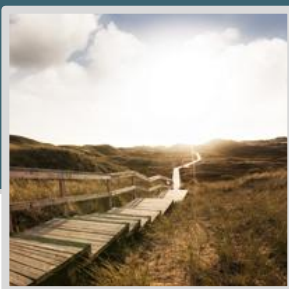# Supporting and Assessing Teaching Effectiveness and Excellence

Prepared for the University of Alaska Anchorage

April 2013

In the following report, Hanover Research provides an overview of resources and tools employed by postsecondary institutions to support and assess teaching effectiveness and excellence. This report reviews the practices of eight institutions of interest to the University of Alaska Anchorage.

HR HANOVER RESEARCH

TABLE OF CONTENTS

EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research outlines the various tools and resources employed to support and assess teaching effectiveness and teaching excellence at eight postsecondary institutions within the United States.

The report is divided into eight sections, one for each institution:

- Ball State University

- Boise State University

- Indiana University-Purdue University Fort Wayne

- Portland State University

- University of Kansas

- University of Illinois at Urbana Champaign

- University of Michigan

- University of Nebraska

Each section outlines the assessment measures, development options, and incentives for teaching effectiveness in place at a university. They further outline the role of teaching effectiveness and excellence in promotion, tenure, and other personnel decisions.

KEY FINDINGS

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

- **Each of the institutions profiled uses multiple methods of assessment when evaluating teaching effectiveness**. These evaluations are typically completed annually. They generally include student evaluations as well as peer review and self-reflection evaluations. These are used as tools for the improvement of teaching as well as in personnel decisions.

- **Student evaluations are the most common evaluation methods used by institutions**. Many of these are internally-developed evaluation systems. While universities do not typically provide research on the effectiveness of their specific tool, they do provide more general research into the correlation between student evaluations and teaching effectiveness.

- **These are typically used for both formative and summative evaluations of teaching effectiveness**. Individual instructors often use various student evaluations and feedback to improve teaching, even mid-semester. End-of-course evaluations typically serve as more formal assessments of performance and inform personnel decisions including promotion or tenure review.

- **Other evaluation methods such as peer reviews, self-reflection, and portfolios are also commonly used at the profiled institutions**. These provide further assessment outside of student evaluations to assess teaching effectiveness. These multiple perspectives have been cited as essential when attempting to determine an instructor's overall teaching success.

- **Few institutions provide specific information on evaluation of adjunct instructors**. Portland State University, however, suggests that these evaluations are similar to those of other faculty and instructors. They include student evaluations as well as a review of other teaching measures such as portfolio reviews.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

- **All institutions profiled except for the University of Nebraska have a center on campus designed to support teaching and learning**. These centers typically offer a wide variety of development support and incentives to encourage teaching effectiveness and excellence. These supports and incentives typically include workshops, programs, grants, and awards.

- **It does not appear that most institutions profiled have made efforts to help faculty recognize the central role teaching can play in scholarship endeavors**. While there are suggestions that some programs and workshops make mention of these connections, this is not emphasized by the teaching and learning centers at the institutions profiled.

- **Institutions typically offer a variety of awards, grants, and fellowships to demonstrate support for teaching excellence and highlight how they value quality teaching**. These are typically designed to provide recognition and further incentivize continued teaching excellence. For example, "Investigating Student Learning" grants at Boise State University provide grantees $3,500 to better investigate effective teaching practices.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

- **Teaching excellence is essential for promotion and tenure**. Teaching is – along with scholarship and service – a major part of reviews for promotion and tenure. Student evaluations and other assessment methods provide important evidence to help determine whether or not an instructor should receive promotion or tenure.

SECTION I: BALL STATE UNIVERSITY

Ball State University employs a wide variety of tools for assessment of teaching effectiveness and professional development to aid in the improvement of teaching. It provides a strong initial example of how a university might provide resources for teaching effectiveness.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

At Ball State University, teaching effectiveness is assessed in a variety of ways. While there is a university-wide policy broadly proscribing required approaches to teaching evaluation, each department designs its own more content-specific teaching evaluation procedures. These annual department-designed evaluations are required by the University to include student evaluations as well as one of the following: peer review of teaching, chairperson review of teaching, or peer and chairperson review of a teaching portfolio.[1]

STUDENT EVALUATIONS

Student evaluations play an especially important role in the teacher assessment process at Ball State University. They are to be used both for the improvement of teaching and for evaluation and personnel decisions, such as promotion and tenure.

For the Improvement of Teaching: Throughout the semester, instructors may solicit anonymous student feedback to improve their teaching methods. Examples of these methods include but are not limited to: formal surveys, open-ended questionnaires, and informal surveys.[2] While instructors may design their own feedback tools to improve teaching, Ball State University's Office of Educational Excellence (OEE) has designed a number of feedback options to be implemented at the beginning or the middle of the semester.

Instructors may employ facilitated feedback in which an Office of Educational Excellence staff member "acts as a facilitator and leads a structured discussion" over a class period to gather student feedback on teaching effectiveness. After completion of this discussion, the facilitator prepares a "short written report … that highlights the results of the discussions, the student recommendations, and any other issues that arose during the class session." These facilitated feedback efforts are solely designed to improve teaching. Results are confidential and not used for teacher evaluations and personnel decisions.[3]

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[1] "Faculty and Professional Personnel Handbook, 2012-2013." Office of the Provost and Vice President for Academic Affairs. Ball State University. 2012, p. 174. http://cms.bsu.edu/sitecore/shell//-/media/WWW/DepartmentalContent/FacProfHandbook/1213HandbookR1.pdf

[2] Ibid., p. 218.

[3] "Midterm Feedback." Services. Office of Educational Excellence. Ball State University. http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/midtermfeedback

The Office of Educational Excellence also provides instructors with the tools to design online student feedback surveys through inQsit or Blackboard. While these do not provide the same level of feedback as facilitated in-class discussions, they do allow a measure of student feedback that does not require the loss of a class period. Again, results are confidential and not used for teacher evaluations and personnel decisions.[4]

For Evaluation and Personnel Decisions: Towards the end of the semester – but prior to the final exam week – each department administers a rating form to students enrolled in classes taught within the department. Again, these rating forms may include a variety of different assessment measures including but not limited to: formal surveys, open-ended questionnaires, and informal surveys.[5] All courses with enrollments of four or more students are evaluated. At present, each course is specifically evaluated electronically using the University core questions,[6] though individual departments and faculty members are allowed to include additional questions and evaluation forms as noted above.[7]

Ball State University uses the course evaluation service and information management system Digital Measures for processing and storage of evaluation data.[8]

In order to ensure that sound methods and statistical procedures are followed, Ball State University employs a variety of tactics, including:[9]

- Avoiding statistical summaries from classes with enrollment of ten students or less. Other evaluation methods are instead recommended.

- Dissemination of information from teaching forms to peers department chairpersons, and others must be accompanied by "a copy of the evaluation form used and copies of any instructions provided to those filling out the forms."

- Individual faculty member evaluation forms which "include different items and configurations of items shall never be averaged or co-mingled."

While the department of origin has access to student evaluations, all student rating information are considered "individual property of the faculty member and must be given back to the faculty member when the tabulation of results is complete."[10]

Figure 1.1, on the following page, provides the University Core Questions required for all student evaluations.

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[4] Ibid.
[5] "Faculty and Professional Personnel Handbook, 2012-2013." Op. cit., p. 218.
[6] "Course Evaluation." Services. Office of Educational Excellence. Ball State University.
   http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/courseeval
[7] "Online Faculty and Course Evaluation FAQs." Office of the Provost and Vice President for Academic Affairs. Ball
   State University. http://cms.bsu.edu/about/administrativeoffices/provost/facresources/crseresponsefaqs
[8] For information about Digital Measures, see Digital Measures. http://www.digitalmeasures.com/
[9] "Faculty and Professional Personnel Handbook, 2012-2013." Op. cit., p. 218.
[10] Ibid.

Figure 1.1: Example of a Ball State University Core Course Evaluation Form

INSTRUCTOR EVALUATION	1: STRONGLY DISAGREE	2: DISAGREE	3: NEUTRAL	4: AGREE	5: STRONGLY AGREE
My instructor explains the course objectives clearly.					
My instructor explains course content clearly.					
My instructor uses effective examples and illustrations.					
My instructor is respectful when I have a question or comment.					
My instructor provides feedback that helps me improve my performance in the class.					
My instructor is available for consultation (e.g., after class, email, office hours, or by appointment).					
Please provide any additional written comments on the faculty's strengths and weaknesses.	[Comment Box]				
COURSE EVALUATION	1: STRONGLY DISAGREE	2: DISAGREE	3: NEUTRAL	4: AGREE	5: STRONGLY AGREE
This course has clear objectives.					
This course is effective in meeting its objectives.					
This course has assignments related to the objectives of the course.					
This course has a clear grading system.					
This course broadens my perspective and/or knowledge.					
Please provide any additional written comments on the strengths and weaknesses of the course. You may comment on such things as the use of assignments, text(s), exercises, exams, etc.	[Comment Box]				

Source: Ball State University[11]

OTHER ASSESSMENT TOOLS

As noted above, Ball State University also requires that annual teaching evaluations include assessments by at least one of the following means: peer review of teaching, chairperson review of teaching, or peer and chairperson review of a teaching portfolio.[12]

Peer Review of Teaching: This can include classroom visitations by a peer instructor, as well as evaluations of syllabi, examinations, and other classroom materials.

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[11] "University Core form." Ball State University. http://cms.bsu.edu/-/media/WWW/DepartmentalContent/Educational%20Excellence/PDF/CoreQuestions.pdf
[12] "Faculty and Professional Personnel Handbook, 2012-2013." Op. cit., p. 174.

Chairperson Review of Teaching: This can include classroom visitations by the department chairperson, as well as evaluations of syllabi, examinations, and other classroom materials.

Peer and Chairperson Review of Teaching Portfolio: This involves a thorough review of a teaching portfolio by a peer as well as department chairperson. The teaching portfolio generally consists of a balance of three types of material:[13]

- Representative instructional materials from the faculty member, such as: statement of teaching philosophy, course goals, description of teaching, syllabi, assignments, handouts, tests, audio-and/or videotapes of teaching, self-evaluation.

- Evaluation from others, such as: classroom visitations, internal or external peer evaluations of syllabi, examinations and/or other instructional materials, student evaluations.

- Results of teaching, such as: sample student work such as papers, answers to test questions, journals, videotapes, creative projects, student publications, honors, awards, comparison of pre- and post- course test scores.

ADJUNCT INSTRUCTOR ASSESSMENT

It does not appear that Ball State University has any assessment tools in place specifically for Adjunct Instructors. Their courses are assessed using the criteria discussed above, and they are also evaluated annually under a policy approved by their department.[14] For example, in the English department the teaching of adjunct and other contract faculty is annually evaluated under the same criteria as that for tenure-track faculty, though this is initiated through the "Contract Faculty Salary Committee."[15]

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EFFECTIVENESS

Ball State University has implemented a variety of tools and procedures to help support and incentivize teaching excellence. These are available to faculty across the University on an individual basis. Some of these, including assessment efforts, are department-driven, and the Office of the Associate Provost as well as the Office of Educational Excellence also provide a variety of professional development and support services. Furthermore, the University provides a number of awards and grants based on teaching effectiveness.

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[13] Taken verbatim from "Evaluation of Faculty." English Department. Ball State University. http://cms.bsu.edu/academics/collegesanddepartments/english/forfacultyandstaff/resources/depthandbook/evaluation/evaloffaculty

[14] "Faculty and Professional Personnel Handbook, 2012-2013." Op. cit., p. 57.

[15] "English Department Policies, Criteria, and Procedures Regarding Promotion and Tenure, 2011-2012." English Department. Ball State University, p. 18. http://cms.bsu.edu/-/media/WWW/DepartmentalContent/English/pdfs/English%20PT%20document%202011-12%20CURRENT%20passed%20on%20April%2028%202011.pdf

DEVELOPMENT SUPPORT FOR TEACHING EFFECTIVENESS

The Office of Educational Excellence especially helps facilitate department course feedback options and further provides a variety of other support for instructors.[16] The office accomplishes its goals of improving student learning and course design through a variety of formats, including:[17]

- Teaching Consultations and Intervention Services
- The Development and Encouragement of Faculty Learning Communities (FLCs)
- Faculty Workshops and Seminars
- Online teaching resources

Teaching Consultations and Intervention Services: Teaching consultations can be scheduled with the OEE staff for instructors who "are having problems with some aspect" of their teaching as well as for those who "just want to bounce a new teaching idea off someone."[18] These teaching consultations can be designed for individual instructors as well as for departmental groups. Intervention services are available as further tools to improve the teaching effectiveness of an instructor.

The Development and Encouragement of Faculty Learning Communities: The OEE helps develop FLCs. These are communities of 8 to 12 faculty and staff "who come together with the purpose of engaging in active, collaborative and self-guided exploration of a topic or issue in teaching and learning." These meet for one to two semesters.[19] One Faculty Learning Communities, on "Learner Centered Teaching" is currently sponsored by the OEE. The FLC is designed to run from spring 2013 through fall 2013. This is outlined in Figure 1.2, on the following page.

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[16] Office of Educational Excellence. http://cms.bsu.edu/about/administrativeoffices/educationalexcellence
[17] "What We Do." Office of Educational Excellence.
   http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/whatwedo
[18] "Teaching Consultations." Office of Educational Excellence. Ball State University.
   http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/consultations
[19] "Faculty Learning Communities."Office of Educational Excellence. Ball State University.
   http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/programs/faclrncomm

Figure 1.2: Timeline/Structure for Faculty Learning Community at Ball State University

SPRING 2013
Participants will:
■ Meet face-to-face every three weeks beginning in February. Discussions will include, but are not limited to, topics from books and additional resources.

SUMMER 2013
Participants will:
■ Create a document describing how their teaching in the coming semester will reflect their participation in the FLC.
■ Maintain electronic contact with members.
■ Attend 2 get-togethers.

FALL 2013
Participants will:
■ Beginning of Term: Gather to share summer writing and plans for teaching in fall.
■ End of Term: Gather to reflect on semester's results and plan for dissemination of gained knowledge.

