

**Responses to Open-Ended Registration Questions  
Fall 2005 Faculty Development Day and Staff Meeting**

**WHAT WOULD YOU SAY IS UNIQUE ABOUT MSUM?<sup>1</sup>**

**Faculty Development Day Registrants:**

- A fairly strong emphasis on teaching. Many universities give lip service to making good teaching a priority, but their real priorities are elsewhere;
- A focus on students, both professionally focused and "traditional" searching, within a liberal arts curriculum that stretches their boundaries.
- A real commitment to quality teaching. MSUM offers those students who wish to be involved in one on one interaction with faculty that opportunity;
- A strong commitment to teaching;
- A strong tradition of liberal arts education. A faculty and administration committed to student growth;
- Accessibility, faculty-student interactions, excellence in the biosciences;
- Accessible faculty and small class sizes;
- At the moment, there's a strong commitment to undergraduate education in the liberal arts. There are also several excellent graduate programs. I think this is a rare combination of strengths;
- Because we have a strong liberal arts history, we prepare students who can achieve in their professions while they also contribute to the quality of life in their societies.
- Campus environment;
- Caring about student learning;
- Caring and committed faculty. Student centered faculty;
- Caring faculty and small class size, emphasis on liberal studies for the first two years of the student experience;
- Class size and attention to students;
- Close collaboration between student and faculty;
- Close one-on-one contact with students despite the fairly large size of the institution; we provide opportunities for students of many different backgrounds, needs, and talents;
- Commitment to students;
- Commitment to students and student learning;
- Commitment to excellence in teaching, individuality, and accessibility. It is a supportive environment that encourages collaboration, rather than competition;
- Dedicated faculty;
- Diverse type of students attracted to MSUM;
- Effective academic environment for teaching, research, and professional and student development;
- Emphasis on undergraduate student learning;
- Emphasis in teaching more than research;
- Emphasis on high quality classroom instruction/learning;

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<sup>1</sup> Note: This question was also asked on the registration form for the Fall meeting with staff. None of the other open-ended questions were asked on the staff meeting registration form.

- Environment that cares about students. Great internal customer service. I believe we want to do things right, just don't always have systems in place that support doing things efficiently;
- Every organization is unique: its location and its personnel;
- Every organization is unique: its location and its personnel;
- Everything;
- Excellence in education departments and fine arts departments;
- Faculty and students talk to each other outside of class--paths cross after faculty and students have met in class--quite a bit of repeat business from students when they select a class;
- Faculty commitment to undergraduate education is particularly strong;
- Faculty expertise, Graduate programs that focus on each learner and needs of region. Graduate and undergraduate programs that serve area needs;
- Focus on teaching and learning;
- For the most part, teachers really care;
- Good, but not excellent, instruction and student development. Excessively high teaching loads that impair excellence in teaching, research, and student development;
- Great faculty with lots of opportunities for academic success;
- Having the best of all worlds - quality instruction, access, mid size and value for the cost
- How helpful everyone is to faculty and students.....I feel that MSUM promotes individualism and learning;
- I believe MSUM has a good public image in the community. However, I also believe it is at risk with the recent fraternity publicity. I hope MSUM can do the right thing regarding the drinking situation among its students;
- I believe we are people focused. The management is more from the grass roots on up, as opposed to top down;
- I don't believe that MSUM has clearly found what can make it more than unique, but what can make it valuable;
- I have yet to hear of any other program like the Corrick Center, especially since U of M did away with the New College;
- I support the style and commitment of the leadership team of MSUM;
- I specifically admire and sign on with Dr. Midgarden and President Barden's views concerning the primary focus of MSUM to be teaching and learning;
- Philosophically, I embrace the values and beliefs of a liberal education and hope we don't lose this in the proposed changes we are facing;
- Our nation's citizenry is in serious need of being more informed to make more viable decisions. I believe MSUM can contribute to this need in a significant way. Finally, I am jazzed we have a new Dean in the College of Education/HS...his style and vision serve me well as a catalyst for moving forward;
- I think we have a lot to offer for the size of the school. Having three colleges close to each other is an excellent opportunity for students to take classes in other areas;
- In general, our students seem dedicated to and interested in learning at a level that I haven't seen at other schools. Keeping class size down and allowing for more individualized interaction with students is essential for keeping the students plugged in to their own learning experience;

- In my arena (science) the quality of instruction and instructors, the limited class sizes and personal attention, the direct lab teaching by profs rather than by TA's, and the incredible opportunities and focus on undergraduate research is exceptional. Particularly relative to the cost, since these kinds of opportunities are not normal at state schools, mostly limited to pricey private colleges;
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- In the sense of being different or unusual, I don't think MSUM is unique. We are like many, many other state universities that struggle to maintain an identity under the weight of administrative fiats from the state capitol, and under pressure from NCA reviewers to conform to someone else's idea of what a university must be. Being unique is impossible in higher ed. today;
- Individual attention to students and their education;
- Individual Students are able to get attention and help from each professor;
- Intimate learning environments. Competent, caring and concerned faculty. Quality education and research opportunities at a bargain basement price;
- It does seem to have an awesome undergraduate research program;
- It has a dragon as its mascot. I really don't know much about other schools to make a comparison;
- It has a reputation for good theatre and graphics arts programs;
- It has a very good teaching faculty;
- It has had and continues to work toward being an outstanding teacher training institution. Enrollment suggests this has been done well in the past. In the future, we must work to continue this endeavor;
- It is a university that values teaching and does not put research efforts on a higher plane than teaching undergraduates;
- It offers an exceptional liberal arts education at an amazing price! MSUM also makes it easier for first generation college students to "find their way" and be successful.;
- Its emphasis on academics over athletics;
- Its isolation;
- It's location in the Red River valley of the north; the unique cultural aspects of the people, the agriculture, the weather. The connection and collaboration between the tri-college system;
- Its size together with most teaching faculty make it a good learning environment for most students;
- It's the only LIBERAL liberal arts higher ed institution in the community!
- Liberal focus. Anti-racism initiative. Strong Education and Human Service programs;
- MSUM develops strong relationships with students. Students have often commented they feel like they "are not just a number, but are treated as people." MSUM has demonstrated a strong commitment to diversity and I believe produces students who will be civic-minded, life-long learners;
- MSUM is a Community with strong interaction between students, faculty, staff and administrators. In my experience this is more so than many university campuses;

- MSUM is a fairly big school but gives personal attention to students who seek help;
- MSUM is student-centered. Classes are small. Faculty are generally very interested in being great teachers. Faculty know their students and strive to get them involved in research and other creative activities;
- MSUM is truly dedicated to effective teaching. Classes are not too large and are taught by Faculty of Record, rather than teaching assistants;
- MSUM not only fosters its student growth, but also offers many opportunities to the faculty that will allow continuing professional growth on an ongoing basis. Summation: A high priority is placed on creating the best educators in turn producing the best students;
- MSUM provides an education for a wide range of learners in a wide range of situations and from many different backgrounds. It is not an "elitist" school and students (hopefully) feel welcome and respected here whether they are 18 or 48, first generation college students or from a family where a college education is the norm, from a minority culture or a majority culture, etc...I feel we serve the purpose of educating the population to further their own dreams and for the greater good of our society;
- New Rivers Press: a working small literary press (and small business) on campus that serves as a teaching press;
- No opinion;
- Nothing - we are a regional university that should seek only to satisfy the fundamental expectations of the regional community and should not try to be 'special';
- Nothing much except location. We are more or less a carbon-copy of many other 4-year public schools (e.g., St Cloud State). All that distinguishes us is that, for the type we are, we're the only one within 120 miles;
- Nothing;
- Nothing. Part of the university's problem is that it lacks a clear identity;
- Nothing;
- Openness to adult and diverse learners. support of students;
- Our cost, our class size, and the fact that we don't have grad students teaching our first year students;
- Our mission is to foster excellence in teaching and learning. We have not let other distractions - often those that give a lot of PR to faculty and administration - deflect us from that mission. Professional activities, outreach, etc. are done to help foster teaching and learning - not instead of;
- Outstanding staff members;
- Probably an unusually intense adherence to number crunching and "the bottom line", even in these fiscally-challenging times;
- Probably an unusually intense adherence to number crunching and "the bottom line", even in these fiscally-challenging times;
- Professors teach almost all of our classes. Our campus supports diversity of faculty and students;
- Public university with small class sizes and emphasis on liberal education;
- Quality and commitment of the faculty;
- Quality of students and faculty, staff commitment to students;
- Regional mission;
- Relatively little. We have a library that's actively trying to get rid of books;

- Size, faculty, location;
- Small campus feeling on a mid-size campus, opportunities to collaborate across departments;
- Small campus, personable atmosphere. I believe MSUM would benefit by a change to a more proactive rather than reactive stance;
- Small class size, undergraduate research;
- Small classes, ensuring direct student-instructor contact;
- Small enough for more individualized attention to students;
- Small intimate campus. Strong students;
- Small University with student centered learning environment;
- Some strong academic programs, such as the Biology undergraduate major, the accounting major, the speech pathology undergraduate program and the mass communications program. In addition, a commitment to excellence in teaching that pervades throughout the entire academic faculty. Finally, some pioneering programs that enhance the image of MSUM: The Student Academic Conference and TOCAR;
- Strong academic and research/creative opportunities- unusual in state U's and smaller U's. Dedicated and knowledgeable faculty and professional staff;
- Strong commitment to the education of its students, excellent advising in many areas, strong programs in education, technology and the sciences, strong support services;
- Strong focus on student learning, willingness of faculty to go above and beyond basic requirements of their position to meet student needs;
- Strong performance and high morale in an era of declining resources and support for higher ed.;
- Strong professional programs within a strong liberal arts emphasis;
- Student centered;
- Student culture sets us apart from past experiences that I have had;
- Student research in many departments. Academic Conference. Real concern for students;
- Students;
- Students at MSUM receive much more individualized instruction than is the usual in college;
- Students can enter this school with minimum preparation, but if they want, they have the opportunities here to achieve a standard which is not second to any other school;
- Supportive learning/teaching environment;
- Talented faculty who are willing to spend considerable time mentoring students;
- Teaching & Learning;
- Teaching university - faculty and student interactions;
- Teaching university - faculty and student interactions;
- The administration, faculty, and staff's willingness to work together keeping the students' needs in mind;
- The amount of and quality of student faculty interaction. The emphasis on the liberal arts tradition in this area. The dedication to diversity and anti-racism. The amount of student participation in University programs and events and its encouragement. The feeling of community both among employees on campus and the residents of the greater Moorhead area;

- The centrality of its teaching mission is one of MSUM's unique qualities. All sectors of the university take that seriously. Another unique aspect is its leadership in the areas of service to the community. Many of its grads/faculty/staff are in positions of leadership in the community;
- The commitment of faculty to prepare students for life after the university experience and to be life-long learners;
- The Corrick Center for General Education, where I work!
- The emphasis put on undergraduate education and the innovative approaches to that education;
- The environment and commitment of faculty and students;
- The excellent interactions between faculty and students and accessibility of faculty to students;
- The excellent teaching program;
- The high level of individual attention that undergraduates received for a large public university. Specifically in the social and natural sciences, many undergraduate are involved in research with faculty and present their finding at local, regional and national conferences;
- The large amount of effort placed on multicultural diversity;
- The people who work here;
- The people, the place and the combination of majors/minors. Tri-College relationship;
- The personal touch;
- The relationships between faculty and students;
- The reputation and excellence of some of its majors/programs. Quality of its Library. Outreach to community;
- The size of the school is small enough to allow for some excellent instruction to occur. We have an unusually high proportion of excellent teachers here;
- The spirit of cooperation that exists among almost all faculty and staff; the way that faculty and staff support each other. Such an atmosphere makes a young faculty member feel welcome;
- The superior liberal arts education \*potential\*;
- The very friendly way in which faculty across the campus interact and collaborate. Even when there are disagreements about programs and other important issues, people treat one another with respect and have a genuine concern for and interest in other points of view. This is VERY different from the way things can be at MANY other universities and is one of the things I most appreciate about MSUM;
- There is a sense of community I would find unique to this university;
- There is too much lurching from crisis to crisis for MSUM to have gained any unique qualities. In many departments we have done extraordinary work with limited resources. Other departments are weak and there are no resources to improve them. You ask about the "mission statement" which is irrelevant to the efforts of faculty and students. Be unique by using the self-study to identify strengths and weakness and making real strategic decisions on the shape of the university for the next generation. Where does it make sense for us to use our limited resources? What will be not only attractive but useful to 21st century students? Ignore the fads of the moment. Stop focusing on creating vague statements and meaningless measures. Dare to make decisions that will truly bring some change to the university;

- There's a personal, small-school feel at MSUM. People at all levels of teaching and administration are approachable by both faculty and students;
- This campus has great potential to become a liberal arts university in the true sense of the word. It should accentuate its strengths in that area, and cultivate students' passions for knowledge. I think people from this area can change their lives for the better if they are encouraged to find something here that keeps them passionate about the wider world around them. We are in a unique position to offer this possibility;
- To be honest, I don't find anything really unique....we have a lot of non-traditional and/or commuter students, but so do a lot of other schools. There are many talented faculty, but other schools have talented faculty;
- Tri-College arrangement & the Student Academic Conference;
- Undergraduate Research;
- Unique is a difficult word to work around;
- Unsure;
- Very little ethnic diversity;
- Very much student-centered institution;
- We are accessible -- financially/economically, multiculturally, and also we accept a variety of student levels;
- We are oriented toward serving our students and our community;
- We have a great campus and it is enriched by removing barriers to allow out-state students to attend the university at in-state cost. That is great;
- We have some quality programs and some programs that are unique to this university;
- We offer public university students from diverse backgrounds a the same kind of experience they might gain at a private liberal arts college, through small classes, a large amount of student-faculty contact, and outstanding campus events. I would like to see us work to uphold this mission, rather than focusing on enhancing physical or online commuter education;
- We provide small class sizes and unique opportunities for students to interact with faculty in professional activities;
- We used to be the premiere liberal arts college in the region. I do not think that is true anymore, but I think we have retained a reputation for excellent teacher-student rapport;
- What has been unique about MSUM is rapidly disappearing, our commitment to and excellence in the liberal arts and humanities. We pay lip service only to the traditional ideal of a university and are fast on our way to becoming a four-year technological institution (which will not be able to compete with NDSU in any meaningful way).

