
Appendix A

University of Cincinnati Questionnaire on Teaching Changes, Administered to a Random Sample of Faculty, 1993–1994

QUESTIONNAIRE

INSTRUCTIONS: Please read each question carefully and *circle* the number of the response that *best* represents your opinion.

General Information

1. What is your present position? (circle your answer)
 1. Full-time faculty
 2. Part-time faculty
 3. Administrator with a teaching responsibility
 4. Administrator with no teaching responsibility
2. What is your tenure status?
 1. Tenured
 2. Tenure track but not yet tenured
 3. Not on tenure track

Changes in Undergraduate Teaching

3. In the past twelve months, have you taught at least one course that included at least some undergraduates? (circle your answer)

Yes No

If you marked "no," please skip to the instructions on the last page.

The following questions ask about *change* in your undergraduate teaching. They are *not* an evaluation of the quality of your teaching.

4. In the past twelve months, I have made a change in my undergraduate teaching which I believe has resulted in enhanced student learning. (circle your answer)

Yes No

If you marked "no," please skip to question 7.

Types of Changes

5. The following are some types of teaching changes that the research suggests might improve undergraduate student learning. However, you may have decided against any of these changes because you are already doing these things, because you believe they would not enhance student learning, or because they would be impractical, given your teaching load, class size, etc. Further, "improvement" is highly dependent on classroom context, and you may have taken other actions that improved your students' learning. Thus, again, we are not judging the quality of your teaching but recording types of changes. Please circle the letters in front of all changes you have made in the past twelve months. If you have made no changes, please go to question 7.
- a. Increased the amount of written/oral/visual/musical/clinical or similar work I require from my undergraduate students.
 - b. Increased in-class discussion and interaction with my undergraduate students.
 - c. Increased student collaboration and/or peer review in an undergraduate class.
 - d. Provided more frequent and/or fuller feedback to my undergraduate students on their progress.
 - e. Stated course goals or objectives more explicitly in my syllabus or handouts.
 - f. Stated criteria for grading more explicitly in my syllabus or handouts.
 - g. Increased my guidance of students as they are working on their assignments.
 - h. Changed my way of questioning or interacting with students so as to encourage deeper thinking.
 - i. Increased my interaction with my undergraduate students outside of class.
 - j. Focused less on what *I cover* and more on what *students learn*.
 - k. Other (please describe).

Factors that Influenced Changes in Your Undergraduate Teaching

6. If in the past twelve months you made changes designed to enhance undergraduate student learning, how influential were the factors below in helping or motivating you to change? (circle your answer)

FACTORS HELPING/MOTIVATING ME TO CHANGE MY UNDERGRADUATE TEACHING DURING THE PAST TWELVE MONTHS

	Extremely Influential	Very Influential	Somewhat Influential	Slightly Influential	Not at all Influential
a. My own satisfaction.	5	4	3	2	1
b. Wanted to improve student work.	5	4	3	2	1
c. Feedback from students.	5	4	3	2	1
d. Feedback from colleague(s).	5	4	3	2	1
e. Feedback from department head or similar administrator(s).	5	4	3	2	1
f. Feedback from TA(s).	5	4	3	2	1
g. Perceived that teaching was becoming more important in my department or similar unit.	5	4	3	2	1
h. Perceived that teaching was becoming more important and valued in my college.	5	4	3	2	1
i. Perceived that teaching was becoming more important at UC in general.	5	4	3	2	1
j. Needed to improve my teaching for upcoming reappointment, promotion, or tenure review.	5	4	3	2	1
k. Workshop or conference sponsored by UC.	5	4	3	2	1
l. Workshop or conference <i>not</i> sponsored by UC.	5	4	3	2	1
m. I wanted to try for a teaching award.	5	4	3	2	1
n. I had more time to work on my teaching.	5	4	3	2	1
o. My personal priorities are moving more toward teaching.	5	4	3	2	1
p. Additional resources made changes possible (e.g., new equipment, staff).	5	4	3	2	1
q. New configuration of class time.	5	4	3	2	1
r. Externally mandated changes in course content or methods (e.g., department, accrediting agency).	5	4	3	2	1

s.	I changed or more clearly articulated my goals for the course.	5	4	3	2	1
t.	New course prompted change.	5	4	3	2	1
u.	My department/school/college's participation in the Project to Improve and Reward Teaching (PIRT).	5	4	3	2	1
v.	Offering an honors course.	5	4	3	2	1
w.	Availability of a new textbook/edition.	5	4	3	2	1
x.	Reading about teaching.	5	4	3	2	1
y.	Visiting someone else's class.	5	4	3	2	1
z.	New technological advances (e.g., new computer software, networking capability, lab equipment, etc.).	5	4	3	2	1
aa.	New advances in my field.	5	4	3	2	1
bb.	Other (please describe).					

	_____	5	4	3	2	1

7. What are the one or two most important things that UC could do to make it easier for you to change your undergraduate teaching in ways you think would be conducive to better undergraduate student learning?
