

# **Continuous Improvement and Evaluation of Teaching Senate Committee**

## **Motion Affirming Multi-Source, Criteria- Based Teaching Evaluation Framework**



# Outline

1. Situate this motion within the context of the CIET committee's work the past 3.5 years
2. Walk through the motion with you
3. Discussion and Q&A
4. Vote on motion

# **Continuous Improvement and Evaluation of Teaching (CIET) faculty committee members 2020-21**

**Tina Boscha, CAS-Hum (English)**

**David Guenther, LCB (Accounting)**

**Bill Harbaugh, CAS-SS (Economics)**

**Beth Harn, COE (Special Education)**

**Jenefer Husman, COE (Ed Studies)**

**Nico Larco, DESIGN (Architecture)**

**Anne Mannering, CAS-NS (Psychology)**

**Megan McAlpin, LAW**

**Melissa Peña, SOMD**

# Updates from CIET committee

See legislation “to-do-list” with updates on progress from fall 2020

M-SES, E-SES, & Instructor Reflection implemented campus-wide Fall 2019 and Winter 2020 (paused Spring, partial return summer)

Two new Cognos reports, including E-SES & IR and old Course Evaluation data, now available

## **Coming soon:**

- Peer Review of Teaching motion
- Student- and faculty-facing initiatives to increase response rates