**Staff Meeting Registrants:**

- Being part of the Tri-College consortium;
- Before becoming an employee of MSUM, I had taken a few classes at MSUM in preparation for a graduate degree. I was struck by how helpful everyone was -- from admissions to financial aid to my instructors. And now, as an employee, I am impressed and proud of the sense of service employees have toward the students. MSUM is a nice place to go to school and to work;
- Diversity among ethnic groups of students;
- Faculty/staff commitment to MSUM is relatively high;

- Great people, strong commitments, solid programs;
- I have not read the mission statement; I do not have an opinion at this time;
- I haven't seen or read the mission statement so I have no opinion at this time;
- In addition to being an excellent institution of higher education, MSUM is a community. This sense of community caring and support is recognized not only by our employees, but also by our students;
- It has no identity in the community!
- It's a small community;
- It's difficult to say what is unique as many other schools have the same qualities. MSUM offers a wide variety of programs. We are friendly & helpful, & we have a nice campus that keeps improving. - MSUM's "4th of July" celebration is a community event that sets us apart from the other educational institutions in the area;
- It's tri-college program;
- Liberal;
- Maybe it tries harder;
- Minnesota State University Moorhead is one of seven comprehensive Minnesota state universities established to provide the citizens of Minnesota access to quality educational programs at moderate cost. Minnesota State University Moorhead's primary responsibility is to provide baccalaureate programs to residents of northwest and west central Minnesota. Through tuition reciprocity agreements, the University also provides educational services to residents of several regional states;
- MSUM has a pretty good offering of programs to be competitive, yet it is small enough to provide a comfort zone for students. We are not just collecting tuition; we are trying to provide students with an overall experience that will stay with them for the rest of their lives;
- MSUM has a small town feel, with small class sizes and the ability to interact closely with the students. They do great research even though they are not a research institution;
- MSUM is a small campus with friendly people. We have great programs in Biology, Languages, Physics, SLHS, Theater, and Education. We have great athletic teams in Wrestling, Women's Bball and Vball and Track and Field. MSUM is known in the area for having involved who are excited and active;
- Our genuine concern and interest in our students' welfare;
- Primary focus is on quality education; secondary are "extra curricular" programs;
- Small campus community provides an atmosphere of caring about how our students are doing academically and socially;
- Students have a fairly close relationship with faculty and staff taking into consideration the size;
- Students that could not get into or graduate from other universities can do so at MSUM. The curriculum is "dumbed down" so that even marginal students can get a degree;
- That it is a small liberal arts teaching university;
- That we are the best kept secret in the Tri-College area;
- The campus permits its student senate a lot of power relating to policies and money. Not always a good thing;
- The focus on undergraduate research;
- The good old boy network is strong is getting projects started/completed that would help the university;



- The history of teacher education, arts and theatre, and the more recent emphasis on biotechnology and biochemistry;
- The people and atmosphere;
- Well rounded education with focus on academics with an understanding of the importance of co-curricular involvement. sense of community.

**IF YOU ALWAYS OR USUALLY READ STUDENT EVALUATIONS, WHAT DO YOU DO WITH THEM OR HOW HAVE YOU USED THEM TO MAKE CHANGES TO YOUR COURSES?**

- Adjust syllabus or teaching style if feedback from students is consistent;
- Absolutely! I read them, include them in my PDP and Progress Reports and make changes frequently to my classes according to students' changing needs;
- Absolutely. I look for patterns and regularly rework my classes to meet the needs of my students;
- Add or delete texts and alter pedagogy as deemed necessary;
- Added help sessions. Changed descriptions of activities. Changed office hours to accommodate more schedules;
- Added projects requested by students, changed projects in response to criticism, continued projects cited as beneficial;
- Address any specific, common concerns about the course content and/or the methods of presentation;
- Adjust classes accordingly;
- Adjusted assignments;
- Alter/enhance course content; introduce new teaching methods;
- As part of my course evaluations, I usually spend the last instructional day in grouped feedback sessions. I break up the groups into specific topics and ask, "START, STOP, & CONTINUE" types of commentary concerning the course. I would guess that 25% of my course is now based on that feedback;
- Attempt to modify instructional techniques & materials in ways that reflect student suggestions for improvement. Attempt to maintain techniques & materials that students have rated as excellent;
- Change assignments and delivery approaches to facilitate better understanding of course content;
- Change texts or other assignments, Change style of teaching and or format of classes;
- Change things-this is a dumb question;
- Change topics. Alter teaching methods;
- Changed material presented, how presented, and have tried to find a better textbook;
- changing books/materials when necessary; giving more resources when asked;
- Coarse evaluations help me identify my shortcomings as an educator so that I can correct any oversights in the class room. They have been invaluable in helping me create a concise and enjoyable classroom environment. Consider or make changes (if they seem warranted) to length, number of assignments/exams, etc.;
- Considered making a change, of course, especially in the ways I assess their work and the timing and pacing of work due;

- Consult for purposes of self-improvement;
- Decided to keep using guided notes because students like them. Stopped using textbook students found unhelpful;
- Detect common concerns and address them when teaching the course again;
- Evaluate and determine if change in course structure/content is appropriate. Make changes as necessary;
- Evaluated textbooks. Evaluated and modified classroom assignments. Evaluated and modified instructional procedures;
- File them for use in my annual report. Use feedback from students to make changes in courses;
- Find commonalities - classify as a class or individual concern. 1] Structure activities to address problems if it is a class concern. 2) Provide resources to address problems if it is an individual concern;
- Give more quizzes, used for promotion and tenure;
- Group them according to question type: course content, teaching style, course materials etc. My questions each year will change depending on what I'd like to know i.e. was the new textbook useful, did they like online resources provided, how much did they study, do they like my lecture style, what did they or didn't they like about discussions, what topics would they have liked covered that weren't, what topics did they not like etc. This information is used to change the course the following year in an appropriate manner;
- I adopt changes in response to student feedback. I do this mid-semester sometimes;
- I alter reading and writing assignments if enough students say they do not find them useful. I devote more time to discussing material that students say they have had trouble understanding;
- I always do end of term evaluations and use them to improve my course and reflect on my teaching as well as for evidence of teaching effectiveness in my PDP report. For example, I used WebCT to give weekly quizzes in one of my classes and overall the students liked it and said it kept them more up to date with their reading and studying, but that once a week was just too much and got to be a logistical hassle. The next time I taught the course I left in the WebCT/D2L quizzes but decreased the number. In order to get this kind of feedback on evals, however I do want to point out that in addition to my "typical" standard eval I also added specific questions (rating and open ended) about things in the course I had added or changed so I could evaluate them more specifically. Also, I do sometimes do a midterm evaluation to see how things are going before the end of a class, particularly if it is the first time I've taught that class or if I've substantially changed it;
- I always make changes in my courses based on student evaluations, often to change reading assignments for ones that students find more engaging and relevant or to CLARIFY (not necessarily to change) my assignments and expectations;
- I always review them for common themes and make changes accordingly. Sometimes it may mean modifying/eliminating assignments, changing methods of course delivery, or pursuing new areas of personal research to strengthen my knowledge in a particular area;
- I always take into account useful student suggestions and they have helped develop my teaching;

- I always make at least minor adjustments based on the feedback that I receive. Every now and then a student will make a very sound recommendation that leads to more significant change(s) in the way I prepare for and teach a course;
- I am sensitive to questions about my effectiveness as a communicator, about fairness and about clarity of subject matter. I do not put much stock in the students' answers concerning whether they would recommend the course to others. I think the survey could be refined more to address teaching rather than popularity;
- I analyze and summarize student feedback in my progress report and try to implement course improvements based in part on students' suggestions;
- I change or modify what students say does not "work" well and strive for what is more effective. And over the years, I've incorporated more technology (but it does not dominate my teaching)--mainly because it is available and makes delivery of course content more effective & efficient, and students give it positive feedback;
- I choose textbooks, primary source readings and lectures based upon the responses to the student evaluations;
- I consider any suggestions and I look at consensus to see if most students have benefited from a particular syllabus, text, or classroom strategy;
- I consider students' critiques and criticisms and will sometimes make changes to my courses to better align them with students' needs;
- I do not teach courses, but rather provide instruction sessions on how to use the library's resources (human and electronic). The evaluations I receive help me to tailor those sessions to the current cohort of undergrads.
- I do not teach here but when I did I used them as a way to guide course improvements;
- I don't read them until the spring when I prepare them for the PDP. I usually know what needs changing in a course as the semester progresses. The evaluations are often vague and limited to a couple of words. Those who do take the time offer good suggestions, and these often correspond with what I already determined needed changing;
- I don't usually make changes based simply on student ratings;
- I file them, and I try to improve my weak areas;
- I frequently revise the activities and/or assignments in my courses to respond to student feedback;
- I have all of them -would you like to read 'em?
- I have altered sections of my outline to incorporate what students need from my class. I have taken out topics that students did not find helpful or informative;
- I have changed assignments, readings, and the amount of time I devote to topics;
- I have changed books, clarified assignments, tried to be more polite to students;
- I have changed how certain topics are taught;
- I have changed texts, altered the organization of the class, revised assignments, created different assignments, added greater variety to delivery and discussion of information;
- I have changed topics or textbooks with students' evaluation;
- I have experimented with different assessment tools and have altered the weighting of assignments to reflect students' perception of relative difficulty and learning value;
- I have made changes in textbooks, exam format, class sequencing, and teaching methods because of feedback from student evaluations. I use the results of these evaluations in my PDR reports;

- I have made course and testing modifications on the basis of these evaluations. I have also emphasized those areas which to which students respond well;
- I have not received many of them yet;
- I have revised exams and incorporated a few different teaching methods;
- I have taken out videos that are outdated, reformatted assignment handouts to make them more clear, created rubrics that identify my specific expectations, added assignments that seem to be more interesting, and attended Brown Bag Seminars to build my knowledge;
- I have used them as the basis for discussion with my students. I also use them to change teaching style, assignments, class format, content, and more;
- I have used evals to help me redesign courses from bottom to top, including the kinds of assignments I make and the texts we use for the course;
- I have used students' comments to: alter how I present topics, modify assignments so students see the value, and adjust how I interact with students;
- I have used them in such things as return of assignments and revision of student learning activities in courses;
- I have used them to adjust the amount of time spent on various topics, or to seek new texts;
- I have used them to improve course materials;
- I have used them to improve my lecture notes and my lectures and to adapt the level of difficulty of my tests and writing assignments to the academic difficulties of students. I have also used student feedback to sharpen some of my student learning outcomes and to explore alternative Instructional Technologies. Finally, I have used positive student feedback to support my job applications and to affirm and appreciate my teaching strengths;
- I have used them to make changes in my courses and change the syllabus as well;
- I have used them to prepare for the next semester of teaching. Change is good. Sometimes, what I think the students need is not always the way to teach;
- I just file them. I've already planned changes for next semester because of the mental evaluations that I do during and after class each day. I try to keep tuned in to common sense as much as I can. The written student evaluations just confirm what I already know. I only use them because we are told to by the administration. I am constantly refining my courses so that the students get what they need;
- I keep my evaluations in a stack of envelopes over two feet tall. Student feedback has motivated me to eliminate certain distracting classroom behaviors. I have also revised my examination philosophy. Students say my exams are difficult, but they no longer tell me my exams are unfair;
- I keep them and put them in my PDRs. I have incorporated additional content and adjusted content emphasis areas;
- I keep them for a few terms, and then discard them on a rotating basis. Comments that recur are given more attention;
- I keep them for future reference and definitely make course changes and changes in how I instruct;
- I keep them from year to year in my file. Each year I work to alter the conditions that students give as points of concern. I work to involve students in the classes using cooperative learning rather than lecture. Also, I try to provide examples and models for the students. During the last two years I have worked to use hybrid delivery using on-line discussions. Very successful.

