



## SENATE POLICY

### Policy on Student Perceptions of Teaching (SPT) and Mandatory Administration of the SPT

(Senate-approved: March 17, 2004)

(Senate-amended: May 12, 2004, April 11, 2005, June 5, 2008, May 5, 2009, November 13, 2015, May 13, 2022, May 26, 2023, December 13, 2024).

The Student Perceptions of Teaching Form will be used for collecting information on students' views of instructors and courses.

### **Students' Perceptions of Teaching (SPT) Form**

#### **Background**

This form is designed to provide a summary of students' perceptions of instruction and course characteristics to instructors, and valuable feedback to instructors on their teaching effectiveness and the overall value of the course.

#### **Why we do SPTs?**

SPTs are used to provide feedback to the instructor for the purpose of course design and revision, teaching development, professional/career development, and in tenure and promotion processes.

#### **Who will see your responses?**

Your responses are confidential. Your instructor will only be provided with summaries of the entire class, and only after grades have been deemed official. Your ratings and comments are stored in our student information system as part of your student record and are governed by the University's policies on confidentiality and access to student records. Any comments that are derogatory and violate the Student Code of Conduct, policies on harassment or discrimination, or other University policies will be removed, and you may be contacted and subject to discipline. Furthermore, comments suggesting harm to self or others will be handled according to University policies and procedures.

#### **Completing the form**

Student ratings of instructors can be influenced by unconscious or unintentional biases.

Some research suggests that personal characteristics of the instructor, such as race and gender can influence ratings.

As you answer the following questions, please keep this in mind and try to resist stereotypes of instructors.

Try to the best of your ability to focus your answers on the content of the course and your observations about the quality of instruction.

The Research/Demographic questions at the end are asked to help us to understand the validity and use of the questions and the survey. The instructor will not see information tied in any way to personal demographic questions (such as race/ethnicity or sexual orientation). You may leave questions blank that you do not wish to answer.

Try to keep your feedback as constructive as possible to help us improve the overall teaching and course quality at the University of Windsor.

**Thank you:** We appreciate the time you take to offer thoughtful feedback!

Question		Response Scale								
1	For each class, the instructor was...	<i>Poorly prepared</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Well prepared</i>
2	Material was presented in a well-organized manner.	<i>Almost never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Almost always</i>
3	Instructional time was used...	<i>Not efficiently</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very efficiently</i>
4	The instructor was able to communicate complex ideas clearly.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
5	The instructor elaborated on concepts in ways that were helpful for understanding.	<i>Not at all true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very true</i>
6	The instructor's knowledge about the content of this course was...	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Exceptional</i>
7	Instructions for assignments were...	<i>Confusing or unclear</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very clear</i>
8	Assignments were marked fairly.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
9	Rationale for marking was...	<i>Unclear or never disclosed</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very clear</i>
10	Assignments were <i>consistently</i> graded with...	<i>Unclear criteria</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clear criteria</i>
11	Expectations for acceptable performance were	<i>Not at all clear</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clearly defined</i>
12	Feedback on assignments was returned in time to be useful for future assignments.	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>
13	With regard to asking questions, students in this class felt...	<i>Very uncomfortable</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very comfortable</i>
14	The instructor was sensitive to students' difficulties.	<i>Definitely not true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely true</i>
15	The instructor treated students...	<i>Disrespectfully</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectfully</i>
16	The instructor was enthusiastic about the course content.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
17	With regard to student participation, the classroom environment was...	<i>Not respectful</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectful</i>
18	The instructor was eager to help students.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
19	The course assignments helped me understand course material.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very Much</i>
20	The instructor displayed interest in students' learning.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>
21	Feedback on assignments was valuable for future assignments.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
22	The instructor appeared to care about student success.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>
23	The material covered in this course was...	<i>Very easy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very difficult</i>
24	The volume of work for this course was...	<i>Minimal</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Extensive</i>
25	Compared to other courses at this level, the pace of the course was	<i>Very slow</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very fast</i>
26	When I enrolled in this course I was...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
27	Now that I am near completing this course, I am...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
28	Overall, how much effort would you say you put into this course?	<i>Very little</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>A great deal</i>
29	How often did you attend this course?	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>

30	The overall quality of <u>instruction</u> in this course was	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
31	The overall quality of this <u>course</u> was	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
32	I would recommend this course to other students.	<i>Definitely not</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely would</i>
33	My understanding of this subject compared to the beginning of the course is...	<i>Not much different</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Greatly enhanced</i>
34	I learned something in this course that is valuable.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
35	The instructor helped me see how the knowledge and skills I was gaining in this course relate to my program.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
36	To what extent do you believe that skills you acquired in this course will transfer to future courses or activities?	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very great extent</i>
37	How confident are you that you can communicate what you learned in this class to others?	<i>Not very confident</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very confident</i>

**Overall Comments:** Please use the space below to offer comments about the instructor and the course. Your comments will be confidential. However, if you are concerned about the instructor finding out what you said, consider not mentioning specific incidents that might reveal your identity. Furthermore, your comments should be constructive and professional. Please think about what you can convey to the instructor that would be helpful to them when teaching this course in the future.

