

NTTF Evaluations: Transition of Faculty to Continuous Appointments

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Where we are going in this session

- What is effective teaching
- Why collect evidence of effective teaching
- What evidence to collect
- How to bring evidence together for decision making
- One form of evidence: Student Ratings of Instruction (SRIs)
 - Recognizing and addressing faculty concerns

What is effective teaching

Arreola (2007) defined five broad skill dimensions of college teaching: content expertise, instructional design skills, instructional delivery skills, instructional assessment skills, and course management skills.

L. Dee Fink (2012) distilled Ken Bain's research on *What the Best College Teachers Do* down to four fundamental tasks of teaching: Knowledge of subject matter, course design, course management, and interactions with students.

The work of these researchers overlaps and reflects much of what is used in higher education.

Why collect evidence of effective teaching

1. To improve teaching
2. To improve the student learning experience
3. To meet expectations for continuous employment

What evidence to collect

Student ratings are only one source of data; they must be combined with additional evidence so that administrators can make an informed judgment about teaching quality.

-Hoyt and Pallett (1999). *Appraising Teaching Effectiveness: Beyond Student Ratings*.

No one piece of evidence can stand on its own. Evidence of teaching quality needs to take into account multiple sources, as teaching is multidimensional. Moreover, the likelihood of obtaining reliable and valid data and making appropriate judgments are increased with more evidence.

A portfolio (collection) of teaching effectiveness evidence could include at least three forms of evidence.

Formative assessment or evaluation during a course, program or service provides information useful in improving learning or teaching while it is still occurring. Examples are student reflection exercises or teacher self reflections.

Summative assessment or evaluation is conducted at the end of a program, service, or experience to make determinations of quality, worth, and meeting targeted outcomes. An example is a final grade or end of course evaluations.

Direct methods of collecting information require a display of knowledge and skills. Indirect methods require a reflection on learning, behavior, and attitudes rather than to demonstrate.

Evidence	Direct or Indirect
Student Ratings	I
Observations of Teaching	D
Student Interviews	I
Peer Ratings	D
Teacher Self Evaluations	I
Personal Goals for Teaching Improvement	D
Teaching Curriculum Map	D
Exit and Alumni Ratings	I
Employer Ratings	I
Teaching Scholarship	D
Student Learning Outcomes Results	D
Teaching Awards	D
Philosophy of Teaching	D
Innovative and Creative Teaching Techniques	D
Course Materials	D
Sample Student Work	D
Mentorship of Students and Faculty	D
Participation in Faculty Development Activities/ Consultations on Teaching	D
Scholarship of Teaching and Learning	D

How to bring evidence together for decision making

Help, I have collected multiple forms of evidence and need to make sense of it all for decision making.

- If a portfolio system is used, it could follow a basic template, and faculty would be asked to provide evidence of meeting specific criteria. Department chairs would use a rubric (checklist or scale) to rate the quality of evidence in pre-determined categories.
- A rubric can also be used on each piece of evidence. The scale would specify what constitutes as “meeting expectations”.

Discussion: What points need further clarification?

Thinking about what I shared, do you need any clarification on

- Defining effective teaching?
- What evidence to collect?
- Three forms of evidence, including formative vs summative/
direct vs. indirect?
- Bringing evidence together?

One Form of Evidence: Student Ratings of Instruction (SRIs)

- Plenty of **research supports that overall the evaluation of teaching generally provides reliable and valid evidence of teaching effectiveness.** (meta-analytic review Gravestock & Gregor-Greenleaf, 2008)
- **Research does not support using teaching evaluation as an indicator of student learning though** (Uttl, White, & Wong Gonzalez, 2016. Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related).
- **Significant concerns about the effective use of such evaluation systems continue to exist.**

Concerns about SRIs

- **Faculty:** Anxiety provoking, outright hostility, suspicious of use, evaluations are biased, students not competent evaluators, ratings influenced by grade expectations, to name a few.
- **Administrators:** Generally positive. Concerns about validity. Administrators' own ideas of teaching and learning may bias their judgments of teaching effectiveness.
- **Students:** Generally positive. Believe process is valid and they can be good evaluators. Unclear if and how data are used.

Activity

- **Handout:** Review some of more detailed faculty concerns
- Take a minute to discuss and then share concerns you have heard raised by faculty.

Addressing Concerns

- Follow best practices in instrument development
- Standardize administration and policy
- Plan for use of findings

- **Handout: Addressing concerns of using student ratings of instruction**

Activity: Next Steps

- What process fits the needs of your faculty?
- What resources do you need to move forward?

Resources

- Office of Academic Innovation (OAI) is a faculty resource center. The Teaching, Learning and Assessment team offers many opportunities to assist faculty in the development of their teaching and scholarship, and in improving assessment practices, as examples.
 - [Pdx.edu/oai](http://pdx.edu/oai)
- Online resources: commercially available instruments
 - **Handout:** Scales to possibly use
 - **Handout:** SRI example