**Postsecondary Instructional Practices Survey (PIPS)**

## INFORMATION

This survey was designed by researchers at Western Michigan University to collect self-reported teaching practices from individuals teaching at institutions of higher education. This version includes 6 additional questions used for the validation of the PIPS.

## INSTRUCTIONS

The survey has 24 teaching practice items and 9 demographic questions. It should take about 10 minutes to complete.

Each teaching practice item is a statement that may represent your current teaching practice. As you proceed through the survey, please consider the statements as they apply to teaching your ***lowest level, largest enrollment undergraduate course taught in the last two years.***

Please read each statement, and then indicate the degree to which the statement is descriptive of your teaching. There are no "right" or "wrong" answers. The purpose of the survey is to understand how you teach, not to evaluate your teaching.

0 - Not at all descriptive of my teaching
1 - Minimally descriptive of my teaching
2 - Somewhat descriptive of my teaching
3 - Mostly descriptive of my teaching
4 - Very descriptive of my teaching

**I. Questions about the Course** (optional - used in PIPS validation phase)

**Directions.** Please consider the lowest level, largest enrollment undergraduate course you are currently teaching or have taught in the last two years:

1. Enrollment:

____% Majors in your discipline
____% Majors in other disciplines

2. Is this a general education course? Yes / No / Not Applicable

3. Weekly contact hours you teach per section:

| | |
|---|---|
| Lecture: | Discussion/Recitation: |
| Lab: | Other (please specify): |
| Combined Lecture/Lab: | |

4. If you think we need more information about your class, please explain:


Western Michigan University, with support from NSF #1256505

## I. Questions about the Course (optional - used in PIPS validation phase)

**Directions.** Please consider the lowest level, largest enrollment undergraduate course you are currently teaching or have taught in the last two years:

5. How are most decisions about teaching practices made?

____ I make the decisions.

____ I'm part of a team that makes decisions.

____ Someone else makes the decisions.

Describe if applicable:

6. If you teach lecture and/or integrated lab, please indicate what proportion class time *during a typical week* is spent in the following activities. The sum of these questions should equal 100%.

| | |
|---|---|
| The instructor talking to the whole class. | ____ % |
| Students working individually. | ____ % |
| Students working in small groups. | ____ % |
| Students doing something else. (please specify) | ____ % Other Activity: _____ |
| | ____ % Other Activity: _____ |
| | ____ % Other Activity: _____ |

**II. Teaching Practice Statements**
Please indicate the degree to which the following statements are descriptive of your teaching in your *lowest level, largest enrollment undergraduate course taught in the last 2 years.*

| | Not at all descriptive of my teaching | Minimally descriptive of my teaching | Somewhat descriptive of my teaching | Mostly descriptive of my teaching | Very descriptive of my teaching |
|---|---|---|---|---|---|
| P01. I guide students through major topics as they listen and take notes. | 0 | 1 | 2 | 3 | 4 |
| P02. I design activities that connect course content to my students' lives and future work. | 0 | 1 | 2 | 3 | 4 |
| P03. My syllabus contains the specific topics that will be covered in every class session. | 0 | 1 | 2 | 3 | 4 |
| P04. I provide students with immediate feedback on their work during class (e.g., student response systems, short quizzes) | 0 | 1 | 2 | 3 | 4 |
| P05. I structure my course with the assumption that most of the students have little useful knowledge of the topics. | 0 | 1 | 2 | 3 | 4 |
| P06. I use student assessment results to guide the direction of my instruction during the semester. | 0 | 1 | 2 | 3 | 4 |
| P07. I frequently ask students to respond to questions during class time. | 0 | 1 | 2 | 3 | 4 |
| P08. I use student questions and comments to determine the focus and direction of classroom discussion. | 0 | 1 | 2 | 3 | 4 |
| P09 I have students use a variety of means (models, drawings, graphs, symbols, simulations, etc.) to represent phenomena. | 0 | 1 | 2 | 3 | 4 |

**II. Teaching Practice Statements**
Please indicate the degree to which the following statements are descriptive of your teaching in your *lowest level, largest enrollment undergraduate course taught in the last 2 years.*

| | Not at all descriptive of my teaching | Minimally descriptive of my teaching | Somewhat descriptive of my teaching | Mostly descriptive of my teaching | Very descriptive of my teaching |
|---|---|---|---|---|---|
| P10. I structure class so that students explore or discuss their understanding of new concepts before formal instruction. | 0 | 1 | 2 | 3 | 4 |
| P11. My class sessions are structured to give students a good set of notes. | 0 | 1 | 2 | 3 | 4 |
| P12. I structure class so that students regularly talk with one another about course concepts. | 0 | 1 | 2 | 3 | 4 |
| P13. I structure class so that students constructively criticize one another's ideas. | 0 | 1 | 2 | 3 | 4 |
| P14. I structure class so that students discuss the difficulties they have with this subject with other students. | 0 | 1 | 2 | 3 | 4 |
| P15. I require students to work together in small groups. | 0 | 1 | 2 | 3 | 4 |
| P16. I structure problems so that students consider multiple approaches to finding a solution. | 0 | 1 | 2 | 3 | 4 |
| P17. I provide time for students to reflect about the processes they use to solve problems. | 0 | 1 | 2 | 3 | 4 |
| P18. I give students frequent assignments worth a small portion of their grade. | 0 | 1 | 2 | 3 | 4 |