Source: Ball State University[20]

Faculty Workshops and Seminars: The OEE offers a variety of workshops, seminars, and programs for new and continuing faculty. These include workshops and seminars on how to effectively use instructional technologies such as Blackboard or handheld clicker tools as well as those on broader topics.[21] For example, in fall 2012 the OEE held a faculty seminar on effective methods for teaching first-year students.[22]

The OEE also offers ongoing new faculty training programs.[23] These include orientation periods providing information on the resources available for faculty at Ball State as well as more focused workshops on programs providing new faculty information on teaching strategies as well as the instructional technology available to them for teaching efforts. These provide a strong introduction to the University as well as the teaching opportunities available.[24]

Online Teaching Resources: The Office of Educational Excellence provides a variety of resources and support services for Ball State University faculty through its website. These include information about the scholarship of teaching and learning, general resources that provide information on strong teaching practices, information on facilities available for use,

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[20] Taken verbatim from Ibid.
[21] "Workshops." Office of Educational Excellence. Ball State University.
  http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/programs/workshops
[22] "Additional Events & Opportunities." Office of Educational Excellence. Ball State University.
  http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/programs/additioneventsopportunities
[23] "New Faculty Programs." Office of Educational Excellence. Ball State University.
  http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/newfacultyprog
[24] "New Faculty Workshops." Office of Educational Excellence Development. Ball State University.
  http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/newfacultyprog/workshops

information on instructional technologies available for use, and general section on best practice teaching tips.[25]

VALUING QUALITY TEACHING

Ball State University works to provide incentives for strong faculty teaching. Most prominent in these efforts are the teaching awards and grants that Ball State University annually awards. The OEE sponsors two, an "Excellence in Teaching" award and a "Creative Teaching" grant,[26] and the University offers a variety of other honors, at least in part, based on teaching effectiveness.[27]

Figure 1.3 provides an overview of major awards and grants based around teaching excellence.

Figure 1.3: Sample of Ball State University Teaching Awards and Grants

AWARD TITLE	DESCRIPTION
Excellence in Teaching Award	Each year, students are asked to nominate teachers for their expertise, dedication, and talent in the classroom. To nominate the teacher who has really made a difference in their life as a student, students go to a link in Blackboard. When nominations are complete, the top vote getters move on to a second round where a selection committee, comprised of past award winners and students, choose the winner. The award winners are given an opportunity to teach a specially designed "dream course," the course they have always wanted to teach.
Lawhead Award	The Lawhead Award is presented annually and is based on teaching evaluations, contribution to the University Core Curriculum, freshmen activities, service to the community, and support from faculty and students.
Rawlings Award	This award honors a full-time faculty member who has proven to be the most dedicated to teaching extended education courses at off-campus distance education sites.
Creative Teaching Grant[28]	Creative Teaching Grants promote instructional creativity and experimentation. Faculty members are encouraged to submit a proposal for a program or course that creatively promotes student learning and takes innovative approaches to teaching.

Source: Ball State University[29]

ADJUNCT INSTRUCTOR TEACHER DEVELOPMENT

It does not appear that Ball State University has developed effective strategies for promoting excellence in teaching among adjunct instructors. These instructors do have the

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[25] "Resources." Office of Educational Excellence. Ball State University.
http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/resources
[26] "Teaching Awards and Grants." Office of Educational Excellence. Ball State University.
http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/awardsgrants
[27] "Fall Faculty Awards." Office of the Provost and Vice President for Academic Affairs. Ball State University.
http://cms.bsu.edu/about/administrativeoffices/provost/awards/fallfacultyawards
[28] "Creative Teaching Grant." Office of Educational Excellence. Ball State University.
http://cms.bsu.edu/about/administrativeoffices/educationalexcellence/services/awardsgrants/creativeteachinggrant
[29] "Fall Faculty Awards." Office of the Provost and Vice President for Academic Affairs. Op. cit.

same training opportunities as other faculty members. They are typically excluded from faculty award and incentive programs that promote teaching excellence, however.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

As noted above, teaching evaluations play an important role in personnel decisions at Ball State University. As the *Faculty and Professional Personnel Handbook* notes:[30]

> In addition to its primary role in improving teaching, evaluation of teaching plays a role in personnel decisions such as promotion, tenure, and merit pay. The Evaluation of teaching for personnel decisions must be fair and systematic. The variety of course delivery formats, such as interdisciplinary, team-taught, Internet, and hybrid, requires evaluations which reflect the uniqe aspects of these delivery systems. Departments are required to review the items and evaluation procedures at least once every three years to determine if their evaluation methods remain valid and reliable.

Teaching effectiveness is one of three areas assessed in promotion and tenure reviews. Scholarship and "service in a professional capacity" are also taken into account when an instructor is under consideration for promotion or tenure.[31]

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[30] "Faculty and Professional Personnel Handbook, 2012-2013." Op. cit., p. 217.
[31] Ibid., p. 74.

SECTION II: BOISE STATE UNIVERSITY

Boise State University, with its Center for Teaching and Learning (CTL), provides another strong example of how a university can develop methods to encourage effective teaching. Its assessment and development methods, as well as its processes for adjunct instructor assessment, provide examples of how to recognize and analyze teaching.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

At Boise State University, teaching effectiveness is assessed in a number of different ways. The Boise State University Center for Teaching and Learning provides a number of optional assessment methods, generally centered on student feedback, while annual assessments initiated at the department-level are required for both tenured (or tenure-track) and part-time faculty.[32] Each department designs its own specific evaluation. These must include, but are not limited to: student evaluations, other indicators of student learning, and "evidence of efforts to improve teaching such as incorporation of field projects into a course, adoption of a new teaching method, or an innovational instructional use of media." For tenure-track faculty (not yet tenured) these also must include peer evaluations.[33]

STUDENT EVALUATIONS

Student evaluations play a major role in assessment of teaching effectiveness at Boise State University. They are used for both the improvement of teaching as well as for promotion, tenure, and other personnel decisions.

For the Improvement of Teaching: The Center for Teaching and Learning provides tools for instructor-initiated student evaluations, which are generally completed during the middle of the semester and solely designed to improve teaching. In essence, the mid-semester assessment process (MAP) "is a confidential and voluntary service that provides an instructor with rich and meaningful feedback from students regarding the learning environment while a course is still in progress." The MAP can be completed in two ways, face-to-face or online. They are typically conducted from week 5 through week 9 of a semester. MAPs are not used in departmental teacher evaluations or personnel decisions.[34]

For a face-to-face MAP, a consultant from the CTL "contacts the instructor prior to the MAP to discuss basic course information and any questions the instructor might have about the course. The consultant then comes to the class and spends 25-30 minutes conducting the MAP with the class in the absence of the instructor."[35]

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[32] "Center for Teaching & Learning." Boise State University. http://ctl.boisestate.edu/default.asp

[33] "Annual Faculty Performance Evaluation." Boise State University. http://policy.boisestate.edu/wp-content/uploads/2011/05/4290_AnnualFacultyPerformanceEvaluation_03182011.pdf

[34] "Mid-semester Assessment Process (MAP)." Center for Teaching & Learning. Boise State University. http://ctl.boisestate.edu/images/MAPflyer2012.pdf

[35] "Mid-Semester Assessment Process (MAP) for Classroom Courses." Center for Teaching & Learning. Boise State University. http://ctl.boisestate.edu/services/indivconsult/map.asp

The consultant leads a discussion with students focusing on these three questions:[36]

- What about the course or its instruction helps your learning?
- What about the course or its instruction presents a barrier to your learning?
- What changes could be made to improve your learning in this course?

Following completion of this in-class discussion, instructor and CTL consultant meet to review student responses. The consultant further provides the instructor with a report "documenting the conversations that took place and summarizing the consultant's analysis." The instructor is further encouraged to analyze this document and briefly discuss with the class the findings.[37]

Online MAP surveys may also be created by instructors. While these do not provide the same level of detail as in-class discussions, if designed correctly they do allow feedback to help improve instructor's teaching.[38]

For Evaluation and Personnel Decisions: Within the last two weeks of a course prior to exams, students are required to evaluate each course they have taken.[39] These are used both to improve instructor teaching performance as well as for more general faculty evaluations and personnel decisions. These student evaluations are available to complete online through the Bronco CourseEval system for most departments.[40] While University policy documents do not indicate a specific evaluation design required, it does appear that the online course evaluation system has some form of built-in template.[41] Instructors or Departments have the option of adding their own questions to course evaluations as necessary.[42] These evaluations are maintained by departments and administrators to be evaluated with additional criteria in promotion, tenure, and personnel decisions.

Online evaluations are processed and analyzed with the help of the Office of Institutional Research at Boise State.[43] The University employs the information management system, Digital Measures, for storage of student evaluations as well as general faculty information.[44]

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[36] Taken verbatim from Ibid.

[37] "Analyzing and Discussing Mid-term Assessments with Students." Center for Teaching and Learning. Boise State University. http://ctl.boisestate.edu/documents/AnalyzeMAP.pdf

[38] "Mid-semester Assessment Process (MAP)." Center for Teaching & Learning. Op. cit.

[39] For Spring 2013 course evaluation dates, see "Online Course Evaluations." Boise State University. http://iassess.boisestate.edu/onlineevals/

[40] Tuck, K. "Online Course Evaluations Due by Friday, Dec. 9." Campus News. Boise State University. http://news.boisestate.edu/update/2011/12/05/online-course-evaluations-due-by-friday-dec-9/

[41] "Student Evaluation of Faculty." Boise State University. http://policy.boisestate.edu/wp-content/uploads/2011/05/4300_StudentEvaluationofFaculty.pdf

[42] "Adding Your Own Questions to Bronco CourseEval Course Evaluation System." Boise State University. http://iassess.boisestate.edu/onlineevals/files/2012/02/Adding-Faculty-Questions-to-Bronco-CourseEval-1.pdf

[43] Office of Institutional Research. Boise State University. http://iassess.boisestate.edu/

[44] "Digital Measures." Boise State University. http://iassess.boisestate.edu/digitalmeasures/

While Boise State University does not have specific information on how effectively the evaluations correlate with teaching effectiveness, its Center for Teaching and Learning provides a broad range of resources on the effectiveness and accuracy of student evaluations more generally.[45] Furthermore, the Center for Teaching and Learning provides suggestions and tips on how best to structure questions on student evaluation forms when adding questions to the Bronco CourseEval online evaluations.[46]

Figure 2.1 provides an example of a student evaluation at Boise State University.

Figure 2.1: Student Evaluation of Instructor Effectiveness Example, Boise State University College of Health Sciences

SUMMATIVE DATA (USED FOR PROMOTION AND TENURE PURPOSES)							
This faculty member:*		(1)	(2)	(3)	(4)	(5)
1. Motivates me to do my best work.		SD	D	N	A	SA
2. Effectively explains difficult material.		SD	D	N	A	SA
3. Uses effective teaching strategies and methods.		SD	D	N	A	SA
4. Uses evaluation methods that effectively measure my mastery of course objectives.		SD	D	N	A	SA
5. Is available for help during office hours and outside of class.		SD	D	N	A	SA
6. Has a genuine interest in the success of the individual students.		SD	D	N	A	SA
7. Encourages student questions.		SD	D	N	A	SA
8. Demonstrates enthusiasm for course content.		SD	D	N	A	SA
9. Demonstrates enthusiasm for teaching.		SD	D	N	A	SA
10. Demonstrates competence in the discipline.		SD	D	N	A	SA
11. Demonstrates respect for students.		SD	D	N	A	SA
12. The grade I expect to receive in this class is:		A	B	C	D	F
13. This course is:	a. required for my major	b. required for my minor	c. an elective			
14. I am currently classified as a:	a. Freshman	b. Sophomore	c. Junior	d. Senior	e. Graduate Student	f. Other
FORMATIVE COMMENTS (FACULTY PLEASE NOTE THAT THE RESULTS OF THE FOLLOWING FORMATIVE COMMENTS WILL NOT BE SUBMITTED FOR PROMOTION AND TENURE WITH THE SUMMATIVE DATA.)							
PLEASE PRINT any comments that would be helpful to evaluate this faculty member's classroom teaching performance.							
Instructor's areas of strength.		[Comment Box]				
Suggestions for improving the instructor's classroom teaching performance.		[Comment Box]				
Suggestions for improving the course.		[Comment Box]				

Source: Boise State University[47]
* SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

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[45] "Student Evaluation." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/services/indivconsult/evaluation.asp

[46] "Adding Your Own Questions to Bronco CourseEval Course Evaluation System." Op. cit.

[47] This figure is based on information from "Appendix A: College of Health Sciences – Student Evaluation of Classroom Instruction." College of Health Sciences. Boise State University.
http://hs.boisestate.edu/ceh/files/2011/06/appendixa-studenteval.pdf

OTHER ASSESSMENT TOOLS

Boise State University requires a number of other forms of instructor assessment as part of annual departmental-wide faculty performance evaluations. As noted above, documentation to the department chair or evaluation board must include, but is not limited to: the student evaluations discussed above; "other evidence of student learning;" "evidence of efforts to improve teaching;" and, for non-tenured faculty, "peer evaluations."[48] The Center for Teaching and Learning at the University also offers optional assessment opportunities for instructors to improve teaching effectiveness, from assessment of course design to video analysis of teaching style.[49]

Other Evidence of Student Learning: In conjunction with student evaluation information, instructors must provide documentation of student learning for annual evaluations. This may include: "student essays and publications, field work or lab reports, or conference presentations on course-related work."[50]

Evidence of Efforts to Improve Teaching: This is also a major component of faculty evaluation. Instructors must provide evidence of efforts to improve their teaching. Some examples of these efforts might be the "incorporation of field projects into a course, adoption of a new teaching method, or an innovational instructional use of media."[51] The CTL also provides more detailed suggestions of opportunities for teaching improvement, especially surrounding classroom and instructional redesign as well as the use of technology.[52]

Peer Evaluations: For tenure-track faculty yet to receive tenure, annual performance evaluations must include peer evaluations of the overall performance of the faculty member. This further becomes part of promotion and tenure-review processes.[53] Part of this includes peer review of teaching effectiveness. Though there is no specific university-wide policy for this review, the CTL suggests this might include an assessment of course syllabi, examination of course materials, examination of student evaluations, and in-classroom teaching observations.[54]

Optional Assessment Opportunities: The Center for Teaching and Learning at Boise State University provides a variety of optional teaching assessment opportunities. These include teaching observation opportunities, syllabus and course design consultations and training,

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[48] "Annual Faculty Performance Evaluation." Boise State University. Op. cit.
[49] See "Center for Teaching & Learning." Boise State University. Op. cit.
[50] "Annual Faculty Performance Evaluation." Boise State University. Op. cit.
[51] Ibid.
[52] See "Resources." Center for Teaching & Learning. Boise State University. http://ctl.boisestate.edu/resources/default.asp
[53] "Faculty Peer Review." Boise State University. http://policy.boisestate.edu/wp-content/uploads/2011/05/4320_FacultyPeerReview_03182011.pdf
[54] "Peer Review System." Center for Teaching & Learning. Boise State University. http://ctl.boisestate.edu/documents/PeerReview.pdf

and video analysis of classroom teaching effectiveness.[55] These provide strong supplementary opportunities for instructors to increase their teaching effectiveness and impact the learning outcomes of a specific class prior to the end of the semester.

