

Motion will provide a table to replace

A Faculty Senate endorses the development of interactive conversations among students and faculty to increase student response rates and facilitate

interactive student courses. With advising, work

of that development actually

The cost before implementation

and administration need to know if faculty are time developing specific questions and spend

ing to switch to time and money

item

Major comment semester. Providing will be effective

between IDEA or SDI and this proposal a syllabus information (see below). The proposal is not rather a survey open all semester for students with a more reliable source of information. An important part of the purpose in addition to the process to the results would be greater.

Following. The implementation is to respond and proposing specific by faculty to

largely

actions

The cost student information

commends the results be stored in an online table to up vote comments. Faculty will be able to change made in response to feedback.

table databases respond to comments

a. Information

desired by students

thus information with student perspective

Pedagogy

- a. Lecture
- b. Laboratory work
- c. Field work
- d. Working problems
- e. Structured activity (POGIL/IBL/Discovery)
- f. death by PowerPoint
- g. white boards
- h. notes provided before/after
- i. Groups (in/out of class)
- j. Online/in person/combinational

Course Matches Descriptions (catalog)

- a. Balance between theory & practice
- b. Matches the level of course
- c. Labs/recitations/etc match course

back to level even

of system

are of needs or see teach

ally

3. Required materials
 - a. Textbooks: cost, where to buy, required/optional, which are actually used, old editions okay, alternate editions (packs), how readable, solutions manuals (required/recommended/useful)
 - b. Online homework
 - c. Other (cost, which are actually used): lab fees, calculators, lab equipment
 - d. Are materials provided or must students find themselves
4. Participation style
 - a. lecture only
 - b. occasional questions/interactions in class
 - c. group work in/out of class, how is group work graded
5. Attendance expectation
 - a. What's policy?
 - b. Is it withheld?
 - c. How are necessary absences handled?
6. Additional assistance
 - a. Office hour
 - i. Useful/not so much
 - ii. How easily accessible (number of slots, alternate times, distance)
 - b. responsiveness to email/other communication
 - c. Tutoring labs
 - d. What students found for themselves (online materials, free/subscription, quality), reference materials
7. How to succeed
 - a. What study techniques helped you succeed?
 - b. Which assignments helped you understand? (duplicated below)
 - c. What was needed to be prepared?
8. Time required (class time, assignments, studying, where you have to be)
9. Frequency of retaking (fail repeat)

10. Assignment types (online), difficulty, percent of grade, grading type (e.g., partial feedback mechanism, ability to improve)

11. Feedback from grader, frequency, timeliness, usefulness, who responds (faculty/grader which respond the same)

ii. Correlation between performance in this section & performance in following courses

b. Information desired by students

i. Objectives/expectations

1. Did you feel the objectives?

a. Were there any differences between your expectations and what happened?

2. Did you understand the objectives (listed in syllabus, a goal for each objective)?

3. Did you visualize the connection between assignments and objectives? (asked for each objective)

4. Were directions for assignments clear? (duplicate labels)

5. Did you see the connection between topics (flow of course)?

6. Do you know more now than before?

ii. Interactions

1. Management discussions so all can participate and feel comfortable doing so

2. Students comfortable asking questions in and out of class

3. Students comfortable being wrong in class

iii. Course specific

1. Improving learning

2. Improving critical thinking

3. Which elements/activities worked and didn't

iv. How are faculty perceived

1. helpful, approachable, scary, funny, rude, actively reach out/passive, culture issues, demeaning, explanation of why), interactive class or is non-responsive

2. Prepared, organized, flexible, knowledgeable

v. Feedback requirements

1. Detailed responses

2. Sufficient responses

3. Timely responses