- I keep them on file, for Progress Report purposes. I have used them to modify (or eliminate) certain assignment;
- I keep them, so I can read them again on occasion. For example, if I have gone a semester or two without teaching a course, I will re-read the evals from the last time as I plan out the upcoming semester;
- I keep them. I evaluate the areas where they feel there were problems and make changes in those parts if I cannot think of a reason to keep that part still. I make more changes based on my own dissatisfaction with something as students have not listed many problems lately with any of my courses;
- I keep them. I take into account comments students make regarding changes they think would be useful in improving the quality of the course and the delivery of the materials;
- I keep them. I've made major changes to the graduate research course based on evaluations. For example, students write a research proposal but now I read it after each chapter and provide feedback instead of doing it all at the end;
- I look for areas that might need additional materials and instruction;
- I look for general attitudes about certain aspects of the course. Where possible I try to make changes in future classes to address their concerns. Sometimes it is not possible and in these cases I address the class about the issue and why I do things the way I do;
- I look for patterns of student comments that might lead me to change an approach to teaching. Many comments even themselves out (more discussion, less discussion), but occasionally I get an insight about how best to get students involved in the learning process;
- I look for the two or three lowest numeric ratings and make a plan to address those. I also look through written comments and address those that come up multiple times;
- I look for themes - if a need is identified through student feedback themes I have looked for ways to address them in my course or teaching methods;
- I look for trends. As examples, I have changed how I use the textbook and have adjusted the difficulty level of an assignment, based on student feedback;
- I make adjustments if the evaluations indicate consistent problems;
- I make appropriate changes to my classes;
- I make brief summaries for the purposes of professional evaluations and I assess the quality of materials, assignments, and experiences done in/for class;
- I make minor changes to my courses every semester, in large part based on evaluations;
- I make the necessary changes to teaching that would improve the learning experience for the students;
- I modify or make changes as needed;
- I put them in my PDP Report. The most useful information I have received that has caused me to make curriculum changes was received directly from conversations with my students or from analyzing the work they produce for my classes;
- I read them after the semester is finished and have used them to make incremental changes to courses. Mostly I look for suggestions on textbooks, testing and papers;
- I read them and respond to tendencies or trends I observe;
- I read them and try to pick out the themes that show up repeatedly. I look for both negative and positive comments to try to infer what things the students appreciate and where they see my weaknesses;

- I read through them, trying to adjust elements of my courses when I notice a significant trend of suggestions. I also attempt to emphasize elements that people seemed to respond well to;
- I reexamine my syllabi, assignments, and pedagogical approach;
- I reflect on the comments to determine how I can teach more effectively. I use a variety of feedback methods throughout the semester, so I do not wait until the end of the semester for evaluative comments. The "standardized" evaluation form really doesn't address teaching effectiveness or how students are learning. I feel it is more of a "popularity contest" type of form;
- I reflect upon my communicative effectiveness and attempt to improve my performance;
- I regularly look for ways to better the class experience for students and improve my efforts in the classroom;
- I review them and take note of constructive suggestions for revision. Some changes are made in the types of learning activities used to accomplish instructional goals;
- I review any consistent issues that students raise and then develop a means by which I might ameliorate those issues. I submit my evals when I undergo an administrative review;
- I review them for suggestions on how to improve and what to continue doing. I also check with colleagues for validation or clarification at times. For example, some students tell me I go over their heads at times, so I try to improve clarity in my presentations and check frequently for level of student understanding;
- I revise my course accordingly. I try to keep my integrity of the class by discussing their concern instead of eliminating the topic from the course;
- I save them and make changes based on students' recommendations;
- I save them and make modifications to the course or syllabi based on student recommendations;
- I save them and used the suggestions;
- I specifically add questions which directly speak to each course to the evaluations, so it is easier for me to assess my courses;
- I still have every one of them! After the end of a semester, for the most part, it makes all ones efforts seem worthwhile - as students genuinely appreciate an instructor who is interested in them and their progress and who likes and is enthusiastic about teaching. Our course syllabi don't have much room for "change" - but I do use the evaluations to modify my teaching style - I talk slower! I talk less and have the students work more! Also, essentially over the years more credit has been given for daily work and projects so that the student's grade does not depend only on exams;
- I take them into consideration when revising course syllabi. I have changed course reading and writing assignments as a result. I have also responded to what seem to be gaps in student expectations by better articulating course goals and standards on syllabi and in class;
- I think through all the comments provided by students and try to accommodate them if necessary;
- I try to strengthen the things they value--usually taking their opinions seriously--and improve the things that trouble them. If any assignments have been unclear to them, I rewrite the assignment. Their opinions matter far more to me than any other measure of my teaching. They are the consumers!! I tell them on the first day that they are paying X amount for the class, and I had better deliver that value and they had better be there to get that value;

- I try to understand what the students mean; often they are vague or reflect student comfort rather than constructive information. I analyze them to determine if there is some way I can use the information to improve my classes: Clarify assignments and expectations, make more conceptual connections for students; emphasize what students can do to improve their learning, etc. I also collect feedback from students using my own forms, or additional questions on the standard evaluation form. My questions are much more useful in providing support to students;
- I type them up and make graphs for myself to understand how I can improve. I make changes to my syllabus, course text or activities constantly trying to find what works best. If students complain that there is too much work or that they don't remember things I mentioned in class, I usually don't make changes just to please the students;
- I use in them PDR so the dean can evaluate my teaching. I also look at the strengths and weaknesses mentioned by the students and try to adjust the class accordingly (make adjustments to tests, assignments, lecture format);
- I use some of student's constructive feed back in updating my syllabi and teaching approaches;
- I use student evals to make changes in my courses every semester, and I tell students this when I ask them to complete end-of-course evaluations. Sometimes this means changing an assignment in significant ways, other times it means clarifying assignments so that students can better understand the link between the theory and the practice, and sometimes it means that I pass along to future students a "heads up" from previous students about a particularly difficult or time-intensive assignment;
- I use student input to fine tune what I do in the course to maximize student learning and involvement;
- I use the comments from the students who appreciate high expectations to make changes in presentations that will better enhance understanding. I ignore comments by students who want the course to be easier. Student evaluations are overemphasized on this campus; leading many faculty members to lower the quality of instructions with low expectations;
- I use the input from the students to adjust the content and the delivery of my courses. If the students comment on a particular area of the course being confusing, I would adjust that content to either clarify it or to spend more time on it;
- I use the student comments to make changes that will benefit future students;
- I use them as an index of pedagogical effectiveness, and yes, I do make changes to my course based on the evaluations;
- I use them as evidence I am an effective teacher. .I have increased the number of computer assignments because students claim they are beneficial;
- I use them to evaluate and assess both the effectiveness of the assignments in conveying the content of the course and my effectiveness to create a learning environment that promotes freedom, compassion, and success for all learners. This reflective process is crucial to assure that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. These student evaluations assist me in identifying connections between teaching strategies and student learning;
- I use them to make improvements to my classes;
- I use them to rethink my approaches to how to teach more successfully...the responses also give me pause to reflect on what's working as well;
- I use them to think about my courses and perhaps change how I teach;

- I use them to update my teaching material;
- I use to address the PDP if applicable;
- I usually try to incorporate student comments into my teaching; it depends on whether they don't like something because it's hard or because of the way I've presented it;
- I weigh student suggestions, especially those that cluster, in further emphasizing positive points and addressing negative points in my courses;
- I weigh suggestions and make necessary adjustments to course schedule, content and methods of delivery as needed;
- If anything I take them too seriously, mulling over the one evolution that is negative versus the 30 that were satisfied. If students have legitimate issues I work on integrating improvements the next time I teach that course;
- If students have made useful suggestions, I try to implement them. If they're just venting about how difficult the course has been, or how hard I grade, I ignore them;
- If students have specific suggestions for improvement, I evaluate the feasibility of such suggestions and implement them when appropriate. If students indicate that they like a particular thing that I do, I make sure that I continue it. If they indicate they dislike something, if it is feasible to remove it or to not do it, I will do so. An example is that this semester I started doing guided notes in one of my classes in direct response to previous student evaluations. Several years ago, in response to suggestions, I started providing answers to my exam review sheets;
- If the comments are worthy of adopting, I make adjustments in my style of teaching to reach their needs. Most of the students' evaluations are not worth much at all;
- If there are any complaints, I ask myself whether the complaints stem from an error in my teaching or a misperception on behalf of the student. "Too much reading," for instance, is not a complaint that would motivate me to change a syllabus, since a vast majority of students have been able to handle my reading load. Sometimes, however, students will make comments regarding difficulties with course organization, with a particular assignment, or with a lack of clarity that I feel are valid and should be taken into account when revising my syllabus. I have altered my arrangement of assignments based on student comments to allow more time between due dates. I have also dedicated more class time to explaining certain concepts because students have found them unclear. I have never eliminated assignments or changed my grading policy;
- If there is a particular area that students note was not effective or less engaging than the rest of the course, I re-vamp that area;
- In so many ways. I use supplemental evals to target questions about texts, particular assignments, and the students' feelings about evaluation. So I have altered (or chosen to leave unchanged) all of these things in one way or another when I've seen a trend;
- Incorporate comments as suggestions as to how I can improve the course;
- It varies, depending on what students say. Usually, comments provide guidance for changing something, or trying something different;
- I've adjusted my course materials and offered more instruction in areas I feel need addressing;
- I've articulated my grading process more clearly over time, for one thing;
- I've changed course assignments based on feedback;



- Keep and submit them for 4 year evaluation plans (PDP). Yes have had additions and deletions based on feedback from students;
- Look for patterns; continue what appeared to be effective for the students. Consider making changes if patterns occur and it appears it would benefit student learning;
- Make adjustments;
- Make adjustments accordingly or keep doing what the students tell me they enjoy about the course;
- Make adjustments, take into consideration their concerns;
- Make changes;
- Make minor changes where appropriate;
- Material and lecture adjustments, textbook adjustments, classroom activity adjustments;
- More explicit and thorough preparation for tests. Actually, most of my student opinions just say "he's great, class great." That is a fairly common student response to faculty here;
- Mostly I just fret about them, but every once in a while students make a constructive suggestion I can use;
- N/A;
- Reflect on comments and make changes if appropriate;
- Reflect on each open answer individually, and then look for trends. Anyone who takes the time to fill out the non-multiple choice section with a few lines has something worthwhile to say, I should take the time to read it. Look specifically at comments that get at learning, rather than reflect a grade;
- Respond to legitimate criticism and make adjustments accordingly and try to incorporate more of what the students found beneficial;
- Review them, look for trends and decide whether trends indicate that any changes are called for;
- Save them each semester! Read them and make changes according to the comments written by students! I also use student evaluations in my PDP. I take evals very seriously!
- Save them, take them to heart;
- Save them. Reflect on criticisms given and revise if necessary;
- See if there are any recurring themes where students are less positive. Then assess whether there are adjustments I can make to improve, within the constraints of the class;
- See if there are any recurring themes where students are less positive. Then assess whether there are adjustments I can make to improve, within the constraints of the class;
- Self evaluation of student's responses;
- Some of their comments are valid and if feasible I will try to incorporate them in my teaching;
- Sometimes adjust depending upon feedback (practical or not);
- Sometimes I have reduced the number of readings and written assignments when students define them as excessive and when I have been delayed in grading assignments due to the number assigned. Those are the 2 items most mentioned. The form does not ask the most important question: how much have you learned in the course;
- Sometimes, I just get depressed because I know I have the students learning at the core of what I do. It hurts when some students don't appreciate the effort, but that is true about any public service job. I try to get feedback from students during the semester, because at the end of the semester it is too late to make a particular group happy with any changes;

- Sometimes, student evaluations have led to a change in any number of learning variables, e.g., text used, methods of presentation, use of outside assignments, modification of instructions for assignments, etc.;
- Student evaluations often prod me into making changes in assignments, readings, and teaching strategies;
- Students frequently give good ideas regarding effective learning strategies, assignment practices etc.;
- Students have made wonderful recommendations that I take to heart and have actually changed the design of the course because of their advice;
- Submit them with my yearly Progress Report. Used them to reconsider use of textbooks and videos;
- Suggestions are taken into consideration. If the suggestions lead to improvement in the course, the requirements are adjusted;
- Take into consideration suggestions;
- The evaluations are the basis of change from semester to semester;
- The MSUM one I use now does not tell me much, but in the past I used my own and used the responses from it to fine tune assignments, instructional resources, lecture delivery, and testing;
- They are a part of my annual PDP;
- They are one of many gauges I use to monitor my effectiveness;
- They are summarized for my PDP reviews. For those evals where I ask for feedback on course materials, I have considered that info when selecting materials;
- They are summarized for my PDP reviews. For those evals where I ask for feedback on course materials, I have considered that info when selecting materials;
- They often help reinforce what I'm doing, but I do take student comments seriously when planning a course;
- To revamp assignments that were not as successful. Time allotment on projects;
- Try to act more on the positive points, and avoid the negative ones;
- Try to be reactive to comments and make change as necessary;
- Try to enrich the positive aspects of the evaluation, and correct the weak ones;
- try to make changes if certain items are common to a number of students--I also take it personally when negative things are said;
- Try to take it into account;
- Use both critical and positive feedback to make changes to course lecturing style, power point, videos, exercises and exams;
- Use constructive ideas/criticisms to improve courses "next time". The student evaluations are not objective most of the time and are overrated;
- Use for performance reports; will change course, if appropriate, Changes have included use of different text or pedagogical method to present materials;
- Use questions or comments to gain a better understanding of what students still need to learn to be successful outside the boundaries of the university. Incorporate that information in future workshops/class presentations;
- Use student insight to strengthen what works, and incorporate their suggestions when appropriate;
- Use them to change content, instruction, and delivery modes;

- Use them to restructure assignments and/or assessment if applicable;
- Use to adapt course materials or method of course delivery;
- Used as part of my assessment of my teaching, and for making changes to course structure and topics;
- used for evaluation; sometimes good suggestion come through;
- Used to consider changes in teaching or materials;
- Usually I agree with the students, and am already making changes they suggest;
- Usually I look for negative patterns if they exist. If they do and they appear to be reasonable I will make an honest effort to use the comments as a basis for improvement. Clearly I give more credence to comments made by serious students rather than students who are looking for the easy way out. I will not use them to lower student expectations;
- We regularly use evaluations in Field Experiences to make improvements;
- When students point out something that needs to be changed, I change if it sounds to me like a good idea. If they like something, I try to keep doing that;
- With new preps, I use them to change the course as required. With established preps, I use them more so to benchmark and see how I 'performed' and may need to adjust that 'performance'. But, with established courses, the fundamentals are already in place and there is evidence from earlier feedback of course effectiveness;
- Write down the good suggestions and comments and make appropriate changes in my teaching;
- Yes, I make changes to accommodate them. However, I do not agree that effective teaching should be judged by student opinion alone;
- Yes, I make changes to accommodate them. However, I do not agree that effective teaching should be judged by student opinion alone;
- Yes, it helps to improve my class assignments etc.;

**IF YOU USUALLY DO NOT OR NEVER READ YOUR STUDENT EVALUATIONS, WHAT IS THE MAIN REASON THAT YOU DO NOT READ THEM OR DO NOT USE THEM?**

- I have not received many of them yet;
- I spend little time on the standard form because there is no question regarding how much and what students learned. The responses are returned months later after the next course and syllabi are already designed;
- My appointment involves advising, not classroom teaching. I should probably do a written advising evaluation.;
- Where I taught before, this is my first year here, the questions on the eval's yielded no valuable info.