ADJUNCT INSTRUCTOR ASSESSMENT

Departments at Boise State University are not required to evaluate adjunct instructors with the same thoroughness as full-time, tenured-track faculty, and the University has no specific policies on how departments should assess adjunct teaching effectiveness in gatekeeper courses for first-year students. Departments are "encouraged to develop procedures for part-time faculty evaluations."[56] At minimum, adjuncts are evaluated through student evaluations every semester like all other instructors.[57] Certain departments have created policies that include assessment through:[58]

- Formal, written evaluation (by the department chair or designee) of each class taught, based on student evaluations, course materials, and/or classroom observations.

- Classroom visits by department colleagues or affiliates of the Center for Teaching and Learning.

- A brief, face-to-face meeting with the department chair or designee at the end of each semester.

- A written Performance Improvement Plan developed in consultation with the department chair or designee, and perhaps involving the Center for Teaching and Learning.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

Boise State University has a wide variety of development support opportunities and incentives for teaching excellence. Through the Center for Teaching and Learning, instructors, as noted above, have opportunities for assessment and student feedback and further have a wide variety of other resources, such as workshops and programs designed to improve teaching. Furthermore, the CTL and various University departments also provide awards, grants, and other incentives to encourage effective teaching.

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[55] "Individual Consultation." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/services/indivconsult/default.asp
[56] "Annual Faculty Performance Evaluation." Boise State University. Op. cit.
[57] "A Guide for Part-Time Faculty." Boise State University.
http://academics.boisestate.edu/facultyhandbook/files/2009/10/adjunct-faculty-faqs.pdf
[58] Taken verbatim from "Best Practices for Adjunct Faculty Hiring and Evaluation: A Guide for Departments at Boise State." Boise State University. 2011, p. 3. http://academics.boisestate.edu/deptchairs/files/2012/01/Adjunct-Hiring.pdf

DEVELOPMENT SUPPORT FOR TEACHING EFFECTIVENESS

The Center for Teaching and Learning provides a broad range of professional development services for instructors at Boise State University. These include a summer course design institute, a variety of workshops addressing different aspects of teaching, a brown-bag lunch/faculty showcase, a "great ideas for teaching and learning" symposium, the "Ten Before Tenure" program, the "Boise State Teaching Scholars" program, and other developmental support tools such as the various formative student assessment opportunities discussed above.[59]

Summer Course Design Institute: Full-time faculty and instructors as well as adjunct faculty "who have taught at Boise State for at least one semester and will be teaching at Boise State" during the next academic year are eligible to participate in a summer course design institute hosted by the CTL. This five-day institute provides instructors who are teaching a new course or redesigning a course they have previously taught an opportunity to improve their course-design skills and craft a course better-aligned to meeting student learning needs:[60]

> Together participants will focus on the role of course design in the overall act of teaching; write learning outcomes that will provide focus for the course activities and assessment. By the end of the week, participants will have substantial work completed towards a new or revised course design.

Effective Teaching Workshops: The CTL, in conjunction with the University more broadly, offers a number of different workshops to support teaching development and introduce instructors to new instructional technologies and curricular innovations. These include workshops to train instructors in the use of Blackboard Learn as well as workshops designed to focus on a specific issue in postsecondary teaching.[61] For example, one upcoming workshop, entitled "Uncorking the Bottleneck to Student Success: The Wright State Model for Engineering Mathematics Education," chronicles new approaches to structuring and teaching introductory STEM mathematics courses.[62]

Brown-bag Lunch/Faculty Showcase: These efforts, typically held once a month, provide an informal setting for instructors to discuss "excellence and innovation in student-centered teaching." Each session involves "a short, informal presentation from a Boise State faculty member and plenty of time for discussion."[63]

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[59] For more information, see "Center for Teaching & Learning." Boise State University. Op. cit.
[60] "Summer Course Design Institute." Center for Teaching & Learning. Boise State University.
   http://ctl.boisestate.edu/events/institutes.asp
[61] "All Workshops." Center for Teaching & Learning. Boise State University.
   http://ctl.boisestate.edu/events/workshops/default.asp
[62] "Uncorking the Bottleneck to Student Success: The Wright State Model for Engineering Mathematics Education."
   Center for Teaching & Learning. Boise State University.
   http://ctl.boisestate.edu/events/workshops/details.asp?1476
[63] "Active Learning at Lunch." Center for Teaching & Learning. Boise State University.
   http://ctl.boisestate.edu/events/atlunch.asp

"Great Ideas for Teaching and Learning" Symposia: These day-long events – the most recent of which was held on January 15, 2013 – consist of a variety of presentations and discussion sessions that address various issues related to teaching and learning. They provide instructors with a variety of opportunities to gain more in-depth information about a variety of subject matter that may improve teaching.[64]

Ten Before Tenure: This voluntary program for pre-tenure faculty is "designed to provide a foundation for the career-long process of developing one's expertise as a teacher." It is comprised of "ten teaching-related development experiences" as well as a one-to-two page "teaching reflection/philosophy and statement of future plans" that is completed at the end of the program. Teaching-related development experiences include course design and instructional technology workshops as well as exposures to different teaching styles and formative teaching assessments. Upon completion of these and the teaching philosophy and statement of future plans, the provost provides a "certificate of completion for inclusion … in [an instructor's] tenure and promotion dossier."[65]

"Boise State Teaching Scholars" Program: This year-long program "involves interdisciplinary communities of faculty in a … process of inquiry to promote faculty development and enhance student learning." The program consists of 6 to 8 faculty members, as well as a facilitator, who meet twice a month throughout the academic year. Teaching scholars:[66]

> …explore best practices, engage in the intentional application of the principles, theories, or strategies explored by the group and are supported to conduct an individual scholarly teaching project aimed at advancing understanding of what works to improve student learning.

Other Developmental Support Tools: The CTL and individual departments provide a variety of other support tools for effective teaching and instructor development. Many are offered specifically for individual instructors. These include the various student assessment based services and consultation options discussed above. They further include a variety of online resources on the scholarship of teaching and learning.[67]

VALUING QUALITY TEACHING

Boise State University offers a variety of grants, initiatives, and research opportunities – as well as awards – for innovative and effective teaching practices. These include the CTL travel awards, "Investigating Student Learning" Grants, and various departmental-based teaching awards.[68] All acknowledge teaching excellence or instructor potential. They are

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[64] "Great Ideas for Teaching and Learning." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/events/GreatIdeas.asp

[65] "Ten Before Tenure." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/programs/tenbefore.asp

[66] "Boise State Teaching Scholars." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/programs/bsts.asp

[67] See "Scholarship of Teaching & Learning (SoTL)." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/services/indivconsult/sotl.asp

[68] For more information, see "Center for Teaching & Learning." Boise State University. Op. cit.

designed to not only recognize instructors for excellence but further encourage continued teaching growth.

CTL Travel Awards: These awards provide faculty at Boise State University with funds to travel to "teaching-related conferences or workshops" across the country. The awards are designed to encourage instructors to attend conferences and workshops focused on general teaching practices as well as discipline-specific practices. All full-time faculty are eligible to apply for these awards and part-time faculty "who have taught at Boise State at least two semesters and who expect to continue to teach at Boise State" are also allowed to apply.[69]

"Investigating Student Learning" Grants: This program is "designed to support an increased understanding of teaching and learning through discipline based inquiry." These grants are provided to faculty members interested in investigating these practices in a more systematic way and provide up to $3,500 in funding. Project types include, but are not limited to:[70]

- Understanding the impact on student learning of new instructional strategies, innovative curricula, or newly developed course materials.

- Exploration of new ways to assess student learning.

- Investigation of the development of student understanding of a topic/concept during a course.

- Analysis of student learning differences for various subsets or classifications of students in a course (e.g., based on prerequisite courses, gender, class status, etc.).

One recent recipient is using the grant to investigate the effect of "team-based learning" on the outcomes for an undergraduate calculus course. Another is studying the "effectiveness of a service-learning approach to preparing pre-service early childhood special education teachers to work with families from diverse backgrounds."[71]

Departmental-Based Teaching Awards: Each individual college at Boise State University awards an annual teaching award. For example, in the College of Arts and Sciences, full-time faculty members are eligible to receive the annual teaching award which is based on student evaluations as well as other teaching-related activities.[72]

ADJUNCT INSTRUCTOR TEACHER DEVELOPMENT

It does not appear that Boise State University has developed effective strategies to promote excellence in teaching specifically for adjunct instructors. They do have access to many of the development opportunities discussed above.

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[69] "CTL Travel Awards." Center for Teaching & Learning. Boise State University. Op. cit.

[70] "Investigating Student Learning Grants." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/programs/grants.asp

[71] "2012-2013 ISL Grant Recipients." Center for Teaching & Learning. Boise State University.
http://ctl.boisestate.edu/programs/GrantRecipients2012-2013.asp

[72] "Honors and Awards Guidelines." College of Arts & Sciences. Boise State University. http://coas.boisestate.edu/wp-content/uploads/2011/05/Honors-and-Awards-Guidelines.pdf

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

Teaching excellence is explicitly tied to promotion and tenure decisions. Teaching is one of the "four main areas of faculty involvement pertinent to attainment of the ranks of Professor and Associate Professor at Boise State University."[73] College of Arts and Sciences candidates for tenure or promotion are "promoted only when there is clear evidence of strong teaching and advising, and solid indications that success will continue and expand." For the college:[74]

> The term teaching is broadly defined and includes activities both inside and outside the classroom thatsupport and meaningfully assess student learning and development. Effective teaching is characterized by qualities such as up-to-date knowledge of the subject; interest in the subject; clear, organized classroom presentation; ability to inspire students; maintenance of an appropriate classroom atmosphere; thoughtful design and development of courses; willingness to be current in the use of appropriate technology; responsible grading; clear and willing responses to students; and availability for out-of-class student assistance. Department annual tenure progressreview procedures shall be designed to assess such qualities.

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[73] "Faculty Promotion Guidelines." Center for Teaching & Learning. Boise State University. http://policy.boisestate.edu/wp-content/uploads/2011/05/4340_FacultyPromotionGuidelines_03182011.pdf

[74] *Guidelines for Awarding Tenure and Promotion to Associate Professor*. College of Arts & Sciences. Boise State University. 2009, p. 4. http://coas.boisestate.edu/wp-content/uploads/2011/05/COAS-Guidelines-for-Awarding-Tenure-Manual-2008-2009.pdf

SECTION III: INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

Indiana University-Purdue University Fort Wayne (IPFW) offers a variety of opportunities for the improvement and assessment of teaching. Many of these are offered through its Center for Enhancement of Learning and Teaching (CELT).[75] The institution provides a good peer institution comparison for the University of Alaska Anchorage.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

Indiana University-Purdue University Fort Wayne assesses teaching effectiveness through a variety of tools. The institution has provided recommendations for faculty and department chairs to aid in "establishing departmental standards for evidence and criteria for documenting and evaluating teaching." These emphasize multiple methods of evaluation, such as student evaluations, classroom assessment techniques, and peer evaluations.[76] Guidelines for University-wide evaluation and personnel decisions also suggest using multiple methods of evaluation for teaching, indicating that information should be gathered from students, peers, and instructors themselves.[77]

STUDENT EVALUATIONS

At IPFW, student evaluations are essential to the assessment teaching performance. They are used for the improvement of teaching as well as for personnel decisions.

For the Improvement of Teaching: The CELT provides a small number of suggestions on how to use formative and summative student assessment tools in improving teaching. It provides a range of resources on classroom assessment techniques, which allow basic student reflections on teaching material.[78]

The Center for Enhancement of Learning and Teaching further provides more detailed information on research into how to interpret and employ summative student evaluation forms to improve teaching.[79] This includes consultation services analyzing student evaluation forms as well as small group instructional diagnostic consultations. These involve

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[75] Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/index.html

[76] "Examples For Documenting and Evaluating Teaching." Office of Academic Affairs. Indiana University-Purdue University Fort Wayne. 2007. http://new.ipfw.edu/dotAsset/165094.pdf

[77] "Promotion and Tenure Guidelines." Senate Document SD 94-3. Indiana University-Purdue University Fort Wayne. 2010. http://new.ipfw.edu/dotAsset/46469df3-8bf3-4685-9539-ebf6c79a97c8.pdf

[78] "Classroom Assessment Techniques." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/for-new-faculty/classroom-assessment-techniques.html

[79] "Using and Interpreting Student Evaluations of Teaching." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/teaching-resources/improve-your-teaching.html#Usingandinterpretingstudentevaluationsofteaching

a CELT consultant meeting with an instructor's class and discussing any issues or concerns related to teaching.[80]

For Evaluation and Personnel Decisions: IPFW requires student evaluations to be completed each semester for all courses offered at the institution. Despite this requirement, there appears to have been little consensus on the structure and format of these evaluations until recently. In 2011, a faculty senate task force finally released recommendations and best practice guidelines for implementing student evaluations and the CELT further provides information on how best to construct a useful student evaluation instrument.[81, 82]

The senate task force recommended that individual departments design their own course evaluations, though a few "consistent items" across the University are "reasonable and desirable." Specifically, the senate recommendations suggest two student evaluation items to be included on all evaluations. These are:[83]

- Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor
- Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor

The Center for Enhancement of Learning and Teaching also suggests ways to structure course evaluations. Specifically, these recommend that instructors, among other things:[84]

- Use a pool of items appropriate to the course and to your teaching style.
- Use a 5- to 7-point scale.
- Be sure that each item addresses only one aspect of your teaching or of the course.
- Allow space for narrative comments.

OTHER ASSESSMENT TOOLS

Indiana University-Purdue University Fort Wayne further recommends that teaching evaluations include a variety of other assessment methods. These include individual consultation services provided by the Center for Enhancement of Learning and Teaching,

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[80] "Request for Services." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/request-for-services/

[81] "IPFW Faculty Senate Student Evaluation Task Force, 2011: Recommendations and Best Practice Guidelines." Indiana University-Purdue University Fort Wayne. 2011. http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1149/357554/StudentEvaluationTaskForceReport.pdf

[82] "Constructing a Useful Student Evaluation Instrument." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/for-new-faculty/constructing-a-useful-student-evaluation-instrument.html

[83] Taken verbatim from "IPFW Faculty Senate Student Evaluation Task Force, 2011: Recommendations and Best Practice Guidelines." Op. cit.

[84] Taken verbatim from "Constructing a Useful Student Evaluation Instrument." Center for Enhancement of Learning and Teaching. Op. cit.

peer reviews, and reflective practice. These methods can often be used as formative tools to improve teaching, as well as in evaluations and personnel decisions.[85]

Individual Consultation Services: CELT teaching fellows, as discussed above in relation to student evaluations, provide a variety of consulting services. These include syllabi review, reviews of course materials, classroom observations, and more general assessments of student learning. These consultations are "grounded on a model of collegial, formative peer review" and vary "depending on the needs, goals and interests of the individual seeking consultation."[86]

Peer Reviews: These can be useful in providing formative feedback for individual instructors as well as for personnel decisions. The CELT's peer review handbook outlines a variety of different types and methods of peer review. It suggests that peer reviewers should review a wide range of materials when assessing an instructor, including the instructor, course materials, other colleagues, administrators, students, and alumni. Furthermore, it provides suggestions of types of methods that may be used to gather data for the peer review, such as:[87]

- Classroom observation visits
- Review of videotaped classes
- Review of course web pages
- Review of course materials (syllabi, handouts, assessment materials, etc.)
- Review of samples of student work
- Consultation with student focus groups
- Consultation, usually at mid-semester, with all the students in a class (SGID = Small Group Instructional Diagnosis)
- Survey of students and alumni

Reflective Practices: IPFW recommends self-reflection and evaluation as methods of teaching assessment. While the CELT only provides a broad overview of these methods, they are based around "personal statements, self-assessment forms, and video and audio-tape analysis." [88,89]

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[85] "Improve Your Teaching." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/teaching-resources/improve-your-teaching.html

[86] "Request for Services." Center for Enhancement of Learning and Teaching. Op. cit.

