

Flash Talk Presentation Order

1. Paula Lemons
2. Ginger Clark
3. Doune MacDonald
4. Christine Broussard
5. Jose Herrera
6. Sierra Dawson
7. Ingrid Novodvorsky
8. TEval Video
9. Michael Dennin
10. Heather Seitz
11. Loretta Brancaccio-Taras
12. Flower Darby
13. Sara Marckett
14. Stephanie Fabritius and/or Susan Singer

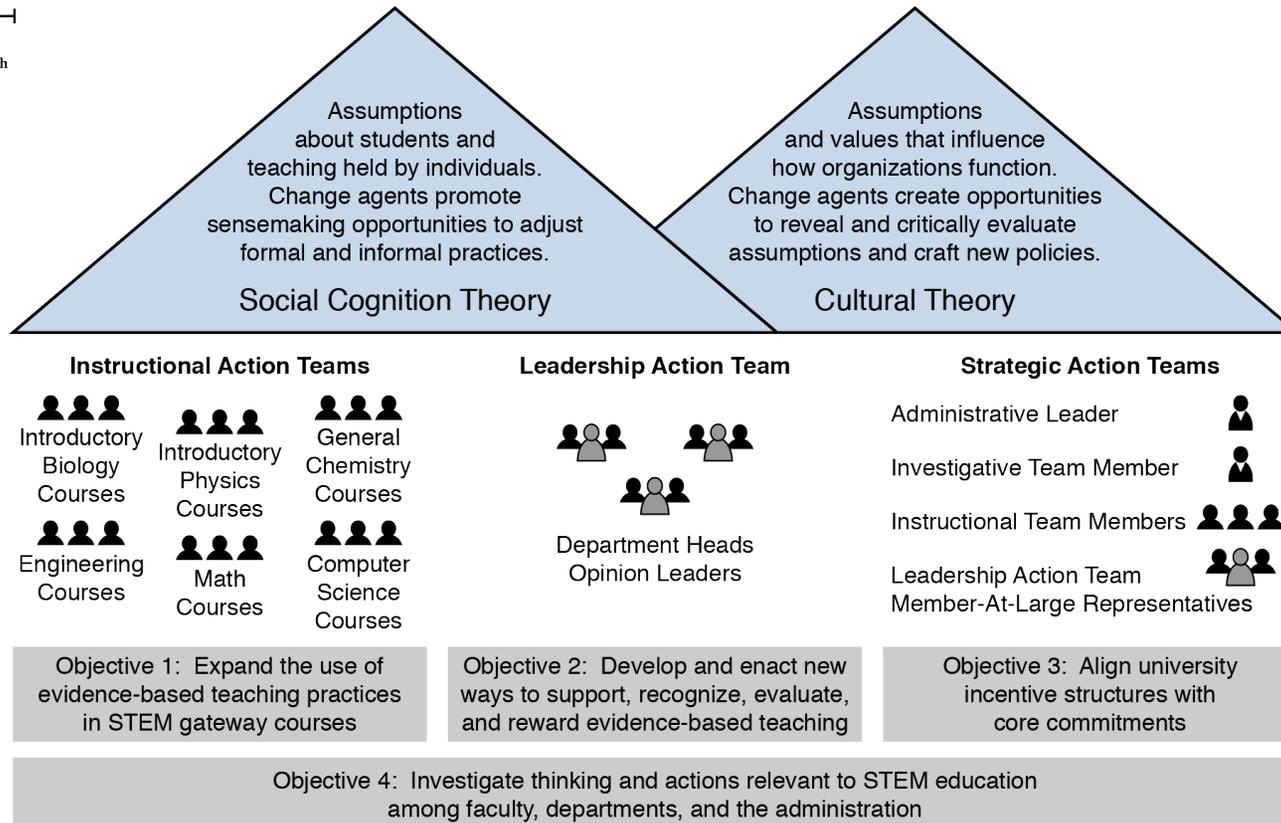


DeLTA



UNIVERSITY OF GEORGIA

Scientists Engaged in Education Research



Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Department and Leadership Teams for Action (DeLTA) at the University of Georgia

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

DeLTA promotes comprehensive second-order change in undergraduate STEM education among faculty, departments, and administrators at the University of Georgia (UGA). This change will increase alignment with new core commitments for undergraduate education, including to design educational experiences to achieve clear and measurable learning outcomes, base education decisions on evidence, and promote inclusion and diversity. DeLTA objectives are to:

1. Create and support Instructional Action Teams to expand the use of evidence-based teaching practices in introductory courses across STEM
2. Create and facilitate a Leadership Action Team to develop and enact new ways of supporting, evaluating, incentivizing, and rewarding evidence-based teaching at the department level
3. Create Strategic Action Teams to work opportunistically to align university incentive structures with the core commitments
4. Investigate thinking and actions relevant to STEM education among faculty, departments, and the administration.

DeLTA approaches change from multiple theoretical perspectives at multiple levels of the university. For example, using social cognition theory, faculty and administrators are developing new meaning about teaching evaluation. Using cultural theory, faculty and administrators are reconsidering their underlying assumptions about teaching evaluation, the sources of data for teaching evaluation, and how those data should be interpreted and used. Research on DeLTA will answer the overarching research question: To what extent do individual and organizational thinking and actions develop toward STEM education reform? Longitudinal data are being collected from all action team participants. Data sources include interviews, surveys, teaching observations, course-based assessments, audio-recordings of action team meetings, and artifacts revealing departmental and university policies.

3. Leaders Names:

Paula Lemons, PI
Tessa Andrews, Co-PI
Peggy Brickman, Co-PI
Sarah Covert, Co-PI
Erin Dolan, Co-PI

The team is also led by 9 additional senior personnel in each STEM unit plus the College of Education. These members plus the PIs form the Investigative Team and are meant to offer distributed leadership to the project.

4. Project Activities/Methods and Progress to Date:

DeLTA is working on all levels of the University. Specific to teaching evaluation are activities and progress to date are as follows:

Leadership Action Team: At the department level, we have assembled a team of 13 department heads across STEM who are working to reconsider policies, practices, and underlying assumptions for teaching evaluation at the department level. We met one time in spring 2019 and will meet three times fall 2019 and at least once in spring 2020. Our goals for 2019-2020 are to (1) assist three pilot departments in making significant enhancements to their teaching evaluation processes; (2) help all departments take one step forward to improve their teaching evaluation processes. Regarding Goal 1, the Departments of Mathematics and Plant Biology have stepped up to serve as pilot departments, and we will recruit one additional department this fall. Both Mathematics and Plant Biology want to work on implementing a

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sustainable peer observation/evaluation system. DeLTA will help them by convening groups of faculty from each unit, co-developing goals and agendas, providing learning resources from other universities (e.g., frameworks for teaching evaluation, rubrics for peer observation/evaluation), assisting in the development of formative and summative processes for peer observation/evaluation. Regarding Goal 2, we are structuring our Leadership Action Team meetings to help department heads learn about best practices in teaching evaluation as well as strategies for implementation and common barriers. We will ask department leaders to identify their departments' best starting point for making a meaningful step forward this year. We will resource them and assist them in taking that step, e.g., providing example policies from other institutions, assisting in drafting policies. In spring 2020, departments will share with each other how their units are moving forward and receive feedback on the process.

Strategic Action Team: At the university level, DeLTA is working opportunistically to improve the evaluation of teaching. In 2017, UGA released a Report from the President's Task Force on Improving Student Learning and Success. One of the twelve recommendations from this report was to Strengthen systems to document and promote effective teaching. In 2018-2019 a committee was appointed to move forward on policy that addresses this recommendation and is drafting a final report. DeLTA has lent our support to the committee chair. Specifically, we offered feedback and suggested revisions and have asked to be included as the report moves forward. The report will be converted to a policy statement that will go through the University Curriculum and Faculty Affairs committees starting this fall. Based on the current draft policy, key improvements are to provide a centralized, standardized end-of-course evaluation system, a statement to mitigate bias included as part of the centralized end-of-course system, a recommendation for departments to incorporate peer review of teaching into their evaluation processes, and inclusion of instructor self-evaluation.

5. Future Direction of the Project:

The project is in Year 1, so our future direction is simply to execute our plans, revising and adapting as needed.

6. Biggest Challenge, Success, or Surprise to Date:

Our greatest success so far is strong buy-in across campus. We have easily recruited people to be involved. The biggest challenge is following up with faculty and administrators to make sure they do the things they want to do. With some exceptions, participants clearly see the need for DeLTA and are excited that the project can help them accomplish things they already want to accomplish, yet people are pressed for time and money. We see our job as staying on top of things and constantly offering support, resources, and professional development to help participants do what they want to do.

7. Key Lesson that would be useful for others:

Teamwork and timing are critical. Our senior personnel team brings tremendous expertise and experience along with political connectedness at UGA. This enables us to accomplish different tasks at different times based on our strengths, positions, and connections. Also, UGA is at a critical timepoint due to a number of initiatives and opportunities to improve undergraduate STEM education in the past 5 years and a President who values and invests in undergraduate education.

8. Areas Where you Could Use Advice or Support:

First, we could use advice on establishing sustainable peer observation/evaluation systems in departments and helping department see that peer observation/evaluation should be formative, not only summative. While many participants are on board with the idea of peer observation/evaluation, they worry about workload and how it will actually work. They also worry that faculty will not be honest about their colleagues' teaching. Second, we could use advice on helping departments identify their best next step.



Innovation: ...

Promising Approaches:

- Shared Governance
- Holistic Model
- Central Resources

Key Challenges:

- Communication
- Faculty "buy-in"
- Academic freedom, workload, cynicism

Potential Lessons:

- Incremental approach
- Multi-method communication
- Cite absolutely everything

Help!

- NASEM, AAU, and R1s support
- Clearinghouse resources and studies

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: USC Excellence in Teaching Initiative

2. Project Purpose and Goals:

Purpose: The USC Excellence in Teaching Initiative strives to promote teaching excellence in the same way research excellence is valued. The initiative centers around: *Defining, Developing, Evaluating, and Rewarding Teaching Excellence.*

Goals:

- A. To ensure USC students receive a world-class education that reflects innovative teaching approaches grounded in learning theory and pedagogical best practices
- B. To enact the university's commitment and value of teaching by
 1. Providing greater support to all faculty in developing their teaching practice
 2. Evaluating teaching quality rigorously, systematically, and with evidence-based criteria
 3. Evaluating teaching more fairly and equitably
 4. Rewarding teaching leadership and excellence in serious and tangible ways

Objectives:

The university will support the initiative by

- A. Providing a framework and guidance on the development of school-based plans for teaching excellence
- B. Providing extensive evidence-based teaching resources and support to minimize undue burdens on schools in educating themselves about effective pedagogy

The schools will carry out the initiative by creating faculty-developed, school-based teaching plans that

- A. *Define* teaching excellence in their discipline
- B. Institute teaching *development* opportunities that promote the school's definition criteria
- C. Identify peer review tools and processes to *evaluate* faculty on the school's definition criteria
- D. Outline incentive structures that *reward* faculty for excellent teaching leadership and performance, and provide support to develop their own and evaluate their peers' teaching

Faculty will engage in the initiative through

- A. Critical self reflection of teaching practices
- B. Teaching development opportunities
- C. Peer review of teaching to both learn from and evaluate peers' teaching practices
- D. Leadership in teaching excellence in their schools, across the university, and in their disciplines

3. Leaders Names:

Ginger Clark, Associate Vice Provost for Academic and Faculty Affairs; Elizabeth Graddy, Interim Provost; Vice Deans within each school; School-based faculty task forces

4. Project Activities/Methods and Progress to Date:

The university level includes

- A. University-wide definition of excellence in teaching--*completed*
- B. Investment in training and resources for teaching development--*Phase 1 & 2 completed*
- C. Peer-review tools and training--*Phase 1 & 2 completed*
- D. Helping schools align reward structure with definition, development, evaluation--*in process*

- E. The development, evaluation, and reward resources developed by the university's Center for Excellence in Teaching are intended to assist faculty and schools, but schools may develop their own based on discipline-specific pedagogical best practices

The school level involves a faculty-led process to develop school-based customized plans to promote teaching excellence. This will include

- A. School-based definitions with discipline-based best practices—*60% completed first drafts*
- B. Teaching development opportunities aligned with their definition criteria--*in process*
- C. Peer-review tools and processes to evaluate criteria in definitions--*40% completed first drafts*
- D. A revised incentive structure that is sufficiently rewarding to motivate faculty to invest in teaching development, peer-review, performance, and teaching leadership--*in process*

The faculty level involves

- A. Individual or groups of faculty reflecting on their own teaching goals--*in process*
- B. Identifying resources and opportunities to engage in teaching development--*in process*
- C. Participating in review of peers' teaching according to their school's teaching plan--*in process*
- D. Participating in teaching leadership in each school/discipline--*Phase 1 complete*

5. Future Direction of the Project:

With a new president and new provost, the initiative will likely change to incorporate their vision for teaching. In the meantime, phases of the plan will continue to move forward, as we move the initiative into the school and faculty levels.