**WHAT DO YOU FEEL THAT MSUM DOES TO MAKE YOU FEEL THAT YOUR TEACHING IS VALUED?**

- An organization, not much. But in my department, a considerable amount!
- Accepts as 'scholarly activity' the scholarship of teaching college students. Is reasonable with their expectation on the level of research expected for faculty teaching 12 credits a semester in tenure decisions;
- Actually, not much. I feel that teaching is given token appreciation, but demands on faculty time for other activities often intrude on teaching. During the latest budget crunch we were asked to increase class size, to empty our own trash cans, etc. etc. While these seem like small and insignificant requests, they do add up, and it sends a message that teaching really isn't valued. If it were, we wouldn't keep encroaching on faculty time in ways that draw faculty away from their teaching, or that causes them to reduce the time spent per student when class enrollments go up. The Talk about Teaching program is helpful;
- Allows me in the classroom. Use of portable computer and course platform like D2L are useful too;
- As an institution, I do not know that it does anything. My students and former students let me know regularly how much they have appreciated my courses, but I cannot say that the university has done anything to let me know how they appreciate my courses;
- At the department level, I feel my teaching is valued; but don't see much acknowledgement at other levels;
- At the opening convocations and the faculty award dinners, Pres Barden always acknowledges the faculty for their role in student success and satisfaction;
- Awards for excellent faculty Retention promotion letters from Dean, Chair, VP are specific and focus on strengths;
- Awards for instructors, general sense of support provided in conversation with administrators
- Awards, recognition. Colleague support;
- Because half of my teaching load is the teaching of research, and MSUM has not found a way to recognize research as load after many years of talking about it;
- Because half of my teaching load is the teaching of research, and MSUM has not found a way to recognize research as load after many years of talking about it;
- Constant support from department and the dean;
- Continue my contract for 15 years - as I was fixed term!! Now I am a permanent employee - so my rewards come from the appreciation of the students and the faculty I work with in the department, the Dean and the Academic VP;
- Discussion of teaching by colleagues, emphasis on teaching in PDP process, eagerness of colleagues to discuss initiatives to reshape curriculum.;
- Emphasis on teaching in the PDP process;
- Evaluation comments from the Vice president Midgarden;
- Excellence in Teaching awards; opportunities for Faculty Development Grants and reassigned time applications; sabbaticals.
- Feed back and encouragement from the Dean and Vice-President in regards to Progress Reports. I greatly appreciate student's gratitude for my teaching;
- Feed back and encouragement from the Dean and Vice-President in regards to Progress Reports. I greatly appreciate student's gratitude for my teaching;

- Generally supportive of the discipline in which I teach; recognizes the valued role it plays in attracting new students and graduating successful majors;
- Generally, I feel support from both colleagues and administration. There is no question that the attitude on campus is pro-student--and for that I'm grateful. On the other hand... (See my response to the next question.);
- Give out teaching awards, but more could be done;
- Gives credence to the student voice in tenure and promotion decisions;
- Good feedback from Deans on my performance (and even the VP!) Receiving teaching and research awards. Receiving faculty grants on research important to me and my field;
- Good intentions on this point are not well expressed in actions. MSUM needs to work on this across the board!
- Good question. I feel my teaching has value from feedback from students and my department colleagues, but not necessarily from the university. However, President Barden's verbal support of faculty is always evident when he speaks to us at the opening faculty meeting and the faculty dinner;
- Honestly, very little. So much emphasis has been placed on research that the teaching seems to be lost. The pressure to increase class sizes, the high credit hour load, and the other expectations outside of the classroom all serve to send the message that our teaching is not as important;
- I am not sure how to answer this. The teaching load as such makes it hard to allocate as much time as I would like in preparing classes. I have not received feedback from the institution to suggest that my personal teaching is valued. It's not clear how teaching outside the classroom, for instance, is evaluated. The feedback I get is mostly from my students and colleagues, not MSUM as such;
- I believe I've been recognized informally many times for my efforts;
- I believe that the university administration values the work of the librarians; I'd be happier if I saw more administration members \_in\_ the library or, at least, work with the several librarians in information-seeking;
- I can't think of anything;
- I do not worry about this it is part of my job. I know that my student appreciate me and that is all of the satisfaction that I need;
- I don't feel that individual teachers are valued at MSUM but I believe that MSUM demonstrates that it is interested mostly in teaching because of its LACK of interest in other areas of academic life;
- I don't feel that individual teachers are valued at MSUM but I believe that MSUM demonstrates that it is interested mostly in teaching because of its LACK of interest in other areas of academic life;
- I don't know how to respond to the question;
- I don't know that they have done much except when renewing contracts, it is mentioned with the PDP;
- I don't know;
- I don't know. I can't say that I always feel valued, despite the amount of time I have put into planning assignments and projects and into grading. Sorry!

- I feel as though I'm always having to prove myself; that the value of my teaching rests on what students say in the evaluation forms. Feedback from peers is the most supportive thing that happens;
- I feel very supportive by Dr. Ficek and Ms. Hoppe; I always feel encouraged to be innovative;
- I find that MSUM places a large emphasis on teaching as part of tenure and promotion process, perhaps larger than most universities. I think this should continue, and maybe even increase;
- I get that feeling more from students than I do from MSUM;
- I get this feeling at present from general administration comments;
- I have always felt that MSUM values good teaching. It is the one issue that always counts in evaluating faculty for tenure and promotion;
- I have no way of knowing how MSUM feels about my teaching. It's pretty discouraging;
- I have not received any complaints from the administration. Otherwise, I am not sure MSUM as an institution knows what is happening in my classes. No feedback suggests that might be the case. Only when there are problems is there a response;
- I know my colleagues in my department value my teaching and contributions to the department. I am not sure right now about the rest of the campus;
- I really like the PDP and PDR system, with the 5 areas and teaching listed first. My colleagues remind each other of the importance of teaching and learning above all else we do;
- I simply have no idea whether MSUM values my teaching or research;
- I simply have no idea whether MSUM values my teaching or research;
- I teach classes as an overload, so this may not actually apply to me;
- I teach literature and until now the liberal studies commitment to the teaching of literature has made me feel that the university places a high value on my work;
- I think it's pretty clear that good teaching is the key to promotion;
- I think MSUM administration shows that what we do is very important;
- I think the PDR comments that are made by the Dean and Vice President indicate that teaching is valued. At the beginning of each school year, President Barden's remarks to the faculty certainly show how he values the faculty and teaching;
- I truly feel that MSUM values all of the criterion equally, and that is pretty unusual in Higher Education;
- I was impressed that President Barden acknowledged the faculty was what made MSUM the great college it is in the opening convocation. It isn't facilities; it isn't programs but the faculty that makes impressions on students. I felt validated in what I do by that public recognition;
- IFO faculty research/growth funding!
- I'm asked regularly to conduct workshops. The evaluation criteria on the PDP include teaching. I've been promoted. I've received a teaching award in the past. I've had financial support in the past for attendance/participation at teaching in higher education conferences;
- I'm not sure I can identify anything the university does specifically, although I do have a sense that teaching is held in high esteem by my Dean and by VP Midgarden and President Barden;

- I'm not sure. It doesn't seem as highly valued as in my earlier years with MSU when heavy teaching loads (and frequent overloads) were the order of the day. Now it seems that good teaching is simply assumed to happen and we're supposed to be spending time on scholarly activity;
- In a general sense, awards for teaching are given out. There are supports for teaching technology training. Course loads mean that many of us will not be where we would like to be in each particular course and will have to be at 80-90%. Teaching schedules and loads would have to change;
- In my experience here (this is my 5th year), I have found a few good friends/colleagues who enjoy and come alive when discussions emerge about teaching and learning...the number is very small (3 - 6)...it is not a value shared in the department in which I work...there is a strong status quo ethic that frankly stalls any new thought or consideration of a new thought...I have found a crucible upon which to create new energy out of my department and it is working well for me;
- In the promotion and tenure process, much emphasis is placed on area one of the PDP (Teaching Effectiveness). I feel as though my efforts in this area are recognized and valued when my progress is reviewed by my department and by my dean;
- It is clear from evaluations by the administration as part of the PDP process that those in charge really do value good teaching and really appreciate efforts by faculty to assess their teaching;
- It is clear from the respect I get from my colleagues and my chair that they value the time and effort I put into teaching. PDP goals and reviews by the dept and the dean stress evidence of teaching effectiveness and praise both effort and performance in this area. Support for improvement in teaching is evident at many levels (prof development activities, reference materials, mentoring, technological support). Grants and awards are geared toward effective teachers;
- It is emphasized in the PDP/PDR process. It is rewarded through the Excellence Awards and there are many events and programs related to promoting excellence in teaching. Excellence in teaching was also clearly part of the hiring process, for me and others hired in my department since then;
- It is one of the evaluation criteria. It supports the Talking about Teaching Program (Steve Grineski);
- It is the most important element in the promotion and tenure process;
- It keeps our load reasonable so that I can prepare for classes and give my students prompt feedback;
- It was given proper consideration in annual reviews and in the promotion process;
- I've been blessed by a supportive chair and faculty who encourage me to develop new courses and push for greater integration with the goals of liberal arts education;
- Keep class sizes manageable;
- Leaves me alone to develop my own thinking;
- Letters of renewal from VP and President indicating that they have reviewed my materials submitted;
- Make you teach more;
- Many times I feel my teaching is not valued at this university;
- Meeting with the Dean for PDP process. Support from chair and other faculty;

- Most importantly, I have the feeling that my administrators know what I'm doing, support what I'm doing, and care about my well-being as a teacher. Dr. Midgarden is unfailingly supportive, Dr. Enz-Finken is aware of issues we face as teachers in my department--particularly multicultural issues, and Dr. Barden's communications with us ALWAYS convey the idea that "we're in this together," so I feel like a member of a team. I even use some of Dr. Barden's memos in my tech writing class to show them how such an attitude works to elicit cooperation from others;
- MSUM allows adjuncts to attend departmental meetings;
- MSUM emphasizes teaching in the PDP process and gives awards at the Faculty back to school dinner;
- MSUM has always provided me the resources I needed to teach;
- My appointment involves advising, not classroom teaching;
- My Dean's review of my teaching materials made me feel as though my teaching is valued;
- My department continues to be supportive, as do most of my fellow instructors from other areas of the university;
- N/A;
- No idea;
- Not enough. In fact, I have to attend faculty development days rather than working on classes;
- Not much;
- Not much;
- Not much sometimes--there are so many committee meetings throughout the academic year and faculty members are expected to be recruiters, ambassadors, PR reps etc of MSUM--it feels like teaching gets lost in the shuffle at times;
- Not much;
- Not much;
- Not much;
- Not much;
- Not much. It all depends on the senior faculty. In my department they mainly criticize with no constructive feedback at all;
- Not quite enough . . . I'm not sure that people even within my department, let alone outside of it, are fully aware of what I do. On the other hand, working to keep class sizes small is a sign of appreciation for what I do;
- Not sure;
- Not sure--I'm an adjunct who is hired semester by semester;
- Not very much. Our workload precludes excellence. More to the point, I sometimes feel as if the administration finds faculty a necessary inconvenience: Students matter and administration does the real work, while faculty need to be watched closely to make sure we aren't sloughing off;
- Nothing;
- Nothing;
- Nothing;
- Nothing;
- Nothing;
- Nothing;



- Nothing;
- Nothing;
- Nothing;
- Nothing comes to mind, but I do feel my teaching is valued;
- Nothing in particular;
- Nothing in particular once promotions and tenure are achieved;
- Nothing that I can think of;
- Nothing that I know of. They do not measure actual classroom results, only things that draw attention to the teacher. I know of a teacher that got a teaching award, but is not a good teacher. Politics plays a major role in who is valued here. I know of another teacher that gets amazing results from her students, but I've never heard her name mentioned at award ceremonies;
- Nothing, I feel the university is not supportive of quality instruction. Outside of the sciences, the administration appears to only be interested in computer based correspondence education;
- Nothing;
- Nothing. We are a "teaching institution," but we are asked to do so many other things besides teaching that HAVE to be completed that it often feels that teaching is the last thing that is valued. There are so many reports to do, committees to be part of, etc. Besides that, we are very much expected to publish and present in our college (made evident in our PDP discussions), which takes up a lot of time. Also, our department is very short on faculty, so we teach overloads and advise a ridiculous number of students, which takes a lot of extra time. When all of these things that have to be completed are done, there is no time for prep or grading. I find myself bringing home prep and grading at least two nights a week and on the weekend, besides having to write and do research for articles. I do not feel that all of these requirements should be taking up my nights and weekends because this is my time to spend with my family. This time is also needed to step away from work and unwind - it is only the middle of fall semester and I feel burned out already!
- Offer multiple teaching and learning events and give awards to faculty. It is viewed as a primary category for job retention. However, I do feel that there is a mixed message given about the "value" of teaching;
- Our Dean, Kathleen Enz Finken, has been a driving force in making sure that the faculty not only feels valued, but can continue to work in a way that promotes a "healthy" balance between work and outside activities;
- Our president always says good things about us and, I think, he really means it. I see the value of my efforts when I see the achievements of my past students;
- Part of performance evaluation and University teaching award;
- Part of the review process (PDP - PDR);
- Pay me; provide benefits, not much more;
- PDP monies for conferences, faculty brown bags & technology assistance and training opportunities;
- Peer support within my department. Acknowledgement (tenure and promotion) by administration. Funding thru faculty dev. Grants;
- Positive comments from dean and president on annual report;
- Professional development days are very important and appreciated;
- Provides academic freedom. Creates the infrastructure that allows faculty to function;

