Evaluation of Teaching Effectiveness Implementation Task Force

The University of Texas at Arlington

Documenting Teaching Effectiveness

Evaluation of Teaching Effectiveness Implementation Task Force AY 2018-2019

PREFACE:

UTA is home to outstanding faculty and student scholars across its many disciplines. As well, we count among our faculty 60 University of Texas System's Regent's Outstanding Teaching Award recipients since 2009, 54 current members of the UTA Academy of Distinguished Teachers, and numerous other faculty recognized for their outstanding accomplishments in teaching from other universities and professional organizations.

> ***Effective teaching*** *is determined by its effect on student achievement and learning. It involves using a set of evidence-based instructional practices that actively engage learners in the acquisition, maintenance, and application of knowledge.*

Common themes around effective instructional practices used by effective teachers include:

- commitment to developing a deep knowledge of their content area,
- consistent communication of high expectations for each learner,
- practice of using feedback and reflection to continuously improve teaching effectiveness and learner outcomes,
- collaboration with other professionals to ensure student success,
- use of research-based (content and instructional) practices for instruction, and
- respect for the diverse knowledge, skills, and contributions each student brings to the classroom.

I. Why document teaching effectiveness?:

"The University community believes that excellence in teaching and excellence in research go hand in hand, and as a matter of policy teaching and research are both essential duties of every faculty member. Promotion depends upon the demonstration of excellence in both areas.

The essential question in the evaluation of teaching is whether the candidate contributes in an effective, creative, and appropriate way to the teaching mission of the department. Attention should be paid to the varieties of demands placed on instructors and the range of teaching activities called for in various disciplines and at various levels. It is imperative that clear documentation of ability in teaching be included in all advancement and promotion cases. Incomplete advancement or promotion cases will be returned to the originating department. While no two cases will be alike, there are several recurring themes which may be addressed in the preparation of the teaching component and several useful techniques for verifying performance in these areas."

– *1987 Policy for Evaluation of Teaching (for Advancement and Promotion)*

II. Background:

The educational literature includes substantial research which finds little association between student course evaluation results, student learning outcomes and teaching performance. Multiple studies report that the favorability of course evaluation results vary with course rigor, instructor protected class characteristics, and course section contextual characteristics. Studies of course rigor typically find increased rigor is associated with less favorable course evaluation results. Although some studies of protected class characteristics find null results, many report that less favorable course evaluation results are associated with increased instructor age, female faculty members, minority faculty members, and faculty members born outside of the United States. Regarding contextual characteristics, studies often report less favorable course evaluation results for larger course sections and certain technical subjects.

Due to these problematic research findings, in October 2014, members of the Faculty Senate expressed concerns about the use of *Student Feedback Survey* results in personnel evaluations. To address these concerns the university initiated a joint undertaking between the provost's office and the Faculty Senate for the purpose of testing SFS results. A special project committee[1] was appointed and charged with investigating the relationship between SFS results and student learning. The committee was also charged with investigating whether SFS results vary according to: (1) course-section rigor, (2) instructor protected class characteristics, and (3) course-section contextual characteristics.

In January 2017, the committee submitted it written findings to the provost's office and Faculty Senate. The final report consisted of two volumes titled, "**An Examination of Instructor-Related Student Feedback Survey Results: Volume 1: Purpose, Methodology, and Findings (pdf) "**[2] and "**An Examination of Instructor-Related Student Feedback Survey Results: Volume 2: Supplementary Information (pdf) "**[3]. Analyses found no meaningful association between SFS results and student learning. Tests also disclosed: (1) an inverse relationship between the favorability of SFS results and course-section rigor, (2) SFS results vary with instructor

protected class characteristics, and (3) SFS results vary with course-section contextual characteristics. Given these findings, the committee concluded that SFS results lack validity as a measure of instructional performance and that reliance on SFS results as a measure of instructional performance should be reconsidered.

