- Current study environment
- Personal obligations (e.g., job, children)
- Other, please specify:  

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- Not any

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

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