6. Biggest Challenge, Success, or Surprise to Date:

- A. Communicating to 7000 faculty about initiative origins, intent, guidance, and progress
- B. Increasing faculty buy-in, which has been uneven across schools
- C. Decreasing anxiety about "changing the rules" around teaching
- D. Addressing concerns around academic freedom, workload, and university commitment
- E. Lack of irrefutable evidence that this path is better

7. Key Lesson that would be useful for others:

- A. Create a multi-method communication plan; memos don't work
- B. Don't rely solely on governance structures for dialogue and feedback; use multiple methods
- C. Use an incremental approach; avoid flooding. Start with having schools define excellence. Questions about development, evaluation, and reward will arise organically from that process
- D. Launch just-in-time resources to avoid perceptions that resources must be adopted by schools
- E. Cite everything you can. Faculty want proof that what you are proposing will work. There isn't irrefutable proof, but having evidence that can be extrapolated has been helpful in dialogues

8. Areas Where you Could Use Advice or Support:

1. Strengthening faculty buy-in. Having National Academies and AAU support will help
2. Helping faculty to see teaching as a serious part of their profile
3. Overcoming obstacles to peer review (e.g., time, workload, bias, etc.)
4. A clearinghouse of resources developed by other universities, organized by resource type
5. A clearinghouse of scientific studies that point to best teaching practices in higher education, organized by discipline

Professor Doune Macdonald
Pro-Vice-Chancellor (Teaching and Learning)
The University of Queensland, Australia

Dr Le Hoa Phan
Manager, Evaluations
Institute for Teaching and Learning Innovation (ITaLI)

- **Student Evaluations of Courses and Teaching (SECaT)**

- Eight quantitative and two qualitative questions
- Every course and teacher every semester
- Staff photos included with surveys
- No incentives for completions
- Offensive language scan prior to data release
- Confidential not anonymous

- **Student Evaluations of Tutors (SETutors)**

- **Check-in Survey (optional, self-written and standard questions, mid-semester)**

- **Peer Observation of Teaching**

- **Higher Education Academy (Advance HE) Fellowships**

SECaT responses

- **37%-42%** response rate/semester (~160,000 responses)
- Increased satisfaction for courses and teaching
- **0.001%** offensive language (< 50 comments per semester)
- Satisfaction not consistently correlated to gender, student grades, or course mode
- Overwhelming majority of comments relate to curriculum and pedagogy.

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: *Review and Recognition of Teaching Quality Indicators at The University of Queensland*

2. Project Purpose and Goals:

The University of Queensland (UQ) saw a need to review our systems and process related to evidencing teaching achievement and performance. We established three working parties to complete those reviews: to review the student evaluations systems and processes; to broadly review indicators of teaching quality; and to determine what should be recorded on an academic dashboard for performance conversations. The Working Parties found that overall UQ has a wealth of data that are comprehensive and evidence teaching quality; giving a strong student voice through their evaluations of courses and teachers. In addition, teachers may receive valuable feedback and recognition through peer observation, Higher Education Fellowships and teaching awards. We have undertaken a 'One UQ' approach in the aggregation and reporting of these data aligned with our UQ Strategic Plan.

3. Leaders Names:

Professor Doune Macdonald, Pro-Vice-Chancellor (Teaching & Learning)
Dr Le Hoa Phan, Manager Evaluations

4. Project Activities/Methods and Progress to Date:

A number of Working Parties have guided the implementation of:

- Conversion of student evaluation surveys of courses and teachers (SECaTs) from anonymous (no record of respondent identifiers kept with responses) to confidential (record of response identifiers kept with responses but not reported to teaching and course teams) surveys - completed;
- Piloting of alternative student evaluations periods, questions, and instruments - completed;
- Examinations of student survey engagement, response rates, and completion patterns – initially completed with ongoing monitoring;
- Readjustments of existing systems and processes including introduction of staff photos in student surveys, optional surveys with self-written questions, and management of offensive language in survey comments – initially completed with ongoing monitoring in place;
- Release of aggregated analytics for student evaluations to staff – initially completed with ongoing monitoring;
- Examination of Peer Observation of Teaching versus Peer Review of Teaching – completed;
- Consistent reporting and recognition of Scholarship of Teaching and Learning (SOTL) in systems for staff access and use as evidence for reward and recognition of teaching activities – completed;
- Building of dashboard for all academic staff that includes their SECaTs, course coordination, awards and fellowships, teaching grants and publications (completed) with leadership in teaching underway.

5. Future Direction of the Project:

Ongoing longitudinal analyses of data to evidence teaching quality, with University Human Research Ethics Committee approval granted. The project will analyze factors that influence academic promotions and student learning experiences and outcomes as well as any changes in national survey responses such as Student Satisfaction.

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6. Biggest Challenge, Success, or Surprise to Date:

Challenges:

Student trust – We were concerned that converting our anonymous surveys to confidential surveys would reduce response rates, because students might not have trusted how we managed the data. Result over the years show that the change has not affected response rates.

Staff trust – We have aimed to increase staff trust in our systems by implementing a strict hierarchy for the management of data access at various levels. We have also comprehensively investigated issues with data and explored questions posed by staff to help increase their confidence in our system.

Successes:

Upwards trends in student evaluations - We have observed an annual positive shift in means for our student evaluations results while seeing no consistent drop in response rates. These positive shifts were captured by our student evaluations results, and are testament to the successes of our other large-scale changes implemented across the University as part of our Student Strategy 2016-2020 project <https://student-strategy.uq.edu.au/>.

Increased peer observation adoption – For staff who have received low student evaluations response rates (equating to non-representative data from the student perspective), there has been increases in the numbers of staff requesting voluntary peer observation.

Drop in offensive language – The implementation of our Offensive Language Scan has contributed to a drop in the numbers of cases of offensive language reported in student evaluations results. The introduction of our Student Conduct Management process has further re-iterated to students and staff that UQ has high expectations that students will maintain professional conduct when interacting with staff face-to-face and within our online systems.

Surprise:

We expected (through anecdotal reporting) that our student evaluations data would be bi-modal and submitted by students with low grades or high grades. However, repeated analyses of results disaggregated by student identifiers showed that our data are skewed towards “Agree = 4” and “Strongly Agree = 5” and respondents are from a wide distribution of grades, and socio-demographic backgrounds.

7. Key Lesson that would be useful for others:

By removing the expectation of anonymity, we have increased staff confidence that we are facilitating student evaluations without anonymity constraints. This helps to reduce staff anxiety with our student evaluations and affirms to staff that UQ will take appropriate actions to protect staff well-being. From the student perspective, when they submit confidential reports of alleged staff misconduct, they can be assured that UQ staff will review those reports and follow-through accordingly with appropriate actions.

8. Areas where you could use advice or support:

Why are student evaluations of teaching so contentious in the US and Canada? We would also welcome insights on whether incentives (monetary or prize-based) have contributed positively or negatively to other Universities evaluation practices.

The Perfect Storm: Leveraging what you've got to effect change.

Christine Broussard, PhD.
Natural Science Division Chair, and
Professor of Biology

Administrative
efforts to
elevate
Institutional
Reputation

Promote teacher/scholar model*

- **Emphasis on scholarly productivity**
- **Replace longevity with performance pay incentives**

Student
efforts to
highlight lived
experiences
and foster
change

Accountability for campus environment

- **Sharing lived experiences (e.g. microaggressions)**
- **Mandatory training and evaluation for administrators, staff, and faculty**
- **Changes in teaching evaluation to include cultural**

Changes:

- **New scholarship standards**
- **New teaching evaluation framework**
- **Increased professional development opportunities**
- **Inclusivity-focused strategic plan**

Faculty efforts
to define
workload
expectations

Reasonable and fair expectations for workload

- **Define workload expectations**
- **Create fair/consistent evaluation of teaching**
- **Investment in faculty governance (Senate* subcmtes on Course Evals*, Teaching Eval framework*; new committee on Policies*)**

University of
La Verne

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: How administrative initiatives, faculty governance, and student voices can work together to transform the evaluation of effective teaching in higher education. {The Perfect Storm: Leveraging what you've got to effect change.}

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

Over the course of a five-year period, the University of La Verne made a sea change in the standards used for the evaluation of teaching effectiveness. These efforts began as an initiative to cultivate more teacher-scholars by encouraging faculty to increase their engagement in scholarship/creative or professional activity, and thereby elevate the reputation of the University. However, the faculty response to the teacher-scholar initiative created the momentum for faculty to re-design the standards used to define and assess excellence in teaching for promotion and tenure. Faculty desired more clarity in workload expectations and assessment, and less bias in the measures that were being used to evaluate excellence in teaching. The backlash also harnessed prior efforts to revise the faculty handbook to reflect more robust shared governance. More recently, student voices have helped the institution recognize areas in which more work is needed. Several important lessons emerged from the process. First, faculty workload must be defined (and reasonable). Second, communication with all stakeholders is imperative. Third, the faculty must have a united voice. Fourth, the role of faculty governance in establishing teaching evaluation standards must be clear. And fifth, ideally administrators, faculty, and students must work together. In the end, the faculty shepherded through a substantially revised faculty handbook that not only created a new framework for teaching effectiveness evaluation, but also strengthened faculty participation in shared governance. Student protests and hate crimes brought to the fore the gravity of inaction and inspired the university community to take serious action.

3. Leaders Names: (presenter)

- a. Faculty governance – senate and policies
 - a. Current - Christine Broussard, Lisa Looney, Diane Klein, and others
 - b. Prior - Sean Bernard, Justi Saldana, Omid Furatan, and others
- b. Administrative initiatives – Jonathan Reed
- c. Students – Decolonize ULV

4. Project Activities/Methods and Progress to Date:

- Revised student course evaluation surveys
- Revised scholarship definition and expectations
- Created teaching effectiveness evaluation framework
- Revised Faculty Handbook to enrich the teaching effectiveness evaluation with more meaningful measures from new framework

5. Future Direction of the Project:

- We need to inform and educate colleagues about the new measures and evaluation framework
- We need to engage units in identifying and/or developing types of evidence to support teaching effectiveness evaluation

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

- We need to seek or create and provide training to improve cultural competence/responsiveness and to fairly evaluate cultural competence/responsiveness of faculty and administrators

6. Biggest Challenge, Success, or Surprise to Date:

One of the biggest challenges was getting faculty to vote for a change in how we are evaluated for teaching effectiveness. A close second is, after voting for the change, getting units to operationalize the changes. Many faculty members expressed concern about the workload associated with the new framework and the lack of training to carry it out.

A surprise was discovering that some changes depended upon technology. Incorporated into the efforts to change the teaching effectiveness evaluation framework was the redesign of the student course evaluation tool. This two-year effort ground to a halt when the University discovered that the existing data management tool we had (Banner) was not able to interface with a new tool (Campus Labs) purchased to facilitate administering the surveys and broadening access to retention, persistence, and success data.

An unmitigated success was the enhanced participation of faculty in shared governance efforts. Once we started revising the teaching effectiveness evaluation framework, it leveraged interest and work from prior years to revise the entire faculty handbook. The events that led to the revision revealed a deep thirst for self-determination and collaboration through faculty governance. Many more faculty members are now actively involved in shared governance. The investment in shared governance has elements of education of stakeholders (faculty and administrators), demands for accountability, and an expectation of civil discourse. In my 19 years as a faculty member at La Verne, this is the most active faculty members have been in shared governance.

7. Key Lesson that would be useful for others:

Perhaps the most important lesson I have learned is the need to read the landscape of your institution and identify its readiness for change. That means determining if there are sufficient numbers of faculty members and administrators who recognize the importance of teaching effectiveness evaluation as a lever for transformation of STEM education and all of higher education (i.e. reaching a tipping point). It also means identifying existing initiatives/efforts (i.e. prior efforts) that synergize with the change you seek and recognizing current events (e.g. student protests) that can catalyze individual stakeholders who have not yet made up their minds to take action.

Equally important is the necessity for actively cultivating feedback from all stakeholders on these efforts, and USING that feedback to create a better intervention. The first time the framework was up for a vote, it did not achieve the 2/3 majority needed for a handbook change. In the next academic year, greater efforts were made to solicit and incorporate changes to the proposal to strengthen it and enhance its appeal to a wider audience. This included allowing units (including the natural sciences as a block) to group edit the proposal, collating recommendations from the units that participated, and presenting updated versions with contributions from the various units noted.

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8. Areas Where you Could Use Advice or Support:

Despite our success in creating a more robust framework for teaching effectiveness evaluation, many new faculty members up for third year review and tenure/promotion have approached me asking for guidance on how to prepare their portfolios for review. The issue is that while the University standards have changed (and faculty voted/agreed to do so), many units have not operationalized them into their processes for review. I believe one way to address the implementation of the new standards is hold sessions that demonstrate how to operationalize them. However, a more powerful approach may be to have the units themselves identify evidence of effective teaching from their own discipline (informed by professional development opportunities) and develop a plan to operationalize the new standards.

At the heart of many recent campus initiatives and La Verne's ongoing (for 128 years) mission is equity and inclusion. An expectation for cultural competence/responsiveness was baked into the new framework. However, many faculty members and promotion and tenure committees have expressed the need for training to become more competent/responsive and to be able to fairly evaluate others in this area. Finding training and tools for cultural competence/equity & inclusion in the classroom will be a key to the ultimate success of our efforts.

