Evaluation of Teaching

Office of the Provost & Academic Affairs

November 2, 2017 12:00-2:00pm

Gerlinger Lounge

UNIVERSITY OF OREGON

At your tables…

Please introduce yourself:

- Name
- Unit
- Role
- Number of years in role

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Objectives

Participants will be able to…

1. Reflect on current Teaching Evaluation practices in their school/college/unit.

2. Compare and contrast Teaching Evaluation tools available on OPAA & TEP websites.

3. Describe best practices for Teaching Evaluation and future directions for their unit.

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Welcome & Introductions

Advisory Board – UO Teaching Academy

Ron Bramhall, Associate Vice Provost for Academic Excellence

Helen Chu, Associate Dean of Libraries and Chief Academic Technology Officer

Sierra Dawson, Assistant Vice Provost for Academic Affairs

Lee Rumbarger, Director, Teaching Engagement Program

Josh Snodgrass, Associate Vice Provost for Undergraduate Studies, Professor of Anthropology

Elly Vandegrift, Associate Director, Science Literacy Program, Sr. Instructor, Biology

Clarifying terminology

Student Evaluation of Teaching (SET) or Course Evaluation

Peer Review of Teaching (course observation, conversation & report)

Evaluation of Teaching (for performance review)

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2-minutes to write…
then share at your table

A. What is going really well in your school/college/unit regarding Teaching Evaluation?

B. What are your biggest challenges regarding Teaching Evaluation?

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Report out…

What is going really well?

What are your biggest challenges?

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Resources on OPAA & TEP websites

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WHITE HANDOUT

Peer Review and Evaluation of Teaching

UO Senate legislation of 1996 and the [2015-2018 Collective Bargaining Agreement](#) between the university and United Academics require periodic peer review and evaluation of teaching for all faculty. The legislation also established criteria and procedures for conducting these reviews and evaluations. These criteria and procedures are equally relevant to the peer review and evaluation of teaching for tenure-related faculty and instructional non-tenure-track faculty.

Peer review of teaching is the written assessment of a class observation and the contextual material informing that observation (e.g., syllabus, faculty member's self-assessment, other framing information provided by the faculty member). Peer reviews are an opportunity to support and improve faculty teaching efforts, and to assess how individual teaching choices reflect the department's curriculum and goals.

Evaluation of teaching is done for promotion and/or tenure, contract renewal or merit raises, and involves multiple windows into a faculty member's teaching including: peer review, student evaluation and self-assessment, narratives or inventories.

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BLUE HANDOUT

Tips for Faculty Self-Presentation for Evaluations of Teaching

An important part of the evaluation of teaching for promotion and/or tenure, contract renewal or merit is your self-presentation regarding your efforts and intentions for student learning, and your development as a teacher over time. The following is a guide for your preparation of a teaching statement to be used in the evaluation of your teaching.

Explain the key goals and values of your teaching.

> How do those link to concrete choices in the classroom? What are the particular challenges of teaching and learning in your field? How do you address and seek to overcome them? What do you see as the urgency or value of your teaching to students' lives, larger curricular frameworks into which your courses nest, or public life more generally?

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BLUE HANDOUT

Tips for Faculty Evaluators

The evaluation of teaching for promotion and/or tenure, contract renewal or merit raises involves multiple windows into a faculty member's teaching including: peer review, student evaluation and self-assessment, narratives or inventories. The following is a guide to assist evaluators when conducting an evaluation of teaching.

Critique teaching methods and evidence of improved student learning.

Look for a discussion of the approaches the faculty member takes in their courses. Research indicates that courses which require students to take an active role in constructing knowledge are more effective in facilitating student learning than ones in which students passively listen to lectures. Does the faculty member provide evidence of efforts to assess and improve student learning in their classes?

Identify contributions to the curriculum and teaching culture.

Peer Review of Teaching Example Documents

	TEP Recommended	Other UO Examples		
		Department of Human Physiology	American English Institute	Arts and Administration Program
Review Procedure	TEP Recommended Peer Review Procedure	HPHY Department Procedures (Word doc)	AEI Summative Observation Process (Word doc)	AAd Peer Review Procedure (Word doc)
Observation Instrument	TEP Peer Teaching Observation Guide (PDF File) (Word doc) (Excel version with point rubric)	Classroom Observation Protocol for Undergraduate STEM (Excel file)	AEI Summative Observation Standards (Word doc) AEI Formative Peer Observation Form (Word doc)	AAd Observation Form (Word doc)
Self-Assessment	TEP Faculty Self-Assessment Guide (PDF File) (Word Doc)	Teaching Practices Inventory	AEI Goal-Setting Form (Word doc)	AAd Self-Appraisal Form (Word doc)
Report	TEP Recommended Report Content	HPHY Department Template (Word doc)		AAd Summary Form (Word doc)
Workload Expectation for Review	About 5 hours	5 – 6 hours	About 5 hours	
For more information contact	Julie Mueller	Sierra Dawson	Andy Halvorsen	