[87] *Peer Review of Teaching at IPFW*. Indiana University-Purdue University Fort Wayne. 2009, p. 5. http://new.ipfw.edu/dotAsset/dbc25a76-214a-4531-827f-5a17076ceb16.pdf

[88] "Reflective Practice." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/teaching-resources/improve-your-teaching.html#reflectivepractice

[89] "Promotion and Tenure Guidelines." Senate Document SD 94-3. Op. cit.

ADJUNCT INSTRUCTOR ASSESSMENT

IPFW does not appear to have specific guidelines in place for the assessment of adjunct instructors. As courses are evaluated each semester, they do receive at least this basic feedback information.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

IPFW's Center for Enhancement of Learning and Teaching provides a wide variety of workshops, conferences, fellowships, awards, and other teaching resources. These are in place to help increase teaching effectiveness at IPFW and further to incentivize and recognize strong teaching efforts.

DEVELOPMENT SUPPORT FOR TEACHING

The CELT has developed a wide variety of professional development supports to improve teaching at IPFW. These include workshops, conferences, and other development support programs. The CELT further provides a number of web-based resources to aid in faculty teaching improvement.

Teaching Workshops: Workshops open "to IPFW…staff, full and part-time faculty, and graduate students" are offered on virtually any topic of interest, from how to plan an online course to how to best assess student learning. These are offered throughout the academic year. The CELT will arrange a workshop on a topic if five or more individuals express interest in exploring the topic.[90]

Furthermore, there are a variety of workshops and resources on learning technologies, such as Blackboard, through IPFW's information technology department.[91]

Conferences: The CELT hosts annual day-long conferences on issues related to teaching and student learning. The most recent, held in March 2013, was entitled, "Effective Teaching: Documenting what works." Others have focused on integrating technology with instruction and how best to integrate teaching, service, and research.[92]

Other Development Support Programs and Online Resources: Through the CELT, a variety of other resources related to teaching effectiveness are available. These include information on service learning, on teaching with technology, and more generally on the scholarship of teaching and learning.[93]

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[90] "Workshops." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/workshops/

[91] "IT Services Web Training." Information Technology Services. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/training/

[92] "Conferences." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/conferences/

[93] Center for Enhancement of Learning and Teaching. Op. cit.

VALUING QUALITY TEACHING

IPFW sponsors a variety of fellowship, grant, and award opportunities to recognize and incentivize teaching excellence. Many of these are offered through CELT.

Fellowships: Two different fellowship opportunities are available for excellent teachers at IPFW. These are:[94]

- Scholarship of Teaching and Learning (SoTL) Fellowships:[95]

  The goal of the SoTL Fellow is to help colleagues move from scholarly teaching to the scholarship of teaching and learning. If you have experience in researching teaching and learning and believe in its potential to enhance student learning, consider sharing your expertise with colleagues as they formulate questions, do literature reviews, design their evaluation strategies, and analyze data.

- Mack Center Fellowships: These are offered through the Indiana University "Faculty Colloquium on Excellence in Teaching." Full-time faculty at all Indiana University campuses may apply. Applicants must propose a research project focusing on the scholarship of teaching and learning that, if accepted as a fellow, they will complete.[96]

Grants: IPFW awards "Summer Instructional Development Grants," "Distance and Distributed Education Coordinating Committee Grants," and "Campus Compact Service Learning Grants" to instructors interested in implementing innovative teaching methods or course designs.[97]

Awards: Along with these fellowships and grants opportunities, IPFW offers a number of awards to recognize teaching excellence.

These are presented in Figure 3.1 on the following page.

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[94] "Fellowships, Grants and Awards." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/offices/celt/fellowships-grants-and-awards/#associatefacultyteachingaward

[95] "SoTL Fellow." Center for Enhancement of Learning and Teaching. Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/dotAsset/a7c34839-35ef-425b-a33b-d21e9023eae8.pdf

[96] "About: Mack Center for Inquiry on Teaching & Learning." Faculty Colloquium on Excellence in Teaching. Indiana University. https://facet.indiana.edu/about/mack-center/become-mack-fellow/application-criteria.shtml

[97] "Fellowships, Grants and Awards." Center for Enhancement of Learning and Teaching. Op. cit.

Figure 3.1: Select Teaching Awards at IPFW

AWARD	DESCRIPTION	PRIZE
Associate Faculty Teaching Award[98]	These are conferred annually to recognize teaching excellence by associate faculty.	$500
DECCO Award for Innovative Online Teaching[99]	Awarded to an individual who has used innovative approaches to online teaching that have measurably enhanced student learning.	$1,000
Friends of the University Outstanding Teacher Award[100]	Recognizes a faculty member who has demonstrated exceptional ability in communicating and stimulating students' desire to learn. In addition, the teacher will have recognized that teaching responsibility to students does not stop at the classroom door and will have aided and motivated students outside as well as inside the classroom.	$1,500
Leepoxy Teaching Award[101]	Recognizes individuals who demonstrate excellence in undergraduate teaching. The accomplishment can result from a single activity, project or course to encourage innovative teaching and learning experiences.	$1,000

Source: Indiana University-Purdue University Fort Wayne

ADJUNCT INSTRUCTOR TEACHER TRAINING

It does not appear that IPFW offers specific training or development opportunities for adjunct instructors. They do have the opportunity to participate in the professional development opportunities discussed above.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

Promotion and tenure guidelines at IPFW emphasize the importance of teaching in the review process. As stated below, it is scrutinized in review, particularly for faculty with a teaching-heavy position:[102]

> IPFW faculty are expected to be effective teachers and to have demonstrated a significant commitment to teaching. If teaching is the primary basis for promotion to Associate Professor, the candidate's performance should be clearly superior to the standard of satisfactory achievement at IPFW and comparable institutions; if the primary basis for promotion to Professor, the candidate should not only have established a record of excellent teaching but also have contributed to the general improvement of instruction at IPFW or in the discipline.

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[98] "Associate Faculty Teaching Award." Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/dotAsset/250760.pdf

[99] "Fellowships, Grants and Awards." Center for Enhancement of Learning and Teaching. Op. cit.

[100] "IPFW Friends of the University Outstanding Teaching Award." Indiana University-Purdue University Fort Wayne. http://new.ipfw.edu/dotAsset/d906e320-1a41-4511-be7b-f3608243059b.pdf

[101] "Fellowships, Grants and Awards." Center for Enhancement of Learning and Teaching. Op. cit.

[102] "Promotion and Tenure Guidelines." Senate Document SD 94-3. Op. cit.

SECTION IV: PORTLAND STATE UNIVERSITY

Portland State University employs a range of teaching development and assessment methods. Through the Center for Academic Excellence, the University provides a broad level of support to instructors.[103] Furthermore, Portland State University is one of the few universities profiled in this report that has put in place evaluation methods for adjunct instructors.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

A number of different assessment measures are used at Portland State University to evaluate teaching effectiveness. Measures such as "classroom observation, assessment of student-learning outcomes, evidence of successful student mentoring and advising, review of student evaluations … and assessment of course materials" are recommended to be used in promotion and tenure reviews.[104] Instructors at Portland State are typically reviewed annually.[105]

The Center for Academic Excellence further outlines assessment measures, though it does note that "PSU tends to be decentralized, and our assessment practices reflect that." Assessment is the "responsibility of the individual schools, colleges, and departments, and value assessment work that stay close to the classroom."[106] Due to this, it is more difficult to fully outline assessment practices than at other institutions profiled.

STUDENT EVALUATIONS

Student evaluation practices, in particular, are more difficult to outline at Portland State University. These do appear to be important for many personnel decisions at the institution and for the improvement of teaching. In 2012, a writer for the student newspaper even wrote an article urging students to participate in evaluations at the end of each quarter. And appear to be offered online.[107] They are collected in the last weeks of each course offered at the institution.[108] Aside from these basic details, there does not appear to be much information on the use or presentation of student evaluations at the institution.

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[103] Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/

[104] "Final Report of the New Academic Ranks Task Force." Portland State University. June 2012, p. 7. http://www.pdx.edu/faculty-senate/sites/www.pdx.edu.faculty-senate/files/C-1.New%20Academic%20Ranks%20TF%20Report-1.pdf

[105] "Department Chair/Program Director Handbook." College of Liberal Arts and Science. Portland State University. 2011, p. 27.

[106] "Assessing Teaching & Learning." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/assessing-teaching-learning

[107] Gravlin, E. "Students grade teachers?" *Vanguard*. Portland State University. April 2, 2012. http://psuvanguard.com/opinion/students-grade-teachers/

[108] This is based on an instructors own presentation of student evaluations, see "Robert Lawrence Bertini, Ph.D., P.E.: Course Evaluations." Portland State University. 2012. http://www.web.pdx.edu/~bertini/pdf/courseevals.pdf

OTHER ASSESSMENT TOOLS

Other tools for and methods of assessment at Portland State University include consultation services, peer reviews, review of course materials, as well as assessment of student outcomes and teaching awards received.[109] Much of this data, along with student evaluations, can be collected in an instructor portfolio. The Center for Academic Excellence suggests these as effective tools to present "evidence of achieved professional competence to the departmental promotion and tenure committee."[110]

ADJUNCT INSTRUCTOR ASSESSMENT

Despite the relative dearth of information on general assessment methods at Portland State University, it does provide more detailed information on the methods used to assess adjunct instructors teaching and more general performance. Adjunct instructors are "entitled to a written performance evaluation by his/her department chair or chair-equivalent" after six terms of teaching, or at other times when determined appropriate by the department chair.

These performance evaluations are based on the written expectations provided to adjuncts at the time of hire, as well as review of a portfolio constructed by the instructor demonstrating effective performance. This should include:[111]

- A Current CV or resume,
- A Summary of student evaluations, and
- Some combination of the following:
  o Review of syllabi and supporting materials,
  o Examination of classroom techniques,
  o Summary of key activities in the previous year or since the last review,
  o Review(s) by peers,
  o Letters from individuals with knowledge of your work, and/or
  o Publications and/or other creative work.

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[109] "Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases." Faculty Senate. Portland State University. 2009, p. 10. http://www.pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf

[110] "Promotion/Tenure Portfolio Support." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/promotion-tenure-portfolio-support

[111] "Adjunct Teaching Faculty Performance Evaluation: Statement of Purpose." PSUFA Joint Statement of the Labor/Management Task Force on Professional Evaluation. Portland State University. 2009, p. 1.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

While there is only a small amount of information on assessment measures of teaching effectiveness at Portland State University, more is available for the development and incentives designed to encourage this effectiveness. Through the Center for Academic Excellence, Portland State University offers a variety of professional development opportunities to improve teaching effectiveness. It further provides a variety of awards and other incentives to help encourage teaching excellence.

DEVELOPMENT SUPPORT FOR TEACHING

The Center for Academic Excellence provides a broad range of development opportunities for instructors. These include a variety of programs, discussions, and workshops meant to encourage a dialogue about teaching best practices and innovations as well as more general online resources that provide support for a wide variety of teaching practices and methods.

Programs and Workshops to Improve Teaching Effectiveness: These provide venues for presentation and discussion of effective teaching practices. Portland State University hosts three major programs and workshops to improve teaching effectiveness, the "Carnegie Conversations," "Focus on Faculty" workshops, and "Teaching, Learning and Assessment Reading Groups."[112]

- Carnegie Conversations: These 'conversations' are held once per semester at Portland State University. They are designed to encourage discussion about "improving teaching, with the aim of promoting the scholarship of teaching and learning, and to promote teaching excellence and effectiveness."[113] The most recent Carnegie Conversation, held in February 2013, was on the topics of massive open online courses (MOOCs) and their role in higher education.[114]

- Focus on Faculty Workshops: These 90-minute long, concurrent workshops provide faculty with the choice "between three [or four] Teaching and Learning discussions."[115] These allow instructors access to a range of speakers and discussion on pertinent topics in teaching and learning. Recent workshop have focused on diverse topics such how to use undergraduate research as a learning tool as well as how to better present information to students in STEM courses.[116]

- Teaching, Learning and Assessment Reading Groups: These informal groups "discuss reading material as it relates to their classroom experience and/or to their

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[112] "Teaching & Learning Resources." Center for Academic Excellence. Portland State University.
http://www.pdx.edu/cae/teaching-learning-resources-0

[113] Ibid.

[114] "Carnegie Conversation: Massive Open Online Courses." Portland State University. 2013.
http://www.pdx.edu/cae/sites/www.pdx.edu.cae/files/WEBSITE%20POSTER%20Carnegie%20-%20Feb%202-13%20MOOCs.pdf

[115] "Teaching & Learning Resources." Center for Academic Excellence. Op. cit.

[116] "Focus on Faculty." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/focus-faculty-0

understanding of the scholarship of teaching and learning."[117] These meet every other Friday during the semester for one hour. Each quarter is generally focused on a single book. Recent books include *Teaching for Critical Thinking* by Stephen Brookfield and *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn* by Cathy N. Davidson.[118]

General Online Resources and Other Development Efforts: The Center for Academic Excellence offers a variety of online resources to aid planning and teaching courses, dealing with large classes, assessing teaching and learning, and in the support of promotion and tenure portfolios.[119] Furthermore, individual departments at Portland State also offer professional development programs, though on a smaller scale than those through the Center for Academic Excellence.[120]

VALUING QUALITY TEACHING

The Center for Academic Excellence provides funding for two different fellowship programs focused on encouraging effective teaching, these are the Faculty Fellowships for Academic Portfolio Development and the Faculty Fellowships for Partnership. Various departments recognize instructors with annual teaching awards to instructors.

Faculty Fellowship for Academic Portfolio Development: Through this fellowship, faculty members "investigate the purposes of academic portfolios and the advantages they offer faculty." This is accomplished:[121]

> Through review and discussion of related literature, conversations with colleagues during and between meetings, and development of a preliminary portfolio (i.e., outline and one section), members of this... group will explore the academic portfolio and its practical expression at Portland State. Faculty anticipating review of their academic work will benefit from participating in this learning community.