Rethinking Promotion and Tenure at Kingsborough Community College (KCC) of the City University of New York

Three Criteria

- Teaching
- Service
- Scholarly publications**

Process

- 2008: Creation of a guidelines document
- 2010: Review of guidelines- recommendation to replace one publication with a teaching portfolio
- 2016: discussion by chairpersons to amend guidelines
- 2018: faculty input, town hall
- 2019: to be continued.....



Loretta Brancaccio-Taras

Developing a Peer Evaluation of Teaching Process for All Delivery Modes

KCC developed KCC Flex/KCC Online to:

- increase access to higher education
- provide greater flexibility
- decrease travel costs and time



Online degrees

- AA Liberal Arts Online
- Expanding to offer AA Criminal Justice and AS Community Health

Evaluation of Teaching: geared towards face to face delivery

Process

- 2017: standing committee of governance modified form so that it was equitable for all delivery modes
- 2018-2019: pilot and incorporate changes

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Rethinking Promotion and Tenure at Kingsborough Community College (KCC) of the City University of New York

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

At Kingsborough, faculty of the professorial ranks are evaluated for reappointment, tenure and promotion based on three criteria: teaching, service, and scholarly work. A document was created in 2008 to help faculty understand how to fulfill each of these categories. Scholarly work was been narrowly defined as peer reviewed publications. With limited resources for traditional bench research, heavy teaching loads, vast ideas about what service looks like and union issues related to parity within CUNY, the Director of Teaching and Learning and the Director of e-Learning were charged with leading a faculty group to review our promotion and tenure guidelines. The group consisted of presentation from each academic department and produced a series of recommendations. The most radical of these was the substitution of one publication with a teaching portfolio. In 2010, the Provost and interim President did not accept this change and the new guidelines were never presented to the faculty. With changes in leadership (new president, provost and dean of faculty), the discussion was reinitiated in 2017. The guidelines have been circulated for comments; a promotion and tenure town hall was held for faculty to ask questions. Departmental chairpersons have the strongest voice on the promotion and tenure guidelines since they vote on all candidates. The chairpersons seem resistant to change the scholarly publication criteria and little change has been made even though this is the one criterion faculty have the most difficulty meeting.

3. Leaders Names: many people have been involved since this work is ongoing

4. Project Activities/Methods and Progress to Date: see #2

5. Future Direction of the Project: Unsure, since my role in the project has changed

6. Biggest Challenge, Success, or Surprise to Date: The biggest challenge is changing the culture of scholarship on campus even though there is a large amount of literature that defining scholarship

7. Key Lesson that would be useful for others:

- Use examples from similar institution types
- Provide opportunities for multiple voices to be heard

8. Areas Where you Could Use Advice or Support:

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Developing a Peer Evaluation of Teaching Process for all Delivery Modes

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

In an effort to increase access to higher education, Kingsborough Community College (KCC) is expanding its hybrid and online course offerings. While this action is viewed as a mechanism to increase enrollment and provide great flexibility for students, the quality of these courses and whether effective teaching practices are being used is in question. Peer evaluation of teaching is required for faculty reappointment, tenure and promotion. There is a standard form used for teaching observations. However, the form did not seem to be a good fit for observations of online courses. KCC's Committee on Instruction, one of the standing committees of our governance, decided to address this issue in 2017. A number of options were explored, including creating a separate peer evaluation of teaching form for online courses. However, concerns were expressed that using a different form was not fair and could become a union issue. Ultimately, the Committee on Instruction decided to modify the peer evaluation of teaching form so that the criteria could apply to any delivery mode. The form was approved by KCC's governing body in 2018 and is currently being tested with face to face, hybrid and online courses. Currently, feedback is being solicited to determine if changes to the form are necessary.

3. Leaders Names: KCC committee on Instruction, a standing committee of College council (governing body of the college)

4. Project Activities/Methods and Progress to Date: see above

5. Future Direction of the Project:

6. Biggest Challenge, Success, or Surprise to Date:

Dispelling the myth that teaching online is so unique, less effective, and cannot be evaluated. Even with the created of an instrument to evaluate online teaching, most of the evaluations take place in face to face classes.

7. Key Lesson that would be useful for others:

Have multiple avenues for input and discussion

Continuous Improvement and Evaluation of Teaching System

Ensure alignment in how we **Define – Develop – Evaluate – Reward** Teaching Excellence.

Multi-year effort led by the Senate, Office of the Provost and Faculty Union to make teaching evaluation:

fair and transparent,

conducted against a clear definition of teaching excellence and criteria that include units' expectations,

informed by data collected from peers, students & faculty themselves.



Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title:

The Continuous Improvement and Evaluation of Teaching System

<https://provost.uoregon.edu/revising-uos-teaching-evaluations>

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

At the University of Oregon the Office of the Provost and the University Senate have been working together since spring 2017 to revise teaching evaluation practices. We have developed a holistic new system that does more than simply replace problematic evaluation instruments. The new system has provided the opportunity to ensure alignment in how we [define](#), [develop](#), [evaluate](#), and [reward](#) teaching excellence. The goals of the new system are to ensure teaching evaluation is fair and transparent, is conducted against criteria aligned with the unit's definition of teaching excellence, and includes input from students, peers and the faculty themselves.

3. Leaders Names:

University of Oregon

Sierra Dawson, Associate Vice Provost for Academic Affairs – Office of the Provost

Bill Harbaugh, Professor of Economics, University Senate Past-President, Faculty Union Executive Council

Austin Hocker, Assistant Director of Research and Assessment – Teaching Engagement Program

Lee Rumbarger, Assistant Vice Provost for Teaching Engagement – Office of the Provost, Director of the Teaching Engagement Program

4. Project Activities/Methods and Progress to Date:

Teaching Quality Standards: August 2019 - A [Memorandum of Understanding \(MOU\)](#) between the faculty union and the Provost communicates an update to the Collective Bargaining Agreement (CBA) and enshrines the commitment to evaluating professional, inclusive, engaged and research-led teaching practices. A new Senate committee formed in Fall 2018, the Continuous Improvement and Evaluation of Teaching (CIET) committee, will oversee implementation of [April 2019 Senate legislation](#) which includes the elements described below.

Student Experience Survey: Fall 2019 - A new learning-focused [midway](#) and [end-of-course](#) Student Experience Survey will replace our historic Course Evaluations campus wide after a year of pilot work. The new survey will not include student ratings. Instead, students are provided with 13 teaching elements and asked to respond with information regarding whether the element is beneficial to their learning, or needs improvement for their learning. They provide qualitative feedback on the most beneficial element and the element most in need of improvement. (Mock up of Survey using Qualtrics: https://oregon.qualtrics.com/jfe/form/SV_6eZHIDvtdKmbAdn)

Instructor Reflection: Fall 2019 - A new [Instructor Reflection](#) will be deployed campus-wide. The tool makes it easy for instructors to archive what went well and what might be improved in the future as well as how their teaching aligns with [UO's definition of teaching excellence](#) (professional, inclusive, engaged and research-informed). The reflection also provides a new mechanism for the instructor's own voice to inform evaluators' interpretation of student feedback.

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5. Future Direction of the Project:

Dashboard for Teaching Evaluation: Currently creating a web-based dashboard for use by unit heads during the Teaching Evaluation process. The dashboard will be organized around the new standards for teaching quality – professional, inclusive, engaged and research-informed – and will pull in data from the new end-of-course Student Experience Survey and the Instructor Reflection.

E-Template for Peer Review: In order for peer review data to be pulled into the dashboard described above – alongside qualitative data from the students and the faculty themselves – peer review feedback needs to be aligned with the new Teaching Quality Standards and submitted electronically into a central database. We are working on a template peer review reporting form in Qualtrics for this purpose.

Unit-level modification of the Teaching Quality Standards: Units will have one year to submit any modifications to the new standards (additions or semantic changes) prior to Fall 2020 implementation of the new teaching quality standards for all formal teaching evaluation (merit, tenure, promotion etc.).

Rubric for Evaluation of Teaching: We will begin testing a rubric for evaluators to use when formally evaluating teaching for merit, promotion, tenure etc. The rubric names the input sources for each standard (student, peer, faculty themselves), and provides descriptions of the criteria to meet, exceed or not meet expectations for each standard, and for the review overall. Units will need to adopt this rubric (or their approved unit-modified version) by Fall 2020. The dashboard described above will provide the majority of data needed when using the rubric for evaluation.

6. Biggest Challenge, Success, or Surprise to Date:

Successes: Excellent collaboration with the University Senate and Faculty Union. Have been able to make significant progress over two-year period of time for this reason.

Challenge: Student Evaluation of Teaching is an emotionally charged topic producing much anxiety. Faculty are so use to student ratings being the sole evaluation tool they have a hard time adjusting their mental model and to understand the new system in which the Student Experience Survey is not evaluative, but is just one piece of data collected for evaluation against defined criteria. The 6-year tenure and promotion cycle means that it will take a long time to completely move beyond the old system into the new.

7. Key Lesson that would be useful for others:

- working closely with University Senate and or Faculty Union may be a key to progress.
- keeping an updated webpage with a timeline including all documents, meetings etc. has been helpful.
- it is necessary to define teaching quality/excellence before new tool development to ensure alignment.

8. Areas Where you Could Use Advice or Support:

- how to balance inclusion of old student rating data into new system during the long 6-year tenure cycle.
- how to help people change their mental model from a comparison based system in which teaching evaluation included comparing faculty to each other using student ratings to a criterion based evaluation in which everyone has the opportunity to meet or exceed expectations.

Peer Review of Teaching Protocol

Ingrid Novodvorsky

- Protocol Components
 - Guidelines for Observer and Observee
 - Note-Taking Template
 - Classroom Observation Tool (customizable with template feature)
 - Online Course Review Tool



How do we better promote the use of the Protocol?

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Peer Review of Teaching Protocol

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

Create an online resource that any instructor or department can use to guide formative teaching review and evaluation of teaching, for either in-person and online courses. Departments can create a custom observation template to promote consistency across class observations. We also wanted to create a resource that could be used with no upfront training.

3. Leader's Names:

Ingrid Novodvorsky, Univ. of Arizona

4. Project Activities/Methods and Progress to Date:

The Peer Review of Teaching Protocol was developed in spring 2014, and is available at <https://teachingprotocol.oia.arizona.edu/>. The Protocol includes guidelines for the instructor being observed, guidelines for the observer, a template for recording notes during a classroom observation, an Online Course Review Tool, and a customizable Classroom Observation Tool that includes a bank of 82 items addressing various aspects of a class session. The Classroom Observation Tool includes a template feature that allows UA departments to create a template for use across multiple courses. It is also available in a Word format.

Beginning in the 2014-15 academic year, Promotion & Tenure dossiers at the University of Arizona were required to include a letter based on a classroom observation, and the Protocol was promoted as one possible resource for those observations. The Protocol is presented annually at workshops on preparing dossiers, offered by the Vice Provost for Faculty Affairs. For the 2019-20 academic year, the teaching observations are required to use the Peer Review of Teaching Protocol.

As of August 2019, there have been 580 uses of the Classroom Observation Tool, and 46 completed observations using departmental templates. There have also been some 1080 downloads of either the Classroom Observation Tool or the Online Course Review Tool.

5. Future Direction of the Project:

The steps in conducting a classroom observation/course review are still best practices, as supported by recent literature. We would like to expand the use of the Protocol on our campus, particularly the use of departmental templates to support consistent expectations across a department.

6. Biggest Challenge, Success, or Surprise to Date:

The biggest challenge has been the relatively low usage of the online Classroom Observation Tool. In any given semester, the UA offers some 2100 courses each semester, so the 580 uses of the Tool represents a small fraction of the potential uses.

7. Key Lesson that would be useful for others:

Just creating the resource was not sufficient to have it in wide use across a large campus, nor is simply telling people that it is there.

8. Areas Where you Could Use Advice or Support:

How can we better promote use of the Peer Review of Teaching Protocol? Also, since the Protocol is used in preparing the teaching portfolios that are part of our promotion and tenure dossiers, how can we support units in evaluating those portfolios?

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Unit-Wide Teaching Observations

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

Provide teaching observations and post-observation feedback to all instructors in a targeted unit (department, school, or college). Following modeling of useful pedagogical feedback, the goal is that instructors in the unit start to do peer teaching observations and feedback sessions.

3. Leader's Name:

Ingrid Novodvorsky, Univ. of Arizona

4. Project Activities/Methods and Progress to Date:

Starting in fall 2015, we were asked to observe all instructors in our Computer Science department, at the request of the department head. Instructors coordinated the observations with members of our faculty-development team, and class sessions were video-recorded. Instructors were provided a link to their videos and were asked to watch the videos before individual post-observation meetings. Following these meetings, instructors were provided with written feedback. At the end of each semester, we reported to the department head which instructors had participated in the process and had prepared for the post-observation meeting by watching their videos. After watching videos of themselves teaching, many instructors expressed interest in making some of the same changes we were prepared to suggest in the post-observation meetings, and only one instructor was openly resistant to any of our suggestions.

