

Engaging in UO's New Teaching Evaluation System and Tools

Lundquist College of Business

March 6, 2020

Sierra Dawson

Continuous Improvement and Evaluation of Teaching

Senate Committee

&

Office of the Provost





Objectives

1. Focus on the new framework for teaching evaluation and the importance of alignment;
2. Remember how we got here and who is working on this project;
3. Underscore the mental model shift from comparisons between faculty to evaluation against standards;
4. Share protocol for student comment redaction;
5. Clarify Teaching Evaluation Criteria document and possible unit modifications.

Teaching Quality

Define

Professional
Inclusive
Engaged
Research-Informed

Develop



Evaluate

CIET
Continuous
Improvement and
Evaluation of
Teaching

Reward



Teaching Quality

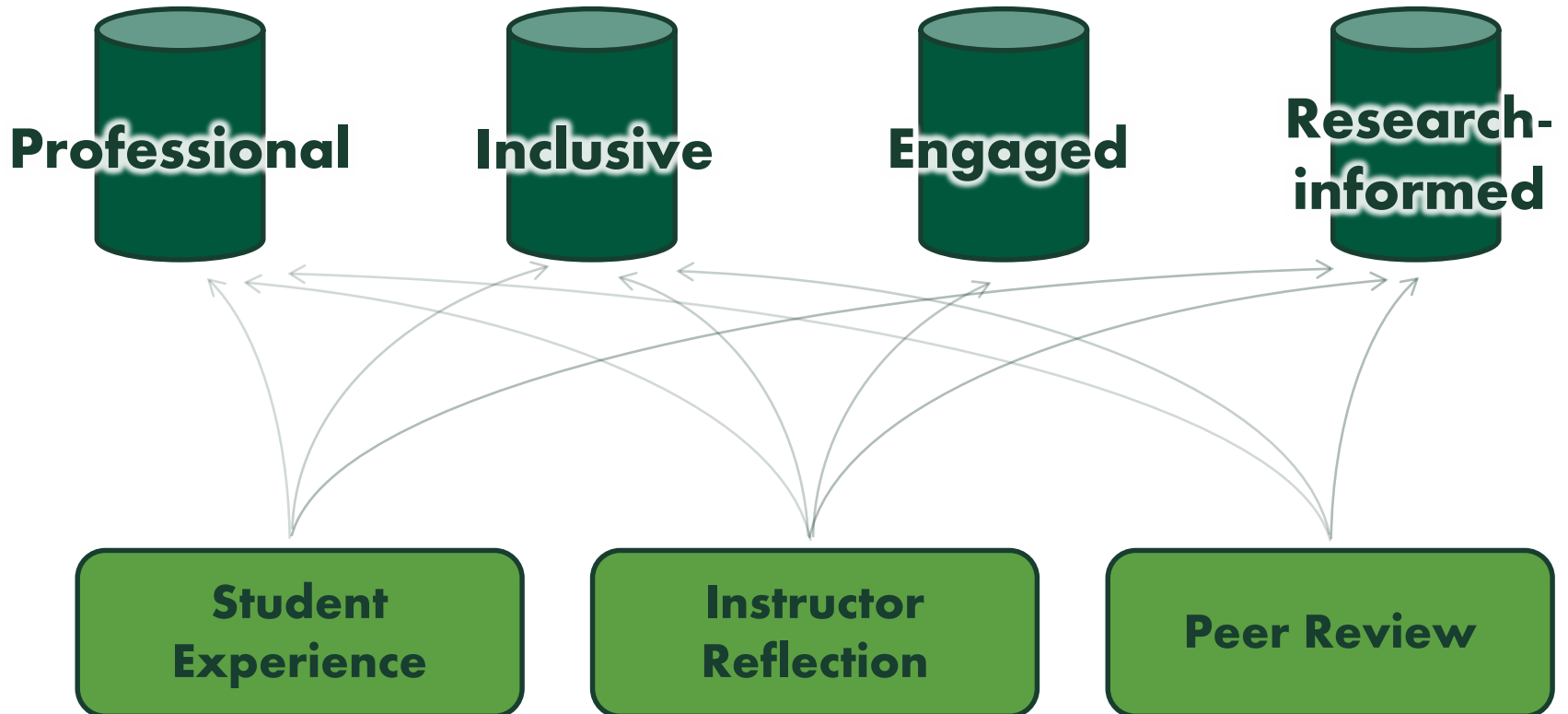
Define

Develop

Evaluate

Reward

Continuous Improvement and Evaluation of Teaching



Teaching 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.**



University Senate

2019/20 CIET Senate Committee

- Faculty from every school/college and division of CAS
- 1 CAIT member
- Faculty Senators
- Teaching Engagement Program
- Office of the Provost
- Registrar's Office
- Graduate student
- Undergraduate student

2019/20 Teaching Excellence & Evaluation CAIT

Kara Clevinger CAS-Hum (Eng)

Craig Parsons CAS-SS (Poly Sci)

Ulrich Mayr CAS-NS (Psych)

Nancy Cheng DESIGN (Arch)

Jenefer Husman COE (Ed Studies)

Jen Reynolds LAW

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Continuous Improvement and Evaluation of Teaching (CIET) faculty committee members

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Angela Davis LCB

Rich Margerum DESIGN (PPPM)

Melissa Brunkan SOMD

Megan McAlpin LAW

Edward Davis CAS-NS (Earth Sci)

Bill Harbaugh CAS-SS (Econ)

Tina Boscha CAS-Hum (Eng)



Mental Model Shift

Old model

- Student ratings were primary tool to determine teaching effectiveness
- Faculty in competition: ratings compared against unit and university means
- Someone had to be below the mean



Mental Model Shift

New model

- Student feedback is (really) just one of three voices (data sources) used to evaluate teaching
- Faculty are not in competition: individually evaluated against clear criteria
- Everyone has the ability to meet expectations if they meet the standards.



