

Anticipating Changes to UO's Teaching Evaluation System

Summit for Academic Leaders
September 23, 2019

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Teaching Quality

Define



Stage	Color	Relative Height
Define	Dark Green	100%
Develop	Dark Green	95%
Evaluate	Medium Green	85%
Reward	Yellow-Green	75%

Develop

Evaluate

Reward

Teaching Quality

Define

Professional
Inclusive
Engaged
Research-Informed

Develop



Evaluate

CIET
Continuous
Improvement and
Evaluation of
Teaching

Reward



Teaching Quality

Define



Develop

Evaluate

Reward

Teaching Quality

Define

Develop

Evaluate

Reward

Professional

Inclusive

Engaged

**Research-
informed**

Teaching Quality

Define

Develop

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Teaching Engagement Program

Teaching Quality

Define

Develop

Evaluate

Reward

Continuous Improvement and Evaluation of Teaching

Professional

Inclusive

Engaged

Research-
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Teaching Quality

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Continuous Improvement and Evaluation of Teaching

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Inclusive

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Research-
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Student
Experience

Instructor
Reflection

Peer Review

Teaching Quality

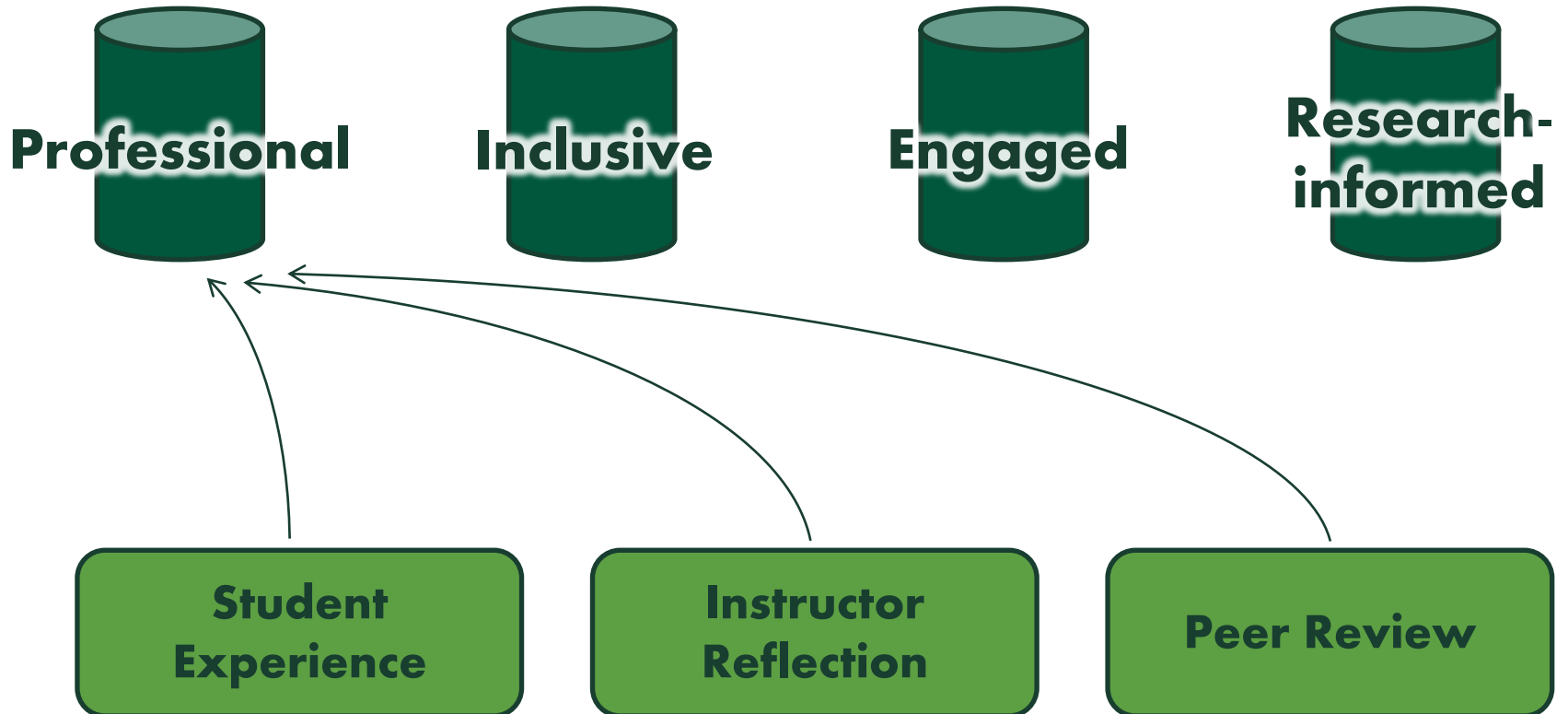
Define

Develop

Evaluate

Reward

Continuous Improvement and Evaluation of Teaching



Teaching Quality

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Teaching Quality

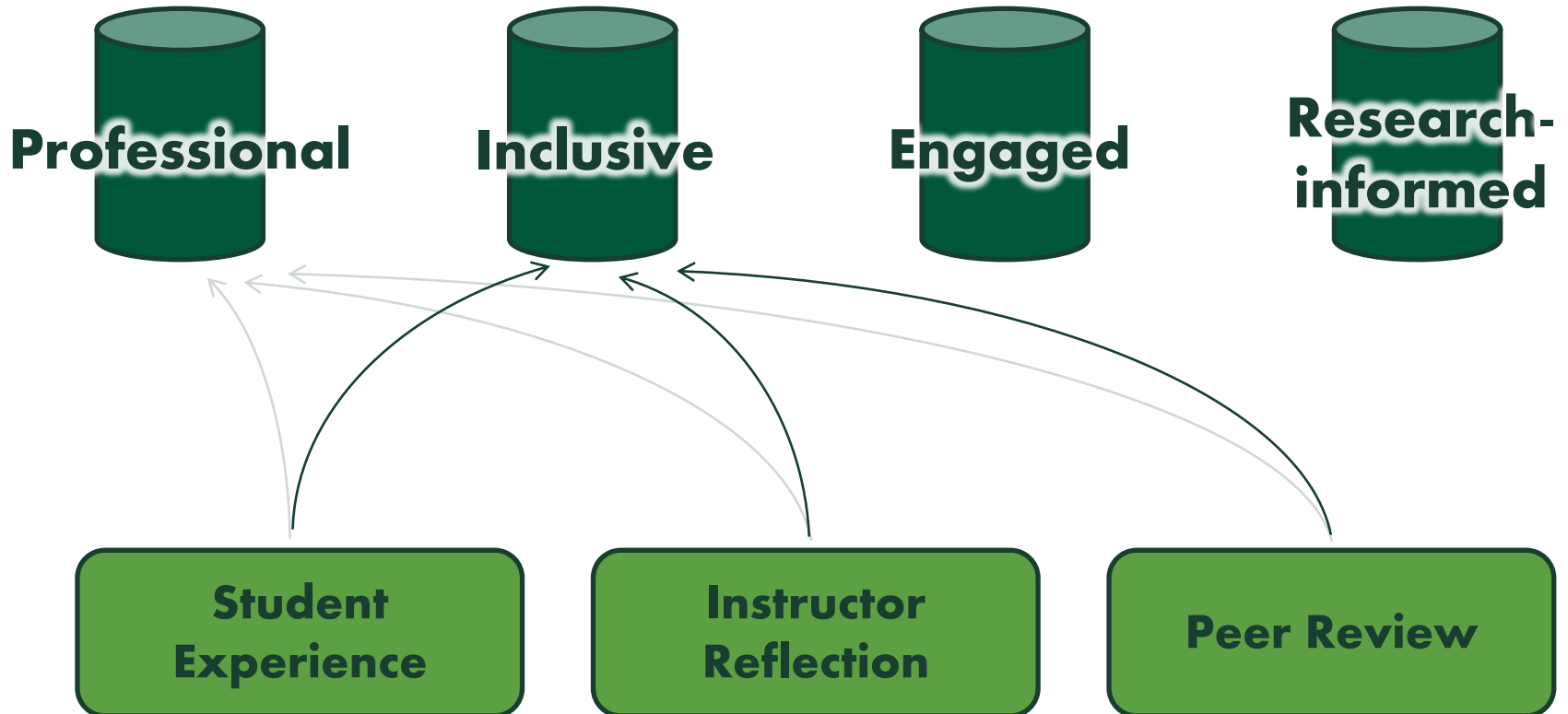
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Continuous Improvement and Evaluation of Teaching