**[Questions from the Instructor may be added with feedback sent to the instructor only]**

[New questions or revisions to questions may be piloted for review by the SPT Steering Committee (or equivalent), as part of the continuous improvement approach and possible inclusion in future versions of the SPT survey. However, the results from any pilot would be used by the SPT Steering Committee only, for future survey improvement purposes.]

**Demographic/Research Questions**

**Note:** *The following questions will not be reported to instructors nor will responses to previous questions be categorized by your answers to the following questions. If you are still uncomfortable answering any of these questions, please leave them blank.*

- 38. Your gender?
  - a. Man/Male
  - b. Woman/Female
  - c. Non-binary, genderqueer, agender, or a similar identity
  - d. Two-spirited
  - e. Gender not listed, please specify: [open comment box]
  - f. Prefer not to specify
  
- 39. Your ethnicity (or race)?
  - a. Indigenous (First Nations, Metis, or Inuit)  
If First Nations, specify First Nations (e.g., Cree, Anishinaabe, Mohawk) \_\_\_\_\_
  - b. White
  - c. Black/African/Carribbean
  - d. East Asian (e.g., Chinese, Japanese, Korean, etc.)

- e. Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
  - f. West Asian (e.g., Iranian, Afghan, etc.)
  - g. South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
  - h. Arab (e.g., Lebanese, Palestinian, Egyptian, Iraqi, etc.)
  - i. Latinx
  - j. Filipino
  - k. Prefer not to specify
40. Your faculty?
- a. Arts, humanities, and social sciences?
  - b. Science
  - c. Business
  - d. Education
  - e. Engineering
  - f. Human Kinetics
  - g. Law
  - h. Nursing
  - i. Undeclared
  - j. Other: [open comment box]
41. Year of study?
- a. 1<sup>st</sup> year
  - b. 2<sup>nd</sup> year
  - c. 3<sup>rd</sup> year
  - d. 4<sup>th</sup> year
  - e. 5<sup>th</sup> year and beyond
  - f. B.Ed. Student (Fac. Of Educ.)
  - g. Graduate Student (Master's or Ph.D)
  - h. Law
  - i. Other
42. What is your expected grade in this course?  
 90 to 100  80 to 89  70 to 79  60 to 69  50 to 59  Below 50.
43. Enrollment Status?
- a. Full-time
  - b. Part-time
44. Do you identify as a person with a disability?  
 Yes  
 No
45. Do you have an accommodation from Student Accessibility Services?  
 Yes  
 No
46. If you answered yes to the question above, did you receive the accommodations?  
 Yes  
 No
47. Approximately how many hours per week did you spend studying for this course?  
 < 2;  2 to 5;  6 to 10;  11 to 15;  More than 15.

## SPT Administration Procedures

For Instructors:

1. The student perceptions of teaching (SPT) are to be administered during the last two weeks of class prior to the beginning of the final exam period. This information must be included in the course outline, in accordance with Senate bylaws.
2. The SPT are to be administered in-class. Time should be provided (up to 15 minutes) at the beginning of the class period, not the end, to students to complete the SPT on their laptop or other electronic device (via link, QR code, etc.). Students who do not have an electronic device with them are encouraged to complete the SPT later, once they have access to such a device.
3. The instructor should NOT remain in the classroom while the students are completing the feedback form.
4. Open-ended questions are incorporated into the SPT. Instructors or their delegates should encourage students to use the space provided to offer constructive feedback. Written comments will be provided only to the instructor, not the Department Head or Dean.
5. If there are three or more students enrolled in the course, the SPTs are to be administered. SPTs should not be administered in courses in which only 2 or fewer students are enrolled, or in courses that are used to register students in individual projects, including (graduate) thesis, (graduate) major paper, directed reading, directed writing, directed studies, individual studio, (undergraduate) thesis, individual practica, etc.

General:

6. If fewer than 6 students complete the SPT, no breakdown will be reported by student characteristic/demographic data at all. If 3 or fewer students complete the SPT, no reports shall be issued.
7. If any subcategory of student characteristic categories contains only one response, no data will be reported in that subcategory.