BEST PRACTICE

A. Teaching Evaluation (for performance evaluation) should include three windows into teaching:

ORANGE HANDOUT

Figure 1: The three "voices" in the framework.
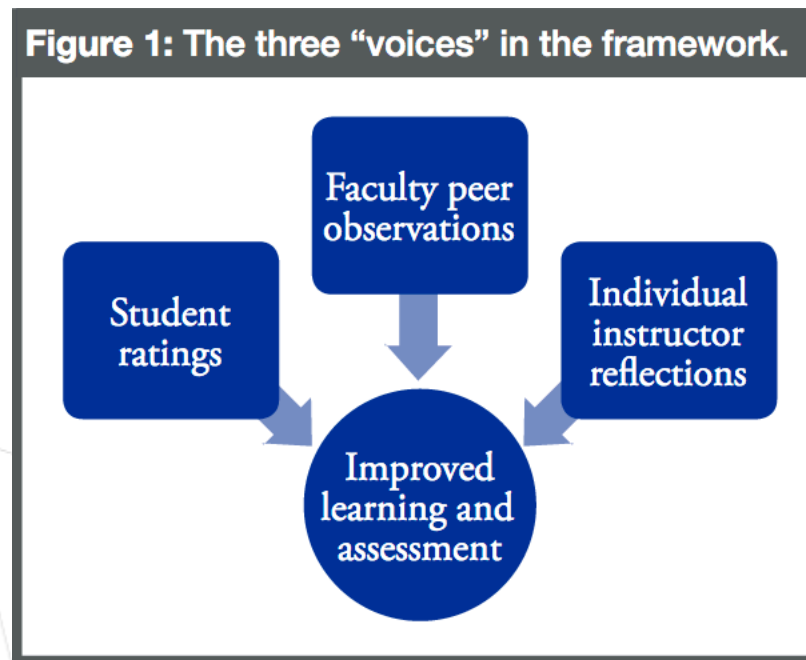
Figure 1. From UC-Boulder: Teaching Quality Framework

BEST PRACTICE

B. Peer Review needs

1. A system & consistent process

2. An observation tool

3. A self-assessment tool

4. A conversation between faculty and reviewer (consistent questions)

5. A template for report

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1.System: example

Rank/Classification	Evaluation Schedule	2015/16		
		Fall 2015	**Winter 2016**	**Spring 2016**
Career Instructor/Lecturer:	**one evaluation every year.**			
Fall 2012 Instructor	Jon Runyeon	HPHY 321, Minson		
Fall 2014 Instructor	Robin Hopkins	HPHY 112, Dawson		
Fall 2014 Instructor	Philip Matern		HPHY 375, Halliwill	
Assistant Professor:	**AKA - once per year.** **one evaluation in each of the three years proceeding tenure and promotion review; one**			
2011 Assistant Professor	Anita Christie	HPHY 333, Karduna (No COPUS)		
2013 Assistant Professor	Carrie McCurdy		HPHY 622, Minson	HPHY 422, Runyeon
2014 Assistant Professor	Adrianne Huxtable			HPHY 410, Dawson
Associate Professor:	**one evaluation every other year.**			
Fall 2012 promoted to Associate Professor	Andy Lovering			
Spring 2016 promoted to Associate Professor	Mike Hahn		HPHY 480, Karduna	
Fall 2015 promoted to Associate Professor	Hans Dreyer	HPHY 414, Runyeon		
Career Senior Instructor/Lecturer I:	**one evaluation every three years.**			
Fall 2015 promoted to Senior Lecturer I	Grace Golden			

2. Observation tool: COPUS

Date:		Class:			Instructor:			No. students:		Observer Name:	

Classroom arrangement:

Students are doing:

1. **L**-Listening; **Ind**-Individual work; **CG**-Clicker Q discussn; **WG**-Worksheet group work; **OG**-Other group work; **AnQ**-Answer Q; **SQ**-Student Q; **WC**-Whole class discuss.; **Prd**-Predicting; **SP**-Student present.; **TQ**-Test/quiz; **W**-Waiting; **O**-Other

Instructor is doing:

2. **Lec**-Lecturing; **RtW**-Writing; **FUp**-Follow-up; **PQ**-Pose Q; **CQ**-Clicker Q; **AnQ**-Answer Q; **MG**-Moving/Guiding; **1o1**-One-on-one; **D/V**-Demo+; **Adm**-Admin; **W**-Waiting; **O**-Other

For each 2 minute interval, type a "1" in a cell to indicate the activity is occurring. Check multiple columns where appropriate.