Teaching Quality

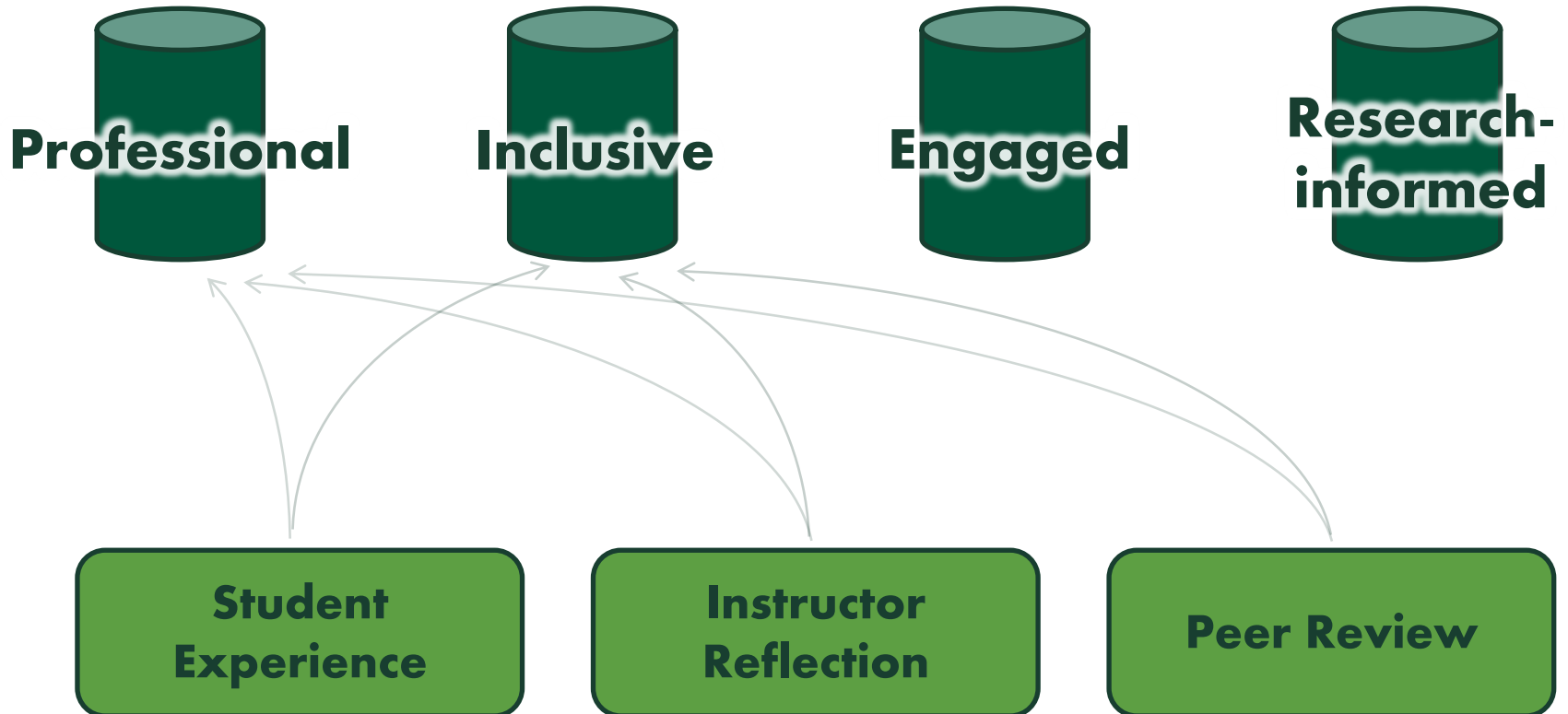
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Teaching Quality