Following completion of this, faculty members receive a $1,000 mini-grant.[122]

Faculty Fellowship for Partnership: This fellowship is designed for faculty interested establishing a new community partnership to be employed in teaching or research. The

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[117] "Teaching & Learning Resources." Center for Academic Excellence. Op. cit.

[118] "Teaching, Learning, & Assessment Reading Groups." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/teaching-learning-assessment-reading-groups

[119] Center for Academic Excellence. Op. cit.

[120] For one example, see "Strategies for Ongoing Assessment of Student Learning, October 2012 Brown Bag Session." University Studies. Portland State University. http://capstone.unst.pdx.edu/resources/file/strategies-for-ongoing-assessment-of-student-learning-october-2012-brown-bag-session

[121] "CAE Sponsored Funding." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/cbl-cae-grant

[122] Ibid.

Center for Academic Excellence will provide support and knowledge to fellows as they develop this partnership. For this fellowship, faculty members are required to:[123]

- Submit a syllabus or a research proposal that clearly identifies your community-based partner and anticipated outputs developed in clear collaboration with the partner;

- Complete a project [such as a teaching project, a curriculum redesign project, or a community-based research project.] designed to foster student learning and/or community impact through partnerships, within the context of your discipline. The project must clearly delineate how the outcomes will be assessed.

Fellows receive a $1,000 mini-grant.[124]

Departmental Teaching Awards: Departments across Portland State University offer teaching awards recognizing achievements in teaching of individual faculty members.[125]

ADJUNCT INSTRUCTOR TEACHER TRAINING

Despite the more detailed information available for adjunct instructor assessment, it does not appear that Portland State University has any specific professional development resources or incentives for adjunct faculty. They do have access to those offered to more general faculty.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

Teaching excellence is essential for promotion and tenure at Portland State University. The promotion and tenure guidelines state:[126]

> A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend

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[123] Taken verbatim from "Faculty Fellows for Partnerships Programs." Center for Academic Excellence. Portland State University. http://www.pdx.edu/cae/sites/www.pdx.edu.cae/files/2012-13%20CALL%20-%20Partnerships%20Faculty%20Fellows.pdf

[124] Ibid.

[125] For one example, see "Teaching Awards." Economics Department. College of Liberal Arts and Sciences. Portland State University. http://www.pdx.edu/econ/teaching-awards

[126] "Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases." Faculty Senate. Op. cit., p. 9.

learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching.

SECTION V: UNIVERSITY OF KANSAS

At the University of Kansas, teaching effectiveness has taken a major role in assessment. Furthermore, through its Center for Teaching Excellence (CTE), the University provides resources for development of effective teaching strategies and a variety of incentives for teaching excellence.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

The University of Kansas employs a variety of different methods to assess teaching effectiveness. These are used for teaching feedback and improvement as well as for evaluation and personnel decisions. University policy documents state that faculty members are to "evaluated annually by … [their] unit administrator (department chair or school dean if a school has no departments) using criteria and methods appropriate to that unit for teaching."[127] Student evaluations, samples of student work, peer evaluations, evidence of teaching awards or nominations and a variety of other materials may be used in assessment efforts.[128] Furthermore, instructors, based on their status, must also participate in a "progress toward tenure review," and subsequently various "promotion and tenure reviews."[129]

Another university-wide set of guidelines provides more information about the annual review. It suggests that an instructor must provide an annual portfolio, which provides evidence of the results of these assessment methods, to the department chair. This is to be structured to address four key questions:[130]

1. How does the instructor conduct courses?
2. How does the instructor prepare for courses?
3. What teaching work has the instructor done in addition to teaching courses?
4. Has the instructor made progress over time in development of teaching and/or shared teaching work with colleagues?

STUDENT EVALUATIONS

Student evaluations are important assessment tools in evaluating teaching effectiveness at the University of Kansas. These are used for professional development as well as for annual evaluations and personnel decisions.

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[127] "Faculty Evaluation." University of Kansas. https://documents.ku.edu/policies/provost/FacultyEvaluation.htm
[128] "Documenting My Teaching." Center for Teaching Excellence. University of Kansas. http://www.cte.ku.edu/documenting/evaluating/index.shtml
[129] "Representing Teaching." *An Essential Guide to Teaching at KU*. Center for Teaching Excellence. University of Kansas, p. 45. http://www.cte.ku.edu/resources/essentialGuide/representingTeaching.pdf
[130] "Guidelines for Department Implementation." *Task Force on Assessment of Teaching and Learning*. University of Kansas. 2007. http://www.governance.ku.edu/TFATLdeptguidelines.shtml

For the Improvement of Teaching: While the University of Kansas has a center designed to improve teaching effectiveness, the Center for Teaching Excellence, this does not appear to provide general consultation and student evaluation services that are offered at many of the other institutions outlined. Rather, the center provides a wide array of information on its website to help instructors in designing student evaluation procedures to help improve their teaching.[131]

Suggestions for teaching feedback include: the one-minute paper and midterm feedback (the CTE does have example feedback forms for instructors). Again, while it does provide this information online and provide basic feedback forms for instructors, it does not appear that it provides more in-depth consultation services for student evaluation.[132] Furthermore, a University task force on the "assessment of teaching and learning," recommends that instructors collect "open-ended student comments" to help guide improvement of teaching. While these may be used for evaluation in certain cases, in general they should be solely employed by individual instructors.[133]

For Evaluation and Personnel Decisions: Formal student evaluations, completed near the end of the semester, are placed in an instructor's file and used for annual personnel evaluations as well as promotion and tenure decisions. It appears that these are administered solely on paper during class periods, rather than online. University of Kansas policy states that:[134]

> Evaluations of teaching will be administered during the last two full weeks of classes each semester. Evaluations may not be conducted during the time designated for final examinations. The class session during which evaluations will be distributed should be announced at least one class period in advance.

The University offers a university-developed "Curriculum and Instruction" Survey that instructors may administer for evaluations while also allowing individual departments to design their own student evaluation forms.[135]

While the CTE does provide information to instructors on how to interpret student evaluations, the University does not document the statistical tools and methodological strategies employed to ensure that student evaluation tools correlate to teaching effectiveness.

Figure 5.1, on the following page, provides an example of a student evaluation at the University of Kansas.

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[131] "Preparing to Teach: Student Feedback." Center for Teaching Excellence. University of Kansas.
http://www.cte.ku.edu/preparing/feedback/index.shtml
[132] Ibid.
[133] "Task Force Recommendations." *Task Force on the Assessment of Teaching and Learning*. University of Kansas.
2007. http://www.governance.ku.edu/TFATLFY08FR.shtml
[134] "Procedures for Administration of Student Evaluations of Teachers." University of Kansas.
https://documents.ku.edu/policies/provost/StudentEvaluationsProceduresforAdministration.htm
[135] Ibid.

Figure 5.1: Example University of Kansas Student Evaluation Form

Source: University of Kansas[136]

OTHER ASSESSMENT TOOLS

Outside of student evaluations, the University of Kansas suggests a variety of assessment tools for use in evaluating teaching effectiveness. These include: self-reflection, peer review of teaching, samples of student work, teaching awards or recognition, as well as a variety of others.[137] Instructor portfolios combining these with student evaluations and other assessment materials can be used to organize this material. These are to be used to answer the four key questions for assessment that are listed above. In general, the University of Kansas does not appear to provide the more in-depth information about these assessment tools available at other institutions.

ADJUNCT INSTRUCTOR ASSESSMENT

The University of Kansas does not provide specific information on assessment practices for adjunct instructors. They are encouraged, like all other faculty, to employ various assessment practices during the semester to improve the effectiveness of their teaching. They also are evaluated by students in their courses each semester like other instructors.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

Outside of assessment efforts, the University of Kansas provides a broad variety of development support tools as well as incentives for teaching excellence. These include a variety of workshops and programs and one-on-one consultations, as well as departmental and institution-wide teaching awards. These options do not appear to be as developed as at other institutions profiled, but it appears the University of Kansas does provide strong support for instructors.

DEVELOPMENT SUPPORT FOR TEACHING

Development support for teaching is mainly provided through the Center for Teaching Excellence. While the CTE does offer one-on-one teaching consultation services it also hosts a variety of programs, workshops, and seminars. It further provides a large number of resources on the scholarship of teaching and learning as well as university-wide faculty policies on its website.[138] Hanover does not cover every single offering, rather focusing on a few key development support opportunities in more depth, to better highlight how the University of Kansas supports teaching effectiveness.

One-on-One Consultations: CTE staff members are available to meet on an individual basis with "faculty and instructional staff who want [to] discuss any facet of teaching and student learning."[139]

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[137] "Documenting My Teaching." Center for Teaching Excellence. Op. cit.
[138] Center for Teaching Excellence. University of Kansas. http://cte.ku.edu/
[139] "About CTE." Center for Teaching Excellence. University of Kansas. http://www.cte.ku.edu/about/index.shtml

Discussion Forums: The CTE provides a variety of forums for more relaxed discussion between faculty members on various aspect of teaching.[140] These include lunches as well as "teaching teas" held three to four times per month discussing topics related to approaching and improving teaching, recent examples of topics include "teaching critical thinking using controversy" and "introduction to classroom assessment: making valid and reliable tests."[141]

Peer Teaching Commentary Program: The Peer Teaching Commentary (PTC) offers "faculty and instructional staff members a way to reflect on your teaching as a process, with support and input from two peers."[142] Instructors from same or similar fields of study, or who are teaching the same types of classes (such as a graduate seminar or large class), are grouped to meet for five hours over the course of a semester and "provide feedback to each other on teaching and student learning." Instructors exchange and assess one another's' syllabi, and more broadly discuss course goals, and often exchange classroom visits to provide discuss during meetings.[143]

Working Groups: These larger groups of faculty meet to discuss a more focused topic related to improving teaching over the course of an academic year. These groups – meeting two to three times per semester – "allow participants to share information and experiences, pose and solve problems, and/or discover new ideas or approaches to teaching." In the 2010-2011 academic year, the two working groups offered through the CTE focused on: "Improving instructions in large classes," and "Supporting adjuncts and lecturers."[144]

Best Practices Institute: The institute is "a collegial, hands-on seminar especially useful for teachers who would like to reflect on and learn to represent their teaching." Instructors must apply for this program that meets at the end of the spring semester. The institute for 2013 meets at the end of May, with a follow-up session in August. It is designed to aid instructors in course design. Instructors "work in small groups with teachers from various disciplines, as well as with colleagues who've successfully implemented changes in their teaching." More specifically, the Best Practices Institute is designed to teach instructors about:[145]

- Designing a course to maximize student learning

- Making the most of class time

- Using out-of-class time to promote learning (e.g. flipping classes)

- Assessing learning efficiently and productively

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[140] "CTE Resources: Programs Offered at CTE." Center for Teaching Excellence. University of Kansas.
http://www.cte.ku.edu/resources/programs.shtml

[141] "Schedule of Events—Spring 2013." Center for Teaching Excellence. University of Kansas.
http://www.cte.ku.edu/schedule/index.shtml

[142] "CTE Resources: Programs Offered at CTE." Center for Teaching Excellence. Op. cit.

[143] The most recent form available describing this programs is for the 2010-2011 academic year, see "CTE Peer Teaching Commentary Program, 2010-11." Center for Teaching Excellence. University of Kansas.
http://www.cte.ku.edu/resources/pdf/peerteachingcommentary.pdf

[144] "CTE Resources: Programs Offered at CTE." Center for Teaching Excellence. Op. cit.

[145] Taken from "Teaching at KU: CTE Faculty Funded Programs." Center for Teaching Excellence. University of Kansas.
http://www.cte.ku.edu/teachingAtKU/facultyFunding/index.shtml#BPI

- Representing teaching effectiveness

Faculty Seminar: This seminar "gives faculty and instructional staff members an opportunity to represent and reflect on…teaching accomplishments." Instructors must also apply to become a part of the Faculty Seminar series, though at the moment the program is on hold. Instructors meet five times per semester with a "small group of other teachers." These groups discuss "cutting-edge" teaching scholarship and further help each individual member develop a plan for significantly modifying an existing course or developing a new, interdisciplinary course.

Following development of this plan, instructors receive "a $1,250 instructional fund" for use on materials, travel, as well as hourly help for the developed project.[146]

Other Resources for Teaching Effectiveness: While the CTE hosts this range of activities, it also provides a wide range of information on effective teaching strategies on its website. These include a general overview of the scholarly literature on teaching effectiveness and, perhaps more importantly, specific examples of instructors at the University of Kansas implementing effective teaching strategies. The examples are drawn from a broad range of disciplines and offer ideas on ways to improve a range of issues related to teaching and student learning, including summaries of projects related to creating teachable moments in large research classes or using continuous assessments to improve student learning.[147]

VALUING QUALITY TEACHING

The University of Kansas offers a variety of incentives and awards to encourage teaching excellence. These include the "Faculty Seminar" program discussed above, which provides instructors with a small fund to develop innovative instructional strategies, as well as a variety of other university-wide teaching awards, and a CTE sponsored "Departmental Award for Exceptional Teaching and Learning."

University-Wide Individual Teaching Awards: The University offers a number of different awards and recognitions for teaching. These typically offer a cash prize along with acknowledgement. One of the major awards for teaching, the Byron Shutz Award, is offered every other year to honor exceptional teaching in any discipline within the University. It comes with a $4,000 cash prize as well as the opportunity for the award-winner to deliver a lecture on the topic of their choice. Another, the Ned N. Fleming Trust Award, recognizes "distinguished teaching, scholarship and services and carries a $5,000 cash prize." These awards provide recognition and incentives for effective teaching at the University of Kansas.[148]

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[146] Ibid.

[147] "Gallery of portfolios (complete listing)." Center for Teaching Excellence. University of Kansas.
http://cte.ku.edu/gallery/index_all.shtml

[148] For more information on these awards, see "Faculty to receive awards for outstanding teaching." *The Oread.*
University of Kansas. May 9, 2011. http://www.oread.ku.edu/2011/may/9/stories/teachaward.shtml

Departmental Award for Exceptional Teaching and Learning: The Center for Teaching Excellence honors one department annually for "its contributions to KU's teaching mission…The award process gathers examples of innovative, collaborative, and effective departmental initiatives, honors those that are well developed, and shares them with other departments to further their development of teaching programs."[149]

ADJUNCT INSTRUCTOR TEACHER TRAINING

Aside from the development opportunities outlined above, it does not appear that the University of Kansas provides any particularly development opportunities or teaching recognition options for adjunct instructors.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

Teaching excellence plays an importance role in promotion, tenure, and other personnel decisions at the University of Kansas. Along with scholarship and service, it is one of the main components of these decisions.

The department of English provides a more focused outline of the importance of teaching in personnel decisions, as well as general issues within the process:[150]

> Teaching and scholarship should normally be given primary consideration, but the particular weight to be accorded to each component of a faculty member's activities depends upon the responsibilities of the faculty member. The College has traditionally recognized the 40-40-20 formula for weighting research, teaching, and service, except when weight is differentiated for unclassified academic staff members pursuant to their job description.