- Provides lots of quality support services;
- Provides true academic freedom;
- Providing seminars on pedagogical efficacy;
- Recognition from my faculty and from the college administration;
- Recognizes and supports it;
- Remarks from the dept, Dean, VP, and President were made in my annual eval prior to receiving tenure. No positive feedback (except for student comments) after tenure;
- Require evaluations, but understand how effective they are or are not in determining a professor's level of teaching;
- Some; because I am MSUAASF, there tends to be less recognition, even though I have some excellent content expertise ... in the hierarchy, IFO takes precedence;
- Student reactions are what make me think teaching is valued;
- Students comments are the most meaningful and effective
- Support for teaching and pedagogy--thru faculty development offerings and the emphasis placed on teaching in the PDP process;
- Supported through the PDP process. Provides opportunities for development of teaching skills;
- Supports deans who take the time to meet with instructors regarding PDP and who actually discuss professional development ideas and who make suggestions to solidify the plan;
- Talk about teaching when discussing the university. MnSCU Chancellor's office does not seem to share or articulate that teaching is important;
- Teaching is criteria #1 of the pdp process;
- Teaching is emphasized in the review process;
- Teaching workshops are frequent and varied. My Dean focuses on teaching in my 4-year PDP. The faculty. Departmental committee on Promotion, Retention, and Tenure-- on which I serve-- emphasizes classroom instruction when it examines the dossiers of faculty under consideration. The institution recognizes teaching in its annual Awards Banquet;
- Tenure and promotion;
- Tenure and promotion. Collegial atmosphere;
- That's a good question. I suppose they emphasize teaching somewhat above other activities in the performance review process;
- The Academic Affairs Excellence Awards is one way in which I perceive a MSUM commitment to teaching;
- The department I am with has made it apparent that I am valued;
- The encouragement I receive from my colleagues in the department where I teach;
- The students share comments that make me feel it is valued;
- The students who go out of their way to let me know that they valued me as a teacher, and some other faculty who recommend me to their students. But MSUM, the institution, does not make me feel that my teaching matters;
- The talking about teaching program clearly shows the emphasis that is placed on classroom performance. Furthermore, we often discuss classroom concerns around the office;
- The teaching award makes one or two of us per year feel that our teaching is valued. Also, the faculty development committee reinforces the value of teaching;

- There are several programs--such as the Talking about Teaching Program--that indicate the emphasis MSUM places on teaching. My colleagues have also been open to many informal discussions about pedagogy. During New Faculty Orientation, furthermore, teaching was repeatedly emphasized. I also have been encouraged to pursue pedagogical research in addition to research into my specialty area;
- There is limited campus wide recognition for persons who engage in extraordinary efforts and faculty development activities certainly suggest a value, but I am not certain that MSUM has fully created a culture that celebrates and emphasizes education for the whole community...and that is what would really make teaching something that is valued;
- They give awards to outstanding teachers. They offer brown bag workshops, talking about teaching \$\$, book workshops, etc. to aid us in teaching;
- They make me do a whole lot of it!
- They pay me. And they do allow those of us who want to focus on teaching the free hand to do so;
- They stress excellent teaching and provide a lot of support in order to make sure that it will happen;
- Things said to me by Vice President Strong;
- Through broadly defining professional development, scholarship, and teaching effectiveness, MSUM does not overly emphasize publishing and traditional research. This, in effect, serves to value teaching above those other endeavors. Further, it seems to be acknowledged that because of our relatively heavy teaching loads, we really must value teaching above other activities. Certainly, faculty can obtain research grants to buy out teaching time, but this is dependent on the availability of monies and personnel to serve as adjuncts for courses. Another way that teaching is valued on our campus is via the activities of the Faculty Development Committee which offers a wide variety of opportunities for faculty to engage in the scholarship of teaching. Also, the Academic Affairs awards for teaching (and other activities) serve to value teaching at MSUM;
- To me teaching is a calling, and I enjoy teaching because the job itself is rewarding to me. In any case, I believe MSUM appreciates my teaching in several ways, such through the administrative leadership's acknowledgement of general appreciation of the teaching faculty verbally or in writing, and last but not least, through continuing to hire me as an adjunct /fixed-term instructor;
- University probably does not do enough in this area; I know some teachers work hard and feel undervalued;
- Very little;
- VP Midgarden takes the time to write wonderful evaluation letters. I also receive feedback from the dean and chair. Excellence awards -- I hope to get one some day;
- Well, I don't get yelled at by administrators when student evals. Are negative. I feel I have a large degree of autonomy in teaching;
- Well, I get most of the positive feedback from so many warm students who are so appreciative of good teaching. But enthusiastic department evaluations, encouragement from dean Jeppson following scheduled professional development reports, and excellence in teaching award have all been very affirming from the institution above the student level. Heh, promotion also!

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- Word of mouth feedback from other professors.

**WHAT WOULD YOU LIKE TO SEE MSUM DO MAKE YOU BETTER FEEL THAT YOUR TEACHING IS VALUED?**

- A straight up 3/3 load, with the regular option for reassigned time. Teaching less means teaching better;
- Actually value it! Provide support for equipment and technology beyond just computers. Provide adequately sized facilities to allow for innovative teaching methods as well as advanced level curriculum. Provide adequate support staff to allow faculty to concentrate on teaching and research instead of facilities and logistics;
- Allow researchers to teach less and work with students more;
- Although the Fac Devel Comm offers some fine workshops, the timing is often difficult to fit into my schedule with so many other demands. A university-wide "meeting window" (i.e., a time slot with no or few classes scheduled) would be helpful for these, and similar, workshops. The teaching load is a serious challenge to continuous improvement of teaching and more opportunities for reassignment time for course development would be a strong signal of valued teaching.
- As a liberal arts university, I would like to see us emphasize the intellectual value of the educational experience in more meaningful ways. I think students come to MSUM not ready (or at times, willing) to perform at a level we find at other institutions in the Midwest;
- At this time, I feel as if my teaching is valued. Perhaps inviting more outside speakers to discuss pedagogy would even further signal MSUM's concern with it, although we have several guest speakers in this area coming to campus this semester;
- Be better at reviewing and analyzing ineffective faculty. It seems all are rewarded equally;
- Be more open and up front with changes that are happening and/ or to be happening;
- Be more willing to allow workload credit for course development, especially new courses. Award workload credit for independent studies, thesis advising, and clinical coordination. Give a little breathing room in the 12-credit workload to allow for teaching improvements. Give more non-instructional days for course preparation and evaluation;
- Beats me. To me the existing structure seems fine for confirming and appreciating the value of good teaching;
- Because we have such a heavy teaching load, more release time would help with my other classes and give my more time with current students;
- Better funding for participation in professional development outside the university;
- Better technological consistency across the classrooms;
- Better technology;
- Bonus;
- Bring in speakers on teaching effectiveness; presentations on adult learning, teaching methods, creating a healthy classroom culture, its;

- Can't think of anything--institution's support for teaching seems fine right now;
- Conduct student polls to actually see who are the better instructors and reward them accordingly;
- Consider teaching to be the most important criteria when tenure and promotion decisions are made. Teaching at MSUM is becoming more difficult and it is difficult to maintain standards. Sometimes the faculty are not even certain that MSUM really wants to maintain standards;
- Decrease the teaching load;
- De-emphasize the connection between scholarly activity and promotion in favor of strengthening the tie with effective teaching to promotion. Provide more opportunity for release time for course development. Provide more paid duty days prior to the start of each term to prepare course materials for the coming semester. (Two days without other meetings or administrative tasks would be my preference.);
- Disband the Liberal Studies Task Force before it can diminish MSUM's commitment to the teaching of literature;
- Do you mean to make? Support for program positions;
- Don't know;
- Equalize resources so that those who teach most get in on some of the rewards--like space, equipment, and faculty positions;
- Financial incentives for good teaching;
- For an adjunct, this question--even disregarding its mangled syntax--is a ghastly joke;
- Give awards to teachers based on students' evaluations, nominations and elections;
- Give me reason to believe that I will continue to have employment, not just be denied benefits year after year. I have gone from adjunct to fixed term and now am again an adjunct...
- Go back to the system of recognizing good teaching w/ actual bonuses (not built into base salary). Put some money where the mouth is;
- Good question. Perhaps the problem is more societal and less institutional;
- Hire me on a full time, tenure-track basis rather than a 9 month uncertain basis. That being said... teaching for me is not about receiving awards or being recognized by my colleagues or supervisors. Teaching is about what happens in that sacred triangle of student-facilitator-and content. When I see the light go on in a student who has been struggling with a concept or topic... when I am approached in the hallway by a student who made a connection between course content and a real life situation... when I see students huddled together in small groups wrestling with difficult concepts; debating, deliberating, questioning... these are the rewards that fuel my desire to step back into that classroom day after day... week after grueling week... and harbor the hope for one more year spent in such a dynamic environment;
- How is ineffective teaching treated? What is done, on the departmental or institutional level, that when teaching isn't effective or teachers are not perceived by their students as being effective?
- I am always going to give an all out effort to provide students my best teaching effort regardless of how MSUM recognizes teaching how is valued;
- I am not sure how to change this. It would need to begin at the department level, I feel and filter up to the administration. This is a very good question;
- I believe there should be college level recognition of teaching;

- I believe MSUM must try to provide more support for teaching in terms of lab equipments and instruments;
- I believe that smaller class sizes in non-lecture classes, in writing-intensive classes, and in classes with at-risk students would be a way for MSUM to show that it cares about teaching and about students;
- I believe that smaller class sizes in non-lecture classes, in writing-intensive classes, and in classes with at-risk students would be a way for MSUM to show that it cares about teaching and about students;
- I cannot think of one thing, but in general, I would like to see the Administration start to talk about it in their general all-campus meetings rather than highlighting only those who have won grants or awards;
- I don't agree with the present method of faculty evaluation;
- I don't know, frankly. There are brown bag discussions but I don't have time to attend them most of the time. Have adequate staffing and schedules to allow for more concentration on improving quality;
- I don't like singling out one person as outstanding teacher--maybe some kind of reward for all teachers that have been faithful servants as teachers and student advisors;
- I feel as though I am spending less and less time teaching and more time being on graduate thesis committees and other committees. There is no financial gain or acknowledgement for all the work done with graduate students;
- I get value enough, knowing that my students are getting what they need from me. I do not need awards and such. What I would like is for the administration to get department budgets up to a level where we don't have to beg for things we need. That would make day to day frustration levels lower, which would help us to concentrate on teaching;
- I guess I don't need much more - historically I know teaching is valued here. I just want to be sure the students who want to learn have the opportunity to do just that and are successful in my courses;
- I have no idea what MSUM can really do about this...but here goes...much like previous universities where I have taught, MSUM mirrors a disappointment in how full professors often (not always...but often) fail to cultivate the capacity of asst and asso profs...I am stunned by some full professors who simply do the minimum amount of work...or less...and get by and who will take liberties in the pdp process to slice hardworking-vision driven asst/asso profs to shreds and call it feedback...again, I have seen this elsewhere as well as here at MSUM...it really wears me down when that game playing starts...the mindlessness of it is beyond me...so I find like meaning colleagues who are vision/value/belief driven and work with them;
- I think MSUM DOES value good teaching, and it demonstrates as much in several ways;
- I think the reverse of the situations I identified under #11 would go a long way to making me "feel better". While research can be valuable, making that a requirement of employment and promotion suggests that good teaching alone is of little interest on campus. We would do well to remember that we are a teaching institution, not a research institution;
- I think the University should have formal review of the course evaluations and make adjustments when students say their learning experience is not positive. There doesn't seem to be any checks and balances in place to ensure that students are being served the best possible;

- I think they do well, but may want to stress teaching to a greater degree on the PDP and evaluation;
- I would like MSUM to provide research time to study and report on effective teaching;
- I would like the rising costs of information in its various formats to be acknowledged by the administration. I would like some reassurance that the administration does not view the library as a fiscal black hole, but rather as an essential component in faculty and student development;
- I would like to see more attendance by administrator's at my department's events.....they are all very fine people, but they don't come around too much;
- I would like to see sabbatical come to mean what it should; a leave needs to be on a seven year rotation to maintain a faculty of research involved and enthusiastic learners. We need to demonstrate that we practice what we teach and to have the support to do so;
- I would like to see some means of rewarding the faculty and departments that teach enormous FTE numbers (often higher than college goals), while at the same time encouraging a rationalization or more even field;
- I would like to see that attitude mentioned above trickle down from the President to the Deans. I would like to see all departments recognized for their efforts whether they are a large or small department;
- I would like to see the Administration more uniformly and consistently apply the five criteria for evaluation and assessment that comprise faculty Professional Development Plans/Reports. There seems to be much variation in how Deans and the VP for Academic Affairs define scholarship, professional development, teaching effectiveness, service to students, etc. I believe this variability speaks to gaps in communication between and among Deans and the VP for Academic Affairs. On a more technical level, I believe MSUM could do much more in the way of statistical processing of course evaluations at the end of each semester. Currently, we can use our own evaluation tool or--quite frankly--the extraordinarily weak and ineffective tool agreed upon by the IFO and Administration. The Computer Center will process scantrons for evaluative purposes, but it is up to individual faculty to decide what to do--if anything--with their course evaluations. I believe this approach (non-approach??) sends the message that teaching evaluations really aren't too important. I am well aware that other campuses process evaluations differently and in a way that forces comparisons among individual courses within a department, within a college, and across the university. NDSU has done this for years, as does other MnSCU campuses, the U of M, and many, many others. At MSUM, we would do much to show that teaching is valued by revisiting the "official" course evaluation tool and the statistical analysis of evaluations. I would love to see professors have the opportunity to specialize their professional development in ways beyond the typical expectations in the 5 categories. Instead of a blanket expectation to publish and present as part of scholarship, I would appreciate the department, college, and university viewing efforts to improve pedagogy (through ongoing professional development, collaboration with area teachers and schools, or some other planned action) as a valuable demonstration of scholarship. In other words, those who feel drawn to research can continue to do so, but those of us who would like to invest our time and efforts in pedagogical innovation would be able to focus on that in a thorough way that replaces the expectation of the typical "research-present-publish" cycle;