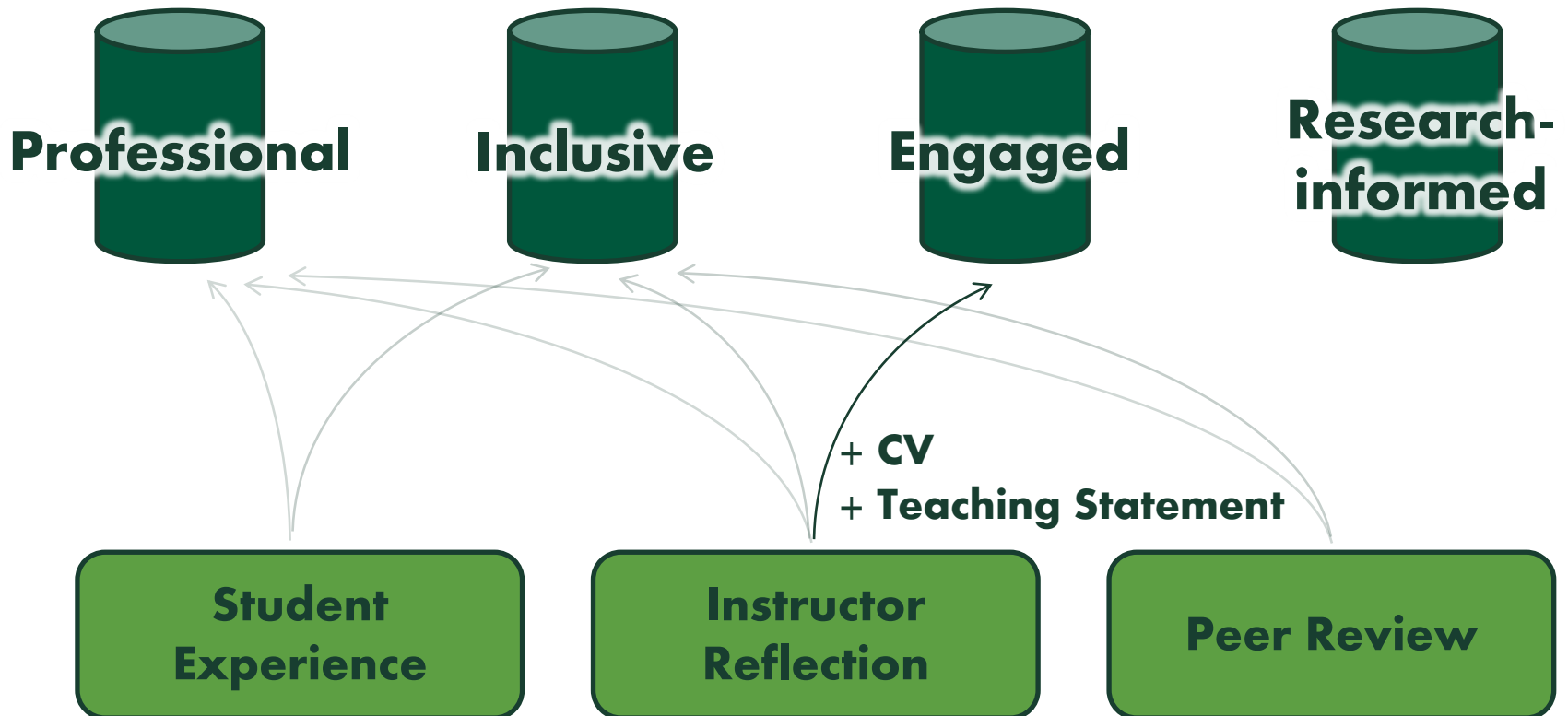
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Teaching Quality

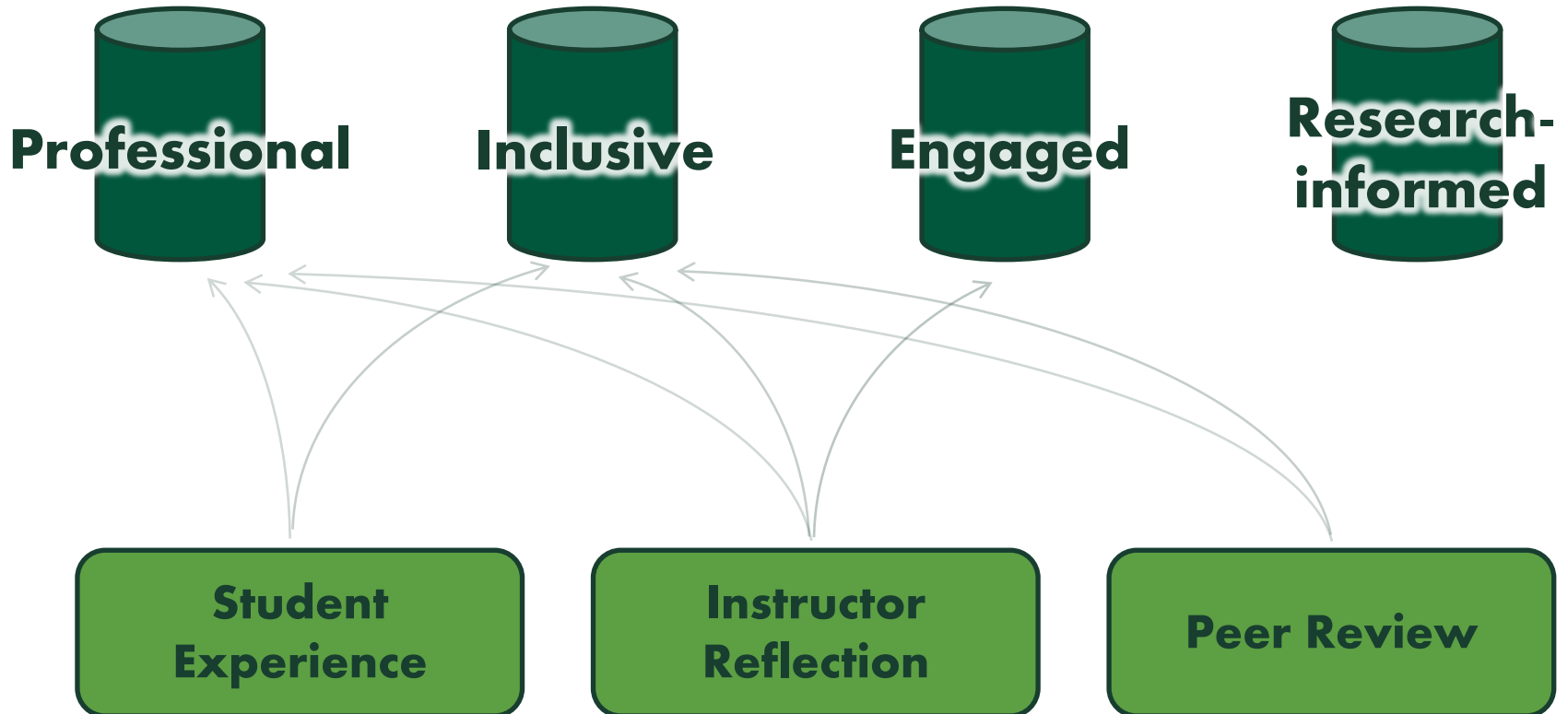
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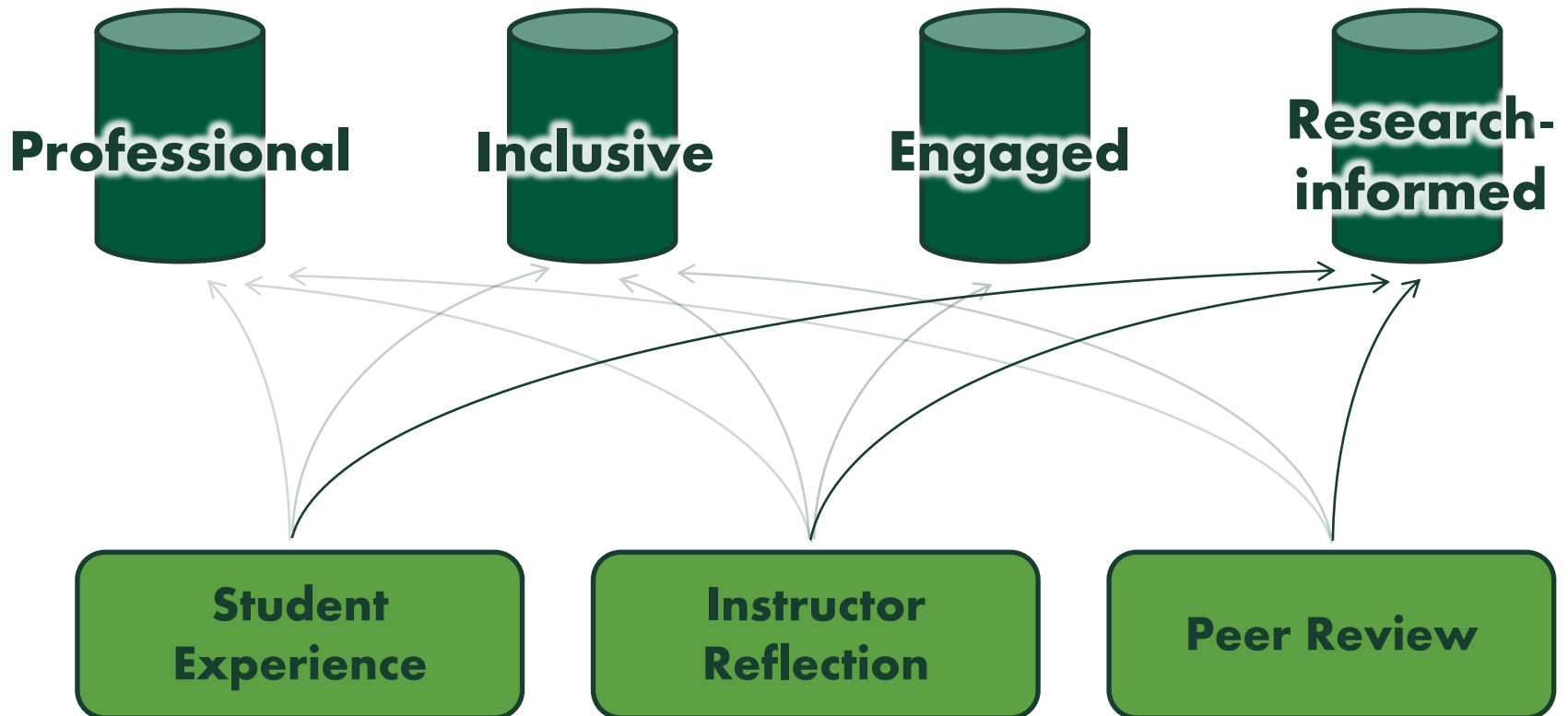