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[149] "Teaching at KU: Departmental Award for Exceptional Teaching and Learning." Center for Teaching Excellence. University of Kansas. http://www.cte.ku.edu/teachingAtKU/teachingAward/
[150] "Department of English Promotion and Tenure Procedure." University of Kansas. https://documents.ku.edu/policies/CLAS/PT_Procedures/English_PT.htm

SECTION VI: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The University of Illinois at Urbana-Champaign (UIUC) has long focused on improving teaching effectiveness. The University's Center for Teaching Excellence (CTE) has "been dedicated to the support, promotion, and enhancement of teaching and learning" since 1964.[151] Furthermore, teaching plays an important role in promotion, tenure, and other personnel decisions at the institution.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

The University of Illinois employs a variety of assessment techniques when evaluating teaching effectiveness. At the University, "all promotion and tenure recommendations must include a thorough evaluation of the candidate's teaching." In personnel decisions such as these, student evaluations and instructor self-review are required to be evaluated. These are used in conjunction with a variety of optional assessment methods, including peer observation and information from students not currently enrolled or alumni.[152]

STUDENT EVALUATIONS

Student evaluations form the background of promotion and tenure reviews of teaching and further are used by University of Illinois instructors for the improvement of their teaching.

For the Improvement of Teaching: The University of Illinois at Urbana Champaign's Center for Teaching Excellence provides a variety of opportunities for instructors to employ student evaluations in improving their teaching early in a semester. These allow for instructors to modify teaching methods in real-time and potentially correct issues existing within the course. The CTE refers to these opportunities as "Informal Early Feedback" (IEF).[153] The CTE provides information on how to administer IEF as well as consultation services to help an instructor better understand how to interpret results of these.[154]

The CTE provides a variety of sample course feedback forms for IEF as well as a broader bank of potential questions. Figure 6.1, on the following page, provides an example of one of these sample course feedback forms. In this case, it is a form designed to offer general feedback from students.

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[151] "About Us." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/about.html

[152] "Promotion and Tenure: Office of the Provost Communication No. 9." University of Illinois at Urbana-Champaign, pp. 11-12. http://provost.illinois.edu/communication/09/2013/Communication_9.pdf

[153] "Informal Early Feedback (IEF)." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ief.html

[154] "Instructions for administering IEF." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ief/administer.html

Figure 6.1: General IEF Student Evaluation Form

PLEASE CIRCLE THE NUMBER ON THE SCALE WHICH BEST REPRESENTS YOUR PERCEPTIONS:	
1. The instructor is well-prepared for each class session.	Yes, always 5 4 3 2 1 No, never
2. How would you characterize the instructor's ability to explain and to answer questions?	Excellent 5 4 3 2 1 Poor
3. Is the instructor's use of blackboard and other materials (handouts, etc.) helpful?	Yes, very 5 4 3 2 1 Not at all
4. Assignments are returned with explanations of errors and suggestions for improvement.	Yes, very 5 4 3 2 1 Not at all
5. The instructor is easily approachable when students have class-related questions.	Very much 5 4 3 2 1 Not at all
6. The instructor defines the objectives of the class session.	Yes, always 5 4 3 2 1 No, never
7. Rate the instructor's overall teaching effectiveness.	Excellent 5 4 3 2 1 Poor
COMMENTS: BE SPECIFIC	
A. What is helping you learn in this section? What is the instructor doing best to help you learn?	[Comment Box]
B. What are some things in this section that are barriers to your learning? If the instructor is doing anything to hinder your learning, please describe it.	[Comment Box]
C. What changes would you suggest to enhance this section?	[Comment Box]

Source: University of Illinois at Urbana-Champaign[155]

For Evaluation and Personnel Decisions: The University of Illinois requires the completion of student evaluations of teaching at the end of each semester. These are completed through the "Instructor & Course Evaluation System" (ICES). This internally-developed assessment tool "is used across campus as the official instructor and course evaluation for faculty and teaching assistants." While it is utilized for course improvement, it more generally employed for "promotion & tenure review, teaching award decisions, and student registration assistance." There is currently both a paper and online version of ICES, though the paper version is currently being phased out.[156]

UIUC's ICES provides a strong statistical tool in assessing teaching effectiveness. This is due to its longevity at the institution as well as its generally strong design ad customizability. The CTE also provides a variety of research into the broader efficacy of student evaluations in assessing teaching effectiveness to confirm the validity of the ICES tool.[157]

ICES has developed a large question bank for instructors to use in their individual evaluations. Furthermore, many departments have a core of questions required to be asked

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[155] "Sample 1: Informal Early Feedback." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ief/Sample%201.pdf

[156] "Instructor and Course Evaluation System." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ices/main.html

[157] "Myths & Misperceptions." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ices/myths.html

of students that can be paired with specific questions of interest to individual instructors.[158] Finally, the CTE has created four complete, pre-designed evaluation forms for easy usage by instructors.[159]

A paper version of one side of a basic pre-designed ICES evaluation form is presented in Figure 6.2, below.

Figure 6.2: Side 1 of a Basic ICES Paper Student Evaluation

Source: University of Illinois at Urbana-Champaign[160]

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[158] "Departments with Core Items." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ices/pdf/department_with_cores.pdf
[159] "ICES Frequently Asked Questions (FAQs)." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/teacheval/ices/faq_answers.html#quest7

The other side of the form presented in Figure 6.2 above offers a variety of more qualitative questions to students similar to those in the IEF student evaluation form.

To supplement ICES evaluations, UIUC employs focus group of students to further gather feedback information about teaching effectiveness. These are available for individual faculty members in order to improve their teaching, though they may be used in the formal evaluation process.[161]

OTHER ASSESSMENT TOOLS

The University of Illinois at Urbana-Champaign employs a variety of other evaluation methods in assessing teaching effectiveness. The best information of these methods is through analysis of promotion and tenure review guidelines at UIUC. These reviews must include a number of methods of teaching evaluations, which are analyzed. These include the ICES data, as well as a self-review by the candidate, documentation of courses taught such as instructional materials and further additional assessment such as peer observation, surveys of former students, and more general evidence of student learning.[162]

Self-Review: In promotion and tenure reviews, a candidate "must provide a personal statement of teaching philosophy, methods, strengths, problems, goals, and other material in a manner that will present colleagues with a context for interpreting other evaluative information."[163]

Documentation of Course Materials: Course materials must be provided that buttress the student evaluation information. These include "syllabi, bibliographies, textbooks, test questions, grading policies and procedures." Furthermore, information about students withdrawing from course is useful in evaluation.[164]

Peer Observation: UIUC recommends peer observations as another tool useful in assessing an instructor. It is recommended that there are at least two faculty observers that attend a course "on more than one occasion." Currently, the "campus is encouraging more extensive use of this approach, including the involvement of peers from other institutions, not only in the period when a promotion is being considered, but over the entire period of a faculty member's career at Illinois."[165]

Survey of Former Students: Surveys and questionnaires from former students of an instructor "can provide a different perspective from that of students currently enrolled, and this can be a valuable part of an evaluation." UIUC recommendations suggest that if these

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[160] "Paper Version of ICES." Center for Teaching Excellence. University of Illinois at Urbana-Champaign.
http://cte.illinois.edu/teacheval/ices/images/questfront.jpg
[161] "Course Evaluation Focus Groups." Center for Teaching Excellence. University of Illinois at Urbana-Champaign.
http://cte.illinois.edu/teacheval/ices/focus.html
[162] "Promotion and Tenure: Office of the Provost Communication No. 9." Op. cit., pp. 11-12.
[163] Ibid., p. 26.
[164] Ibid., p. 29.
[165] Ibid., p. 11.

are to be used, there should be relatively large scale outreach to these individuals, as a small number are not typically useful in evaluations.[166]

General Evidence of Student Learning: Various measures of student learning are also considered useful in promotion and tenure reviews at UIUC. These might include:[167]

> measures included in the unit's outcomes assessment program that can be linked clearly to the work of the candidate, exceptional awards or recognition earned by the candidate's students, evidence of student success in later coursework in a sequence, evaluation of student work products such as exams, papers, artwork, performances, and so on.

ADJUNCT INSTRUCTOR ASSESSMENT

Adjunct instructors receive the same basic assessment opportunities as other instructors on campus. If they are in line for a promotion, they are expected to be evaluated through a similar process – with similar evaluation tools – as discussed above.[168] It does not appear that the University of Illinois at Urbana-Champaign has developed more focused efforts for this group of faculty.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

The University of Illinois at Urbana-Champaign has a variety of developmental support offerings as well as instructor incentives for effective teaching. These include workshops and consultation services through the CTE as well as institution-wide awards and grants designed to recognize and promote excellent teaching.

DEVELOPMENT SUPPORT FOR TEACHING

The Center for Teaching Excellence provides a variety of development support designed to encourage and aid effective teaching. These include consultation services, teaching workshops and reading groups, a teaching certificate program, a faculty retreat, and more general tools to aid in teaching.

Consultation Services: As discussed above, the CTE offers consultation services to instructors. These consultations can take a variety of forms and might address a variety of issues, such as:[169]

- Classroom observations of the instructor;
- Student feedback collected using informal early feedback (IEF) forms, formal end-of-semester evaluation forms (ICES), or focus groups;

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[166] Ibid., pp. 11-12.
[167] Ibid, p. 12.
[168] Ibid., pp. 19-20.
[169] Taken verbatim from "Consultation Services." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/programs/consult.html

- Specific concerns of the instructor; or
- Topics of interest to the instructor (for example, service-learning, designing a syllabus, or using student teams).

Teaching Workshops and Reading Groups: These are offered throughout the academic year and are open to faculty and teaching assistants. They are designed to be "opportunities to learn about and explore ways to enhance teaching and learning and to meet new colleagues."[170] During the spring 2013 semester, the CTE has offered workshops relating to creating memorable course lessons, how to employ self-reflection to improve teaching, and how to construct a syllabus.[171]

Teaching Certificate Program: The CTE offers five teaching certificates "designed to meet the professional development needs and interests of teachers—faculty, academic professional, and graduate students—at the University of Illinois at Urbana-Champaign." These provide training in various aspects of teaching, and further provide evidence of instructors' efforts in improving teaching. The five certificates are:[172]

- Certificate in Foundations of Teaching
- Graduate Teacher Certificate
- Teacher Scholar Certificate
- Certificate in Technology-Enhanced Teaching
- Citizen Scholar Certificate

Faculty Retreat: The annual, one-day faculty retreat focused on teaching and learning, provides an opportunity for faculty members to gather and "share innovative ideas and approaches to enhance teaching and learning." These retreats focus on various aspects of teaching and the scholarship of teaching and learning.[173] The 2013 faculty retreat, held in February, had the theme, "When Teaching and Learning Meet Undergraduate Research."[174]

General Teaching Development Tools: Outside of these options, the CTE offers a variety of online resources and tools for instructors. These include information related to research on teaching and learning as well as helpful information on policies at UIUC.[175]

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[170] "Workshops and Reading Groups." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/programs/workshop.html

[171] "Spring 2013 Teaching Development Workshops." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/programs/workshops/Spr2013Workshops.pdf

[172] "Teaching Certificate Program." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/programs/teachcert.html

[173] "Faculty Events." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/programs/faculty.html

[174] "2013 Annual Faculty Retreat." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://www.conferences.illinois.edu/conferences/conferenceviewer2/view.cfm?conf=20048

[175] For some examples, see "Resources & Support." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/resources/resources.html

VALUING QUALITY TEACHING

The University of Illinois offers a wide range of sources to support "excellent teaching and research about learning." These include teaching awards "offered by most colleges and departments," as well as institution-wide grants and awards.[176] These awards and grants appear designed to not only encourage and recognize effective teaching but further provide financial support for continued innovative practices. Some of the major awards and grants for teaching excellence at UIUC are offered through the Teaching Advancement Board (TAB). These include the "Provost's Initiative on Teaching Advancement" (PITA) grants, travel grants, and the "Celebration of Teaching Excellence" awards.

PITA Grants: The Provost's Initiative on Teaching Advancement offers eight to nine grants annually to instructors interested in creating and implementing "instructional innovation that has a high probability of enhancing education at Illinois." These $7,500 grants may be used to:[177]

- Strengthen excellence in instruction by way of teacher-to-teacher mentoring and evaluation.

- Improve existing courses through the incorporation of innovative educational technologies, development of community-engagement opportunities, or other methods.

- Develop new courses and pilot classes that are intended to become part of the core curriculum of a department or program.

- Examine the effectiveness of some aspect of instructional practice or develop a method to measure instructional effectiveness.

Recent PITA grants have focused on the development of a community-based course as well as integrating blended learning methods into a traditional lecture course.[178]

Travel Grants: Teaching advancement travel grants are designed to "assist individuals seeking to participate in a distant seminar or workshop that primarily aims to improve or enhance teaching and learning outcomes."[179]

Celebration of Teaching Excellence Awards: The Teaching Advancement Board offers a number of institution-wide teaching awards. These honor specific types of teaching, such as

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[176] "Grants & Awards." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/resources/grants.html

[177] These are modified from information at "Provost's Initiative on Teaching Advancement (PITA)." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/committees/tab/pita.html

[178] For a full listing, see "2011-2012 Final Report Abstracts." Center for Teaching Excellence. University of Illinois at Urbana-Champaign. http://cte.illinois.edu/resources/grants/11_12rept.html

[179] "Application Guidelines for Teaching Advancement Travel Grants." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/committees/tab/guidelines.html

undergraduate or online and distance, as well as undergraduate advising and other mentoring activities.[180] Figure 6.3, below, provides a brief description of these.

