

Supplemental Material

CBE—Life Sciences Education

Brickman *et al.*

Part 1: Introductory Statement and Consent

Title: Faculty Perceptions of Feedback About Teaching

Principal Investigators:

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As part of our research with faculty's experiences in giving and receiving instructional feedback, we would like you to consider participating in this study. The purposes of the study are to characterize the common practices used by colleges and universities to evaluate faculty teaching practices as well as faculty perceptions of these methods of evaluation. We believe this is important because instructional feedback practices in higher education have been reported to be ineffective ([Gormally et al., 2014](#)). Faculty have expressed concern that administration's over-reliance on student evaluations of teaching that may be undermining effective teaching and adoption of reform teaching practices. However, a systematic analysis of the current state of feedback given to faculty or what unmet needs exist for instructional feedback has not been conducted. We hope that this study will help characterize instructional feedback practices in higher education, as well as develop more effective mechanisms for instructional feedback that takes into account faculty needs and desires. You have been chosen to represent your department through a random selection process to ensure that we have representation from a variety of different campuses and departments.

Study Procedures: If you volunteer to participate in this study, you will be asked to complete the following survey which consists of 30-40 questions and should take no more than 20 minutes to complete.

Risks: No discomforts, stresses, or risks are expected. All individually-identifiable information about or provided by you will be kept confidential and will not be shared with others without your written permission, except as necessary for normal record keeping or if required by law.

Benefits: You will not receive any direct benefits as a result of participating in this study. However, you may obtain an increased understanding of your state of satisfaction with current instructional feedback mechanisms and this may prompt you to improve this process on your campus. Your participation may also benefit future faculty by helping to identify desirable mechanisms to provide more valuable feedback.

Confidentiality: Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties. Any individually-identifiable information will be kept confidential unless otherwise required by law

Voluntary Participation: Your participation in this study is voluntary; you can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Contacting the Researcher or the IRB: Contact the researchers, Dr. Peggy Brickman or Dr. Cara Gormally, if you have questions about participation in this study. Use the phone number or e-mail account at the top of this consent form. Questions or concerns about your rights as a research participant should be directed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-0001; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu. You may also contact the Chairperson of the Gallaudet University Institutional Review Board for the Protection of Human Subjects (IRB) at irb@gallaudet.edu.

Final Agreement

By checking "Agree" below, I am electronically signing this document indicating that I understand the procedures described

above. The researchers have answered all of my questions to my satisfaction and I agree to participate in this study.

I agree to participate in the research

- Agree
- Disagree

Part 2. Respondent Demographics and Teaching Experience

This section of the survey asks a total of 8 questions about your faculty position and institutional context and should take less than 3 minutes to complete.

What is your position title?

- Assistant professor
- Associate professor
- Professor
- Adjunct
- Instructor
- Lecturer
- Senior lecturer
- Other

Indicate the Carnegie Classification below that most closely matches the institution in which you teach.

- Associate's College. Includes institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees.
- Baccalaureate College. Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded.
- Master's College and/or University. Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees
- Doctorate-granting University. Includes institutions that awarded at least 20 research doctoral degrees.

What is the name of the college or university at which you are employed?

Do you hold any of the following administrative roles? (Select all that apply)

- I do not currently hold any administrative roles.
- Dean
- Associate Dean
- Unit head (e.g., department, division, program, etc.)
- Teaching mentor
- Other

Including this year, how many years have you been teaching (only include teaching after graduate school).

Indicate the number of undergraduate courses you teach in a typical year. (Count each section of the same course separately, and also count any labs for which you are the sole instructor. If you co-teach, count that as one course.)

- 0
- 1
- 2
- 3
- 4
- Greater than 4, indicate in the space below

Indicate the typical class size for the undergraduate course you teach most frequently.