Teaching Quality

Define

Evaluate

Continuous Improvement and Evaluation of Teaching



Teaching Quality

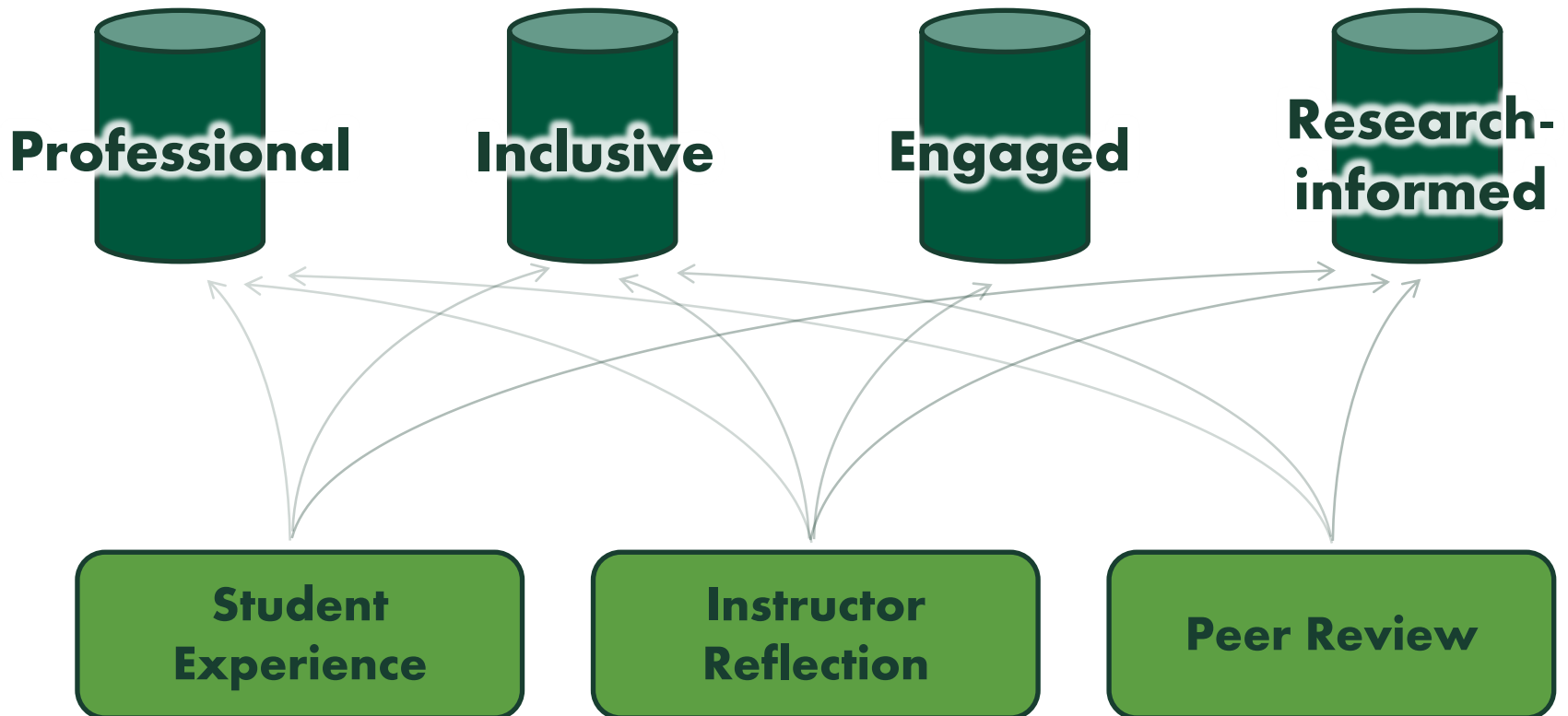
Define

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Continuous Improvement and Evaluation of Teaching



Teaching Quality

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Distinguished Teaching Awards
Williams Fellows

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

Teaching Evaluations

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,

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

March 2018

Senate creates Continuous Improvement and Evaluation of Teaching standing committee, adopts **Midway Student Experience Survey** and **Instructor Reflection**

January 2019

Senate adopts **Warning and Guidance on Student Evaluations of Teaching** statement in “all files for instructor evaluation”

April 2019

Senate votes to replace current Course Evaluations with **End-of-Term Student Experience Surveys**

Fall 2019

New instruments available campus-wide

Instructor Reflection

What's good about it?

- Captures instructor's voice, goals, efforts at course level,
- Ensures instructor's voice is available alongside students'

Midway Student Experience Survey

What's good about it?