Figure 6.3: Overview of Teaching and Mentoring Awards at UIUC

AWARD TITLE	DESCRIPTION
Excellence in Undergraduate Advising	These awards are designed to foster and to reward excellence in undergraduate academic advising. Up to two winners will be chosen (one for a faculty member or an individual with a non-primary advising role and one for a professional academic advisor). Each award consists of $2,000 in cash for personal use.[181]
Excellence in Graduate and Professional Teaching	Faculty members from academic units with graduate or professional instructional programs are eligible for the Campus Award for Excellence in Graduate and Professional Teaching. Up to two winners will be selected to receive this award. The award consists of $5,000 in cash for the personal use of the faculty member selected, and a recurring salary increment of $3,000.[182]
Excellence in Guiding Undergraduate Research	This award is designed to foster and to reward excellence in involving and guiding undergraduate students in scholarly research. The award consists of $2,000 in cash for the personal use of the faculty member.[183]
Excellence in Graduate Student Mentoring	Faculty members from academic units with graduate instructional programs are eligible for the Campus Award for Excellence in Graduate Student Mentoring. Up to two winners will be selected to receive this award, which was originated by the Graduate College. The award consists of $2,000 in cash for the personal use of the faculty member selected.[184]
Excellence in Online and Distance Teaching	Faculty members or instructors who teach academic credit online or distance courses are eligible for the Campus Award for Excellence in Online and Distance Teaching. The award consists of $5,000 to be placed in the recipient's research/teaching account and $1,000 for the recipient's academic unit for use to further develop the program.[185]
Excellence in Undergraduate Teaching	These are the principal campus awards for excellence in undergraduate teaching. Up to thirteen winners will be chosen (five members of the faculty, five graduate teaching assistants, and three members of the instructional staff). Faculty members and instructional staff who are selected will receive $5,000 in cash for their personal use. Graduate teaching assistants will receive $3,500. Recurring increments of $3,000 will be added to the annual salaries of faculty members and instructional staff.[186]

Source: University of Illinois at Urbana-Champaign

[180] "Award for Excellence in Instruction." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/instruction.html

[181] "Excellence in Undergraduate Advising." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/advisingundergraduates.html

[182] "Excellence in Graduate and Professional Teaching." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/grad.html

[183] "Excellence in Guiding Undergraduate Research." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/guidingundergradresearch.html

[184] "Excellence in Graduate Student Mentoring." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/mentor.html

[185] "Excellence in Online & Distance Teaching." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/offcampus.html

[186] "Excellence in Undergraduate Teaching." Office of the Provost. University of Illinois at Urbana-Champaign. http://provost.illinois.edu/programs/awards/campus/excellentundergrad.html

ADJUNCT INSTRUCTOR TEACHER TRAINING

There are no specified development programs for adjunct instructors, though they are allowed to participate in many of the development opportunities discussed above.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

As discussed above, teaching evaluations play an important role in the determination of promotion and/or tenure. More specifically, promotion and tenure policy documents state:[187]

> All promotion and tenure recommendations must include a thorough evaluation of the candidate's teaching. While departments may use different methods to evaluate teaching quality, strong performance in teaching cannot be simply presumed; it must be demonstrated as convincingly as measures allow...Faculty members who teach credit-bearing continuing education courses or professional development courses should use these same evaluative practices.

Specific evaluation practices for assessment of teaching excellence have been discussed above.

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[187] "Promotion and Tenure: Office of the Provost Communication No. 9." Op. cit., p. 11.

SECTION VII: UNIVERSITY OF MICHIGAN

The University of Michigan has long supported initiatives to improve teaching effectiveness. The institution's Center for Research on Learning and Teaching (CRLT), founded in 1962, is the oldest teaching center in the country.[188] The University provides a strong example in how best to assess and develop teaching effectiveness.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

The University of Michigan employs a wide-range of methods when assessing teaching effectiveness. At the University, teaching evaluations are used both to "help faculty improve their classroom performance and [to] provide important information for decisions about re-appointment, promotion, tenure, salary, and awards." Each department has developed their own specific systems and evaluation tools to assess teacher effectiveness.[189] These may include student evaluations as well as peer review and other methods to assess teaching effectiveness.[190]

STUDENT EVALUATIONS

Student evaluations are important tools in teacher assessment at the University of Michigan. They are used for both the improvement of teaching as well as in personnel decisions.

For the Improvement of Teaching: The CRLT offers mid-semester feedback opportunities in order for instructors to improve teaching. These are offered through two different methods: the small group method, and the survey method.

The small group method is "the most common approach CRLT takes to gathering midterm feedback." It involves a conversation between a CRLT consultant and a class of students, following a short class-period led by an instructor. The consultant:[191]

> ...arrives at the beginning of the class period and observes until there are approximately 25 minutes left. At that time, the instructor turns the class over to the consultant and leaves the room. The consultant explains the procedure and its purpose and then divides the class into groups of 4 or 5 students.

Each of the groups receives a sheet with two questions: What are the major strengths in this course? What changes could be made in the course to assist you in learning? Students

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[188] "About CRLT." Center for Research on Learning and Teaching. University of Michigan.
http://www.crlt.umich.edu/aboutcrlt/aboutcrlt

[189] "8.B.4 Evaluations of Teaching." *University of Michigan Faculty Handbook*. University of Michigan.
http://www.provost.umich.edu/faculty/handbook/8/8.B.html#8.B.4

[190] "Guidelines for Evaluating Teaching." Center for Research on Learning and Teaching. University of Michigan.
http://www.crlt.umich.edu/tstrategies/guidelines

[191] "Midterm Student Feedback." Center for Research on Learning and Teaching. University of Michigan.
http://www.crlt.umich.edu/consultations/midterm-student-feedback

discuss then share responses with the whole class. The consultant records the information, which will subsequently be used in a discussion with the instructor.[192]

The second method for midterm feedback involves more general survey questions to distribute to the class:[193]

> Working with the instructor, CRLT consultants construct a brief survey consisting of closed- and open-ended questions. Surveys can be distributed to students for written response in a short period during lecture, administered electronically in class using clickers or laptops, or sent to students electronically outside of class. In all cases, the consultant compiles the results and then discusses the implications with the instructor.

For Evaluation and Personnel Decisions: The University of Michigan offers online teaching questionnaires to students. These are organized and offered through the Office of the Registrar. These are to be completed near the end of a semester, prior to final exams.[194] These are essential for more general teacher evaluations and for promotion and tenure reviews. They are also used for the improvement of teaching and the CRLT provides consultation services to aid instructors in analysis of these.[195]

The University of Michigan's teaching questionnaires are internally-developed evaluation tools. They can be modified to fit the needs of various departments. Many departments already have their own core questions. They typically allow instructors to include their own questions as necessary. Currently, there are over 1,000 unique questions available. For a course evaluation a maximum of 30 rating questions and five open-ended questions are allowed.[196]

The Center for Research on Learning and Teaching provides a variety of information on how best to employ and interpret these ratings. It also outlines a wide variety of research on the effectiveness of student evaluations in assessing teaching effectiveness. Despite this, the University does not appear to provide specific details on research into the effectiveness of the specific student evaluation instrument it employs.[197]

Figure 7.1, on the following page, provides an example of one of these teaching evaluations.

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[192] Ibid.
[193] Ibid.
[194] "Teaching Evaluations." Office of the Registrar. University of Michigan. http://www.ro.umich.edu/evals/
[195] "Student Evaluations." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/consultations-teaching/student-evaluations
[196] "Teaching Evaluations." Office of the Registrar. Op. cit.
[197] "Evaluation of Teaching." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/resources/evaluation-teaching

Figure 7.1: Example Online Student Evaluation for the University of Michigan

Source: University of Michigan[198]

OTHER ASSESSMENT TOOLS

The University of Michigan does employ a variety of other assessment tools when measuring teaching effectiveness. The CRLT in its "Guidelines for Evaluating Teaching" recommends that multiple methods be employed in teacher evaluation. It further recommends that student evaluations should be used in conjunction with peer review methods as well as self-reflection on teaching, often packaged in a teaching portfolio.[199] More generally, promotion and tenure documents at the University do not provide detailed information on the types of teaching assessment required, though they do require evaluation of teaching in any review.[200]

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[198] "Preview Evaluation." University of Michigan.
   http://ro.umich.edu/evals/What%20do%20students%20see%20in%20CTools.pdf
[199] "Guidelines for Evaluating Teaching." Center for Research on Learning and Teaching. Op. cit.
[200] "8.B.4 Evaluations of Teaching." *University of Michigan Faculty Handbook*. Op. cit.

Peer Review Methods: These provide an opportunity for peers "who have expertise in the discipline being taught and training in what to observe" to provide "important evaluative information through classroom visits and review of course materials and instructional contributions." The CRLT recommends a variety of different peer evaluation methods, including the evaluation of classroom teaching, the evaluation of course materials, and the evaluation of instructional contributions.[201]

Instructor Self-Reflection and Teaching Portfolios: Development of a teaching 'dossier' or teaching portfolio allows instructors "to collect and display multiple sources of information regarding their teaching effectiveness for examination by others." These can be used in personnel decisions as well as professional development. A portfolio might include information on an instructor's personal academic history as well as a variety of details relating to teaching, such as course materials, samples of student learning, and other feedback.[202]

ADJUNCT INSTRUCTOR ASSESSMENT

The University of Michigan does not appear to have any specific assessment tools in place for adjunct instructors. Like other faculty, students do complete evaluations for the courses they teach which may be used in personnel decisions.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

The Center for Research on Learning and Teaching provides a wide variety of development supportive and incentives for teaching excellence. Furthermore, there are a large number of awards and grants awarded campus-wide or by individual academic departments.

DEVELOPMENT SUPPORT FOR TEACHING

The CRLT provides a broad variety of development support for teaching. These include a wide variety of services, such as consultation opportunities, customized workshops and retreats, seminars, faculty mentoring options, among other opportunities.

Consultation Services: The CRLT offers teaching consultations for instructors at the University of Michigan. These include consultations for student feedback discussed above, as well as those for course planning, instructional strategies, and other teaching-related issues that an instructor is interested in discussing with a CRLT consultant.[203]

Customized Workshops and Retreats: These can be designed by the CRLT in collaboration with various faculty steering committees. They can be customized to "address an academic unit's specific teaching and learning needs." Furthermore, departments can apply for CRLT

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[201] "Guidelines for Evaluating Teaching." Center for Research on Learning and Teaching. Op. cit.
[202] Ibid.
[203] "Consultations on Teaching." Center for Research on Learning and Teaching. University of Michigan.
    http://www.crlt.umich.edu/consultations-teaching

grants, discussed in more depth below, to fund these retreats and "to implement plans to improve teaching and learning that develop from such events." Possible topics that might be addressed in a workshop or retreat include: introducing innovative teaching techniques, facilitating exchanges about current practice, and designing effective method to evaluate teaching.[204]

Seminars: The Center for Research on Learning and Teaching offers a variety of seminar opportunities throughout the academic year that address a variety of issues related to teaching effectiveness. In spring 2013, seminars focused on integrating technology with traditional teaching styles have been, and are continuing to be, held.

Furthermore, the CRLT hosts the "Provost's Seminars on Teaching at the University of Michigan" once a semester. These often focus on a major theme or trend that is affecting teaching and higher education more generally. The most recent, in October 2012, was entitled, "Teaching in the Cloud: Using Google Apps and Other Online Collaboration Tools for Student Engagement."[205]

Faculty Mentoring: The CRLT provides consultation services and information on research into faculty mentoring. These are available to help facilitate the development of faculty mentoring programs. CRLT consultations are often focused on "best practices in designing, implementing, and assessing a faculty mentoring program; approaches to orientation and training for mentors and mentees; and review of key resources."[206]

Other Teaching Development Opportunities: Outside of the specific development opportunities discussed above, the CRLT offers a variety of resources and suggestions to aid in teaching effectiveness. These include bibliographies of scholarship on teaching and learning, as well as a variety of publications by members of the center on assessing and improving teaching.[207]

VALUING QUALITY TEACHING

Of the institutions outlined in this report, the University of Michigan appears to have the most comprehensive awards and grants system to recognize and aid in teaching excellence. These various incentives include: CRLT Grants, the Provost's Teaching Innovation Prize, the Provost's Third Century Grant and other University of Michigan grants, and University of Michigan teaching awards.[208]

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[204] "Customized Programs and Faculty Retreats." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/programs/customized

[205] "Provost's Seminars on Teaching at the University of Michigan." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/programs/psot

[206] "Resources on Faculty Mentoring." Center for Research on Teaching and Learning. University of Michigan. http://www.crlt.umich.edu/faculty/facment

[207] "Resources." Center for Research on Teaching and Learning. University of Michigan. http://www.crlt.umich.edu/resources

[208] "Grants and Teaching Awards." Center for Research on Teaching and Learning. University of Michigan. http://www.crlt.umich.edu/grants-awards

Center for Research on Learning and Teaching Grants: The CRLT sponsors a variety of grant opportunities. These are presented in Figure 7.2, below.

Figure 7.2: CRLT Grants

GRANT TITLE	PRIMARY GOAL	MAXIMUM GRANT AMOUNT
Instructional Development Fund	Support innovative activities to improve teaching and learning	$500
Lecturer's Professional Development Fund	Provide professional development opportunities for lecturers' creative endeavors, research, scholarship or teaching	$2,000
The Gilbert Whitaker Fund: Stage I	Provide funding for collaborative groups of faculty to improve teaching and learning	$10,000
The Gilbert Whitaker Fund: Stage II	Provide additional support for Stage I winners from the last two competitions	$15,000
Faculty Development Fund	Support individuals or small groups of faculty proposing innovative revisions to courses or course designs	$6,000 for smaller projects $10,000 for larger projects
Investigating Student Learning	Support faculty interested in studying a specific aspect of student learning in their course	$3,000 for individual faculty $4,000 for faculty member w/ graduate student/post-doc co-investigators
Internationalizing the Curriculum	Support for courses that expand and enrich international themes	$7,500

Source: University of Michigan[209]

Provost's Teaching Innovation Prize: This award is designed to recognize faculty "who have developed an innovative project" and further, to encourage "the dissemination of best practices by sharing promising innovations with faculty more broadly." The $5,000 award is presented to five faculty members annually.[210]

Provost's Third Century Grant and other University of Michigan grants: The University of Michigan provides a wide variety of grants developed to encourage creative and innovative teaching practices and encourage student learning. These are offered through the Provost's Third Century Initiative as well as through individual departments.[211]

University of Michigan Teaching Awards: Awards recognizing teaching are offered institution-wide as well as for specific colleges and departments. These typically provide a

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[209] "CRLT Grants." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/grants-awards/crlt-grants

[210] "Provost's Teaching Innovation Prize." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/grants-awards/tip

[211] "Beyond CRLT Grants: Instructional Funds and Grants Available at UM." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/grants-awards/other-u-m-grants

cash prize for the recipient and further encourage the spread of effective teaching practices throughout the University through widespread publicity.[212]

ADJUNCT INSTRUCTOR TEACHER TRAINING

It does not appear that the University of Michigan specifically targets adjunct instructors in its professional development opportunities. Many of these are open to adjunct instructors.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

Promotion and tenure policies provide little detailed information regarding the importance of teaching excellence. It does appear to be one of the three major requirements, along with scholarship and service, but aside from this there is little information on its role.[213]

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[212] For a full listing, see "University of Michigan Teaching Awards." Center for Research on Learning and Teaching. University of Michigan. http://www.crlt.umich.edu/grants-awards/teachingawards#central

[213] See "Guiding Principles for Tenure Review for Instructional Track Faculty at the University of Michigan." Office of the Provost. University of Michigan. 2002, pp. 1-6. http://www.provost.umich.edu/faculty/tenure_guidelines.pdf

SECTION VIII: UNIVERSITY OF NEBRASKA

The University of Nebraska provides a variety of resources for the assessment of teaching and the development of effective teaching skills. Unlike the other institutions profiled in this report, it does not have an administrative unit devoted to teaching and learning. The services provided through this type of centralized unit are thus dispersed throughout a variety of departments and units across campus. The University provides a strong example of this more decentralized structure.