- I'd like to see the university acknowledge that each discipline has its own standards and criteria and grant each department a lot more autonomy to fulfill those standards and criteria. I feel as if departments are micromanaged within an inch of their lives. I'd like to have the tools and facilities to do my job: In the past decade nearly all money has gone to business and science. Arts and humanities disciplines barely have smart classrooms;
- If we really valued teaching, we would not expect faculty to teach 4 3-credit classes (or the equivalent) every semester on top of other commitments. I think faculty would appreciate a way for any faculty member to (for lack of a better way to describe it) earn "frequent teaching miles" that could be redeemed every other year or so for a credit or two of teaching reflection time within the semester. We could also recognize and build into load considerations the fact that online teaching requires a SIGNIFICANT investment of faculty time and effort--both to design a course and to teach it, regardless of how many times the faculty member may have taught the course previously (and by the way, we should provide additional personnel to Rhonda Ficek's department so that she and Barb Hoppe aren't run ragged trying to help all the faculty who want to do online teaching. Otherwise, they are going to burn out and we will all be VERY sorry when they do). We should find a way to address the inequity of course size across departments (e.g., even though they might both teach "12 credits," some faculty routinely teach classes of 4 to 10 undergraduate students each semester while others routinely teach courses with 30+ students each semester). Perhaps we should either adjust faculty loads to recognize the demands larger classes make on faculty (much like we already do in recognizing the differences in graduate/undergraduate teaching) or mandate that courses with consistently low enrollments be taught every other semester. It would also be beneficial if we could find ways to help some of the tenured and/or full professors understand that they must continue to grow as teachers. Some of these individuals seem to just brush off student concerns about teaching effectiveness and continue to teach as they always have. At the same time, some of these folks are very quick to point out weaknesses in probationary faculty members' teaching. I'm now a tenured faculty, and I hope I NEVER lose my desire to improve my teaching. NO faculty member is so good a teacher that he or she can afford to stop listening to student concerns and using them to improve his or her teaching;
- I'm not sure it's the job of MSUM to do that. As self-regulating professionals, we have to count on personal responsibility to motivate;
- I'm not sure;
- I'm not sure. I love to teach and I think I do a great job. But it takes a lot of time and constant innovation to stay on top of things and be in tune with students. I think I do it pretty well. How does my commitment to teaching compare with others? I don't know. Is it just a matter of my own conscience, my integrity? Does anyone else notice? Not that I am aware;
- I'm not sure;
- I'm ok with the way it is;
- In some departments, I think it is clearly evident that teaching performance is highly valued;
- incentive pay or some kind of recognition other than once-a-year AA awards;
- Include MSUAASF faculty in more faculty events and in dept. activities; even if someone is an adjunct, it is wise to make sure they feel like part of the dept. and understand program priorities and how their classes fit into the curriculum;



- Increase its multicultural diversity in curriculum, faculty and staff representation, so more diverse voices participate and are heard on this campus. More opportunities to team teach and to take advantage of interdisciplinary collaborations;
- It shouldn't be the case that student ratings of an instructor are the predominate (and sometimes sole) criterion used in assessing the instructor's teaching effectiveness. This is the most self-destructive thing about higher education today;
- It would be nice to not have conflicts with classroom usage. For example, during science dedication, much of the science lab building was difficult to use for classes. Also, I have had to postpone classes because special workshops took precedence in classroom space. It would also be nice to have better facilities;
- Keep classes small and provide additional faculty to programs that are growing;
- Lessen other expectations such as service, research, and scholarship, because that is nearly impossible to fit in when one is teaching 12 credits;
- Lighter load;
- Look at faculty loads. Officially recognize the importance of teaching over research and scholarly activities in tenure and promotion decisions;
- Make teaching the most important element of the PDP process;
- Many classrooms are poorly equipped. Such uneven "tech" capability is frustrating and not at all efficient;
- Merit pay;
- More grants for faculty who wish to stretch their programs/create new ideas;
- More of a campus-wide focus on teaching styles, learning styles, highlighting effective teaching and why it is effective. This would be something that is heard/seen on a regular basis - perhaps in Continews. More time to do all of the outside of the classroom work of teaching. Take office hours into consideration when scheduling meetings for example.
- More of the same;
- More recognition programs;
- More recognition programs;
- More teaching awards/recognition at all levels (dept, college, university: e.g., best new course; most creative/innovative instructor; students' choice award; best in certain area or college, etc.)- It may not be "politically correct" to have "best", but without recognition, what happens to morale? Reduce course load to acknowledge how teaching is important instead of taken for granted;
- Most of the sense of not being valued comes from outside the university: Including from MnSCU board and state legislators. I'm not sure what MSUM can do about this except to sometimes appear to be on the side of faculty, fight for us, defend us publicly, which of course carries its own costs;
- MSUM should understand more clearly that scholarly research is necessary for better teaching. Reading only the textbooks that students read does not prepare professors to teach better and deeper;
- My appointment involves advising, not classroom teaching;

- My number one concern is workload. When I arrived here a dozen or so years ago, my teaching load, invariably, consisted of three courses per quarter. Now, typically, I have a 3-4, or a 4-4 load. Not only that, I rarely have fewer than three separate preparations in a semester; sometimes four. In other words, I teach more courses, and more students now than previously. That translates into more time and more energy, of course. It also means less time and less energy for professional development. The most important thing the administration could do--both for faculty and for students--is to reduce teaching load to three courses per semester. Morale among faculty would improve; the quality of education would rise; and professors would have considerable more energy for professional development. My students make me feel valued. Isn't that enough?
- N/A;
- N/A;
- No idea;
- Not rely on presenting and publishing as such a high criteria for promotion when we have strong teaching loads that don't allow for extensive travel without jeopardizing our teaching responsibilities and efforts;
- Not sure;
- Not sure;
- Not sure;
- Not sure!
- Nothing;
- Nothing;
- Nothing - I think I am valued for my teaching. I would like more support and encouragement for scholarly activity, however (i.e. publishing work and obtaining and managing grant money);
- Nothing at this time;
- Nothing. Based on evaluations and interactions with students inside and outside of class, I feel my students value my teaching. I don't require institutional affirmation;
- Nothing. I already feel appreciated;
- Notify professors who are excellent teachers in writing--let them know that their efforts are valued. Don't use the faculty dinner to recognize some faculty. The awards have become political and interfere with positive morale. Value teaching as much as research in promotions;
- Number one: reduce the number of credit hours we teach. None of my friends across the country teaches a 12 hour load each semester! They are amazed I do any publishing at all;
- Offer more workshops on in-class and assignment-writing strategies and fewer on the "software-application-of-the-week." Also, hire someone to ease the advising loads of my colleagues in the Corrick Center. How can I concentrate on teaching with 80 advisees?
- Often, we see publicity about those faculty securing the highest grants, but I don't think we see or hear enough about those faculty who are well liked and respected by both students and their peers;
- One week shorter semester (instruction days) and then have time for curriculum development with support staff available. Other support available as identified;

- Pay me more money, and at the same time stop loading me up with all this non-teaching work that I'm constantly expected to do, like spending time in committee meetings that have limited power to do anything and which generally lack leadership. MSUM doesn't value teaching until MSUM creates the working conditions that make tenure and promotion mainly a decision about teaching ability. I have never heard of anyone being denied tenure because he/she was a poor teacher. As it is now, the junior faculty in my department knows that you can be a merely adequate teacher but, if you don't make waves and have friends in the department, you'll get tenure;
- Peer coaching of classroom and handout material from time to time;
- Perhaps offer training that would benefit all, and in particular new faculty. In my discipline it appears now that some programs offer training in teaching, but not all programs do that;
- Perhaps our top administrators should cease to see the faculty as "favorites" or "non-favorites." Visit with faculty members who have achieved progress in teaching and research to express appreciation. This is better than giving awards to a selected number of "favorites"
- Perhaps our top administrators should cease to see the faculty as "favorites" or "non-favorites." Visit with faculty members who have achieved progress in teaching and research to express appreciation. This is better than giving awards to a selected number of "favorites";
- Promote more cross-departmental observation and dean involvement in day-to-day teaching tasks. Work to reduce the semester length from 16 to 15 weeks so that faculty have more non-teaching duty days to prepare for classes and so that time spent in class is more rewarding (this is the model practiced by Mankato State). Offer more incentives to professors to use non-objective testing methods, such as essay exams, so that my students do not resent my use of these methods;
- Provide more opportunities for professional development;
- Provide more time to be able to thoughtfully consider and implement changes that would improve teaching and learning. Decreasing course load would be a big help;
- Provide reasonable teaching loads;
- Provides even more quality support services, and better new faculty orientation;
- Provides more economic support to Departments so the basic equipment needs are fulfilled. Electronic boards and technology;
- Raise or maintain high standards and support the instructors who do;
- Reassigned time or stipends for curriculum development;
- Reassigned time or stipends for curriculum development;
- Receive a yearly visit to each of the departments on campus from the president;
- Recognition on the College and department level in the form of a distinguished teaching award. I have been at the university for almost 6 years and in that time have put all my energy and efforts into providing the best experience possible for my students and I don't see any recognition for doing so from the university. I have colleagues at other universities who have received Deans awards for excellent teaching who I consider are doing less than what I do. I don't understand the process or selection;
- Recognize research mentorship as teaching load;
- Recognize research mentorship as teaching load;
- Recognize the work of more than a select few;
- Reduce FAR teaching loads to 18 credits total for the academic year! This is probably an IFO issue?

- Reduce teaching load on a regular basis to allow time for research;
- Reduce teaching load on a regular basis to allow time for research.
- Reduce teaching loads!
- Reduce the number of preps - I routinely teach 3 and 4 preps (granted, I am from a small department but there is no recognition of that when "all departments" are expected to do XY or Z) I sit on 2-3 committees on campus and 2 off campus as a community service. Research and participation in all things is very difficult with a small department and as a result our faculty end up "doing" much more than other faculty;
- Reduce the teaching load a bit so I don't have to make a choice between preparing for classes (obviously an important part of teaching) and spending more time with research students (who are also relying on me for an important part of their education). Research for its own sake is not a part of the mission of this institution--which is fine--but research as another means of educating students is as important in the sciences as regular performance and practice are in music or exhibitions are in art. The institution, if it really wants to foster an environment in which the teaching of classes is excellent \*and\* there are excellent research opportunities for students \*and\* faculty remain engaged in the community and in university governance, needs to work towards a lower teaching load. Another idea is for the institution to find ways to honor and recognize more of the faculty for their teaching. Simply increasing the number of awards for excellence in teaching doesn't seem like the way to go. Perhaps something like highlighting an instructor per month or per week, emphasizing a technique they use that is of broader interest, or their effectiveness with students might be a way to go. Reduce the teaching load and class sizes so that we can continue our commitment to quality teaching;
- Reduced load would allow time to be a more effective educator. Increase pay :);
- Rely less on student evaluations to make terminations about effective teaching;
- Remember our mission. Sometimes I feel that those who do a lot of research and less teaching are given most of the credit;
- Require narrative feedback concerning instruction of each course in Retention, Tenure, and Promotion. The administration could provide 3-4 different models of narrative feedback as examples;
- Some people work very hard at their teaching and, as a result, do not become involved in a large amount of other university responsibilities. However, because good teaching is "expected" these individuals do not get the same recognition that some others may who are into everything else there is on campus but are slighting their teaching duties in the process. I don't think I answered the question really but I think there could be more recognition of people who are "just" good teachers but not campus superheroes;
- Some way to assess if the students in each class are actually learning anything. There are a lot of classes with virtually no one making less than a B. I don't think that helps learning. I also see vast differences in performance at upper levels between students who had different professors for pre-reqs. I think, however, the professors who prepare students less well are the more popular with students and generally get better evals. Actual learning by students would be an important counterpoint to popularity scores;
- Someone in the hierarchy (whether it's the Pres., V.P. for Academic Affairs, or the Dean of the particular college) should have a familiarity with the kinds of courses I teach and the amount of work that goes into developing the assignments, tests, and other materials for each class;