- Uses UO's resources to support a good practice: taking the pulse of class and making adjustments/clarifying goals, expectations
- Responds to students' desire to affect their own experience

End-of-term Student Experience Survey

What's good about it?

- Focuses on student learning
- Asks specific questions, doesn't produce numerical scores; used alongside peer review and instructor reflection when teaching evaluation occurs against criteria

Pilot Results:

Piloted 4 iterations of the new Student Experience Survey (SES), adjusting for clarity based on students' interpretations of “teaching and learning elements”

60% **more student comments** in the SES compared to old course evaluations.

Students are giving **more positive feedback** in the SES: 61% of student comments are about which teaching practices are most beneficial for their learning.

Students are giving **more specific comments**;

Students are giving **fewer personal comments**: 21.1% of the old course evaluation comments, 1.49% of the SES comments

How will faculty, GEs, students get information about these changes?

- **Instructors:** direct email prior to the term/semester (sent)
- **Campus:** *Around the O* feature (live)
- **Students:** via Instructors, Quick Quacks

What support is available for units?

- Defining and Evaluating Teaching Quality (same as spring)
Nov. 15, 10:00-11:30am
Nov. 26, 1:30-3:00pm
- *How Well Is Peer Review Working in Your Unit?* Guide for Unit-level Self Study
- Peer Review online portal (coming early fall)
- Unit Teaching Profile Exercise
- Syllabus Statement, In-Class Protocol
- Consultations with OtP/TEP team

What further action is anticipated?

CAIT: Efficiency and value of the evaluation process

- Teaching Evaluation Criteria
- Teaching Evaluation Dashboard

CIET committee: Senate legislation implementation

- Redaction policy for hateful or discriminatory comments
- SES additional question process and policy
- Ongoing research and refinement of tools

MOU

Handout

1. What standard does your unit already excel in?
2. What standard will be the biggest area of development for your unit?
3. What teaching practice is not here but is important in your discipline?

Teaching Evaluation Criteria

Draft

MOU teaching quality standard: Professional Teaching	Data Sources	Below Expectations	Meets Expectations	Exceeds Expectations
1. Readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading and class policy expectations.	Student Experience Survey: Organization of the course Quality of the course materials	<i>Pattern of concern based on frequency of student feedback.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	N/A (professional standards must be met and cannot be exceeded)
	Peer Review: <u>Syllabus</u> : establishes student workload, learning objectives, class policies, and grading expectations. <u>Observation</u> : high quality course materials coherently organized.	<i>Pattern of concern based on peer observation.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	
2. Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.	Student Experience Survey: Instructor Communication	<i>Pattern of concern based on frequency of student feedback.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	N/A
	Peer Review: <u>Observation</u> : observe respectful communication with students.	<i>Pattern of concern based on peer observation.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	
3. Students' activities in and out of class are designed and organized to maximize student learning.	Student Experience Survey: Assignment and Projects	<i>Pattern of concern based on frequency of student feedback.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	N/A
	Peer Review: <u>Observation</u> : observed activities	<i>Pattern of concern based on peer observation.</i>	<i>Meets the criteria consistently or shows a pattern of improvement during the review window.</i>	
	Evidence from the Instructor	Sources include instructor reflections, teaching portfolios, etc...		
Overall Evaluation of Professional Teaching	Based on the above evaluation of #1-3, what is the overall evaluation of professional teaching?	Does not meet expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	N/A

MOU teaching quality standard: Inclusive Teaching	Data Sources	Below Expectations	Meets Expectations	Exceeds Expectations
1. Instruction designed to ensure every student can participate fully and that their presence and participation is valued.	Student Experience Survey: Inclusiveness of the course Accessibility of the course	<i>Pattern of concern based on frequency of student feedback.</i>	<i>Meets the standard consistently or shows a pattern of improvement during the review window.</i>	<i>Pattern of achievement or deliberate work toward this standard based on student feedback</i>
	Evidence from Instructor: Instructor Reflection	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	Peer Review: <u>Course Observation</u> : specific inclusive practices	<i>Pattern of concern based on peer observation.</i>	<i>Meets the standard consistently or shows a pattern of improvement during the review window.</i>	<i>Pattern of achievement or deliberate work toward this standard based on peer observation</i>
2. The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course. N.B. If an instructor is not empowered by the department to make changes to the content of their courses, this standard may not apply.	Student Experience Survey: Relevance of the course content	<i>Pattern of concern based on frequency of student feedback.</i>	<i>Meets the standard consistently or shows a pattern of improvement during the review window.</i>	<i>Pattern of achievement or deliberate work toward this standard based on student feedback</i>
	Evidence from Instructor: Instructor Reflection	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	Peer Review: <u>In person discussion</u> : How have you included diverse authors, scholars, artists, etc. or ways of knowing in this course?	<i>Pattern of concern based on peer observation.</i>	<i>Meets the standard consistently or shows a pattern of improvement during the review window.</i>	<i>Pattern of achievement or deliberate work toward this standard based on peer observation</i>
Overall Evaluation of Inclusive Teaching	Based on the above evaluation of #1-2, what is the overall evaluation of professional teaching?	Does not meet expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Exceeds expectations <input type="checkbox"/>

MOU teaching quality standard: Engagement	Data Sources	Below Expectations	Meets Expectations	Exceeds Expectations
1. Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.	Evidence from Instructor: <u>Use of midway SES:</u> How did you act on this feedback?	<i>No Midway SES action taken</i>	<i>Midway SES acted on during some courses,</i>	<i>Midway SES acted on for all courses,</i>
	<u>Instructor Reflection:</u> What went well? What changes were made?	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	<u>Other positive factors can be considered</u> – but are not required for an “Exceeds Expectations” evaluation. These can be found on CVs or Teaching statements and include:			
	a. participation in professional teaching development, and/or engagement in campus or national discussions about quality pedagogy and curricula;			
	b. development of new courses (Note: Simply developing a new course is not necessarily noteworthy, but developing an exemplar course that uses innovative and evidence-based teaching practices may be)			
	c. facilitation of productive student interaction and peer learning			
	d. contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or a coherent approach to academic coaching and skill-building in office hours			
	e. contribution of teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives			
	f. grants, fellowship or other awards for teaching excellence and innovation			
	g. supervision of student research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one’s professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses			
	h. serving on a higher than average number of graduate student committees			
Overall Evaluation of Engagement	Based on the above evaluation of #1, what is the overall evaluation of professional teaching?	Does not meet expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Exceeds expectations <input type="checkbox"/>