During the next six semesters, 51 class sessions were observed, and a shift toward the use of more active-learning strategies was observed in many classes. Instructors also reported more conversations about teaching strategies and they have started to organize their own observations of each other.

5. Future Direction of the Project:

Given the success of the initial project in Computer Science, we have offered it to other units on campus. In fall 2018, the College of Pharmacy asked us to observe instructors in their PharmD program. Since that is a bigger program than Computer Science, department heads in the college selected nine or ten instructors to be observed each semester. We are using the same model as in Computer Science, and post-observation meetings in the first two semesters were very productive. A similar project may be started this year in the Biosystems Engineering Department.

6. Biggest Challenge, Success, or Surprise to Date:

The biggest challenge has been developing a streamlined observation process that makes efficient use of the faculty developer's and the instructor's time. We do the pre-observation logistics via email, and the faculty developer watches the class in real time while recording it and taking notes. Most class sessions in Computer Science are 75 minutes long; class sessions in Pharmacy are either 50 or 100 minutes long. Preparing for the post-observation meeting requires 20-30 minutes to draft written feedback, and post-observation meetings have averaged about 45 minutes. Following each meeting, another 10-15 minutes is spent updating the written feedback to add anything else discussed in the meeting. In summary, each instructor observation requires a little under three hours of a faculty developer's time.

By far the biggest surprise has been how open instructors have been to our feedback and to incorporating strategies to engage more of their students with the course content.

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7. Key Lesson that would be useful for others:

Focusing on all of the instructors in a given unit to provide teaching feedback appears to be a way to spark interest in teaching changes and peer review of teaching in that unit.

8. Areas Where you Could Use Advice or Support:

Are there other ways we could engage with a target unit that would speed up the adoption of evidence-based teaching strategies? We tried organizing Faculty Learning Communities in Computer Science, with limited participation due to extremely constrained schedules.



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MULTIDIMENSIONAL EVALUATION OF TEACHING



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Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title:

TEval: Transforming the Evaluation of Teaching to Advance STEM Undergraduate Education

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

This project seeks to change the way departments at research universities evaluate teaching. In doing so, it will use the evaluation process as a lever for institutional change to improve teaching and expand the adoption of evidence-based educational practices. An important challenge in undergraduate STEM education is how to promote widespread use of EBEPs. By providing reliable approaches to teaching evaluation that are aligned with what is known about teaching and learning, this project can help to shift practices at the faculty, departmental and institutional levels toward greater use and recognition of EBEPs.

In this project, three institutions (the University of Kansas, the University of Colorado Boulder and the University of Massachusetts Amherst), are each implementing programs to help departments develop and adopt new scholarly frameworks for teaching evaluation that draw from multiple sources of evidence, including students, peers, and the instructor, and speak to multiple dimensions of the teaching endeavor. By engaging faculty at three universities, faculty members are able to share their experiences with colleagues at other institutions, creating learning communities that provide further means for improving teaching and its evaluation. The project is engaging with both STEM and non-STEM departments, in approximately equal numbers, which has provided the community a rich way of learning from the cultures and practices of very diverse disciplines. A fourth PI (at Michigan State University) is involved in studying the process of transformation within and across the three campuses as case studies, focusing on what approaches work most effectively under what circumstances. The overarching goal of this project is to advance understanding of the institutional change process by studying the adoption and integration of new approaches to evaluating teaching.

3. Leaders Names (listed alphabetically):

- Ann Austin, Michigan State University
- Noah Finkelstein, University of Colorado Boulder
- Andrea Follmer Greenhoot, University of Kansas
- Gabriela Weaver, Univ. of Massachusetts Amherst

4. Project Activities/Methods and Progress to Date:

The project is beginning its third year. Each of the pilot campuses has begun working with anywhere from 6 to 12 departments, within and outside of STEM, to begin personalizing and implementing a multi-dimensional teaching evaluation rubric. Faculty from the three institutions have met on a yearly basis in project-wide "Knowledge Exchange" meetings to discuss their approaches, challenges and progress. The project leaders have met with the project advisory board once yearly and responded to suggestions and questions raised by the board. The case-study research is well under way, with visits to each campus taking place yearly and involving interviews of a broad range of stakeholders, from faculty to the Provost.

Resources and effective practices are being assembled and placed on TEval.net

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5. Future Direction of the Project:

We hope to be able to disseminate a toolkit for teaching evaluation that campuses and departments can implement. We also anticipate providing training and/or consulting to campuses to support their putting these approaches in place.

6. Biggest Challenge, Success, or Surprise to Date:

Each campus we are working with is addressing localized challenges.

For instance, on one campus, although faculty have long expressed dissatisfaction with teaching evaluation approaches that rely solely or heavily on student end-of-semester course surveys, faculty have also been resistant to implementing a new approach to evaluation of teaching. Concerns have included the amount of time it will take, to how the data will be used by administrators, and unwillingness to have their classroom teaching observed by peers.

Another site, the greatest challenge is finding a long-standing institutional home for the project, despite support and endorsement from all levels of the administration and faculty governance.

7. Key Lesson that would be useful for others:

The process of change takes time and departments who are interested in engaging in this form of change benefit from the support of external facilitators.

8. Areas Where you Could Use Advice or Support:

We seek to broaden the coalition of institutions engaged in transformation. Identifying strategies for capturing the interest and involvement of other institutions would be useful.

Cluster 1

n = 35

I.Guiding



student group work

Cluster 2

n = 56

I.Guiding



Socratic lecture

Cluster 3

n = 94

I.Guiding



lecture

1. Project Title: Valuing and evaluating teaching in the merit and promotion system

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

- 1) To increase the value that is placed on excellence in teaching in the merit and promotion process by exposing our faculty more broadly to successful teaching practices
- 2) To be able to better evaluate teaching by including evidence in merit/promotion files that is not limited to student evaluations.

3. Leaders Names: Diane O'Dowd

4. Project Activities/Methods and Progress to Date:

The project started Fall 2015 with faculty submitting a second piece of evidence for teaching. The exact nature of the evidence was not specified, but suggestions included a teaching statement, peer evaluation of teaching, and as a minimum a syllabus from at least one class. The review process at UCI includes commentary at the Department, Chair, Dean, and depending on the case, campuswide level (CAP). Diane O'Dowd reviewed submitted materials, determined most impactful pieces of evidence, and using examples submitted to and feedback from CAP, in collaboration with our Division for Teaching Excellence and Innovation, guidelines for providing useful types of evidence for evaluation of teaching were developed and provided to faculty on the merit/promotion review forms.

5. Future Direction of the Project:

Regular updating of guidance materials would be useful and will need some concerted effort in this direction

6. Biggest Challenge, Success, or Surprise to Date:

Best outcome was that the discussion of innovative teaching methods is much more robust and wide spread since it occurs for about 1/3 of faculty each year in each department as part of merit review process. We still know less than we want about learning outcomes and we don't have good measures in our evaluation system for this.

7. Key Lesson that would be useful for others:

Get by in by making the initial steps toward providing more evidence for evaluating teaching easy. And evaluate the usefulness of the different types of evidence provided. For UCI, one of the most impactful pieces of evidence was *reflective* teaching statements, with well-designed peer review second.

8. Areas Where you Could Use Advice or Support:

Ideas about how to get better information about learning outcomes.

1. Project Title: Assessment of Institutional Measures to Promote Active Learning

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

In Fall 2018, UCI opened the Anteater Learning Pavilion (ALP), a campus building dedicated entirely to classroom spaces that facilitate active learning. Concurrently, the Division of Teaching Excellence and Innovation established the Active Learning Institute (ALI) to prepare faculty to teaching in ALP. With both of these programs, we stressed the importance of data-driven assessment to evaluate their effectiveness and better inform their future use. The main research questions of this project include: (1) Are faculty who enroll in the ALI more likely to implement active learning? (2) Does implementation of active learning or instruction by an ALI faculty member result in greater student academic and non-cognitive outcomes? (3) Does enrollment in a course taught in the ALP lead to greater student academic and non-cognitive outcomes?

To answer these questions, we have undertaken a comprehensive assessment plan that has captured classroom observation data from over 200 courses during the 2018-19 academic year, student survey data from over 5,000 individuals, faculty survey data, student demographic data, faculty demographic data, and student grade data. The student surveys measure sense of belonging, social context, task value, and perceptions of the ALP and classroom practices. We aim to examine the relationship between the variety of factors described above to better shed light on means to increase faculty uptake of active learning and improve success for all of our students.

3. Leaders Names: Brian Sato, Michael Dennin, Andrea Aebersold

4. Project Activities/Methods and Progress to Date:

Thus far, data collection has focused on courses taught in ALP to see both the impact of the ALI training on faculty who teach in ALP and the success of different student demographic groups depending on the type of instruction they receive. From this, we have learned that ALI faculty are more likely to implement active learning than their non-ALI counterparts. We are presently examining this in more detail as well as cleaning the student data to continue the analysis.

5. Future Direction of the Project:

A major emphasis this year will be to expand our observations to courses taught in traditional classroom spaces. This will enable us to make comparisons between courses taught in versus out of ALP to gain a better understanding of the impact of the new building.

6. Biggest Challenge, Success, or Surprise to Date:

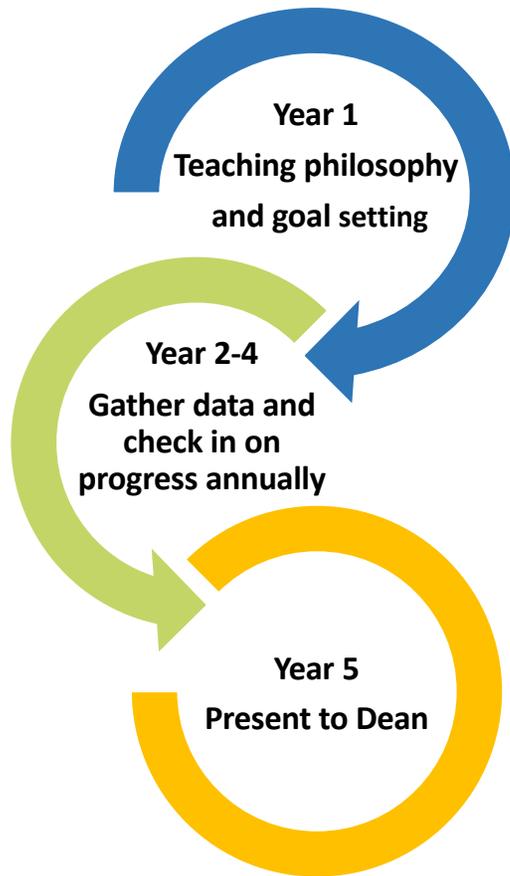
Organization of the classroom observation data collection. To collect the classroom data, we utilized the COPUS protocol, which requires trained individuals to sit in multiple sessions of a given course. With roughly 75 courses observed each academic quarter (150 observations), the training and scheduling of this was no small feat. A positive surprise was that for the most part, faculty were more than willing to be observed and invited the observers into the classroom. We attribute this to the positive teaching environment fostered on our campus.

7. Key Lesson that would be useful for others:

Early planning of the experimental design and data collection is key. We would recommend finalizing plans months before the data collection starts.

8. Areas Where you Could Use Advice or Support:

A larger research team. We have a considerable amount of data and a relatively small team to analyze it. We are attempting to lessen this burden by establishing collaborations with researchers from across the campus.



Portfolio Includes:

- Personal Reflection
- Evidence of teaching effectiveness
- Activities to improve teaching
- Contributions to the profession at large and/or institution



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1. Project Title:

Faculty Portfolio Implementation at Johnson County Community College

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

In 2017, Johnson County Community College (JCCC) implemented a faculty portfolio development process that accompanies classroom evaluation done by supervising Deans at the college. The portfolio development process was faculty led and the recommendations of the faculty committee were then brought into negotiations of our Master Agreement. The faculty union negotiated to have the faculty portfolio process be our primary means of evaluation.

Rationale for developing and implementing portfolios:

- 1) Portfolios provide documented evidence of effectiveness from a variety of sources—not just student ratings—and provide context for that evidence.
- 2) The process of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching and service.
- 3) Portfolios are a step toward a more public, professional view of teaching, counseling, and librarianship as a scholarly and collegiate activity.
- 4) Portfolios offer a look at a range of development over time, helping one to see that teaching and service is an ongoing process of inquiry, experimentation, and reflection.

The faculty portfolio is a five-year process for all full-time continuing contract (our version of tenure) faculty. Briefly, in the first-year faculty write or revise a teaching philosophy and identify goals related to their teaching. In years 2-4 faculty gather documentation to support their goals and meet to discuss progress with Dean annually. In year 5, faculty finalize their documentation and complete their portfolio and schedule a meeting to present the portfolio to their dean.

The final portfolios are expected to include sections on: 1) Personal reflection 2) Documentation of Evidence of Teaching Effectiveness 3) Activities to improve effectiveness and 4) Contributions to the Profession at large and/or institution

3. Leaders Names:

Committee has rotated throughout development, however there is no current committee tasked with working on the faculty portfolio process.

