



with the University's mission and General Education Program, and desire to support junior faculty.

- b. Optimal size for groups is no larger than 6 (7 with facilitator).
5. As part of the annual review process, supervisors are expected to engage in regular face-to-face meetings with junior faculty to discuss effective teaching strategies and practices.

## **Ad Hoc Committee on Student Evaluations of Faculty Teaching**

Committee

## **Appendix A: SET Literature Summary**

*For every complex problem there*

- A more recent meta-analysis of nearly 100 multi-section studies indicates that SET /learning correlation is small ( $r = 0.12$ ). When prior student ability is considered, the correlation is zero ( $r = -0.06$ ). (Uttle, 2017)
- A 2016 study of 23,000 SET scores from 4,423 first year students in 1,177 sections in France found the correlation between SET and final exam scores to be  $r = 0.04$ . Of note, SET were compulsory, so the student response rate was nearly 100%, and the students had been unable to self-select into different sections. (Boring, 2016).

SET are consistent, in that evaluations for a given instructor positively correlate within the same course





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## **Appendix B: Alternatives to SET Literature Summary, SET Best Practices, and Recommendations**

Alternatives to traditional student/course evaluations in evaluating faculty teaching

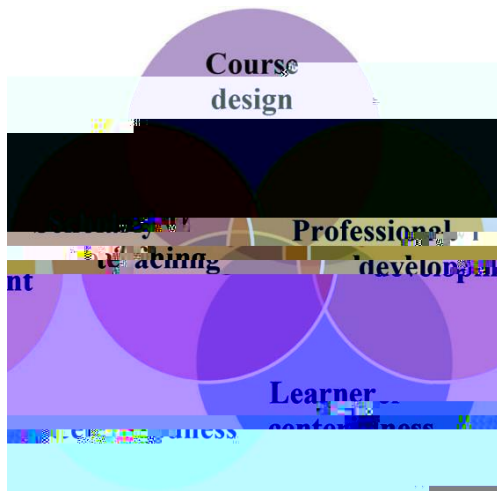
### **I. Mitigating Student Evaluation Influence**

Studies concur on the importance of student evaluation. However, the evaluation of



## II. Rethinking Faculty Evaluation Methods

Simonson, Earl, and Frary (2022) suggest that the evaluation of faculty teaching needs to involve methods that also make possible the assessment of student learning. They consider the complexity of **teaching and learning**, developed a four-element teaching effectiveness tool, shown in the following figure:



Source: Figure 2. Simonson, S. R., Earl, B., & Frary, M. (2022). Establishing a framework for assessing teaching effectiveness. *College Teaching*, 70(2), 164-180.

They too develop a rubric and suggest a comprehensive approach to the types of evidence that can be used to demonstrate student learning as well as other elements of teaching effectiveness. They suggest using **syllabi, course assignments, student work samples, and course design tables** to assess course design. They suggest teachers implement evidence-based practices to demonstrate scholarly teaching, which can be assessed using, for example, **peer evaluation, and class observation**. Similarly, **syllabi, course assignments, and peer observation** can be used to assess if the teaching uses a learner-centered approach. They also point out to use of, for example, **mid-term survey, and reflection on course evaluation** as evidence for continuous teaching improvement. A complete rubric is shown in Figure 3 in this research. Perhaps faculty handbook and department T & P policies should provide a more detailed list of suggested items for demonstrating teaching effectiveness to ensure that faculty consider including materials that speak to course design and learning.

Like Simonson, Earl, and Frary, several other researchers asserted that the demonstration and discussion of learning outcomes might provide more accurate information regarding a

To this end, Anders proposed using **focus groups and role-play** to solicit more candid and detailed reflections from students about their learning in a course. Borch, Sandvoll, and Risor advocated a similar type of tool by suggesting that faculty collaborate with students to create “**dialogue-based evaluation methods.**” However, the Borch, Sandvoll, and Risor researched was conducted in Norway, and their proposed method raises important questions regarding the resources needed to execute it. Lastly, Stark-Wroblewski, Ahlering, and Brill, suggest that faculty conduct **pre- and post-assessments of students’ knowledge of a course-related topic** to measure student learning.

### III. Peer Observations Concerns

Although several of the aforementioned studies assert that peer statements/observations and class room visits can help mitigate the bias and other problems with student evaluations, Berk reveals that most faculty are resistant to them because their potenti

this information; 3) completing evaluations at multiple times throughout the semester to limit the negative effect of faulty memory by the end of semester. **They also admit that all these methods may not be able to solve the biases with student evaluations.** They suggest the following alternatives: peer evaluation/observation; student interview by administrators; teaching portfolio including one's teaching philosophy, syllabi, example lessons, assignments, and grading rubric; follow-up assessment about students' learning outcomes (e.g., performance in later courses)

### Summary of Recommendations

- SU handbook should list a variety of evidence for faculty to choose from, rather than requiring specific types.
- Types of evidence should include but not be limited to:
  - self-evaluation,
  - administration evaluation,
  - faculty evaluation
  - peer evaluation,
  - teaching portfolio,
  - student interviews,
  - classroom visits,
  - alumni ratings,
  - employers' ratings (and job performance data),
  - scholarship activities (both in teaching and in faculty's field of study),
  - publication (a perspective to show teaching competence),
  - teaching awards;
  - students learning outcome measures;
  - course features (required or elective; grad/undergrad),
  - and an analysis of a course syllabi and examinations.
- Faculty, especially evaluators of student evaluations need to be trained about the interpretation of them
- Student evaluation should not be a required type of evidence
- Peer evaluation should not be a required type of evidence
- SU should continue exploring alternatives to using student evaluations to solicitate students feedback, such as focus group and role play, student interview, and pre-post assessment of student knowledge
- Develop a well-designed student

comments but the information users need to get trained when interpreting this information; 3) completing evaluations at multiple times throughout the semester to limit the negative effect of faulty memory by the end of semester.

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## **Appendix C: Best Practices – Teaching Portfolios**

Washington State University:

[Teaching Portfolio | Office of the Provost | Washington State University \(wsu.edu\)](#)

Examples of Teaching Portfolios

[Examples of Teaching Portfolios | Faculty | Washington State University \(wsu.edu\)](#)

DePaul University – Teaching Commons

[Teaching Portfolios | Reflective Practice | Teaching Guides | Teaching Commons | DePaul University, Chicago](#)

Vanderbilt University



[Teaching Portfolios | Center for Teaching | Vanderbilt University](#)

Colorado State University (University of Dayton Teaching Portfolio Guidelines)

[University-of-Dayton-Teaching-Portfolio-Guide.pdf \(colostate.edu\)](#)