MOU teaching quality standard: Research-informed Teaching	Data Sources	Below Expectations	Meets Expectations	Exceeds Expectations
1. Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.	Evidence from Instructor: <u>Instructor Reflection</u> : In what ways did this course model a process or culture of inquiry characteristic of disciplinary or professional expertise?	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	Peer Review: <u>Observation</u> : or <u>Instructor Discussion</u> :	Pattern of concern based on peer observation.	Meets the standard consistently or shows a pattern of improvement during the review window.	Pattern of achievement or deliberate work toward this standard based on peer observation
2. Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.	Student Experience Survey: Clarity of assignment instructions and grading	Pattern of concern based on frequency of student feedback.	Meets the standard consistently or shows a pattern of improvement during the review window.	Pattern of achievement or deliberate work toward this standard based on student feedback
	Instructor Reflection	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	Peer Review: <u>Syllabus</u> : learning goals <u>listed</u> and assessments are aligned to those specific goals	Pattern of concern based on peer observation.	Meets the standard consistently or shows a pattern of improvement during the review window.	Pattern of achievement or deliberate work toward this standard based on peer observation
3. Timely, useful feedback on activities and assignments, including indicating students' progress in course.	Student Experience Survey: Feedback	Pattern of concern based on frequency of student feedback.	Meets the standard consistently or shows a pattern of improvement during the review window.	Pattern of achievement or deliberate work toward this standard based on student feedback
	Evidence from Instructor: <u>Instructor Reflection</u> :	<i>No evidence provided by the instructor</i>	<i>Evidence from instructor for most courses.</i>	<i>Evidence from the instructor in every course.</i>
	Peer Review: Course Observation Syllabus Review	Pattern of concern based on peer observation.	Meets the standard consistently or shows a pattern of improvement during the review window.	Pattern of achievement or deliberate work toward this standard based on peer observation

Summary of evaluations:

MOU teaching standard	Does not meet	Meets	Exceeds
Professional			
Inclusive			
Engaged			
Research-informed			

Teaching Evaluation Dashboard

Draft



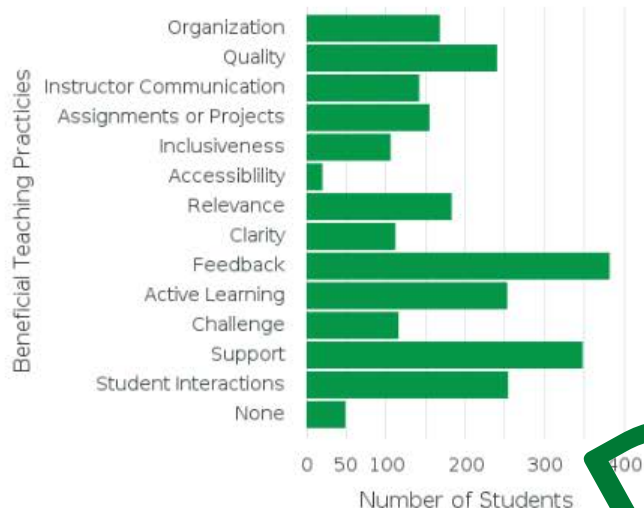
Teaching Evaluation Dashboard

Select Term

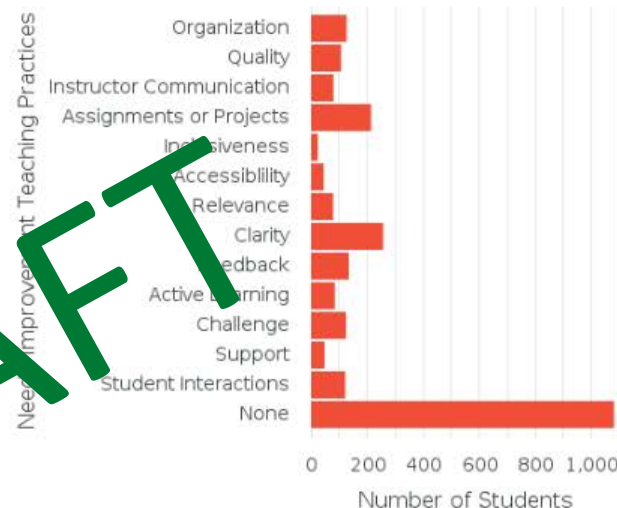
Select Instructor

Select Course

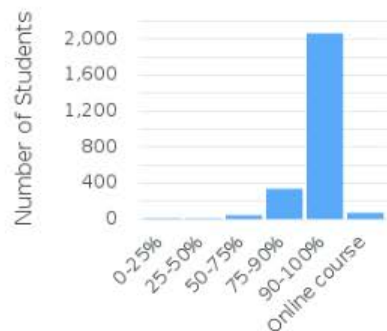
eSES - most beneficial teaching practices



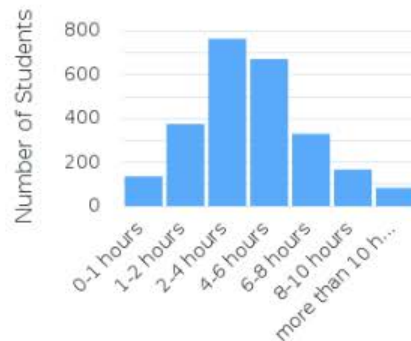
eSES - most in need of improvement teaching practices



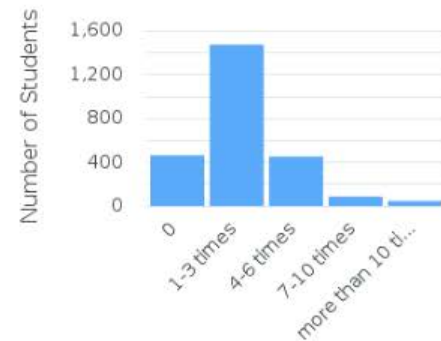
Student Reported Attendance



Hours outside of Class



Instructor-Student Interactions



Student reported Attendance

Hours outside of class

Number Instructor interactions



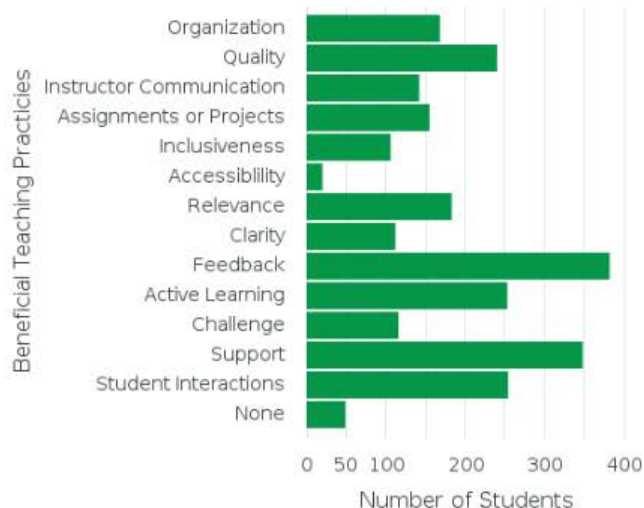
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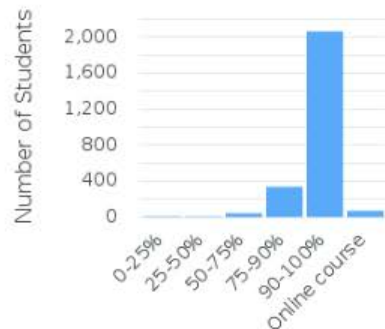
eSES - most beneficial teaching practices