4. Project Activities/Methods and Progress to Date:

Portfolios were implemented in 2017/2018 academic year after a four-year process of development.

5. Future Direction of the Project:

No future progress is planned.

6. Biggest Challenge, Success, or Surprise to Date:

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There has not been buy-in from instructional deans. There is a lack of consistency in how portfolios are evaluated with some Deans simply glancing through and others applying more rigorous standards.

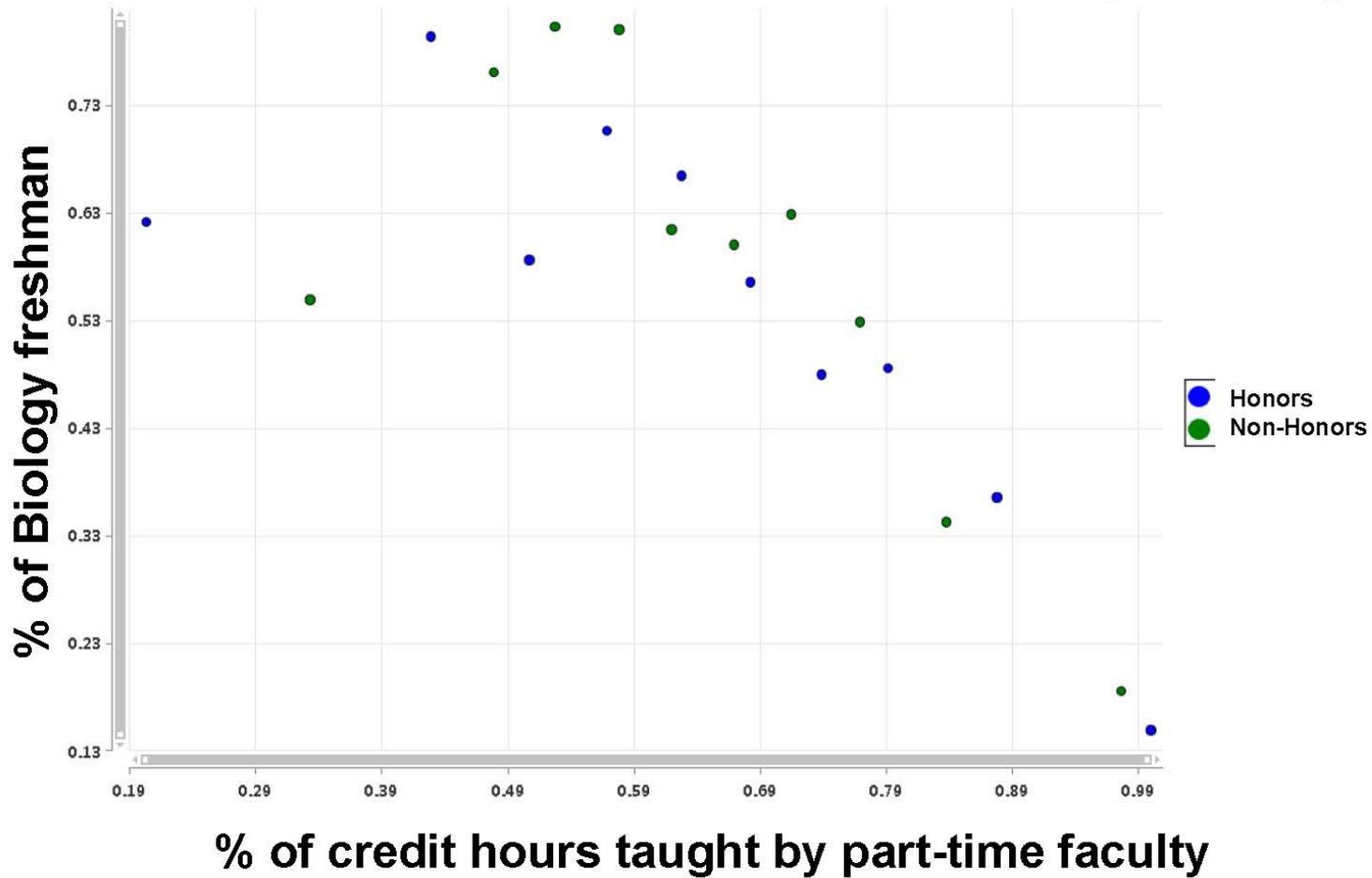
7. Key Lesson that would be useful for others:

Unsure.

8. Areas Where you Could Use Advice or Support:

Finding ways to encourage faculty to utilize and leverage the portfolio process outside simple evaluation by the Dean.

% of 2016 1st time, F-T Freshman retained to Sophomore yr.



Jose Herrera, Mercy College, New York

1. Project Title: Howard Hughes Medical Institute Inclusive Excellence Initiative at Mercy College.

2. Project Purpose and Goals: Increase Mercy's capacity to provide a high-quality, affordable, and accessible education for biology majors through, (1) ongoing systematic and comprehensive analyses of the barriers faced by Mercy students; (2) Implementation of evidence-based curricular and institutional reforms; and, (3) professional development for adjunct (part-time) faculty with rigorous assessment of their teaching improvements using several metrics related to student success and inclusion. We suspect that the latter goal would be of most interest to the group.

3. Leaders Names:

- Dr. José Herrera – Primary Investigator and workshop attendee
- Dr. Renee Haskew-Layton – Data Analytics
- Dr. Madhavan Narayanan – Inclusive Excellence Fellowship for Part-Time Faculty
- Dr. Susan Waddington – Institutional Assessment & Evaluator
- Edward Hartwell – Institutional Research
- Janet Partenza – Grants & Accounting
- Dr. Saul Fisher – Adjunct Faculty Expert/Liaison
- Dr. Reema Zeineldin – Faculty Expert/Liaison

4. Project Activities/Methods and Progress to Date: This project is split into two predominant branches of activities. The first branch focuses on using data analytics and related tools to integrate students' psychosocial, demographic, and academic factors to help better understand and address the needs of our biology majors. The select datasets will be shared with the adjuncts that, in theory, will allow them to better understand and serve their students. These efforts will involve a comprehensive evaluation of instructional modifications by part-time faculty once data and training have taken place. Overall, we hope that these evaluations will be able to improve a rather complicated metric of inclusiveness that relies on a feeling, rather than an academic achievement. Some tools implemented thus far in these efforts have been the SPIRES survey, the PIER survey, and Ruffalo Noel Levitz's College Student Inventory and Mid-year Student Assessment tools (linking SPIRES & PIER jotforms below). The second branch of activities is the Inclusive Excellence Fellowship for seven part-time faculty (all post-doctoral candidates in all branches of biology, chemistry, and biochemistry with a strong passion for teaching diverse student populations). The program has recently hired its first cohort of part-time fellows and we are now in the process of developing methodologies for training and assessing instructional value. The training will occur through this first Fall semester and the instructional effectiveness will be assessed in the Spring. The baseline assessment will occur using the assessment tools mentioned above, but we are hoping to select additional tools or processes that may allow us to more accurately provide guidance and feedback to the fellows. The professional development provided during the Fall term will include: Trends in Science Education, Metacognition and the Science of Learning, Formative and Summative Assessment and Feedback, Active and Inquiry-Based Learning, Inclusive Teaching in a Science Classroom, Project Based Learning in the Sciences and Classroom Undergrad Research Experience. The Fellows also will participate in survey research by both taking assessments (e.g., Intercultural Developmental Inventory, IDI) and administering assessments to their classes. The IDI is designed to reveal the respondent's cultural awareness, competency, and biases. This test provides a plan that allows participants to work towards a more inclusive perspective in their teaching.

<https://form.jotform.com/MercyCollegeProvost/SPIRES>

<https://form.jotform.com/MercyCollegeProvost/pier-survey>

5. Future Direction of the Project: We plan to continuously assess the current cohort and make plans to provide professional development to three more cohorts in the subsequent three years. We also plan to iteratively make changes to our instructional assessment plan and finetune our assessment instruments based on results of this first year. Additionally, we will continue to refine what and how we disperse data to part-time and full-time faculty to this portion of the project will need to mature over the next year. To do this, we are relying on an external data expert to clean and consolidate our data findings so they may be easily interpreted by our leadership team and better incorporated into future intervention strategies.

6. Biggest Challenge, Success, or Surprise to Date:

Challenge – Developing a comprehensive assessment plan that accurately reflects instructional success by part-time faculty. Although we are focusing on providing professional development for seven post-docs, we have over 800 part-time faculty at our institution and we are anxious to determine what assessment elements could be scaled to part-time faculty training sessions across the institution. A difficult task given that most part-time faculty frequently unlikely to be vested in co- or extra-curricular instructional activities normally led by full-time faculty.

Surprise – Support and enthusiasm from the School of Health and Natural Science faculty and willingness to improve and become more inclusive; as well as an impressive pool of fellowship applicants.

7. Key Lesson that would be useful for others: Our project is not as mature as others, but already we have had some insights into our assessment strategy. Principally, we note that the ability of part-time faculty to participate in professional development and assessment programs can only happen when these are taking place on their schedule.

8. Areas Where you Could Use Advice or Support:

We are particularly interested in assessment strategies that will not only assess the ability of our instructions to provide academically successful environments but, perhaps more importantly, assess their ability to create an classroom environment where their students feel they belong. Additionally, it would be wonderful to connect with colleagues that could provide guidance about what has worked in Minority Serving Institutions (MSIs).



ACUE Teaching Circles

Flower Darby

Director of Teaching for Student Success

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title:

ACUE Teaching Circles at NAU

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

ACUE Teaching Circles provide support and accountability for continued exploration and implementation of teaching techniques acquired in the ACUE Course in Effective Teaching Practices. Teaching Circle participants have successfully completed the ACUE Course; the Circles offer an opportunity for faculty from across the disciplines to engage with a small, trusted group of peers as they continue to learn from and with each other. Goals include sustained discourse about teaching challenges and strategies, observing at least one colleague's class and reflecting on what the observer can learn or improve in their own teaching as a result of the observation, and reflection on our own teaching and continually striving to do more to support our students' learning and success.

A primary advantage of the NAU Teaching Circles program is that does not cost anything. Engagement in a Circle is completely voluntary. Participants earn a certificate and receive a letter of recognition acknowledging their investment in their teaching excellence for the sake of our students, but no monetary stipend or reward. Consequently, we don't have to solicit funds or other support from upper administration. This program is faculty-led, from the ground up, requiring no significant investment of resources—and therefore no need to convince the administration that a major effort or initiative is needed. These are individual faculty members who care about their students, working to support each other in community.

Our participants are teacher leaders at NAU. We look to them to help lead a broader initiative, Celebrating Teaching Excellence at NAU.

3. Leader's Name:

Flower Darby, Assistant Director, e-Learning Center

4. Project Activities/Methods and Progress to Date:

During the Fall 2018 semester, I developed the Teaching Circles program to help NAU ACUE Fellows (successful completers of the Course) delve more deeply into the techniques they acquired in the ACUE Course. I researched peer teaching development programs and created a unique program that combined the best of two particular models, Teaching Squares and Pedagogy Circles, developed by Anne Wessely and Gail Mellow, respectively. My aim was to develop a program that was meaningful and which led to lasting change but not so much work that faculty would be unable to make time to engage.

We piloted NAU Teaching Circles in Spring 2019 with one group of five faculty members from English, Biological Sciences, Marketing, Mechanical Engineering, and Management. In our pilot I observed the development of tremendous trust and a noticeable respect for what others in different disciplines do that can inspire respect and motivate pursuit of teaching excellence. Of the initial five participants, one emerged as a natural leader and will assist in the scaling of this program as my ACUE Fellows Facilitator.

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She and two other Circle alums will lead their own Teaching Circles this Fall 2019. The program will grow as self-nominated Circle participants lead their own Circles. We expect to create an exponential impact on teaching excellence at NAU over time.

5. Future Direction of the Project:

As mentioned above, we believe this organic, faculty-led program will help to establish the culture of teaching excellence at NAU. We care about our students. We do our utmost to support them in our teaching. That's the fluoride in the water at our university. Circle participants will have a ripple effect on their colleagues, as we have already seen with our Mechanical Engineering faculty member, who is leading efforts in his department to develop excellent online courses to support student success. I don't see a limit to the impact our Circle teacher leaders could have on our campus.

6. Biggest Challenge, Success, or Surprise to Date:

The biggest surprise/success to date is the amazing respect I observed in the Circle meetings as participants visited each other's classes and came together to discuss what they saw and how they were inspired to continue to develop themselves as excellent teachers. Here's just one of many examples of what I mean.

Tom, our Mechanical Engineering faculty, observed Stacy, who teaches an 8am first-year required English composition class. Tom has a PhD in his discipline; he teaches large enrollment technical 300- and 400- level classes to motivated students who want to learn all they can so they can be successful in their job search. Stacy has a Master's degree in Creative Writing; she teaches 100- and 200-level small enrollment classes to students who don't often see the value of their learning in her class.

