



Topical Module: Scholarship of Teaching and Learning

This module asks about both institution-supported and faculty-driven assessment efforts such as surveys and other tools (e.g., portfolios) that are used to gather information about student educational experiences and learning. The module complements questions on the core FSSE survey on how faculty spend their time and the extent that faculty use effective teaching practices.

1. To what extent is your institution involved in student assessment efforts?

Response options: Very much, Quite a bit, Some, Very little

2. How effectively does your institution disseminate the findings of its assessment efforts to faculty?

Response options: Five-point scale, Not at all effectively to Very effectively

3. In general, how useful to you are the findings from your institution's assessment efforts?

Response options: Five-point scale, Not at all useful to Very useful

4. To what extent are results from your institution's assessment efforts used to inform the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Institutional activities aimed at improving teaching and learning
- b. Your department's activities aimed at improving teaching and learning

5. To what extent is evidence gathered by faculty members in their courses used to inform the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Institutional activities aimed at improving teaching and learning
- b. Your department's activities aimed at improving teaching and learning

6. To what extent are faculty members at your institution encouraged to do the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations
- b. Use assessment findings to inform changes made to their courses
- c. Publicly present (e.g., lectures or workshops) information about teaching or learning
- d. Publish on teaching and learning
- e. Collaborate with colleagues on improving teaching and learning

7. To what extent have you incorporated the following into your work?

Response options: Very much, Quite a bit, Some, Very little

- a. Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations
- b. Using assessment findings to inform changes made to your courses
- c. Publicly presenting (e.g., lectures or workshops) information about teaching or learning
- d. Publishing on teaching and learning
- e. Collaborating with colleagues on improving teaching and learning

8. When you make changes to your courses, to what extent do the following inform your decisions?

Response options: Very much, Quite a bit, Some, Very little

- a. Student feedback (formal course evaluations, informal feedback from former or current students, etc.)
- b. Student performance on assignments, exams, or formal assessments
- c. Institutional influences (institution- or department-level influences, self-assessment, collaboration with other faculty, peer feedback, etc.)
- d. External influences (accreditation standards, advances and trends in your disciplinary area/industry or trends in teaching and learning, etc.)
- e. Other, please specify: *write-in response*

9. Have you received funding to conduct scholarly inquiry about teaching and learning?

Check all that apply.

- a. Yes, from sources external to my institution (e.g., foundations or government agencies)
- b. Yes, from sources internal to my institution

10. Have you served in an administrative role or on a faculty committee that focused on assessment of students' educational experiences and learning?

Response options: Yes, No

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