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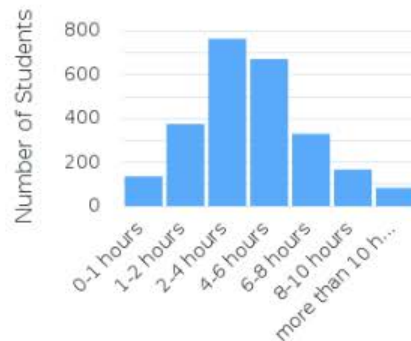


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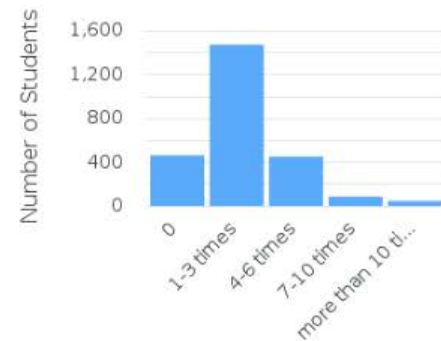
Student reported Attendance

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Teaching Evaluation Dashboard

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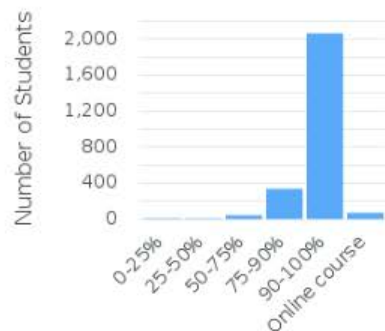
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eSES - most in need of improvement teaching practices

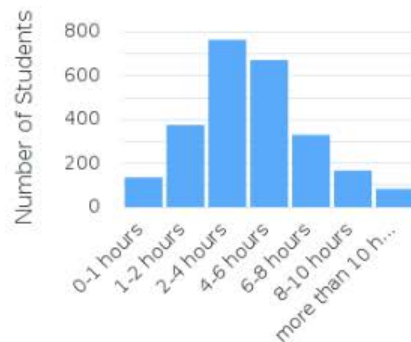


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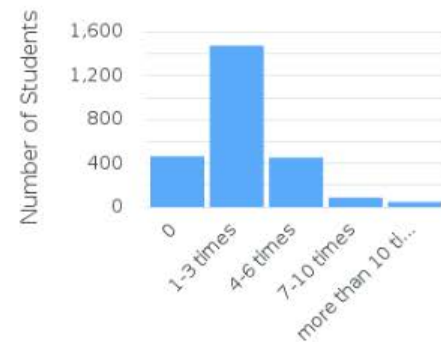
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Number Instructor interactions



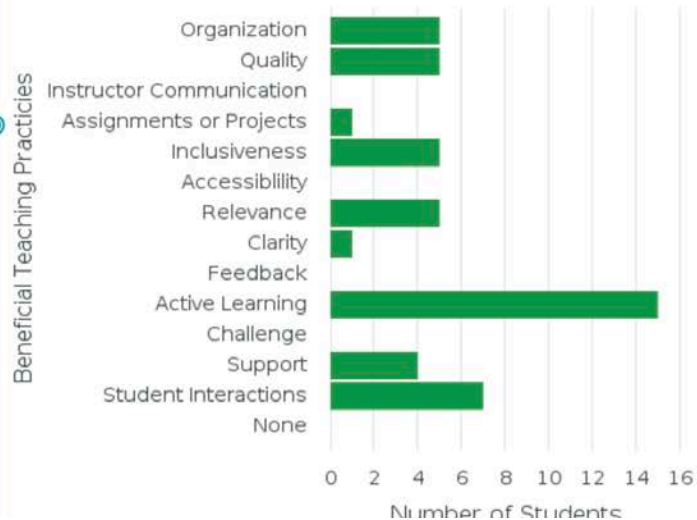
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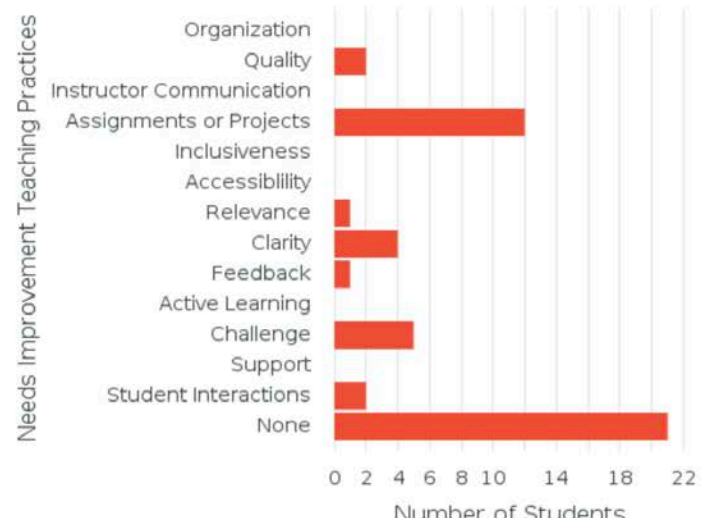
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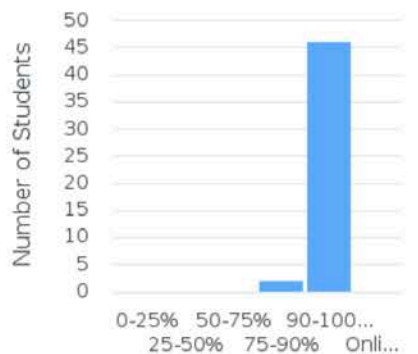
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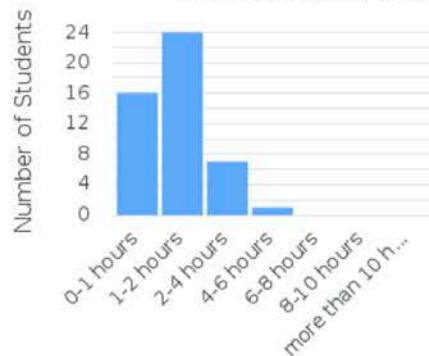