- under 20
- 21-50
- 51-100
- 101-200
- 200-400
- 400+
- Not Applicable

Please indicate the proportion of class time during a typical week that is spent on the following activities. The sum of these answers **must** equal 100%.

| | |
|--------------------------------------------------------------------------------|----------------------------------|
| The instructor lecturing. | <input type="text" value="0"/> % |
| The instructor facilitating whole class discussion. | <input type="text" value="0"/> % |
| Students working individually; instructor is available to support students. | <input type="text" value="0"/> % |
| Students working in small groups; instructor is available to support students. | <input type="text" value="0"/> % |
| Total | <input type="text" value="0"/> % |

Indicate any of the teaching professional development opportunities below that you have participated in over the course of your career.

- New teaching assistant orientation training
- Graduate teacher training programs (future faculty program, teaching certificate)
- Informally observed someone else teaching a course
- Received mentorship in teaching as a faculty member
- Served as a teaching mentor for a peer faculty member
- Received peer faculty teaching evaluations (when a peer or supervisor attends one or more class sessions and creates a written or oral report)
- Conducted peer faculty teaching observations
- Participated in teaching workshops or seminars (e.g., at Centers for Teaching and Learning, professional societies) as a faculty member
- Served as a faculty facilitator/trainer at workshop or program
- I have not participated in any professional development
- Prefer not to respond

Part 3. How Teaching is Evaluated

This section of the survey asks a total of 10 questions about the current practices for evaluating teaching (determining the quality of your teaching) at your institution as well as providing feedback designed to help improve your abilities as a teacher. It should take less than 8 minutes to complete.

Are you satisfied with official end-of-course evaluations provided to students?

- Yes
- No
- In some ways

To what extent do you use official end-of-course evaluations provided to students to improve your teaching?

Very Much

Quite a bit

Some

Very Little



Please explain why you are only partially satisfied with formal end-of-course evaluations:

Select all of the current methods that your department/college uses to evaluate the quality of teaching of **junior** faculty (i.e., adjuncts, lecturers, or assistant professors). Be sure to select only the options that you know your department uses.

- end-of-course student evaluations
- student performance (comparison on tests from beginning to end of course, final exams or other standardized test scores)
- required classroom observations by faculty peers conducted once pre-tenure
- required classroom observations by faculty peers conducted once a year
- classroom observations by faculty peers to investigate poor end-of-course student evaluations
- portfolio of your teaching materials containing sample exams, student work, and responses to student evaluations
- I don't know
- other

Consider the value of each of the following formats your department uses to evaluate teaching of junior faculty. Click and drag each to arrange them in order from most valuable to least valuable, where (1), the item on the top, is the most valuable. Use the green numbers on the right as guides.

- » end-of-course student evaluations
- » student performance (comparison on tests from beginning to end of course, final exams or other standardized test scores)
- » required classroom observations by faculty peers conducted once pre-tenure
- » required classroom observations by faculty peers conducted once a year
- » classroom observations by faculty peers to investigate poor end-of-course student evaluations
- » portfolio of your teaching materials containing sample exams, student work, and responses to student evaluations
- » I don't know

- » other

Please provide a brief explanation for how you chose the **most** valuable method for providing evaluation of the teaching of junior faculty.

Please provide a brief explanation for how you chose the **least** valuable method for providing evaluation of the teaching of junior faculty.

Regardless of official policy, is your department actually conducting each of these official evaluations?

- Yes
- No
- I don't know

Select all of the current methods that your department/college uses to evaluate the teaching of **senior** faculty (tenured, associate, or full professors). Be sure to select only the options that you know your department uses.

- end-of-course student evaluations
- student performance (comparison on tests from beginning to end of course, final exams or other standardized test scores)
- required classroom observations by faculty peers conducted once prior to promotion
- required classroom observations by faculty peers conducted once a year
- classroom observations by faculty peers to investigate poor teaching evaluations
- portfolio of your teaching materials containing sample exams, student work, and responses to student evaluations
- I don't know
- other

Consider the value of each of the following formats your department uses to evaluate teaching of **senior** faculty. What do you consider to be most valuable? Drag each to arrange them in order from most valuable to least valuable, where (1) on the top is the most valuable.