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**

August 2019

United Academics and University co-sign Memorandum of Understanding (MOU) that defines **teaching quality standards**

Fall 2019

All new instruments available campus-wide

February 2020

Amendment to MOU giving units until Fall 2021 to modify criteria document, if desired

Fall 2020

Teaching quality definition and standards adopted campus wide per MOU.



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

Teaching & Learning Elements

Professional:

- **Organization**
- **Quality** of the course materials
- **Instructor communication**
- **Assignments or projects**

Inclusive:

- **Inclusiveness**
- **Accessibility**
- **Relevance** of the course content

Research-informed:

- **Clarity** of assignment instructions and grading
- **Feedback**
- **Active learning**
- **Challenge** in this course
- **Support** from the instructor

Other positive factors:

- **Opportunities for student interaction**

Beneficial to your learning; neutral; needs improvement for your learning.

Which is most beneficial? What most needs some improvement?

Protocol for redaction of discriminatory, obscene and demeaning student comments

Handout: protocol

Teaching Evaluation Criteria document

- sent to unit heads in February
- unit can modify (or not) and submit by
Fall 2021

Handout: sources of evidence



What OtP and TEP are doing to support faculty, heads, and Faculty Personal Committees

- Attending faculty meetings when invited (today is #26)
- Holding workshops:
 - First Cohort of faculty being evaluated
 - Peer Review revitalization
 - How to talk to your unit about teaching quality
- Teaching Quality Criteria & Reports
- Templates for faculty teaching statement and heads letter
- Tools and templates to support effective peer review

If you want to read more...

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



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The Office of the Provost and the University Senate have been working together since spring 2017 to revise University of Oregon's teaching evaluation system. Recent research indicates that student ratings may not accurately reflect teaching quality and may be inflected by bias [3, 4, 5, 6, 9, 10]. A research project at the University of Oregon similarly cast doubt on the reliability of numerical course evaluations [2].

Questions?