Student Reported Attendance



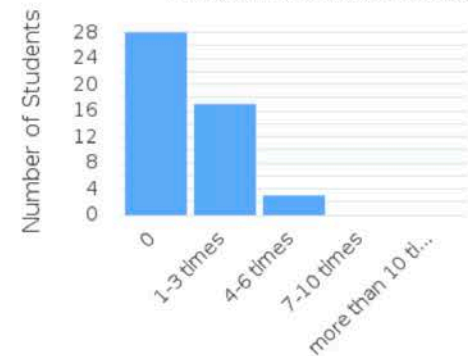
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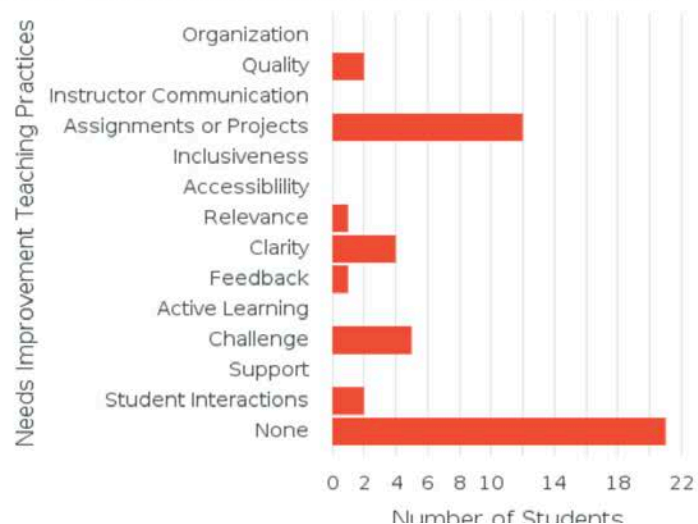
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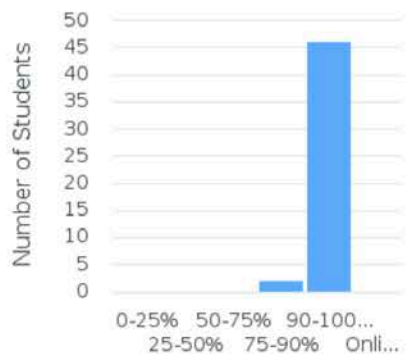
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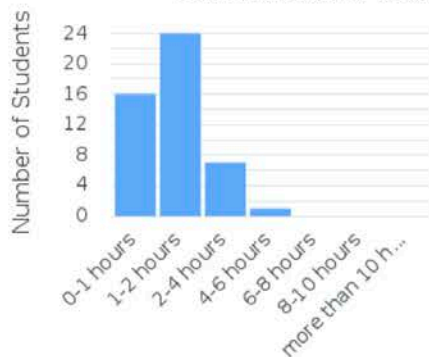


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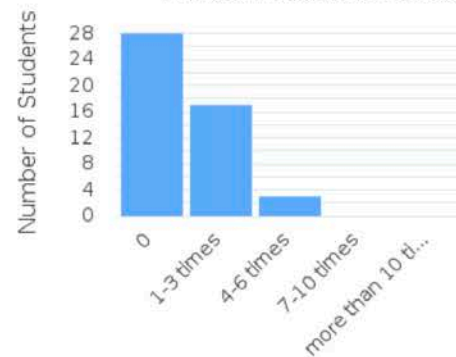
Student reported Attendance

Hours outside of Class



Hours outside of class

Instructor-Student Interactions



Number Instructor interactions

Inclusive Teaching

Select Term

Select Instructor

Select Course

Student Experience

student comments

Inclusiveness is Beneficial	Inclusiveness Needs Improvement
I felt very involved and included in the class as it was a very welcoming environment.	
Students are able to express and share their own opinions that are specifically unique to their own background and able to feel comfortable when discussing with other students/instructors	
There was a lot of inclusiveness and everyone was encouraged to speak and collaborate which was very nice.	
Sierra makes sure to include the voice of all students which creates a highly inclusive environment.	
In every lecture, Sierra allowed us to get into groups and talk to different people and really hear diverse ideas about the course content. It was easy to get into new groups and hear from other individuals perspectives and point of view.	
Accessibility is Beneficial	Accessibility Needs Improvement
Relevance Is Beneficial	Relevance Needs Improvement
The content was pertaining to a goal all of us shared: becoming a learning assistant. I appreciated the techniques that were taught, and the opportunities for applying those techniques in the classroom, for low and higher stakes.	We spent a lot of time going over the same thing. While the INSPIRE model is important, we spent 10 weeks talking about it. In this time I think we could have looked at other tactics of teaching and developed other skills as opposed to going over the same ones for 10 weeks.
The relevance of the course content was very beneficial to my learning because I was/am able to relate it to my future teaching practices (as both an LA and healthcare provider)	
when doing our pre-class work, it was very helpful when we'd then talk about the articles we read in class in order to see everyone's different perspectives on it. it made me more aware of how i can teach others but also how i can learn from my class LA's/ Professors and make it easier for them to teach me.	
The content was great for helping us learn more about being an LA	
Every activity was specifically designed to improve our (the student's) understanding of how to become an effective teacher, not only in the environment of a classroom but outside it as well.	

Instructor Reflection

Prompt:
In what ways are you working to make your course more inclusive?

InstructorFullName	CourseID	Inclusive Reflection
Dawson Sierra	HPHY411	I shared with students on day 1 my intentional plans to ensure all students belong, are represented and have a voice. One of the objectives for the class was: Describe an inclusive community and how you can promote community and learning in a diverse classroom. A second was to: Critically interrogate our multiple identities related to power and privilege, and evaluate classroom activities that embrace diversity. This gave us multiple opportunities to discuss students own sense of belonging and inclusion.

Engaged Teaching

demonstrated by reflective teaching practice, including through regular revision of courses in content and pedagogy

Select Term

Term

Select Instructor

Dawson Sierra

Select Course

pCourseID

Instructor Reflection

What went really well in the course this term? Did you make any changes from the last incarnation of the course or try any novel approaches?

InstructorFullName	CourseID	What went well - Changes made	
Dawson Sierra	HPHY411	This is the second year the course has been taught (I designed and offered it last year for the first time). Last year I noticed the following major areas for change: a) students were confused about the "teachable tidbit" assignment, b) we begin with learning theory, which is the least interesting to the students, c) they really liked practicing scenarios they were likely to encounter as a Learning Assistant, d) The INSPIRE model was really useful and could serve as an overarching theme for the course. Therefore, this year I did the following: a) change the "teachable tidbit" assignment to the "micro-teaching" assignment and frontloaded opportunities for students to ask questions about it in class, b) changed the order so that learning theory was later in the term and selected new readings that were more relevant to the students, c) approximately every two weeks at least 15 minutes of class time included scenarios they could practice being the Learning Assistants d) changed the order of the objectives so that the INSPIRE model was one of the first readings, so that it could be referenced all term long.	

Utilized mSES (midway Student Experience Survey) How did you use the mSES feedback?

InstructorFullName	CourseID	mSES Participation	mSES Results Use
Dawson Sierra	HPHY411	Implemented mSES	There were still some questions about the mico-teaching unit (similar to last year). Some folks would still like more structure. I went through the "Transparent Assignment" for the micro-teaching unit with them in class. I should do that on the second week of class next year perhaps.

Did you do anything in terms of professional engagement that was relevant to this incarnation of the course?

InstructorFullName	CourseID	Engaged Reflection
Dawson Sierra	HPHY411	This year I attended the International Scholarship of Teaching and Learning meeting in Norway, co-led three Provost's Teaching Academy events (one per year), and provided 4 presentations/workshops at the Summer Teaching Institute.

FAQ document

handout; your notes for us on index cards