- Sometimes the overall heavy course load sends a mixed message--- we value teaching but aren't going to give you time to do it well and do ANYTHING else. Also, I feel that more proactive work to "weed out" or somehow motivate change in ineffective teachers would be helpful. I know this is very difficult, but perhaps standard (and quality) teaching evaluations or self-assessments of teaching effectiveness and comparison of techniques used to 'best practice' in the teaching research could be done? It is just a little frustrating to hear MSUM's faculty and teaching being heralded as its strength (which in general is true) but also see several ineffective, unapproachable, and inflexible teachers who continue to operate the same way year after year....;
- Stand up to the "bean counters" as MNSCU who want nothing but more student credit hours/FTE without any connection to quality. Fight to protect small class, particularly at the upper-division level that help students learn more effectively;
- Support faculty sabbaticals as early as seven years. Don't follow the contract to decide when it is that they can give it to a faculty member at the latest possible date;
- Support the faculty on campus better by hiring faculty in areas that need it rather than put the extra load on the existing faculty. Support the faculty's teaching to allow more time for prep and grading by either limiting the amount of other reports, activities, committees, etc that are required or by lowering the amount of credits required to teach each semester so time can be freed up to complete these other requirements. Support the faculty's equipment and supply needs better;
- Teaching awards within department or school;
- Tell advisors not to tell students it is an easy course, as it is very misleading and students become frustrated with the amount of work that is required. Have rooms available for my type of class. I usually get stuck in some small room that makes group activities nearly impossible;
- That question is a mess, but the main thing would be a strong commitment to preserving academic freedom and professional integrity in opposition to efforts to intrude into the classroom from above;
- The adjuncts should be compensated more;
- The amount of time spent teaching four classes leaves little time to do either creative or research project. It would be helpful to have a lighter load. Not necessarily every semester but perhaps a 4/3 load;
- The teaching load is too heavy. Lighten the load so that instructors have more time to work on classes;
- There is a conflict of interest with the student evaluations. If I want to get good evaluations I may need to compromise the integrity and rigor of instruction. I believe the student evaluations reflect more a popularity of faculty ... easy class, not too demanding, etc. I'd like to see faculty rewarded or acknowledged for quality, rigor and student learning instead;
- Unsure;
- Well, be sure that there is a system of recognition in place to honor MSUM's "best teachers" each year. While I wouldn't be so recognized, I still like to see that excellence in teaching is a priority for this institution and that excellence in the classroom is regularly honored;
- Who worded this question?  
Continue the financial support for attending "how to teach" conferences, such as the CTL Conferences in Minnesota;

- Work to increase student understanding that classroom performance (charisma, entertainment value) is not everything. I am a performer myself, but some great scholars here are avoided by students sometimes for being dull or complex;
- Workshops are useful. I suggest that there should be a team developed from the volunteering "best teachers" on the campus. All faculty on the campus who need help with teaching could refer to this team like students refer to "write site" for help;
- would have to think about this for a while;
- You're doing this very well. I think awards like those at the faculty dinner help, and when I received the nomination for the Case award, I felt valued.

### **HOW WOULD YOU DETERMINE IF YOUR TEACHING WAS EFFECTIVE?**

- A poll of graduates;
- Examine the results of testing;
- The quality of term papers;
- Students' evaluations;
- Student evaluations (both ratings and open-ended comments using an evaluation form that is well-developed and also has room for adding course-specific questions);
- Self-assessment;
- Student academic performance;
- Student "beyond the requirements" types of behavior (e.g., asking questions showing interest in the topic and not just what will be covered on the next test, doing creative extra credit projects, coming to my office or talking after class for more information or resources);
- attendance at my classes and general class participation during activities
- I also have had a peer come in and observe me teach and give me feedback. I also think it is very helpful and helps my self-assessment and skill building to sit in on other people's classes once in a while!
- Student learning and competence;
- Student evaluations;
- Ongoing reputation as an excellent teacher;
- Student success;
- Comprehensive and currency of information;
- Varied opportunities for learning;
- Students reactions to work/assignments each day in class.;
- Students ability to complete assignments as required;
- By welcoming students questions to clarify course material/assignments;
- Course evaluations;
- All projects and assignments have a good quality. All conceptual and practical tests are passed, and the grades are high. Students come to me to ask questions and discuss problems on a regular basis;
- As set out in my PDP;

- Assessment of actual learning via pre- and post- tests. The standard reviews can be helpful - if there are comments so you can try to discern conceptual errors, behavioral habits etc. Otherwise the reviews tend to be a type of “beauty pageant”. I would really like to do a post-test after a few years to determine long term retention. For that matter students perception of what course (and hence instructor) was good often changes when they are in their next stage of life (i.e. graduate school, professional job etc.);
- Assessment of student learning plus student course evaluations;
- Assessment of student learning; peer review; student evaluations;
- Assessment, assessment, assessment;
- By being thanked (a) by the student who received an "A" on a research paper, and (b) by a faculty member who sees an improvement either in the research capabilities of students or by an increase in the level of students' intellectual curiosity;
- By charting student improvement, including ongoing student reflective writing. By offering diagnostic and cumulative assignments and tests. By simply comparing work done at the beginnings and ends of semesters;
- By looking at the short and long term attitude and effectiveness of former students in various social settings and in their chosen profession;
- By measuring specific knowledge, skills and understandings of my students (related to the outcomes of the course) at the beginning and end of the course looking for growth;
- By my students' evals;
- By student evaluations;
- By faculty relationships in same content areas;
- By reactions about teaching methods from faculty and students;
- By consistent mentoring with fellow colleagues;
- By student evaluations, quality of student work, student participations in conferences;
- By students' facial reactions, their level of participation and immediate responses in class not necessarily their performance in exams;
- By the comments of students before and after graduation. By their success in grad schools and the workplace. Also, by their remarks on the open ended questions on course evaluations;
- By the level at which my students are learning;
- By the quality of graduates and their ability to function in the workplace;
- Collegial observation & feedback of my classes, videotaping of my instruction & student evaluation;
- Consider the opinions of former students. Also consider whether students were prepared for follow up courses;
- Course evaluations and comments, but I also pay a lot of attention to correspondence from past students who tell me that they have been well prepared for graduate school;
- Depending on the course, I might look for improvement in performance or the ability to demonstrate understanding of new concepts. I consider the student evaluations, and I also include some kind of reflection assignment in my courses;
- Do both summative and formative evaluations of student learning. Read students' class evaluations. Listen to their questions--see what they don't understand;
- Do my students know important things when they leave that they did not know when they entered my class?

- Are my students able to do things / do things better when they leave my class than when they entered my class?
- Do you mean, "How DO I determine if my teaching is effective"; or, do you mean, "What WOULD I do to determine whether my teaching is effective", presuming mechanisms are established to better value teaching? I'm going to assume that you mean the former. . . I determine whether my teaching is effective by frequently soliciting feedback from students about my teaching and their understanding of course material; also, via testing of students, I gain a sense of whether they are grasping the material; also, via pre- and post-assessments of students' learning; also, through short classroom assessment techniques such as a 1 minute paper, I can sense the extent to which students have gained an understanding of an important concept; and finally, via course evaluations;
- Each semester, I ask students to rate how much they have learned in my class compared to other classes they have taken. I also ask student to rate how effective a particular assignment or class activity was in helping them learn the content. When I write student recommendation letters, I ask students to list courses they have taken from me and describe ways in which they have used course content or materials in their student teaching. This provides me some insight into whether or not my teaching has influenced their teaching. I invite faculty to observe me and provide me feedback. I talk with faculty within and outside of my department about teaching. I assess student learning in multiple ways to be sure that they can both identify and apply knowledge gained in my classes;
- Evaluation;
- Evaluations;
- Performance on various assessment vehicles;
- Evaluations, peer reviews from colleagues, and how the class feels overall when teaching. Student ability to complete exercises, exams and papers and participate verbally in class are very important;
- Exam scores, quality of student projects, student feedback;
- Exit exams which test for comprehension of subject matter but are broader than the average final exam;
- Exit instrument at end of course;
- Feedback from graduates in their perception of preparedness for work and/or professional or graduate studies;
- For me, anonymous student evaluations, e-mails from graduates, and cards from former students tell the story. Of course, I care about my colleagues' opinions, but the students' opinions matter much more to me than any other measure. Our students are remarkable, really, and their evaluations matter most;
- Formal and informal student feedback in combination with student performance/outcomes;
- From evaluations, what students say, what I successfully prepare them to do (like work with them to get research experience, internships, jobs, grad school entry) - I know I was effective when my students turn out to be effective;
- From how well the students are learning; whether they stay interested, and their evaluations;
- From the performance of the alumni;
- Good class atmosphere, excellent final exams;
- Good evaluations;
- Growth of student knowledge and enthusiasm for learning;



- How the students perform throughout the semester; changes I see happening in student thinking, successful performance in classroom experiences, high job placements, calls from principals and school officials saying they are pleased, good results at Job Fairs helping graduates get placed. Strong statements from school officials are very good affirming responses. Also, statements from students after they are in the teaching field saying the class or classes were very helpful. All of these have occurred with my PFY students;
- I pay close attention to statement whenever they happen;
- How would I! Don't you mean, "How do I"? Does the university assume its faculty is not currently trying to do this?
- For my situation I find it most useful to analyze the quality of work being produced by my students;
- I always review and analyze my teaching evaluations;
- I ask students a lot of questions;
- I base my teaching effectiveness on the feedback from current students and alumni about their preparedness in entering the work force;
- I do a lot of formative evaluation asking students to comment on what their learning and what activities contribute to that. I look at my overall evaluations. I work to see that my students are meeting the objectives of the course;
- I DO assess student learning outcomes. I believe in some ways this is an even better assessment strategy than course evals;
- I don't believe that student evaluations should be the only source to be evaluated. I would use periodic in class assessment by other faculty;
- I expect students to behave and think like university students...coming to class prepared and will to extend and refine their learning...especially in the social sciences where service to community is essential to the intended outcome of my teaching. Those students who grab onto that view, engage in discussions, actively engage in class activities, come to my office for further conversations, and on occasion say "thanks"...that is reward enough for me;
- I gauge my effectiveness with student evaluations and classroom visits from colleagues;
- I have already determined that my teaching is effective via feedback from students and seeing students work in the community;
- I have an evaluation form students fill out in all of my classes. I also discuss it with them. I also video tape myself for self-evaluation and effectiveness;
- I have several systems for student feedback that give me information about how successful I've been in my classes;
- I have students write on whether the class effectively met the objectives of the course and their personal goals for the course;

- I have the luxury of teaching consecutive sections in my curriculum for intro to advanced. I've been pleasantly surprised with my students retention from section to section indicating to me that I have passed on the required knowledge appropriate to each level of expertise. I also like an interactive classroom environment for my classes. That said, I feel that I am very successful if I get lots of questions both during and between classes from my students. I can lead them down the path and impart the knowledge contained in the text and my experience, but I'm not truly successful unless I impart the desire to keep searching for answers to the new questions that come up on a daily basis for life. I keep an open door policy for office hours, and have been pleased with the amount of traffic that comes through. I am also very mindful of other institutions practices and often consult with peers in my industry to keep abreast of any changes in techniques that come along;
- I have to toot my own horn because no one else will do it for me. I do my own publicity and provide my own reward system by sincerely enjoying what I do and getting satisfaction out of seeing students grow and mature. If I waited to get recognition for someone else, I would have burned out a long time ago;
- I know when I've screwed up;
- I look at how well students perform on their tests and in their written assignments. If I see improvement over the course of the semester, I assume I've done my job appropriately or that the student has persevered in spite of me. If I don't see improvement, I consider what might have gone wrong, on my side or on that of the student;
- I look at the assignments that students turn in to determine the quality of their work. If they have completed the assignment with professionalism, knowledgeability, and effort then I have taught well;
- I look for results in testing and in the published work of students;
- I measure the success (or lack thereof) of my students;
- I rely on a variety of assessment instruments (formal and informal) depending on the learning objectives and structure of the course;
- I rely primarily on student evaluations, on informal comparison/discussion with my colleagues, and on what I glean of standards and practices in academia outside of MSUM through my professional reading. I also have attended and am scheduled to attend pedagogical conferences that allow me to think about, learn about, and consider ways to measure successful teaching;
- I rely primarily on student evaluations, on informal comparison/discussion with my colleagues, and on what I glean of standards and practices in academia outside of MSUM through my professional reading. I also have attended and am scheduled to attend pedagogical conferences that allow me to think about, learn about, and consider ways to measure successful teaching;
- I sometimes hear encouraging things from past students, indicating what I and the university have done has been positive;
- I talk to graduates and former students. I ask how was I effective or could be more effective. I ask how well they were prepared for courses to which my classes were prerequisites. I ask how they use what they learned in my classes in their work or other classes. I ask how I could have better prepared them. This is much more valuable than end of semester student evaluations;

- I think what I read on exams and papers, and what students say in course evaluations are the two primary tools to judge teaching effectiveness. If students can answer questions on exams, and if they respond well on evaluations, then I take that as success;
- I typically have students do an end of semester application project to assess student knowledge and skills. If students can successfully do the project, I assume my teaching was effective;
- I use my evaluations as one benchmark. But I also rely on assessment of student learning and goals of courses;
- I use teaching evaluations;
- I use the TABS evaluation forms here in the CEHS. As well as, structured narrative feedback. Feedback is pretty tough sometimes in that no one likes to hear bad news. You just poured all your effort into delivering a good product and the students find fault with it. That can be very difficult to accept, but if instruction improves next time to offer the course, your ego must be put second to the improvement of the course;
- I would conduct rigorous assessment within my department and then I would compare those large-scale results with a similar, but course-specific assessment;
- I would look at assessment vehicles implemented in my courses;
- I would look at performance in capstone courses and survey students as they graduate;
- I would use student evaluations, peer reviews and the future success of students in upper level courses and following graduation;
- I would use student evaluations. I would also monitor student progress towards meeting specific learning outcomes by analyzing student scores in tests and assignments and the quality of student answers to specific questions that require higher-order thinking;
- Ideally, in first course of a sequence, by my students' success in the next course in the sequence. Otherwise, by their success on the final comprehensive exam. I keep tallies by problem of how they do as a class, and pay attention to consistent problem areas the next time I teach the course;
- If a student calls or emails me after they graduate and thanks me;
- If a student's interest during class increases as the semester moves along;
- If the work of my students reaches a professional level by the end of the semester;
- If my students feel that they can talk to me with ease;
- If I see improvements in my students' writing;
- If my students are growing in their ability to think more critically and growing in their love for learning then I think I am being effective. Often I get glimpses that this is happening from students either in class or in discussions outside of class. Sometimes I will get comments to this effect on student teaching evaluations;
- If my students respond positively and demonstrate real learning, particularly in the development of their critical thinking and communication skills;
- If my students successfully meet the course objectives;
- If students/alumni get challenging jobs/internships, say thank you, and/or return for advice when making career changes or considering graduate or professional study, then I feel that what they have learned has supported their decision-making process and their ability to convey what they have to offer as they search for and find a way to be of service to mankind;
- If the students are able to achieve the level of critical thinking necessary to master the writing assignments, I feel that my teaching is effective;