- » end-of-course student evaluations
- » student performance (comparison on tests from beginning to end of course, final exams or other standardized test

scores)

- » required classroom observations by faculty peers conducted once prior to promotion
- » required classroom observations by faculty peers conducted once a year
- » classroom observations by faculty peers to investigate poor teaching evaluations
- » portfolio of your teaching materials containing sample exams, student work, and responses to student evaluations
- » I don't know
- » other

Please provide a brief explanation for how you chose the **most** valuable method for providing evaluation of the teaching of senior faculty.

Please provide a brief explanation for how you chose the **least** valuable method for providing evaluation of the teaching of senior faculty.

Faculty Peer Observations

These next set of questions ask specifically about your experience with faculty peer observations of teaching and should take less than 5 minutes to complete. If your department doesn't conduct these, you will be sent to the next section.

Does your department perform teaching observations conducted by fellow faculty members and/or departmental administrators?

- Yes
- No
- I don't know

Does your department use a standard form for the faculty conducting peer teaching observations?

- Yes
- No
- I don't know

Which of the following comments did you receive during your faculty peer observations?

- I have never had a faculty peer observation
- demeanor (e.g. eye contact, confidence, stance)
- speaking style (e.g. volume of voice, rate of delivery, accent)
- clarity of explanations
- rapport with students (e.g., approachability, classroom tone)
- interactions with students (e.g., questioning, facilitating discussion)
- organization
- time management
- content (topics, sequencing of concepts)
- learning objectives
- teaching materials (readings, presentation slides, handouts)
- effectiveness of class activities
- defining class goals for students
- quality of assignments and tests
- other (please provide)

Think about your faculty peers who conduct observations of your teaching. How are they chosen to conduct the evaluations? Select all that apply.

- years of teaching experience
 - seniority
 - teaching awards
 - high teaching evaluations
 - same discipline
 - different discipline
 - availability of colleagues (scheduling)
 - administrator (e.g, department head, teaching evaluator)
 - Other
-
- I don't know

Consider your faculty peers who conduct observations of your teaching. How much do you agree with the following statement:

I get helpful feedback from my colleagues about challenges I face in my teaching.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Have you ever received conflicting comments from end-of-course evaluations by students and from faculty peer observations?

- Yes
- No
- I don't know

Please describe your experience with conflicting comments from student evaluations and faculty peer observation in the space below.

After peer teaching observations are completed, how long do you normally have to wait to receive comments? Choose the response closest the typical time frame.

- Immediately afterward
- Within 48 hours
- Within 1 week
- Within 1 month
- Within the semester
- Within the year
- I don't receive comments.

Describe the specific kinds of comments you received from faculty peer observations. Did your observers provide reasoned explanations or offer concrete suggestions for changes?

Please provide a brief description of the types of changes you have made to your teaching as a result of comments from faculty peer classroom observations.

Additional Instructional Feedback

The next 5 questions ask specifically about informal feedback you may have sought out on your own to improve your teaching. This should take less than 3 minutes to complete.

How often have you typically sought out additional instructional feedback designed to help improve your abilities as a teacher?

- Weekly
- Monthly
- Several times in a semester
- Once a semester
- Once a year
- Never

What feedback or advice (curricular, teaching) would you voluntarily seek to help improve your teaching? (select all that apply)

- I have not sought any resources.
- Advice about choosing a textbook
- Presentation materials (e.g. slides or handouts)
- Class activities
- Teaching instructions/notes
- Classroom assessment techniques (e.g., minute papers, concept maps, graphic organizers)
- Sample test items
- Student assignments or homework problems
- Rubrics for grading
- Explanations about grading policies (e.g., bonus points, re-grade request, make-up)
- Syllabi
- Techniques for managing the classroom
- I have sought social support (e.g., empathy, reassurance, commiseration)
- Other

Considering all the resources (teaching, feedback, curricular) that you have voluntarily sought out to help improve your teaching, drag each to arrange them in order from most valuable to least valuable, where (1) on the top is the most valuable.

