Teaching Evaluation Reform
University Senate & Office of the Provost

All Unit Heads Meeting | March 20 2019
Teaching Evaluations

UO is undertaking a multi-year effort led by the Senate and Office of the Provost to make teaching evaluation:

- fair and transparent,
- conducted against a clear definition of teaching excellence and criteria that include units’ expectations,
- and informed by data collected from peers, students and the faculty themselves.
Continuous Improvement and Evaluation of Teaching System

1. A Midterm Student Experience Survey (for instructor use only—passed Senate Spring 2018, only being used in pilot units now)

2. A 10-Minute Instructor Reflection (part of evaluation file—passed Senate in Spring 2018, only being used in pilot units now)

3. A focused-on-learning end-of-term student experience survey that would not be a standalone measure of teaching quality (may bring legislation forward to Senate in Spring)

4. A direction that units weigh this evidence against their own articulated criteria for quality (may share recommendations with Senate in Spring)

5. A direction that units bolster the quality and reliability to their CBA-required peer review processes (may share recommendations with Senate in Spring)
Working Groups

**Senate Committee**

Work is being done on this project by a Senate Committee (the Continuous Improvement and Evaluation of Teaching Committee) of faculty and other stakeholders.

**TEP "CAIT"**

A Teaching Engagement Program “CAIT,” a faculty learning and leadership group, of 10 fellows experimenting with peer review and pilot instruments and processes.
University Senate

CIET Senate Committee

- Senate President
- Faculty Senators
- Registrar’s Office
- Institutional Research
- Accessible Education Center
- Teaching Engagement Program
- Office of the Provost
- Graduate students
- Undergraduate student
- 3 CAIT members

Teaching Excellence & Evaluation CAIT

CAIT Pilot Group
LCB, CHC, CAS-NS: HPHY, CAS-HUM: ENG, Design: PPPM

CAIT Peer Review Group
Law, SOMD, SOJC, CAS-SS: HIST, COE
Latest News

CIET:
• Warning and Guidance on Student Evaluations of Teaching

CAIT:
• Vetted teaching excellence definition tep.uoregon.edu/teaching-excellence

CAIT Pilot:
• Fall and Winter Pilots of Midterm & End of Term Student Experience Survey and Instructor Reflection (171 courses). Some piloted an in-class administration.
• Student focus groups

CAIT Peer Review:
• Test drove tools for peer observation, outlined a process for unit-level reflection about peer review protocols
Revising UO’s Teaching Evaluations

The Office of the Provost and the University Senate are currently working together to critique and revise our entire teaching evaluation system. Recent research suggests that student ratings may not accurately reflect the quality of teaching due to biases and other factors [3, 4, 5, 6]. The University of Oregon’s own assessment of student course evaluation ratings have corroborated these findings [2].

The Association of American Universities (AAU) and other universities around the globe from University of Colorado, Boulder to University College London, England have argued that it is time for universities’ practices regarding teaching excellence and evaluation to align with their policies [1, 7, 8]. As such, the University of Oregon seeks to develop a holistic new teaching evaluation system that does more than simply replace
Timeline

This timeline displays our progress on these initiatives in reverse chronological order.

Winter 2019

- February 18 - Around the O: Workplace story outlining reform efforts
- Teaching Excellence and Evaluation CAIT Pilot subgroup continues to pilot new tools:
  - 1107 students complete most recent iteration of the Midterm Student Experience Survey for 171 courses
  - Revised End-of-Term Student Experience Survey for Winter 2019
- January 30 - University Senate approved the CIEF senate committee’s work on a Warning and Guidance on Student Evaluations of Teaching document for faculty and personnel committees.
- January 13 - Chronicle of Higher Education article highlights UO’s work on course evaluation.
- Teaching Excellence and Evaluation CAIT Peer Review subgroup members each select an observation tool to experiment with for Peer Review and completes 3 mock classroom observations.
- Teaching Excellence and Evaluation CAIT Pilot subgroup makes tweaks to the Midterm Student Experience Survey for week 5 and selects End of Term Student Experience Survey to Pilot in week 10. Pilot faculty will also complete Instructor Reflection.

Fall 2018

- November 28 - Ginger Clark, assistant vice provost for academic and faculty affairs at the University of Southern California, hosted two discussions about USC’s reform of their teaching evaluation process.
  - View a recording of the discussion via Vimeo.
- November 17 – Sierra Dawson, Austin Hocker and Lee Rumbarger lead discussion about Teaching Evaluation reform efforts at Professional and Organization Developers Network (POD) conference in Portland, OR.
Increasing national attention for this work

UO is consulting on projects at:
• Colorado State
• University of Washington
• University of Connecticut
• University of Nevada-Lincoln (using UO pilot instruments)
• New Mexico State University (using UO pilot instruments)
• Trent University in Canada (using UO pilot instruments)
As unit heads, what can you do now?

“To determine if the candidate for promotion and tenure has met the department’s expectations for teaching excellence, the department’s promotion and tenure committee ... reviews all available information on teaching performance, including (but not limited to) student written evaluations (signed), student numerical evaluations, and peer evaluations performed by faculty colleagues. These measures of teaching performance are carefully balanced in the committee’s assessment of the candidate’s overall teaching profile.”

—sample “Review, Promotion, and Tenure Procedures & Guidelines” on teaching
Teaching Excellence

What is Teaching Excellence?

Inclusive, Engaged, Research-Led Teaching at the University of Oregon

The University of Oregon is committed to exceptional teaching, discovery, and service. Achieving excellence in teaching means first defining it to reflect the best of what we know about how people learn and the rich practices that characterize the work of UO’s distinguished faculty. TEP and the
As unit heads, what can you do now?