Tom and Stacy observed each other's classes. I was prepared for Stacy to be awe-struck by observing Tom, as indeed I would be as English faculty myself. But indeed, it was just the opposite. "How do you *do* that?" exclaimed an awe-struck Tom, after observing Stacy's brilliant efforts to cajole her sleepy and resentful students into engaging meaningfully with her and their peers. He was gob-smacked. There's no other word for it.

The boost to Stacy's confidence that resulted from Tom's appreciation for her skill was tangible. And it will continue to bear fruit as she inspires other faculty to bring their best selves to their classes despite the challenges of teaching today's students.

7. Key Lesson that would be useful for others:

Provide training for Circle leaders to help them know how to be successful in the role. Our leader emerged naturally though conversation with me, but we could have done more to prepare her (and can do more for future leaders) to be effective. Also, establish and announce Circle meeting dates and time before inviting people to participate. We thought people would easily find a convenient meeting time for all involved, but this proved more difficult than we expected. From now on, Circle leaders will announce their meeting times, and people can choose a Circle accordingly.

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8. Areas Where you Could Use Advice or Support:

I would love guidance on assessing the impact of NAU Teaching Circles. Currently I have evidence based on my observation of our pilot. How do I study the impact of this program in a way that will persuade other institutions and our institutional leadership of its value? How do I disseminate this learning? This is an area for growth for me personally.

Iowa State University

- Joint Task Force on Teaching Evaluation and Assessment
- Three recommendations
 - 1) changes to student course evaluations,
 - 2) changes to the Faculty Handbook,
 - 3) the development of rubrics



Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title:

Iowa State University Joint Task Force on Teaching Assessment and Evaluation

2. Project Purpose and Goals:

The Iowa State University Joint Task Force on Teaching Assessment and Evaluation was convened in August 2018 by the Faculty Senate and the Office of the Senior Vice President and Provost with the charge to: (1) Review existing best practices regarding holistic teaching assessment and evaluation; (2) Review procedures and processes by which teaching is assessed and evaluated on campus; and (3) Provide recommendations for how the assessment, evaluation and promotion of teaching could be reviewed at Iowa State University (ISU). As part of its work, the Task Force consulted with external experts who study best practices in teaching assessment, studied universities across the nation that are also reconsidering their approaches to teaching evaluation, and reviewed teaching evaluation processes on ISU's campus.

In their report, the Joint Task Force on Teaching Assessment and Evaluation provided recommendations for strengthening the evaluation of teaching process at Iowa State University across three broad areas of emphasis outlined in phases for implementation. The recommendations include suggested 1) changes to student course evaluations, 2) changes to the Faculty Handbook in support of best practices, and 3) the development of rubrics to guide, clearly describe, and strengthen the process of evaluating teaching effectiveness.

3. Leaders Names:

Sara Marcketti, Director, Center for Excellence in Learning and Teaching, Task Force co-chair
Jo Anne Powell-Coffman, Associate Dean for Research in the College of Liberal Arts and Sciences

Ann Marie VanDerZanden, Associate Provost for Academic Affairs

Jonathan Sturm, Faculty Senate President, Task Force co-chair

Peter Martin, Faculty Senate past-President

4. Project Activities/Methods and Progress to Date:

Following two years of preliminary work by Faculty Senate committees, the Task Force on Teaching Assessment and Evaluation was formed in August 2018. Co-chaired by the Faculty Senate and the Center for Excellence in Learning and Teaching, the Task Force included representatives from across the university, including faculty from diverse colleges and disciplines and students. The report was completed and sent to executive sponsors May 2019.

5. Future Direction of the Project:

Elements of the report related to Faculty Handbook language plan to be presented to Faculty Senate sub-committees for review and discussion.

A Howard Hughes Medical Institute (HHMI) Inclusive Excellence grant proposal was selected through internal ISU competition to move forward for external submission. The goal of the HHMI project is to develop evaluations of teaching effectiveness, for faculty and for programs,

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that more fully recognize the Iowa State University vision for inclusion and student success. To address the complex challenge of teaching assessment and evaluation, the ISU program will undertake three concurrent aims: 1) Enable more holistic evaluation of effective teaching by individuals by working with pilot departments to develop rubrics for evaluations of teaching, as recommended by the ISU Joint Task Force on Teaching Evaluation and Assessment. 2) Expand campus-wide engagement in the discussion of how we define Inclusive Excellence at ISU. 3) Recognize programs for Inclusive Excellence. The project will engage department chairs in a discussion of how Inclusive Excellence can best be recognized at the levels of programs or departments. These discussions, taken with broader input from students and the campus community, will inform the development of a rubric for recognitions of programmatic Inclusive Excellence.

6. Biggest Challenge, Success, or Surprise to Date:

The biggest surprise has been how receptive faculty have been to the idea of an improved system for peer assessment and evaluation. The ongoing challenge will be to gain faculty buy-in across campus for the implementation phase. As currently outlined in the Task Force report, the implementation will require faculty time and commitment to develop and apply the rubrics and then provide associated feedback in a meaningful way

7. Key Lesson that would be useful for others:

The need for an inclusive committee structure including diverse rank, college, gender, time at ISU was necessary for the Task Force work to proceed. The Task Force members brought complementary perspectives on the problems and potential solutions. The external speakers, and the expertise that they shared, allowed us to more readily learn from experiences at other institutions and related scholarship. Dr. Elizabeth Barre helped to distill info on student course evaluations, and Dr. Andrea Greenhoot showed us that a multifaceted rubric could be manageable / feasible for departments.

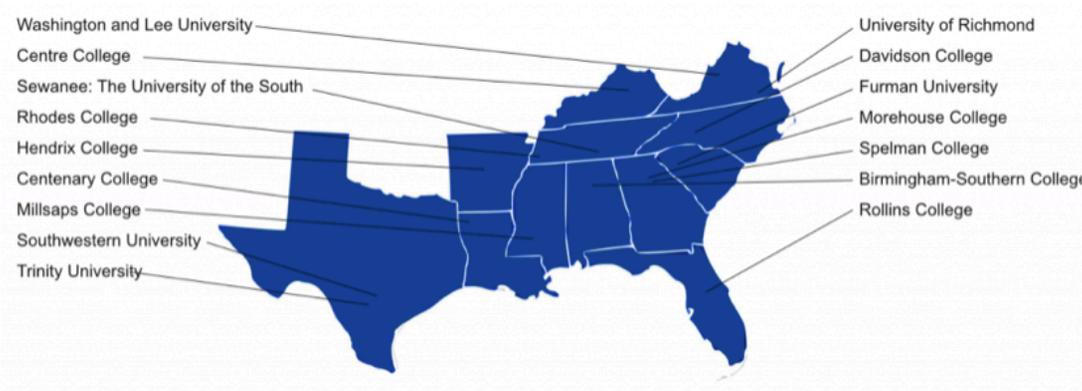
8. Areas Where you Could Use Advice or Support:

Measures of effective and inclusive teaching must keep student success at the forefront, while also recognizing disciplinary differences and allowing for innovation by individual instructors or programs. What aspects of student success have other universities included within their evaluations and assessments of teaching?

Because evaluations of teaching have important roles in faculty careers, the processes and criteria for evaluation must be transparent, scholarly, fair and simple to administer. The balance between similarity and variability of evaluation criteria is one that continuously comes up in conversation. How have other universities balanced uniformity and customization of assessment tools?

What are the key barriers that other institutions have encountered when implementing changes to their teaching evaluation and assessment tool and or process? Based on these experiences, what are one or two key implementation and planning issues we should consider?

Developing a Comprehensive Teaching Evaluation Toolkit for a Consortium of Liberal Arts Colleges



Stephanie Fabritius, President, Associated Colleges of the South
Susan Rundell Singer, Provost & Vice President for Academic Affairs, Rollins

Chief Academic Officers



Faculty Developers, T&P Committees, Department Chairs

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title:

Developing a Comprehensive Teaching Evaluation Toolkit for a Consortium of Liberal Arts Colleges

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

Liberal arts colleges, including members of the Associated Colleges of the South (ACS), value high quality teaching above all else; yet, our approaches to measuring and describing teaching practice have not kept up with the rapidly changing landscape of research on teaching and learning. Inspired by the broader national conversation, new information, and growing numbers of evidence-based approaches to assessing teaching effectiveness, the chief academic officers (CAOs) of ACS institutions have embarked upon an effort to develop a shared toolkit of approaches and processes to aligning our value system and our assessment tools at our individual campuses.

Collectively we are educating ourselves on approaches to assessing teaching, including external experts at our meetings. We are committed to developing shared principles to guide our work starting with inclusion of multiple voices, an understanding that teaching and learning extends beyond the classroom, balancing distinctive disciplinary needs and equity across programs, and a commitment to equity and fairness that addresses implicit bias. Together, we focus on inclusion on our campuses and seek alignment between inclusion and assessment that minimizes bias.

Our project, led by the CAOs, includes faculty development directors, faculty tenure and promotion committees, and department chairs and will also focus on campus processes for discussion and development of individualized campus evaluation plans consistent with our toolkit. The ACS president is visiting each college and this project is one focus. Joint convenings with ACS faculty development directors and CAOs are in the planning stages. Resources are shared through a common ACS portal.

3. Leaders Names:

Stephanie Fabritius, President, ACS

Susan Rundell Singer, Provost and Vice President for Academic Affairs, Rollins College

4. Project Activities/Methods and Progress to Date:

We aim for a holistic approach to describing and measuring the multiple dimensions of teaching both in and out of the classroom. The CAOs have identified shared concerns and goals. To date we have used our spring 2019 meeting to educate ourselves by bringing in an external expert on teaching assessment and have developed a portal where we are sharing a growing set of relevant resources. Stephanie Fabritius, our ACS president, is visiting each campus and, as part of the visit, socializing the project and gathering input from faculty and other constituents.

5. Future Direction of the Project:

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Our fall meeting has been planned to focus on the process for working with campus communities to ensure we are building a toolkit that will be used, to reach consensus on the principles for assessing teaching, to establish a framework for the toolkit, and to plan for a meeting with our faculty developers. We are interested in the TEVAL rubric approach. Stephanie Fabritius will continue to gather faculty input, especially from tenure and promotion committees, during her campus visits. We are immersed in the process of developing tools, facilitating conversations that yield positive outcomes, supporting each other in this work in a way that values both differences and commonalities.

6. Biggest Challenge, Success, or Surprise to Date:

This project was motivated by the discovery that institutions that where teaching is at the core of their value proposition lack the holistic tool set to fully assess effective teaching. Further, we were surprised that within a set of similar institutions, our challenges, infrastructure relevant for developing and assessing teachers, and processes are so different.

7. Key Lesson that would be useful for others:

A key lesson to date has been the value of creating a space of trust where CAOs can openly discuss the limitations of their current systems for teaching evaluation, compare internal barriers to change, and support each other in finding solutions that engage constituents. Our intent is not to deliver a top down toolkit, but to use our broader systems perspective to facilitate engagement and adaptation of multiple resources to more equitably and meaningfully define and measure effective teaching.

8. Areas Where you Could Use Advice or Support:

We have an ongoing need to develop a deeper understanding of the range of approaches for measuring and describing teaching through multiple lenses. We are interested in learning more about how to balance departmental autonomy with equity and fairness across the institution. We are also interested in how to fairly hear and interpret different voices, including those of students who are majors and nonmajors, as well as students who come from diverse demographic groups with respect to socioeconomic status, first generation status, race, ethnicity, and gender.

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Association of American Universities (AAU) [Undergraduate STEM Education Initiative](#)

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

The Association of American Universities (AAU) is engaged in an initiative to improve the quality and effectiveness of undergraduate teaching and learning in science, technology, engineering, and mathematics (STEM) fields at its member institutions. The overall objective is to influence the culture of STEM departments at AAU institutions so that faculty members are encouraged and supported to use teaching practices proven by research to be effective in engaging students in STEM education and in helping students learn, particularly at the first-year and sophomore levels.

As part of the initiative and in partnership with member universities, AAU works to understand the wider setting in which educational innovations take place — the department, the college, the university and the national level — and address the key institutional elements necessary for sustained improvement to undergraduate STEM education.

To this end, AAU has consistently identified the evaluation of teaching in faculty reward structures as a critical institutional lever for systemic change. AAU has emphasized the need to consider how to more effectively value, recognize, assess and reward faculty members' contributions to improving the quality and effectiveness of undergraduate teaching and learning. AAU has made this an element in our Framework for Systemic Change in Undergraduate STEM Education and an expectation for our engagements with member campuses.

3. Leaders Names:

Tobin Smith, Vice President of Policy, AAU; **Emily Miller**, Associate Vice President of Policy, AAU; **Tara King**, Higher Education Project Manager, AAU; **Jim Fairweather**, Co-PI and Senior Scholar, AAU; **Linda Slakey**, Senior Scholar AAU

4. Project Activities/Methods and Progress to Date:

Establishing strong measures of teaching excellence and aligning incentives with the expectation of teaching excellence are essential elements in AAU's Framework for Systemic Change in Undergraduate STEM Education. In addition, AAU has reinforced that this lever is necessary for sustained change with our member campuses and within national conversations around improving undergraduate education. AAU has created an expectation that all our member campuses engaged in the initiative are dedicating time and attention to this lever for change.