INDICATORS AND ASSESSMENT OF TEACHING EFFECTIVENESS

In assessing teaching effectiveness, the University of Nebraska employs a variety of different methods. These are to be used for the improvement of teaching as well as for personnel decisions. Across departments, "annual evaluations of the performance of all faculty members are required by the Bylaws of the Board of Regents." These evaluations, used to determine "merit salary adjustments, promotions, and for awarding continuous appointment," are based on material "in a file assembled by the faculty member." This file must include information on research and scholarship, service, and on teaching effectiveness.[214]

While individual departments have the option of developing the scope of their teaching evaluation procedures, they must include student evaluations as well as other methods of evaluation as "student evaluations do not provide a complete evaluation of teaching effectiveness." This is discussed in more depth below, but, in the College of Arts and Sciences, a variety of assessment methods are recommended, including, but not limited to: self-evaluation, course portfolio, review of teaching materials, and peer evaluation.[215]

STUDENT EVALUATIONS

The University of Nebraska allows instructors to conduct student evaluations throughout the semester. These can be used for the assessment and improvement of teaching effectiveness. Furthermore, end-of-semester evaluations allow for the collection of information to be used in personnel decisions at the University.

For the Improvement of Teaching: The University of Nebraska suggests a variety of different more informal classroom assessment options. These more informal assessment measures are especially encouraged and offered for graduate students at the University.

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[214] This information is stated in the College of Arts and Sciences Handbook, see *College Handbook: The College of Arts and Sciences*. University of Nebraska. January 2009, pp. 15-16.
http://cas.unl.edu/adminresources/BylawsJan2009_7-21-2009.pdf
[215] Ibid., pp. 16-17.

For graduate teaching instructors, the University provides detailed information on effective assessment methods as well as how and when to implement them. These include the use of informal class room assessments, questionnaires and surveys, and student interviews.[216]

The Office of Graduate Studies provides graduate students further consultation services to assess teaching. These consultants can analyze student evaluations questionnaires and surveys as well as lead small group instructional diagnoses. These allow for feedback discussion, led by an instructional consultant, "in a format that permits interaction and consensus." Instructors are later briefed and provided a report about the session, which allow opportunities to make changes, if necessary.[217]

For faculty members, the University does not provide the same level of suggestions online and does not appear to have the same level of consultation services available. It does provide opportunities for the use of more formal student evaluation tools for use in the improvement of teaching. Mid-semester and end-of-semester evaluations may be gathered using the "Teaching Analysis by Students" (TABS) surveys. The Office of Institutional Research and Planning processes and scores TABS surveys for instructors.[218]

For Evaluation and Personnel Decisions: TABS surveys as well as other student evaluations may be used in promotion, tenure and other personnel decisions at the University of Nebraska. These can be distributed on paper in class or online. Within the College of Arts and Sciences, for example, instructors are "free to devise whatever evaluation form he or she deems appropriate." This evaluation form must address, in some form, six key issues:[219]

1. The instructor's handling of the class.
2. The instructor's skill in communication.
3. The student's perception of the extent of the learning experience.
4. The degree to which the student feels interest and/or thinking has been stimulated.
5. Whether the faculty member has treated students with fairness and respect.
6. Whether students treated the instructor fairly and respectfully.

The specific questions available for instructors to use in determining these are established by individual departments.[220]

The University does not provide information on the statistical validity of the student evaluation measures employed by various departments. Furthermore, unlike other institutions profiled, it does not provide any information about the more general literature chronicling the correlation between student evaluations and teaching effectiveness.

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[216] "Assessing Your Teaching." *Graduate TA Handbook*. University of Nebraska.
http://www.unl.edu/gtahandbook/assessing-your-teaching
[217] "Gathering Feedback on Your Teaching." Office of Graduate Studies. University of Nebraska.
http://www.unl.edu/gradstudies/current/teaching/feedback
[218] "Teacher Evaluations." Office of Institutional Research & Planning. University of Nebraska.
http://irp.unl.edu/examination-services/teacher-evaluations
[219] *College Handbook: The College of Arts and Sciences*. University of Nebraska. Op. cit., p. 16.
[220] Ibid.

Figure 8.1, below, outlines an example student evaluation form. In this case, this evaluation form is used by the math department at the University of Nebraska.

Figure 8.1: Student Evaluation of Math Course at the University of Nebraska

QUESTIONS	RATING LEVEL				
1. Do the classroom procedures and the discussions seem well-planned?	4) Always	3) Often	2) Sometimes	1) Seldom	0) Never
2. Are the instructor's presentations and explanations helpful in understanding the material?	4) Always	3) Often	2) Sometimes	1) Seldom	0) Never
3. Grading policies were:	4) Clearly stated	3) Clear enough	2) Perhaps stated	1) Never made clear	0) Not mentioned
4. Could a student get individual help from this instructor?	4) Yes, definitely	3) Usually	2) Sometimes	1) Seldom	0) Definitely not
5. During lectures, does the instructor make suitable adjustments when the class becomes lost or confused?	4) Always	3) Often	2) Sometimes	1) Seldom	0) Never
6. Does the instructor seem interested in this subject and in teaching it?	4) Yes, very much	3) Yes, usually	2) Hard to tell	1) Not much	0) Not at all
7. Has work done in this class helped you to solve course problems on your own?	4) Yes, very much	3) Yes, usually	2) Hard to tell	1) Not much	0) Not at all
8. What is your overall impression of the quality of instruction in this course?	4) Excellent	3) Very good	2) Good	1) Fair	0) Poor
9. Does the instructor's way of speaking and personal mannerisms interfere with effective teaching?	4) Never	3) Rarely	2) Occasionally	1) Frequently	0) Nearly always
10. How would you describe the pace of this course?	4) Very slow	3) Slow	2) About right	1) Rather fast	0) Very fast

Source: University of Nebraska[221]

OTHER ASSESSMENT TOOLS

At the University of Nebraska, there is recognition that student evaluations are one of a number of tools that must be used when attempting to gauge teaching effectiveness. The

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[221] This is drawn from a graduate student's report on her student evaluations, see "Courtney Gibbons; Data and Comments from Student Evaluations." University of Nebraska, p. 2. http://www.math.unl.edu/~s-cgibbon5/teaching/teachingdata.pdf

University encourages a variety of other assessment techniques to help better determine a view of a teacher's effectiveness. The College of Arts and Sciences suggests that instructors should gather material from a variety of different assessment methods when constructing a file on their teaching. The long list of assessment methods suggested include:[222]

- Self-evaluation by the individual faculty member.

- Information about the quality of student work in later courses in sequentially organized disciplines.

- Growth and development of students in regard to course objectives as measured by pre- and post-testing.

- Curriculum development and innovation.

- Course portfolio documenting evidence of student performance in a particular course.

- Review of teaching materials in terms of the currency, academic soundness, relationship with course objectives, and level.

- Peer assessment of course design, instructional materials and examinations.

- Peer evaluation through classroom visitation. But if a program of classroom visitation is adopted, the following safeguards must be followed:
  - Choice of visitors shall be by the departmental chair or school director in consultation with the faculty member from among the appropriate faculty responsible for reviewing the faculty member's performance.
  - The individual faculty member shall be free to invite as observers any additional members of the appropriate faculty responsible for his or her review.
  - The department shall draw up a written checklist of the dimensions to be appraised by the observers.
  - The faculty member shall have the right to see the report(s) of the observer(s) before submission to the chairperson and/or appropriate faculty committee and to respond in writing, such response to be attached to the report(s).

- Analysis of impact on teaching of the discipline.

- Teaching awards and recognition.

- Number of graduate student research projects and/or theses and dissertations supervised.

- Advising and mentoring activities.

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[222] Taken verbatim from *College Handbook: The College of Arts and Sciences*. University of Nebraska. Op. cit., pp. 16-17.

ADJUNCT INSTRUCTOR ASSESSMENT

The University of Nebraska does not appear to have specific assessment tools in place for adjunct instructors. Like other faculty members, they do receive annual reviews. Student evaluations are gathered for each course they teach.

DEVELOPMENT SUPPORT AND INCENTIVES FOR TEACHING EXCELLENCE

While the University of Nebraska does provide a variety of development support and incentives for teaching excellence, these are not as heavily publicized as at the other institutions profiled. Regardless, a variety of faculty initiatives and development opportunities, along with awards and grants, do provide tools, opportunities, and incentives for developing effective teaching practices.

DEVELOPMENT SUPPORT FOR TEACHING

The University of Nebraska does not appear to have the same level of programs and workshops to encourage effective teaching as other institutions profiled. This is in part due to decentralization of teaching development. As noted, the University does not appear to have a specific center devoted to the improvement of teaching and learning. Various departments do host their own specific teaching and learning programs but these are typically focused on specific facets related to the needs of a department.[223] Furthermore, the Office of Graduate Studies takes a large role in providing teaching development opportunities for graduate students.[224]

There are broader teaching development opportunities available. Perhaps the largest of these is the "Peer Review of Teaching Project" (PRTP).

Peer Review of Teaching Project: This project:[225]

> provides faculty with a structured and practical model that combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance, and faculty reflection on teaching effectiveness.

The PRTP, started in 1994, provides a tool for capturing "the intellectual work of teaching." It develops and researches practices in place "to document, assess, and make public…teaching practices." The project appears to provide a venue to better connect

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[223] For one example, see "Improvement Committees." College of Agricultural Sciences and Natural Resources. University of Nebraska. http://casnr.unl.edu/LinksforFacultyandStaff/Committees/Improvement#CASNR_Teaching_and_Learning_Improvement_Committee

[224] "Teaching Programs, Tools, and Resources." Office of Graduate Studies. University of Nebraska. http://www.unl.edu/gradstudies/current/teaching

[225] "Home." Peer Review of Teaching Project. University of Nebraska. http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=1

academic inquiry and scholarship with teaching and further to help individual instructors develop the skills and tools to better assess and improve their own teaching.[226]

At the University of Nebraska, the Peer Review of Teaching Project is organized around a year-long fellowship program. Two to five faculty members "from a department or program" create a benchmark portfolio designed to "generate questions...to investigate about their teaching." Following this:[227]

> They write three interactions that reflect on their course syllabi and their goals for students, consider the particulars of how teaching methods are helping students meet the course goals, and document and analyze student learning. Throughout the year, fellows meet with other project participants to share and discuss issues emerging from one another's investigations and from assigned readings on teaching-related issues. At the end of the year, fellows link the three interactions together, integrating examples and analysis of student work into a course portfolio that represents their teaching and their students' learning. Completed portfolios are posted on this website for peer sharing. Fellows also participate in a two-day retreat where they reflect upon their fellowship experience and discus their changed attitudes towards teaching and measuring student learning.

The PRTP has achieved huge success in shaping teaching as part of broader scholarly inquiry and helped instructors better employ research methods and consideration in improving their teaching. Numerous instructors at the University of Nebraska have benefited from its efforts.[228] Furthermore, it has been adopted at a variety of institutions across the United States.[229]

VALUING QUALITY TEACHING

The University of Nebraska has a small number of awards and recognition opportunities for the recognition of innovative, strong teaching at the institution. These are presented in Figure 8.2, on the following page.

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[226] "About the Project." Peer Review of Teaching Project. University of Nebraska.
http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=2
[227] "Peer Review Process." Peer Review of Teaching Project. University of Nebraska.
http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=3
[228] "Faculty Reaction." Peer Review of Teaching Project. University of Nebraska.
http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=4
[229] "About the Project." Peer Review of Teaching Project. Op. cit.

Figure 8.2: Select Teaching Awards at the University of Nebraska

AWARD	DESCRIPTION	PRIZE
Sorensen Distinguished Teaching Award in the Humanities	This one-time award is presented each year to recognize an individual for his/her outstanding teaching in the humanities.	$3,000
Edgerton Junior Faculty Award	This is presented each year to honor an outstanding junior faculty member who has demonstrated creative research, extraordinary teaching abilities, and academic promise.	$5,000
McClymont Distinguished Teaching Fellow Award[230]	This award honors exemplary teaching in the College of Arts and Sciences.	$6,000
College Distinguished Teaching Awards	These awards are in recognition of excellence in teaching. Each College Dean's office should send a letter naming the individuals recommended for the College Distinguished Teaching Awards based upon established College procedures, which should include input from a variety of individuals. Fifteen awards are available each year and the distribution rotates among the Colleges.	$1,000

Source: University of Nebraska[231]

ADJUNCT INSTRUCTOR TEACHER TRAINING

There do not appear to be specific resources available for adjunct instructor development at the University of Nebraska.

IMPORTANCE OF TEACHING EXCELLENCE FOR PROMOTION AND TENURE

The University of Nebraska includes teaching as one of the three major areas under consideration in promotion and tenure reviews. More specifically, the college bylaws lay out the expectation for teaching in these reviews:[232]

> The Promotion and Tenure Committee expects to find evidence of good teaching. A list of courses taught and their enrollments is basic…. [and] must include the student evaluations of teaching…these evaluations must be summarized and interpreted either by the chairperson or director of some other "third party" within the department or school. Information which would be helpful to the Promotion and Tenure Committee should be supplied by the department or school [and] could include class size, whether or not the course was a required course, whether or not the course was a demanding course, and a comparison of student evaluation in similar courses in the department, etc.

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[230] "Hazel R. McClymont Distinguished Teaching Fellow Award." College of Arts & Sciences. University of Nebraska. http://cas.unl.edu/adminresources/awards/mcclymont.shtml

[231] "Faculty Awards." Senior Vice Chancellor for Academic Affairs. University of Nebraska. http://www.unl.edu/svcaa/honors/#tab1

[232] "Documenting 'Quality of Teaching Performance' for Promotion and Tenure." College of Arts & Sciences. University of Nebraska. 2009, p. 1. http://cas.unl.edu/adminresources/promotiontenure/College%20Policy%20on%20Analysis%20of%20Teaching%20Performance.pdf

While student evaluations play an important role, for reviews:[233]

> Faculty members and their departments or schools should obtain and present additional information about the quality of teaching. A teaching portfolio will include peer review, an evaluation possibly subjective, but preferably including objective data from the chairperson or director of the general performance with respect to the entire instructional process, etc. Grants for improvement of teaching should be indicated. The faculty member should make available to the chairperson or director copies of the synopsis of new or revised courses, a discussion of improvements in courses and in teaching, etc.

Within the College of Arts and Sciences at the University, candidates for promotion or tenure must provide the following information and materials within their file:[234]

- A Statement on Teaching completed by candidate. One to five pages chronicling significant teaching activity and accomplishments.

- Peer Evaluation of Teaching. This should include letters of evaluation by peer faculty assessing teaching performance and student evaluations.

- Teaching information such as information on courses taught and a summary of student evaluations.

- Appendices with student evaluation forms, syllabi, and other course materials. This may also include other documents if a candidate feels they help reflect teaching effectiveness.

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[233] Ibid.
[234] Ibid., pp. 1-2.

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