**II. Teaching Practice Statements**
Please indicate the degree to which the following statements are descriptive of your teaching in your *lowest level, largest enrollment undergraduate course taught in the last 2 years.*

| | Not at all descriptive of my teaching | Minimally descriptive of my teaching | Somewhat descriptive of my teaching | Mostly descriptive of my teaching | Very descriptive of my teaching |
|---|---|---|---|---|---|
| P19. I require students to make connections between related ideas or concepts when completing assignments. | 0 | 1 | 2 | 3 | 4 |
| P20. I provide feedback on student assignments without assigning a formal grade. | 0 | 1 | 2 | 3 | 4 |
| P21. My test questions focus on important facts and definitions from the course. | 0 | 1 | 2 | 3 | 4 |
| P22. My test questions require students to apply course concepts to unfamiliar situations. | 0 | 1 | 2 | 3 | 4 |
| P23. My test questions contain well-defined problems with one correct solution. | 0 | 1 | 2 | 3 | 4 |
| P24. I adjust student scores (e.g. curve) when necessary to reflect a proper distribution of grades. | 0 | 1 | 2 | 3 | 4 |

## III. Demographic Questions

1a. Please indicate your academic rank.

___ Professor
___ Associate Professor
___ Assistant Professor
___ Full Time Lecturer / Instructor
___ Visiting Professor
___ Adjunct or Part-time Instructor
___ Graduate Student Instructor
___ Other (please specify):
_____

1b. If applicable, what is your role as a graduate student instructor?

___ Instructor for a stand-alone course
___ Instructor for a lab or discussion section associated with another course
___ Grader
___ Other (please specify): _____

2. Please indicate your academic department. You may provide more than one department should you teach and/or have an appointment in more than one department.

3. What is your gender?

___ Female ___ Male ___ Prefer not to respond

4. Please identify the racial or ethnic group with which you most identify.

___ Asian
___ Black
___ Hispanic or Latino/a
___ Native American or Alaskan Native
___ Native Hawaiian or Pacific Islander
___ White
___ Multi-ethnic
___ Other
___ Prefer not to respond

5. What is your tenure status?
   ___ Tenured
   ___ Untenured, but on tenure track
   ___ Untenured, not on tenure track

6. How many years have you been teaching in higher education?

7. How many years have you been teaching at your current institution?

8. What proportion of your job duties is related to teaching?

9. What leadership role, if any, do you have in your department?
   ___ I do not have a leadership role.
   ___ I am the Chair/Head of the department.
   ___ I am the Associate Chair/Associate Head of the department.
   ___ I am the Chair of the Curriculum Committee in the department.
   ___ I have another leadership role in the department. Please specify

**How to Calculate PIPS Scores**

**Scoring Option A - The 2-Factor Scoring Option**. One option for scoring the PIPS is a 2-factor (2F) scoring option, including one factor that describes "Student-Centered Practice" (15 items) and the other that describes "Instructor-Centered Practice" (9 items). The items included in the "Student-Centered Practice" factor are P02, P04, P06, P07, P08, P09, P10, P12, P13, P14, P15, P16, P18, P19, and P20. The "Instructor-Centered Practice" consists of P01, P03, P05, P11, P17, P21, P22, P23, and P24.

**Scoring Option B - The 5-Factor Scoring Option**. The PIPS data also support a 5-factor (5F) scoring option. This model provides more detail on the instructional practices of a participant or group of interest than the 2F model. Factors in the 5F model include (a) student-student interactions (P10, P12, P13, P14, P15, P19); (b) content delivery (P01, P03, P05, P11); (c) formative assessment (P04, P06, P08, P18, P20); (d) student-content engagement (P02, P07, P09, P16, P17); and (e) summative assessment (P21, P22, P23, P24).

**Sample Score Calculation** (for *Content Delivery* factor)

PIPS scores are calculated for each factor by calculating the proportion of possible points for that factor. Thus, to calculate a factor score from either PIPS model (2F or 5F), begin by adding scores for the items in that factor. Continue by dividing by the maximum possible sum for that factor and then multiply by 100.

For example, calculate the *Content Delivery* score by first adding actual scores from items P01, P03, P05, and P11. Since each PIPS item can be rated as high as 4 (very descriptive of my teaching), and there are 4 items in this factor, the maximum possible sum for *Content Delivery* is 16. Divide the actual factor sum by the maximum possible sum, and multiply by 100 to generate a factor score between 0 and 100.

Step 1. $\Sigma$ (P01, P03, P05, P11) = Actual Factor Sum

Step 2. (Actual Factor Sum / Maximum Possible Sum); 16 = Maximum Possible Sum

Step 3. (Actual Factor Sum / Maximum Possible Sum)*100 = *Factor Score*

Each *factor score* can vary between 0 (not at all descriptive of my teaching) and 100 (very descriptive of my teaching). Individual factor scores can contribute to mean scores for groups of interest, for example, to make comparisons among departments, institutions, or demographic subgroups.