- If the students learned what I set out to teach them. Also their feedback in course evaluations;
- Immediate effectiveness can be determined by students' performance in assignments.
- In addition to student surveys, I look at student performance, conversations with former students, and feedback from colleagues who are familiar with what I do;
- In lower division courses for which there are assessment tests standard in my field I administer those tests twice, once at the beginning and once at the end of the semester. I use student performance on those tests as one indicator of the effectiveness of my teaching in lectures;
- In labs associated with a lecture I tend to ask students a few questions per exam related to one or more of their labs that cover material we have not discussed in lecture. Their performance on those questions gives some indication of how effective the labs are;
- In my upper division courses I rely more on student evaluations, the amount of material we are able to successfully cover (success meaning most of the students understand the material as demonstrated on homework and exams). This ends up being a less formal assessment than in the lower division courses;
- Just to be clear, these are methods I actually use as opposed to methods I might conceivably use;
- In my program, we get feedback through student performance on departmental comprehensive exams and a national exam, through evaluations from internship supervisors, through final portfolios and through feedback from alums. If students consistently aren't mastering material covered in my courses, it is apparent;
- In my program, we get feedback through student performance on departmental comprehensive exams and a national exam, through evaluations from internship supervisors, through final portfolios and through feedback from alums. If students consistently aren't mastering material covered in my courses, it is apparent;
- Individual student growth. I really dig at what students know, with essay questions, etc. that probe pretty deep. If a student can answer these by the end, they have met the goal and objective of the course;
- Unfortunately, after enough students have told me that my class is "too hard", "why can't you do multiple choice like the other teacher", etc., I am rethinking my approach and will make more of an effort to make students happy rather than educate them;
- Interview students;
- Interview students - determine if their understanding of a topic is what it should be. Can they teach their peers or others? I can't always glean this from a test;
- Students enjoy coming to class, ask good questions;
- Students show improvement. Student confidence increases. Students demonstrate engagement and take responsibility for their part of the learning process;
- Interviews;
- It is hard to say. Grades; students reaction to lectures; students comments on evaluation, or in class, or when they come to my office; when visiting with alumni, etc;
- Listen to students. Students who return for more classes and having good students being interested in what you are teaching are two good cues;
- Monitor student performance;
- Mostly through the tests and papers assigned in class. Secondarily through evaluation questions, both those provided by the university and my own evaluation sheet;

- My appointment involves advising, not classroom teaching;
- My observation of the degree of students' engagement in learning process;
- My own standards and student evaluations;
- My teaching is effective when I see my student's progress in their careers to a higher level that I did when I was in the industry;
- N/A;
- N/A;
- not sure if there is a way that is very exacting---maybe numerous measuring sticks without expecting the same criteria for everyone;
- Obtain feedback from students periodically over course. See and hear the results during portfolio reviews and orals;
- On the cheap side, a professional teacher should sense the audience gain. A better way is to measure content and deliver of the course effectiveness correctly. But to measure accurately and precisely it would be very expensive so we end up with invalid assessment. We are not doing a very good job in that area. I am not sure if it's worth the time we spend doing it;
- One of my best sources in addition to positive student evaluations is a follow up contact after graduation to see whether students are using concepts learned in my classes in their jobs;
- Out graduating seniors take a national certification exam every semester. The results of that exam are categorized by student outcomes. We compare our results with the national average and will address areas of weakness, if there are any. The faculty also review student course evaluations;
- peer evaluations; student evaluations; success of students in subsequent courses; students choosing to continue in the major or to follow a related career path and/or accepted into grad schools; basic assessment tools;
- Performance of the students, relative to their abilities;
- In my science there are standardized tests that students take, both in specific classes and also for students going into the various professional schools and graduate schools. So when students are performing well above national averages on these objective assessments that is very affirming;
- Obviously I have my own personal judgment of what constitutes good student performance.;
- Confirmation from alumni in the working world or in graduate/professional schools, and confirmation from the employers of alumni, is also significant;
- The assessment of students in a class is very significant. They are familiar with many teachers, so they have a good perspective on whether a teacher is a good communicator or not; is organized or not; is or isn't able to make sense out of the complexity of a science; is or isn't fair; does or doesn't treat students with respect; is or isn't motivating, etc.. They may not always have a good perspective on what exact content or skills they need to master, and may often resist the work required in a class that pushes them hard, but students tend to have a good sense for which teachers are effective;
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- Positive student feedback (oral), consistent course enrollment, positive written student evaluations, course observations by colleagues and their positive and constructive written evaluations;
- Pre and post evaluations of student learning, student satisfaction surveys, much of the departmental assessment plan addresses this;
- Pretest/posttest;
- Professional and personal assessment;
- Read evaluations; rely on anecdotal comments from students; discuss methods used by other faculty;
- Results of Students' tests, papers, and their class participation & performance;
- When students discuss course material and put that content into action beyond the four walls of my classroom: i.e. in their employment, practicum, field trip, course related observation, family, etc.;
- When students express the understanding that learning is a lifelong process: i.e. SOMETHING within the parameters of our course has sparked them to continue that learning well beyond the brief 15 weeks we share a classroom;
- When students engage in thoughtful analysis of course content through discussion and written reflections;
- When students recognize and understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. This creative aspect can be demonstrated and evaluated when they use course content to craft a presentation or class assignment that has been deliberately left open-ended enough to allow for this creative aspect';
- Self evaluations, student evaluations, student achievement of expected outcomes;
- Since question #10 is already about this, what are you asking here? Are you asking me how MSUM could do a better job with this, or what?
- Student evaluations are important, but I also take into account the array of comments I receive from students, as well as other professors and colleagues. Because the nature of education is that we often do not see the effects we have on students, I put great value on the moments where people's opinions are expressed. I can also see change over the course of a semester by looking at student writing throughout the 15 weeks of a semester;
- Student and faculty evaluations (from MSU-M and other employers);
- Student and faculty evaluations (from MSU-M and other employers);
- Student and peer evaluations, student grades;
- Student assessment, if done properly, I believe is a good measure of teaching effectiveness. More needs to be done to ensure good assessment is taking place across campus;

- Student attendance, student feedback such as paying attention in class, responding to questions, and coming to see me during office hours;
- Student attitude toward the learning process. Good grades and good attendance with student participation;
- Student attitudes and results on tests;
- Student comments/evaluations. The overview of their work from the start to the end of the semester. Colleague's assessment. Chairs comments and insights;
- Student employment, feedback and employer feedback;
- student evals department feedback own evaluation;
- Student evals, self-evals, and probably most important-- surveying our graduates to find out if I taught them what they need to know to successfully function in the workplace and the professional community at large;
- Student evals, student performance in courses, soliciting ongoing feedback throughout a course, asking colleagues to observe and evaluate my teaching--these are all valuable sources of information for me as I reflect on my effectiveness as a teacher;
- Student evaluations and colleague observation. I also see students' ability to teach each other--through classroom presentation--as a good measure of what I have offered to them. In addition to end-of-semester evaluations, I often use informal midterm evaluations to get feedback;
- Student evaluations;
- Students passing the social work licensure exam;
- Verbal feedback;
- Student products, exam scores, final grades;
- Student evaluations, especially the written comments students make;
- Student evaluations, exams scores, how well they do in their next class;
- Student evaluations, information from incoming students about feedback from graduates, students' success in the program, high number of students entering graduate nursing program;
- Student evaluations, peer observation, self-examination;
- Student evaluations; self-examination; feedback from advisees;
- Student feedback, employer feedback, internship evaluations of our students;
- Student feedback, especially a few years later;
- Student feedback, student achievement;
- Student feedback, students who take a number of my courses,
- Student performance in their work / outcomes;
- Student feedback;
- Peer evaluation;
- Student grades in the course; student evaluations using my own detailed instrument (with such questions as "how effective was the instructor?");
- Student outcomes including above average grades on assignments. Student satisfaction as reflected in evaluation methods. Peer review;
- Student performance and attitudes;
- Student performance in light of student willingness and ability to perform effectively;
- Student performance, student evaluations, reflection. Continued preparation and focus on becoming a better teacher -- makes me aware of those areas in which improvement is called for;

- Student reactions, but mostly through my own standards of preparedness;
- Student responses;
- Student responses, both in and out of class;
- Student success and graduation. National certification pass rates measures effectiveness beyond the college degree. Employer satisfaction with our graduates would be another benchmark;
- Student success and understanding. I am sensitive to their development and note their individual growth. I also note when students make positive comments or come to tell me that they are applying the skills learned to other areas;
- Student success in achieving grades, outside certification and licensing, feedback on job preparedness, and gratitude for excellent academic experiences;
- Student understanding and demonstration of skills in practical experience. Student's performance in class. Student's performance on competency tests;
- Student's success in the workplace after they've left my classroom and the University. I have had past students guest speak in my course and tell the other students about a business they have started and how what they learned in my course contributed to where they are today. That is a true testimonial of effectiveness in the classroom;
- Students to me are the ultimate authority for me on this. In our field I can tell by student progress and learning over time if my teaching has been effective. Our students are assessed frequently on teaching effectiveness, so I have check points throughout the year;
- Students vote with their feet and give me comments;
- Student feedback, test scores, number of students that continue on;
- Success of students upon graduation;
- Success of the students who have graduated and are now employed in their major;
- Survey, focus groups, alumni, peer review, other faculty;
- Teaching evals, peer assessment and alumni feedback;
- Teaching evaluations, alumni surveys;
- Testing my students;
- The best way is to track individual students down the road. How do the graduating seniors do with: GRE exams, job interviews, job performance?
- The best way would be to compare the quality of the students' writing at the beginning of the term with the quality of their writing at the end;
- The student's projects are a good indicator of whether or not my teaching was effective;
- The success of the students who want to learn in my courses;
- There are two means I use: (1) teaching evaluations and (2) tracking student development over the course of the semester. As a composition instructor, I look for student papers to reveal an improvement in creativity, organization, style, and grammar. If I see such improvement at the end of the semester, and if the students on evaluations indicate that they felt the course was a success, I feel successful;



- This is a tough question -- especially since one of the finest college professor I studied under routinely encountered 50% withdrawal rates in some of his classes. He was willing to tell students when their performance didn't measure up, and he encouraged them to find another area in which they might succeed. To some extent I share that philosophy. I don't expect all my students to succeed in my courses because they're not all willing to put in the work necessary to do so. (This is particularly true of upper-level courses taken by majors in my field.) I hope my approach gives students indicators about whether they're on the right track for them;
- In the long run, it's those graduates who come back years later and thank you for a job well done that matters the most;
- Through an honest review of my evaluations. Through discussion of teaching with other faculty (I attend brown bag lunches sometimes held by the ed dept.), and by taking seriously my students verbal comments during classes. Also, by talking with graduates about their experiences in my classes;
- Through assessment and evaluations;
- Through feedback I get from students, especially the ones I have in several classes;
- Through formal and informal evaluations: student evaluations, comments, discussion, looking at their performance on assignments and tests, etc. I strongly encourage students to give me feedback so that I can work to improve the class. I really try to be reflective;
- Through students evaluations, projects;
- Ultimately, by students who have returned and tried things in their teaching that they learned in my class and found them effective. On a short term basis, by how well the key ideas I have stressed become part of how my students plan and do their work;
- Using assessment tools regularly within each class helps me to determine the level of student learning- keeping a learner-centered focus is key for me;
- Were the course objectives and expected outcomes met?
- What students learned from class and how they apply it to their teaching styles?
- What students learned from class and how they apply it to their teaching styles?
- When I get letters of appreciation from some student;
- When I see students actually doing the mandatory readings;
- When I see improved results in the process of continuous assessment;
- When I get letters of appreciation from some students;
- When I see students actually doing the mandatory readings;
- When I know my students can go on to doing more math classes or when they feel no more threatened by math;
- When I see my students learning and doing well on tests I give them. You hired me presumably because you thought I was a competent, professional teacher. Focusing so much on student ratings, instead of allowing me (and my colleagues) to make judgments about my effectiveness, is insulting and degrading;
- When students take another course from me;
- If the world changes. I don't mean to be flip, but really, how can I know this? A good score on an assignment doesn't necessarily mean that I was effective. Nor does a verbal "Hey, I liked your class" from the student. To be effective, my teaching must have an effect. Thus, my first sentence.] Hard to assess, isn't it?

- When students who have not come from diverse backgrounds come back and tell me or others how valuable my courses have been for them as they work in the world, then I feel that my work has been effective. When I watch students grow in the breadth of their analytical perspectives, I feel that my work has been effective;
- Why is this question conditional ("would")? Is there a presumption that I am not there is not one way to determine this, as anyone who teaches knows. We use our tests, student's participation and accomplishment in class, student feedback formal or informal, student attitudes and changes in attitudes, and our ongoing reevaluation of what seemed to work to us;
- Written assignments, discussions, and cumulative tests.