**Supplementary Table 4: Codes related to satisfaction**

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| **Code name and individual code kappa** | **Description** | **Example quotes** |
| Goal achievement: highly satisfied  (0.88) | Instructor descriptions were uniformly positive or very positive with only minimal concerns when describing if learning goals were accomplished | “I think it went very well. I would say 95 to 100 percent if you’re looking for a percentage. I was I would say more on plan than usual.”  “I think, yeah, I think it felt good. I met the goals.” |
| Goal achievement: somewhat satisfied  (0.75) | Instructor descriptions were mixed between positive points and negative points when describing if learning goals were accomplished | “Um, I didn’t quite meet them, but we got enough done. It was a double block and so the students were brain dead. It was a Monday morning, they were tired, and then you know, after the first hour they were just brain dead so it was like wading through molasses. I didn’t quite meet all the goals, but we got enough done that I was okay with it.”  “Goals, well, one that didn’t get met was getting as much content covered as I had hoped, we spent all of Wednesday reviewing… It was just a change of plans, to help the students out as best we could. So in a sense we are just behind schedule. That delay of time is not that big of a deal. The other goals I think went fairly well. I can’t see huge amounts that I didn’t get covered that I wanted covered other than the delay.” |
| Goal achievement: not satisfied  (1.00) | Instructor described more negative than positive points when discussing the accomplishment of learning goals | “On a scale from 1 to 10, 10 is meeting all goals and 1 is meeting 0 goals, I would say 2. I was actually very disappointed in the way things came together this week for a number of reasons. Today we had a technology glitch that was not helpful. Very frustrating. Yeah, and I will never do equilibrium this way again.”  “I think I struggled a little bit to get the material… it was more rushed than I wanted it to be so I feel I struggled a bit to meet those goals. So I am not sure I was completely successful with them… I am not sure they developed the depth of understanding that they really need on the concepts. They sort of got started instead of really wrapping their minds around it.” |
| Goal achievement: does not know  (0.81) | Instructor describes uncertainty regarding goal achievement, often coupled with a description of when or how they will know more | “Well, I hope so. I’ll find out next week. It was, they were really quiet, and I guess that’s just end of the semester stuff. They didn’t ask questions.”  “I suppose I never know that until they actually take an exam of some sort.” |
| Teaching: highly satisfied  (0.81) | Instructor descriptions were uniformly positive or very positive with only minimal concerns when describing how they felt about their own teaching | “I would say satisfied, it worked about like I expected it to, I did what I expected to, and it worked about how I expected it to.”  “Quite satisfied. Yeah, I think I gave a pretty good lecture for each time and um I think the class and I get along quite well, so I was quite pleased with it.” |
| Teaching: somewhat satisfied  (0.81) | Instructor descriptions were mixed between positive points and negative points when describing how they felt about their own teaching | “But overall, I think the majority of students are learning well, and I am satisfied with the majority of the class, even though there are a few, a portion of the class, I’m not satisfied that I can’t get them to learn like the majority of the class. So I would say maybe 70 to 80%.”  “I was, I guess I was not completely satisfied, I won’t say I was dissatisfied but not completely satisfied because the opportunities to interrogate the students were reduced because it wasn’t going at the pace I wanted to go.” |
| Teaching: not satisfied  (1.00) | Instructor described more negative than positive points when discussing their own teaching | “Very dissatisfied, uncharacteristically dissatisfied. Again, if I give myself a grade, I would say I passed because I showed up, but I take things pretty personally, that’s the wrong way of saying it, but it bothers me when things don’t go the way they should have gone.”  “I’ve been dissatisfied with it, but I’ve never invested the amount of energy needed to change the lectures.” |
| Teaching: does not know  (1.00) | Instructor describes uncertainty regarding their satisfaction with their teaching, sometimes coupled with a description of when or how they will know more | “There is this old model that in any class, you can always say, ‘oh, this person is doing really well in my class,’ but you know I’ve got a couple of people in my class they would do well no matter how I taught them and there may be a couple of people in my class that might struggle no matter how I taught them, and it’s the vast middle ground where I am nervous about. I don’t know if we push back the goal posts or not last week, it’s hard to tell.”  “Yeah, as expected, we will find out how satisfied I am when exam scores come in, cause that’s when you really start going, that worked, or that didn’t.” |
| Student engagement: highly satisfied  (0.88) | Instructor descriptions were uniformly positive or very positive with only minimal concerns when describing if students were engaged during class | “Yeah, I think so, there were a lot of them that don’t normally speak up that were engaged and put in their ideas and things.”  “Yeah, whenever I teach one of these big introductory courses, the students are quite engaged, where people aren’t falling asleep and reading the student newspaper, and so far they seem to be paying attention to me.. the students are engaged enough that I can tell from the way they are looking at me, just the eye contact that I’m making in this big lecture format, whether they are getting it or not, the people seem to be quite engaged.” |
| Student engagement: somewhat satisfied  (0.87) | Instructor descriptions were mixed between positive points and negative points when describing if students were engaged during class | “I think it was alright, I wasn’t, yeah, I mean I think it could be better actually. Like I think I didn’t personally do a good enough job perhaps of keeping them engaged, especially when the one activity was over…”  “Medium, kind of middling. There’s some that are, but I mean it’s not everyone.” |
| Student engagement: not satisfied  (1.00) | Instructor described more negative than positive points when discussing student engagement during class | “That particular class, no. They’ve really just gone through the motions.”  “No. I think we are getting to the point in the semester where there is a little bit of burnout.” |