- » I have not sought any resources.

- » Advice about choosing a textbook
- » Presentation materials (e.g. slides or handouts)
- » Class activities
- » Teaching instructions/notes
- » Classroom assessment techniques (e.g., minute papers, concept maps, graphic organizers)
- » Sample test items
- » Student assignments or homework problems
- » Rubrics for grading
- » Explanations about grading policies (e.g., bonus points, re-grade request, make-up)
- » Syllabi
- » Techniques for managing the classroom
- » I have sought social support (e.g., empathy, reassurance, commiseration)
- » Other

Think beyond the type of evaluation of teaching that your unit mandates. What other sources have you used to improve your teaching?

- I don't seek additional feedback about my teaching.
- Friends
- Colleagues at my institution
- Colleagues at other institutions
- Teaching workshops
- Department Chair
- Educational research literature
- Mentors
- Mid-semester student evaluations
- Mid-semester student focus groups conducted by staff from your teaching center
- Professional organizations
- Pre and Post-test data on student learning
- Other

Please describe what you think is currently missing from the feedback you are getting about your teaching.

Have you seen benefits (e.g. improved evaluations, awards, raises) as a result of making changes to how you teach?

- Yes
- No
- I don't know

Please provide a brief example of any specific benefits you received as a result of making changes to how you teach.

Part 4. Ideal Feedback

This section of the survey asks about what type(s) of instructional feedback you would find most ideal. It should take less than 5 minutes to complete.

How often would you like to receive instructional feedback?

- Never
- Once a Year
- Once a Semester
- 2-3 Times in a Semester
- 4-7 Times in a Semester
- Weekly
- Other

If the choice was yours alone, which of the following feedback formats would you utilize to help improve your teaching?
(Choose all that apply)

- None
- Mid-semester student evaluations
- Mid-semester student focus group interviews conducted by staff from your teaching center
- End-of-course student evaluations
- Required faculty peer classroom observations
- Voluntary faculty peer classroom observations
- Required peer mentoring, with pre- and post- classroom observation meetings
- Voluntary peer mentoring, with pre- and post- classroom observation meetings
- Other (Please provide an example)

How soon after a classroom observation would you like to receive feedback?

- Immediately after
- Within 48 hours
- Within 1 week
- Within 1 month
- Within the semester
- Within the year

Which of the following sources would you use to obtain valuable feedback about teaching? (Choose all that apply.)

- Students
- Faculty peer of your own choosing
- Any faculty peer
- Unit head
- Teaching mentor in your department
- Consultant from a Teaching & Learning Center
- Teaching mentor external to your department
- Faculty with education research experience
- Other

Describe characteristics of your ideal feedback provider:
(e.g, rank, expertise, seniority, success or personal characteristics)

Please provide an example of an incentive that would entice you to seek feedback on your teaching:

Part 5. Basic Information About You

This section of the survey asks about basic information about you. It should take less than 30 seconds to complete.

Please indicate your gender

- Male
- Female
- Other
-
- Prefer not to respond

With which race(s) do you most closely identify? Please choose all that apply.

- African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other native Pacific Islander
- White
- Other
-
- Prefer not to respond

With which ethnicity do you most closely identify?

- Hispanic or Latino/a
- Not Hispanic or Latino/a
- Prefer not to respond

Thank you so much for completing this survey. Your responses will be invaluable for helping to determine the current state of instructional feedback. Please click submit below if you are satisfied with your answers. You can also use the back button if you would like to change any answers.

If you have any questions or concerns about the study, please feel free to contact Peggy Brickman, who can be reached at (706) 542-1690 or by email at brickman@uga.edu.

[Click here if you are ready to submit your responses](#)