

From: [Vice Provost for Teaching and Learning](#)
To: [Vice Provost for Teaching and Learning](#)
Subject: Course and Teacher Surveys (CATS) Requirements
Date: Monday, December 1, 2025 7:13:37 AM

Faculty Colleagues,

Hopefully you had a great Thanksgiving weekend. Everyone in the Provost's Office is thankful for your continued dedication, enthusiasm, and support of our students in their quest for learning. We also want to remind you that CATS are open for students during the last two weeks classes. Although CATS are available online, **you are required to set aside 10 minutes at the beginning of a class session** for students to complete their surveys. Our data shows that high response rates are facilitated by following this requirement. You are also required to leave the physical or virtual space for those 10 minutes.

We all want constructive and helpful feedback from our students to improve their learning experiences. Research has shown that speaking to your students positively about the surveys and how they have been used in the past to strengthen and enrich your course/teaching, explaining to students how they are used for evaluation for promotion and tenure, as well as many other means found below my signature are great ways to boost the response rates and quality of comments on CATS. Please consider using some of these methods when you administer the CATS in your course.

I hope you have a great end of the fall term and are looking forward to spending the coming break with family and friends. Please reach out if you have any questions.

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The following are some ways which have proven helpful to encourage students to complete the CATS. Some may align better with your teaching style than others (Tobin, Mandernach, & Taylor, 2015).

- Announce in advance what day you plan to give students class time to complete the CATS and make sure they bring a device to access the online form
- Give time during class to complete the online form at the beginning of class (**REQUIRED**)
- Provide instructions on how to find the CATS
- Discuss the importance of the CATS results with your class; that you care about and listen to students' feedback when you plan and teach your courses, that they play a

significant role in evaluating faculty's teaching effectiveness for purposes of evaluation and promotion, and that they help departments and colleges strengthen and enrich learning opportunities

- Encourage the students to complete the open-ended questions by providing constructive feedback on what worked well and what could be improved in the course
- Speak positively about the process and share with the students past feedback and what changes you made as a result
- Update the students on completion rates periodically, thank them and encourage them to complete the CATS highlighting their importance. Indicate that you only have access to an overall completion rate and that you don't have access to the responses nor the respondents. Inform them that you will receive the results after final grades have been submitted.

For more details on the CATS go [here](#).

Reference: Tobin, T., Mandernach, J., & Taylor, A. (2015). Evaluating online teaching, pp. 108-109. San Francisco: Jossey-Bass.