Inclusive Teaching

Inclusive teaching engages and values every student and attends to the social and emotional climate of the class. [1] A broad philosophy that should be realized in each and every UO course by each and every UO teacher [2], inclusion is enacted through particular choices faculty make in their presentation of self and content and through deliberate ways of drawing on assets each student brings to the classroom. [3]

For example, UO faculty might...

• Convey that each student brings valuable assets and goals to their work. [4]
• Introduce the instructor’s own intellectual journey and process of expert thought. [5]
• Use course materials that represent the racial, ethnic, gender, ability, intellectual, and socioeconomic diversity of the field and the contested and evolving status of knowledge. [6] [7] [8]
• Deploy a range of methods to engage students and bring out their strengths. [9]
• Address students by their chosen names and pronouns; this includes finding ways to use names in large-classes and online fora. [10]
• Know students’ goals for their learning and find ways to connect the concerns of the
As unit heads, what can you do now?
https://tep.uoregon.edu/peer-review-teaching

TEP Peer Teaching Observation Guide

This guide invites peer observers to look for teaching practices shown by research to support student learning. It may serve as a useful tool for self reflection; it also may help structure specific, collegial conversations between faculty about the overall effectiveness of a class session and inform written peer reviews of teaching. Not all the items included here are relevant or possible for a given course or class session. Conversely, it may be appropriate for an observer to comment on practices not specifically included here.

For many of the teaching practices included in this guide, we provide references to research showing the link between the practice and enhanced learning. Many of the references also contain suggestions for how to implement the teaching practice effectively.
As unit heads, what can you do now?
https://tep.uoregon.edu/peer-review-teaching

<table>
<thead>
<tr>
<th>Tactics: The instructor...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides students with learning objectives for the class session. [3] [4]</td>
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<tr>
<td>Gives lesson outline at the beginning of class, verbally and visually (e.g., on board, slide, handout). [3]</td>
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<td>Employs methods (activities, examples, audio-visual aids) broken down into steps to scaffold student learning. [4]</td>
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<td>Invites students into the subject matter, e.g. through storytelling [9]; compelling case studies [10]; explicit commentary about the skills, values, or formation of the discipline; etc. [11]</td>
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<tr>
<td>Incorporates small-group discussions or problem-solving sessions into the class period. [12] [13] [14]</td>
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<tr>
<td>Poses questions and allots time for students to discuss them. [15]</td>
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<td>Asks a variety of types of questions (e.g., factual, application, critical).</td>
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<td>Builds off student answers/comments whether correct or incorrect.</td>
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Also in the works...

- Prototyping annual report for evaluation purposes
- Student facing campaign re: actionable feedback
- New Unit Heads workshop series: May 1 will focus on how to define, develop, evaluate and reward teaching quality in your unit.
## Sierra Dawson – Continuous Improvement and Evaluation of Teaching Report

<table>
<thead>
<tr>
<th>Courses</th>
<th>Students (#)</th>
<th>Grade distribution</th>
<th>DFW</th>
<th>Other data? (from end of term student survey)</th>
<th>Student reported attendance?</th>
<th>Student reported workload (hours/week)?</th>
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</thead>
<tbody>
<tr>
<td>FALL HPHY 611 - Effective Teaching</td>
<td>12</td>
<td><img src="chart1.png" alt="Grade distribution chart" /></td>
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<td>WINTER</td>
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<td>SPRING HPHY 406 – Sp Pr Science Teaching</td>
<td>60</td>
<td><img src="chart2.png" alt="Grade distribution chart" /></td>
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### FALL

#### HPHY 611 - Effective Teaching

Instructor reflection course context:

“This course prepares graduate students to engage in the Human Physiology's teaching mission of active, inclusive and evidence-based teaching. It is a mandatory part of the 1st year graduate student curriculum.”

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<th>Instructor Engagement</th>
<th>Research-led</th>
<th>Professional Student-instructor interaction</th>
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<td>Midterm SES feedback Y / N</td>
<td>Active Learning</td>
<td>Instructor communication Feedback</td>
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<td>Reflection (LINK)</td>
<td>Engagement</td>
<td>Challenge</td>
<td>Quality Materials</td>
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<td>Support</td>
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![Student Experience Chart](chart3.png)
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<td></td>
<td>Quality Materials</td>
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<tr>
<td>Instructor Reflection</td>
<td>“On the first day of class we talked about what they most value in the categories of belonging, representation and voice, and I worked to incorporate those elements. Also, student selected the topics we would discuss for the term (from the text) and also selected which specific topic they would lead the class in.”</td>
<td>“I traveled to an International conference about teaching during the term and then shared with them what I learned. Also, I used the Transparent Assignment template that I had learned at an earlier workshop.”</td>
<td>“The course is Backward Designed to ensure that the goals and objectives are aligned with the activities &amp; assignments the students do. Students complete a pre-class and post-class assignment on each topic to ensure they are both prepared for discussion, and reflect and apply what was learned.”</td>
<td></td>
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Also in the works...

• Prototyping annual report for evaluation purposes

• Student facing campaign re: actionable, fair-minded, concrete feedback

• **New Unit Heads** Workshop Series: May 1 will focus on how to define, develop, evaluate and reward teaching quality in your unit.
As unit heads, what can you do now?

Save the Date:

Talking with Your Unit about Teaching Quality
Friday, May 17, 10:00-11:30 a.m.
Gerlinger Alumni Lounge