COPUS

	1. Students doing													2. Instructor doing												3. Engagement			Comments: EG: explain difficult coding choices, flag key po... etc.
min	L	AnQ	SQ	WC	SP	Ind	CG	WG	OG	Prd	TQ	W	O	Lec	RtW	D/V	Fup	PQ	CQ	AnQ	MG	1o1	Adm	W	O	L	M	H	
0 - 2																													
2																													
4																													
6																													
8 - 10																													
	L	AnQ	SQ	WC	SP	Ind	CG	WG	OG	Prd	TQ	W	O	Lec	RtW	D/V	Fup	PQ	CQ	AnQ	MG	1o1	Adm	W	O	L	M	H	
10 - 12																													
12																													

2. Observation tool: TEP

Practices	**Yes/Mostly/ Partially/No/ Not Applicable**	**Observations and notes**
Preparation and Organization: Alignment [1] [2]		
Class session learning objectives aligned with *overall course objectives.* [3] [4]		
Course learning objectives aligned with *overall departmental objectives.*		
Class session content (knowledge, skills, or abilities) and activities aligned with the *class session learning objectives.*		
Preparation and Organization: The instructor…		
Has organized the material into an obvious, explicit, and logical framework. [3]		
Shows command of the material.		
Teaches the class at a level appropriate for most students. [4] [5] [6]		
Connects to students' prior knowledge, lessons, assignments, and/or readings. [7] [8]		

YELLOW HANDOUT

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3. Self-Assessment tools

Teaching Practices Inventory;
http://www.cwsei.ubc.ca/resources/TeachingPracticesInventory.htm

Teaching Perspectives Inventory
http://www.teachingperspectives.com/tpi

TEP's self-assessment tool
http://tep.uoregon.edu/resources/peerreview/peer_review.html

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4. Conversation between faculty & reviewer (example)

1. How do you think people learn?
2. What will your students be able to do as a result of learning in your class?
3. What do you do to help students to achieve these goals (described in #2)?
4. How do you and the students get feedback about student learning along the way?
5. How do you evaluate your efforts to foster student learning?
6. What can I and/or the Department do to further support for your efforts?

Adapted from Ken Bain: What the Best College Teachers Do (2004)

5. Template for report (example)

Peer Review for _____, Conducted by _____

Section 1: Overview: Indicate whether the visit was scheduled or unscheduled, the course name/number, time and date, and the topics under discussion that day. Include the context of the course, type and level of students (majors/non-majors, freshmen/seniors, elective/required course).

Section 2: Data Collected: Teaching Practices Inventory, COPUS, and six post-observation meeting questions.

Teaching Practices Inventory
E.g.:___(name)_____ completed the Teaching Practices Inventory (TPI), which represents the variety of evidence based teaching practices incorporated into the course. It is expected that there would be a wide range of TPI scores, since some courses may be better suited to using many different teaching practices, and others

GREEN HANDOUT

BEST PRACTICE

C. Faculty Self-Presentation

Tips for Faculty Self-Presentation for Evaluations of Teaching

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BEST PRACTICE

D. Input regarding student experiences

Mindfully critique student evaluations with an eye for unconscious biases.

When you turn your attention to student evaluations of teaching, it is important to be aware that they may not be a reliable measure of teaching effectiveness. Also, studies show that students' unconscious and implicit biases generally cause women and minorities to have lower evaluation scores than their white male counterparts. The level of the course and other factors may also affect the results. As an attempt to ensure that student evaluations of teaching do not receive undue and/or uncritical weight in the higher-level evaluations, you should provide context for student evaluation numbers that might raise flags.

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Table discussion

What changes would you like to see in the UO's Student Evaluation of Teaching (Course Evaluations)?

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Table Discussion

What changes would you like to see in the Peer Review of Teaching process in your unit?

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Table Discussion

How does your unit handle self-assessment, self-reflection or self-presentation as a part of the Evaluation of Teaching Process?

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Additional Questions?