# **Continuous Improvement and Evaluation of Teaching Senate Committee Update ~~Spring~~ Fall 2020**



# 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.**

# Teaching Quality

## Define

Professional  
Inclusive  
Engaged  
Research-Informed

## Develop



## Evaluate

**CIET**  
Continuous  
Improvement and  
Evaluation of  
Teaching

## Reward



# Teaching Quality

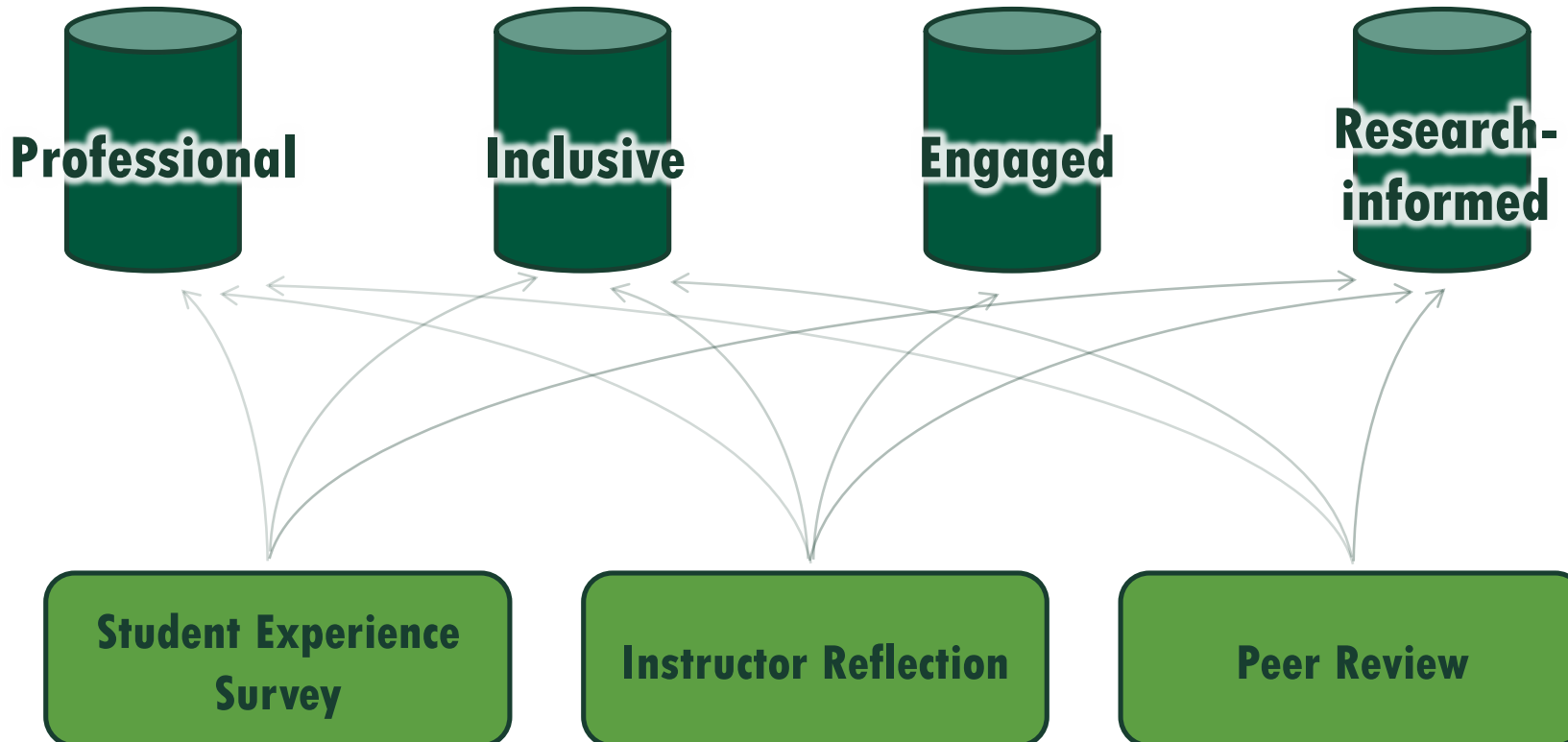
Define

Develop

Evaluate

Reward

## Continuous Improvement and Evaluation of Teaching





# Teaching Evaluation Criteria document

- First draft 1.5 years ago;
- Testing and iteration by 2018-19 CAIT group;
- Continued critique and changes by 2019-20 CAIT group;
- Proof of concept testing with two mock faculty files – and mock unit head's evaluation letters written (now available as template for committees & heads);
- Unit heads received Teaching Evaluation Criteria document in February 2020, and unit modification encouraged;
- Used by personnel committees this fall to evaluate teaching for promotion or tenure.

# Teaching Evaluation Framework Motion

What's good about it?

- Affirms senate role in academic matters such as teaching evaluation;
- Codifies multi-source, criteria-based evaluation;
- Clarifies role of academic departments/units to modify criteria to fit their discipline;
- Ensures ongoing assessment of the framework and updates over time.

# Multi-source, criteria-based evaluation is promising because...

It offers our best chance at finally getting past historic biases inherent in both the old student surveys and peer evaluations by creating clear language around what is meant by teaching excellence.

**It focuses our efforts on what really matters for student learning:** Are we teaching at our best in the domains of professionalism, inclusivity, and engagement? As a department head, I am excited that we finally get to do this in a clearly articulated framework.

—*John Halliwill, Human Physiology*

Multi-source, criteria-based evaluation is promising because...

Not only does it make the evaluation process more transparent for faculty, it acts as a guide for professional development.

Faculty, especially newer, **junior faculty**, **now have clear, tangible criteria they can use to improve their teaching.**

—*Kara Clevinger, English*

Multi-source, criteria-based evaluation is promising because...

We need concrete, regularized, transparent and multi-faceted criteria to help each other teach well, and for fairness in evaluation and recognition.

—*Craig Parsons, Political Science*

Multi-source, criteria-based evaluation is promising because...

Research shows that ***by supporting impactful teaching practices we can improve student success and close equity gaps.***

—*Nicola Barber, Biology*

Multi-source, criteria-based evaluation is promising because...

Because excellent teaching is manifested in many ways, and **no one source can be definitive**. Teaching evaluation should be conducted like research evaluation: Through the expert judgement of professional peers, drawing on a broad base of evidence.

—*Sanjay Srivastava, Psychology*

# Motion



# Discussion and Questions

## Section 7

Units may modify the standards in section 9 with unit-specific standards for quality teaching through the CBA defined process of modifying unit-level policies according to Article 20, Section 3.

**Unit-level policies developed after the implementation of this MOU must be consistent with the standards specified in 9 below, reflecting the university's commitment to professionalism, inclusion, engaged teaching, teaching informed by research on how students learn, and teaching that conveys the expert knowledge and process of Inquiry characteristic of a research university.**

## Section 10

The standards in section 9 (above) replace unit-level teaching standards provided for in unit-level rules required by the CBA **unless and until updated unit-level policies that include the new standards plus any unit-specific supplements are approved** as described in section 7 (above). These standards will also apply to the teaching portion of all reviews regardless of which other standards are elected according to Art. 20, Section 3.