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[Progress Toward Achieving Systemic Change](#) provides a five-year status report on the AAU Undergraduate STEM Education Initiative and as documented in the report:

A primary goal of this initiative was to bring about a shift in the culture of research universities to increase the use and valuing of evidence-based instruction to the point where it became the norm rather than the province of a dedicated few. AAU was aware that mainstreaming evidence-based pedagogy would require aligning the faculty reward structure with (often) new expectations for teaching, realigning rewards to reinforce an expectation for teaching excellence consistent with the use of evidence-based instruction. Of all the project goals, changing faculty rewards to increase the value of teaching has been the most difficult. Despite AAU's expectation as expressed in the proposal process, only two of the eight project sites proposed actual plans to work on the routines by which their campus normally addressed merit, promotion, and tenure judgments, including taking this up with the political entities, like faculty senates, that would have to be on board for widespread change to occur.

In spite of this lack of emphasis by projects on and the apparent resistance to systematically address this aspect of culture change, AAU saw clear trends over the years toward aligning the institutional incentive structure with support of evidence-based teaching.

AAU used two data sets for drawing more general inferences about the place of evaluation and assessment of teaching in judging faculty for merit, promotion, and tenure. As noted above, information about this was requested in the annual reports. Second, in each of the two rounds of common data collection across the sites (2014 and 2016), this issue was addressed in two ways. The survey included questions that elicited faculty perception of how this work is valued by their department and institution.

- Perceptions of recognition of importance of teaching by departmental and campus administrators (>3.0) out of sync with perceptions of the role effective teaching plays in annual review and salary (\approx 2.5).
- Most felt quality of evidence for teaching used was of low (about 33%) or medium (about 50%). Only about 15% judged the quality high.

To advance the conversation, AAU collaborated with RCSA Cottrell Scholars and HHMI professors to host two workshops on more effective ways to evaluate teaching. From our collaborations the following publications have emerged:

- Nature. <https://www.nature.com/news/university-learning-improve-undergraduate-science-education-1.17954>
- CBE Life Sciences. <https://www.lifescied.org/doi/10.1187/cbe.17-02-0032>

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- Aligning Policies to Practices: <https://www.aau.edu/sites/default/files/AAU-Files/STEM-Education-Initiative/Aligning-Practice-To-Policies-Digital.pdf>

As AAU became aware of more innovations being launched at member campuses, AAU worked to map the landscape. AAU has collected innovative approaches (department, college, or institution-wide) universities are using to recognize, reward, and assess faculty members for promotion and tenure decisions (as well as the hiring and annual/merit review process) for their work relating to teaching. The current list is captured on a matrix. The matrix has a survey to collect more efforts in this space.

In addition, in recent years, AAU has participated in a number of university symposiums, conferences, and workshops dedicated to this topic. For example, UCLA CEILS hosted a symposium on “Exploring Practical Ways to Inspire and Reward Teaching Effectiveness and Instructional Innovation” and University of Missouri symposium on on defining teaching excellence as part of their Celebration of Teaching.

5. Future Direction of the Project:

AAU worked to integrate this work with the newly established NAS BOSE Roundtable on Undergraduate STEM Education. The rationale for this collaboration is a clear recognition by AAU that this topic is relevant for all higher education institutions and all disciplines, not only research universities and STEM fields. AAU sees opportunities to address this topic most effectively in partnership with the National Academies.

AAU has also expanded our interest in collecting information about innovative approaches universities are using to recognize, assess, and reward faculty members work. Specifically, we are working to capture information about faculty members work as it relates to research, education, economic and social impact. This aligns with a piece written by AERA to consider the whole portfolio of faculty work. Our current survey is intended to capture strategies campuses are using to more effectively evaluate faculty members teaching; scientific engagement and communication; entrepreneurship (e.g., patents/IT, licenses, startups); inter-disciplinary science; and open science/research in the promotion and tenure, as well as hiring and annual/merit review process. AAU will use this information to guide its work institutional improvement initiatives, as well as broader science and education policy efforts. For example, the NAS Board on Higher Education and Workforce convocation on “Re-envisioning Promotion and Advancement for STEM Faculty: Aligning Incentives with Values” being held in October 2019.

6. Biggest Challenge, Success, or Surprise to Date:

In a forthcoming publication (*Daedalus* 148 (4) (Fall 2019)), AAU wrote about the following challenge:

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... institutions and departments need to find ways to better value the contributions of individuals (such as teaching professionals and teaching faculty) working to achieve the university's educational mission. The AAU has observed at research universities a significant challenge in recognizing the academic unit as a team of faculty members all making contributions to undergraduate education. In addition, the value of activities to improve undergraduate education, particularly the more invisible elements of teaching (such as course or curriculum redesign and assessment), is weighted differently across and within institutions. And as faculty members work to demonstrate effectiveness in research, teaching, and service as part of the promotion and tenure process, it is often unclear where to discuss this work. The AAU has found differing opinions by deans and department chairs within universities on this topic. Some consider efforts such as collaborating with faculty colleagues on a curriculum design as a service role or as part of committee work. Others consider this task a core element of teaching. This ambiguity can make it difficult to reward faculty for making key contributions to the full range of departmental educational objectives.

For faculty members hired to provide pedagogical, disciplinary-based expertise with long-term contracts and the opportunity for professional advancement, there is considerable debate about teaching loads, research expectations, how contributions to improving courses or mentoring faculty members in evidence-based pedagogy are counted in annual review, as well as policies about their rights to participate in department governance and service committees. The AAU has observed that departments are relying on these faculty members to make significant educational improvements to foundational introductory courses but have not figured out how to provide these faculty members voice in departmental governance or how to give faculty members credit for their teaching and educational leadership contributions. This growing tension must be addressed.

7. Key Lesson that would be useful for others:

Reflection: The dedicated time AAU spent to nudge and move this lever/topic forward was substantial. AAU made it an expectation in our engagements with member campuses and a topic discussed on campus site visits and at workshops, conferences, and meetings. After seven years of intentional efforts by AAU and others there is a critical mass of projects aimed at more effective evaluation of teaching. A lesson for other organizations and for other levers for change is to appreciate the need for constant fore fronting of the issue in multiple forums and with key stakeholders. In addition, time and timing are factors that cannot be underestimated.

8. Areas Where you Could Use Advice or Support:

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Lessons about teaching evaluation from the Science Education Initiative—a large scale experiment in institutional change in teaching

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

I have consulted with multiple universities and units (engineering, medicine) on developing a suitable framework for evaluation of teaching. It is based on combination of use of the Teaching Practices Inventory, and annual and/or pretenure self-report by faculty in which they follow a structured template in reflecting on their teaching of courses. “What did you do to motivate students to learn the material, How did you determine student prior knowledge and adjust coverage to match? How did you provide formative feedback to students? etc.”

3. Leaders Names:

4. Project Activities/Methods and Progress to Date:

Proposals have been presented to various faculty and administrative groups and adoption is under discussion. Various concerns raised.

5. Future Direction of the Project:

Waiting to see if and where is adopted, and if so, how it works.

6. Biggest Challenge, Success, or Surprise to Date:

In some cases, this was included with a few tentative new student evaluation questions that would likely have more validity and less bias than those in use, as they focused on the student’s individual perception of the learning environment for them, rather than judgements about the teacher or the course. Although the questions were a minor part of the proposed evaluation, that dominated the attention and discussion, presumably because the other elements that actually capture what teaching practices are being used, and how well they align with research on learning, were so unfamiliar to faculty and administrators.

7. Key Lesson that would be useful for others:

See above

8. Areas Where you Could Use Advice or Support:

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Lessons about teaching evaluation from the Science Education Initiative—a large scale experiment in institutional change in teaching

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

The SEI changed the teaching of about 300 hundred science faculty. This essentially involved 300 negotiations about how this might affect their student evaluations, and the disincentive this was seen to be for their changing/improving teaching, and what we would do to counter this disincentive. I learned a great deal about the decisions that faculty make about teaching and what influences those decisions. To evaluate the results of the SEI we developed the Teaching Practices Inventory and the COPUS classroom observation protocol.

3. Leaders Names:

Carl Wieman

4. Project Activities/Methods and Progress to Date:

Findings are published in my book, “Improving how universities teach science”, and to a limited extent are reflected in my article “A better way to evaluate undergraduate teaching”.

5. Future Direction of the Project:

None for now

6. Biggest Challenge, Success, or Surprise to Date:

All faculty want to teach better, and when they learn how to use research-based active learning methods properly, they greatly prefer to lecturing, and once changed, they seldom if ever revert. We did manage to substantially change the teaching of a few hundred faculty, and their student evaluations remained essentially unchanged. (Likely helped by fact we gave them a script to follow to get student buy-in.)

7. Key Lesson that would be useful for others:

Most faculty are doing exactly what the incentive system rewards them for doing, and so their use of ineffective traditional lecturing and spending no time on learning better methods is because that is what they see the evaluation system rewards. Faculty do find active learning a much more enjoyable way to teach, and it does not take additional time, once they learn how.

8. Areas Where you Could Use Advice or Support:

How to convince institutions, leadership and faculty governance bodies, that such a thing as research-based teaching expertise exists, and they need to start measuring and rewarding it.

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

1. Project Title: Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers

2. Project Purpose and Goals: One of the Carnegie Foundation's initiatives to support the spread of the scholarship of teaching and learning (SoTL) in higher education was to develop case studies of faculty in research universities who had made this kind of work central to their tenure and promotion cases. The study focused on the experience of four faculty members who had been innovators in their own classrooms, leaders of education initiatives in their institutions and/or disciplines, and pioneers in SoTL. It looked at the pathways through which these scholars became involved in this work, the issues they had taken up over time, and the communities with which they had become engaged. It also explored the consequences that these scholars' efforts to understand and improve undergraduate education had for their own careers, especially (though not only) with regard to tenure and promotion.

3. Leaders Names: Mary Taylor Huber

4. Project Activities/Methods and Progress to Date: This was a research project that involved extensive interviews with the four case study scholars in four different disciplines (psychology, chemistry, English, engineering), as well as interviews with over 40 of their colleagues—about 10 each, half from within their departments or institutions and half from other academic communities to which they belong. The focus was on faculty at research universities because their careers illustrate most dramatically the tensions inherent in efforts that do not fit neatly into the conventional categories of academic work. The study resulted in two main publications—an article in *Change* magazine (Huber, 2001) and a book published by the American Association for Higher Education (Huber, 2004). It also informed later presentations and publications, including a chapter on “Valuing and Evaluating Teaching” in Hutchings, Huber, & Ciccone, 2011.

5. Future Direction of the Project: The project is over, although the issues it addressed are not yet resolved.

6. Biggest Challenge, Success, or Surprise to Date: The biggest success/surprise of this project was the success these scholars and their supporters had in making the case for newly valued work (in SoTL) to actually count—to be recognized and rewarded by their departmental and institutional colleagues. It was not easy for any of them, but they managed to make the case. Of course, the work in question was not classroom teaching per se, but the work they did around it in research, pedagogical innovation, and educational leadership.

7. Key Lesson that would be useful for others: Lessons from these cases were 1) that SoTL is not a simple or single thing, but like any body of creative intellectual work, can be varied in content and form; 2) that it is possible, though difficult, to translate new kinds of scholarship into systems of evaluation that privilege established forms of research; and that 3) when people take up new forms of scholarship, old ideas about “balance” are best placed in quotes—balance becomes less about the relationship between different kinds of work, and more about their integration; and 4) that there is much to be learned from cases like these, especially in transitional situations, where faculty are beginning to widen their scholarly sites.

8. Areas Where you Could Use Advice or Support: Not applicable---but I would encourage people to do more studies of particular cases which can shed light on whether and how new work can gain traction in systems of faculty roles and rewards.

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Sources:

Huber, Mary Taylor. 2001. Balancing Acts: Designing Careers Around the Scholarship of Teaching. *Change* 33 (July/August): 21-29.

Huber, Mary Taylor. 2004. *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers*. Washington, DC: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching.

Hutchings, Pat, Mary Taylor Huber, and Tony Ciccone. 2011. *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. San Francisco: Jossey-Bass.

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1. Project Title: The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)

2. Project Purpose and Goals: CASTL represented a major initiative of the Carnegie Foundation. Launched in 1998, the program built on a conception of teaching as scholarly work proposed in the 1990 report, *Scholarship Reconsidered*, by former Carnegie Foundation President Ernest Boyer, and on the 1997 follow-up publication, *Scholarship Assessed*, by Charles Glassick, Mary Taylor Huber, and Gene Maeroff.

The CASTL Program sought to support the development of a scholarship of teaching and learning that: fosters significant, long-lasting learning for all students; enhances the practice and profession of teaching, and; brings to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work.

Achieving these goals involves significant shifts in thought and practice. For faculty in most settings, teaching is a private act, limited to the teacher and students; it is rarely evaluated by professional peers. "The result," writes former Carnegie Foundation President Lee S. Shulman, "is that those who engage in innovative acts of teaching rarely build upon the work of others; nor can others build upon theirs." Thus, the goal of CASTL is to render teaching public, subject to critical evaluation, and usable by others in both the scholarly and the general community.

3. Leaders Names: Lee Shulman, Pat Hutchings, Mary Taylor Huber, Barbara Cambridge, Richard Gale, Anthony Ciccone

4. Project Activities/Methods and Progress to Date: CASTL (1998-2009) had three main components, working with 1) individual faculty (CASTL scholars); 2) scholarly and professional societies; and 3) campuses.

The CASTL Scholars program focused on building a critical mass of scholars of teaching and learning whose work would show what was possible, illustrate the diverse shapes and forms the scholarship of teaching and learning could take, and serve as models for work by others. Between 1998-2006, when this component of CASTL ended), 158 individuals in six cohorts served as CASTL Scholars, representing the full range of institutional types and disciplines and including both senior and junior faculty; several were from outside the United States. These cohorts participated in two summer residencies of approximately 10 days in length, and a shorter January residency, to refine their project plans, discuss progress, and later present their results and how they might make the work public and engage others.

The Scholarly and Professional Societies Program, involved a series of convenings with representatives from a number of such groups to trade ideas and strategies for bringing greater attention to teaching and learning and creating opportunities for members to engage in scholarly work on pedagogy.

The Campus Program, originally coordinated in partnership with the American Association for Higher Education (AAHE), organized institutions of all types to cultivate the conditions necessary to support the scholarship of teaching and learning and to pursue such work in ways that would make a difference in the local setting. About 190 campuses were enrolled by the end of the first phase of the Campus Program ((Carnegie Teaching Academy Campus Program, 1998-

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2001); 98 institutions in 12 clusters were involved in the second phase (The CASTL Institutional Leadership Clusters, 2002-2005); and approximately 150 campuses in 12 theme-based groups and a 13th open group with no specific theme, in the third phase (the CASTL Institutional Leadership and Affiliates Program, 2006-2009).

Over time, many books, articles, and presentations were written by CASTL leaders and participants, with many program participants engaging in efforts to encourage their campus and disciplinary colleagues to support the scholarship of teaching and learning, CASTL was also involved in the creation of the International Society for the Scholarship of Teaching and Learning (ISSOTL) as a “home” for leaders of this work after the end of the CASTL program itself.

5. Future Direction of the Project: CASTL is over---long live the scholarship of teaching and learning (SoTL)!

6. Biggest Challenge, Success, or Surprise to Date: The biggest success/surprise has been the extent to which SoTL has been embraced by teaching and learning centers on campus, and the growth in the number of forums for the presentation/publication of scholarly work on teaching. The biggest challenge has been the perennial tension between those who see SoTL as a form of inquiry into student learning that is an “extra” activity of teachers, and those who see scholarship as inherent in excellent teaching. The SoTL community has long lived with this tension, and will likely continue to do so.

7. Key Lesson that would be useful for others: There is an advantage to working at several levels of a system at once (individual scholars, disciplinary and professional societies, and campuses---in some cases even state systems of campuses). With everybody pulling in the same direction, progress at one level supports progress at the other levels, and expands the network of people engaged in the effort. It does take both time and leadership to keep the initiative open to a variety of interpretations (the “big tent” approach), although admittedly that can involve living with a certain degree of tension among advocates for the work.

8. Areas Where you Could Use Advice or Support: Not applicable. The program concluded in 2009, although the movement continues to develop on its own.

Sources: Program goals and description adapted from:

1. The Carnegie Foundation Archive site for CASTL:
<http://archive.carnegiefoundation.org/scholarship-teaching-learning.html>
2. “The Carnegie Academy for the Scholarship of Teaching and Learning: An Overview of the Program,” in Hutchings, P., Huber, M.T., & Ciccone, A. (2011). *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (Appendix B, pp. 153-161). San Francisco: Jossey-Bass

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1. Project Title: Scholarship Reconsidered (Boyer) / Scholarship Assessed (Glassick, Huber, & Maeroff)

2. Project Purpose and Goals: These two Carnegie Foundation reports from 1990 (Scholarship Reconsidered) and 1997 (Scholarship Assessed) proposed to broaden the definition of scholarship in higher education. The first book proposed that faculty scholarship of four different but overlapping types should be recognized and rewarded by colleges and universities: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The second book proposed a set of standards by which all four kinds of scholarship could be assessed: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. These ideas entered and helped shape a lively conversation about faculty roles and rewards beginning in the 1990s and beyond. These ideas have been foundational to several subsequent efforts to make teaching and learning visible (“public”) beyond the classroom, so that it can be reviewed, critiqued, and built upon by peers. The idea of a scholarship of teaching and learning was further developed through the Carnegie Foundation’s Carnegie Academy for the Scholarship of Teaching and Learning (1998-2009), led by Lee Shulman and Pat Hutchings, while the most fully elaborated development of the framework proposed in Scholarship Assessed has come from Dan Bernstein and colleagues, who have used it in guidelines for creating course portfolios, and rubrics for the evaluation of teaching.

3. Leaders Names: Ernest Boyer, Charles Glassick, Mary Taylor Huber, and Gene Maeroff (and other colleagues at Carnegie, including Gene Rice and Ernest Lynton)

4. Project Activities/Methods and Progress to Date: Scholarship Reconsidered and Scholarship Assessed were policy reports, based on research and writing by several colleagues at the Carnegie Foundation. This research included the results of Carnegie’s periodic faculty surveys; a survey of provosts about changes in tenure and promotion policies; and a scan of university presses, scholarly journals, and granting agencies about criteria used for evaluating manuscripts and proposals. The work also benefited from the comments and suggestions of colleagues in the US and beyond as the ideas were being initially developed. After the reports were published, conferences sponsored by the American Association for Higher Education (AAHE) provided a forum for campuses to present and discuss work that aimed to make use of the ideas. By now, of course, these various initiatives have fed into new generations of projects to better support and evaluate teaching in higher education.

5. Future Direction of the Project: The project is no longer active---the baton was passed on to others long ago.

6. Biggest Challenge, Success, or Surprise to Date: The biggest surprise/success of this work to me has been the high level of interest people have had in broadening the definition of scholarship---especially in regard to application/engagement and to teaching and learning. The biggest challenge (though not exactly a surprise) has been how hard it is to do this, given countervailing pressures.

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7. Key Lesson that would be useful for others: Key lessons have been the value of having a national presence for new ideas (in this case, through the Carnegie Foundation and through the forums offered initially by AAHE), a common text (the two reports) to anchor multiple, diverse initiatives, and the luxury of time for ideas to find champions who are able to develop them further and explore their possibilities in a variety of settings.

8. Areas Where you Could Use Advice or Support: Not applicable

Resources

Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching. (See also the 2016 edition, updated and expanded by Drew Moser, Todd C. Ream, John M. Braxton, and Associates. San Francisco: Jossey-Bass).

Glassick, C. E., Huber, M. T., & Maeroff, G.I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

See also:

Bernstein, D., Burnett, A. N, Goodburn, A., & Savory, P. (2006). *Making Teaching Visible: Course Portfolios and the Peer Review of Teaching*. San Francisco: Jossey-Bass.

Bernstein, D., Addison, W., Altman, C., Hollister, D., Komarraju, M., Prieto, L.R., Rocheleau, C.A., & Schore, C. (2009). Toward a Scientist-Educator Model of Teaching Psychology In D.F. Halpern (ed.), *Undergraduate Education in Psychology: A Blueprint for the Discipline*. Washington, D.C.: American Psychological Association.

Hutchings, P., Huber, M.T., & Ciccone, A. (2011). The Carnegie Academy for the Scholarship of Teaching and Learning: An Overview of the Program. In P. Hutchings, M.T. Huber, & A. Ciccone, *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (Appendix B, pp. 153-161). San Francisco: Jossey-Bass.

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1. Project Title: Improving the system of student evaluation of teaching at Grinnell College

2. Project Purpose and Goals: (Please limit this reply to 250 words so that we have a short description suitable for sharing with a larger group beyond the meeting attendees.)

Teaching excellence has been, from the founding of the college, the key to evaluating faculty members, and information from students, along with self- and peer evaluation is critical.

The purpose of our project was to improve the ways in which we gather and use information from students in evaluating teaching. About 20 years ago we became dissatisfied with the quality of information from students. We started by revising the end of course evaluations, moving from a system where each department used a different form to a standard pedagogy neutral form that could be used across the curriculum. Based publications, consultations with faculty with knowledge of psychometrics and survey construction, and testing of instruments, we adopted an instrument (with Likert scale and text responses) with only six questions (attached), which focused upon factors that contributed to student's learning. For the purpose of major faculty reviews, we developed a survey (attached as Dean's Survey) that we send to a stratified random sample of students who completed courses in the previous three years asking them about their experiences with the faculty. The idea behind this survey is to provide some time context for student responses. In addition to these surveys, in the event of a major review, departmental colleagues are asked to sit in on classes, review course materials, a self-evaluation, and other relevant items and comment upon them in the review document. Finally, an elected student committee (ca. 6) of majors is asked to contact their peers and prepare an evaluative statement.

3. Leaders Names: Jim Swartz (Dean of the College at that time) and many faculty members, Institutional Research Office

4. Project Activities/Methods and Progress to Date:

This was all completed about 20 years ago and has remained unchanged until recently.

5. Future Direction of the Project:

We are currently looking for evidence of implicit biases having an impact on the numeric scores in the end of course evaluations. To do that we have moved the survey to an on-line instrument so that we can more easily look at the Likert scale responses and also correlate the demographic information of the respondees with the responses.

6. Biggest Challenge, Success, or Surprise to Date:

One major challenge is maintaining a high response rate on the Dean's survey. When we started it was a paper survey, mailed to alumni and current students. The response rate was consistently about 60%. After a few years we moved to a completely electronic format. The response rate, more recently, has declined to closer to 40%, causing concerns about response bias. Another challenge is helping the evaluators of the survey results (both end of course evaluations and Dean's Survey) to not over-interpret small differences in numeric responses, given our average class size of 17, and nearly no classes over 35..

7. Key Lesson that would be useful for others:

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We do not rely on a single instrument but attempt to have human judgement (department, personnel committee) employed to triangulate multiple sources of information. It is helpful to decide, in advance, what your goals are and what you want to accomplish, read current literature, consult with faculty with knowledge of psychometrics and survey construction, and use that information in developing the surveys. Summarize your rationale for those who need to consider and approve the process and instruments. It is also helpful to consider student input as part of the evidence gathered to provide evidence of teaching excellence.

8. Areas Where you Could Use Advice or Support:

As we have moved the end of course evaluation instrument to an on-line system, where students no longer sit in a classroom and write on a paper form. we need to evaluate whether the format changes the quantity, nature or efficacy of the text provided by students. We would be happy to gain from experience of others.

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End of Course Evaluation Questions

1. The course sessions were conducted in a manner that helped me to understand the subject matter of the course.
2. The instructor helped me to understand the subject matter of the course.
3. Work completed with and/or discussions with other students in this course helped me to understand the subject matter of the course.
4. The oral and written work, tests, and/or other assignments helped me to understand the subject matter of the course.
5. Required readings or other course materials helped me to understand the subject matter of the course.
6. I learned a lot in this course.

The scale for all questions:

Strongly Disagree
Moderately Disagree
Slightly Disagree
Slightly Agree
Moderately Agree
Strongly Agree

Not Applicable/Don't Know

Dean's Survey

This is a survey that is used for major faculty reviews 3rd year, pre-tenure and tenure, promotion to associate and professor ranks. It is administered electronically to a stratified random sample of students who have completed courses, whether still on campus or not. The key is that we ask students to reflect upon their learning, and whether the instructor and ways that the course was organized contributes to that or not. It tends to provide much more summative evaluation data than typical end of course evaluations (which we also use) and students have the context of time. They often reflect upon how well prepared they were for subsequent courses, graduate school, employment, etc.

Questions

1. The Registrar's records show that you took the following courses (list follows) with Professor NAME. Is this list correct? If not, please correct any errors.
2. Did you have any other contact outside the classroom with Professor NAME? (No; Yes- please explain)
3. How well do you remember Professor NAME? (Very well; Reasonably well; Not very well)
4. Compared to your other professors at Grinnell, is there any way that Professor NAME stands out in your mind? (No; Yes- please explain)
5. How much did you learn from your courses or other contact with Professor NAME? Please explain your answers. (An extremely small amount; A small amount; A large amount; An extremely large amount)
6. Apart from details of the subject matter, is there anything you learned from Professor NAME that has continued to be important for you? (No; Yes-please explain)
7. What did you consider to be the MOST effective aspects of Professor NAME's teaching?
8. What did you consider to be the LEAST effective aspects of Professor NAME's teaching?

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9. In retrospect, is your current evaluation of Professor NAME's teaching at all different from your judgment at the time? (No; Yes-please explain)

10. What criteria do you use for judging whether a faculty member at Grinnell has been effective?

11. Using these criteria, which choice most closely reflects your rating of Professor NAME as a faculty member at Grinnell? Please explain your answer. (Extremely ineffective; Ineffective; Effective; Extremely effective)