Following the university faculty senate report examining Student Feedback Surveys (SFSs), on February 24th, 2018, Dr. Vistasp Karbhari, President of the University of Texas at Arlington, formed and charged the UTA Teaching Effectiveness Task Force[4] with identifying best practices and developing guiding principles and strategies for assessing teaching effectiveness on its campus. Specifically noted was a need for holistic measure of teaching effectiveness that were beyond the traditional end-of-course Student Feedback Surveys.

Headed by Drs. Teresa Taber, Dean of the College of Education and Dr. A. Raymond Elliott, Associate Professor of Spanish Linguistics, the task for worked to identity key teaching effectiveness principles and strategies and offered faculty and graduate students engaged in teaching at UT-Arlington students a set of recommendations for the evaluation of teaching effectiveness and continuous improvement efforts in teaching. A complete copy of the pdf of the Teaching Effectiveness Task Force report can be obtained **HERE**. As a result, the members of the task force identified best practices in the assessment of teaching effectiveness through a review of the research literature in addition to consulting with peer and aspirational institutions. These practices offer a holistic approach to supplement the required SFS process. Additional strategies were identified for instructors to measure the effectiveness of their own teaching, engage in continuous improvement efforts as instructors, and ultimately offer models for preparing new instructors to successfully teach our student body. On May 21st, 2018, co-chairs Tabor and Elliott had a follow-up debriefing meeting to discuss the final report, the results and recommendations of the task force with the President Vistasp Karbhari, Provost Lim, Dr. David Coursey, Chair of Faculty Senate, and Dr. Antoinette Sol, Vice Provost for Faculty Affairs. Also discussed at the meeting was a plan to best implement the recommendations put forth by the task force across campus.

In September of 2018, President Karbhari formed another task force[5] charged with finding concrete ways in which the university can implement the recommendations proffered by the members of the Teaching Effectiveness Task Force. The Evaluation of Teaching Effectiveness Implementation Task Force was formally charged by President Karbhari at the beginning of October 2018.

To complete its charge, the members of the Evaluation of Teaching Effectiveness Implementation Task Force began a series of meetings aimed at identifying specific ways in which teaching effectiveness can be measured in reliable and valid way. The ideas and suggestions presented by the task force are not intended to supersede but rather complement the traditional SFSs that are currently used to assess, albeit ineffectively, teaching effectiveness and student learning at the University of Texas at Arlington. This website is intended to provide graduate teaching assistants, tenured and tenure-track faculty members, full- and part-time instructors as well as administrators ideas for effectively evaluating teaching performance beyond the traditional student feedback surveys that are currently in force.

At the University of Texas at Arlington, we believe that numerous methods beyond SFSs should be available for measuring the effectiveness of teaching at the university level. In addition, teaching effectiveness should be determined on the basis of multiple holistic measures over time.

III. Overview of Sections:

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[1] The Student Feedback Study Committee was led by Dr. Thomas Hall and consisted of the following faculty members: Courtney Cronley, Dan Cavanaugh, David Coursey, A. Raymond Elliott, and Robert Kunovich.

[2] Hall, Thomas, Courtney Cronley, Dan Cavanaugh, David Coursey, A. Raymond Elliott, and Robert Kunovich. (January 2017). “An Examination of Instructor-Related Student Feedback Survey Results: Volume 1: Purpose, Methodology, and Findings.” Report of the Special Project Committee Faculty Senate. Arlington: The University of Texas at Arlington. Pages i-viii, 1-238.

[3] Hall, Thomas, Courtney Cronley, Dan Cavanaugh, David Coursey, A. Raymond Elliott, and Robert Kunovich. (January 2017). “An Examination of Instructor-Related Student Feedback Survey Results: Volume 2: Supplementary Information.” Report of the Special Project Committee Faculty Senate. Arlington: The University of Texas at Arlington. Pages i-iii, 1-138.

[4] The Teaching Effectiveness Task Force was comprised of the following faculty members: Raymond Elliott, Co-Chair, Teresa Taber Doughty, Co-Chair, Thomas W Hall, Laura B. Cameron, Mary E. (Beth) Mancini, Maria Martinez-Cosio, Frank W Foss, Paul J Componation, Peggy L Semingson, Diane B Mitschke, Antoinette Sol, Pauline Hudel Smith, Karabi C Bezboruah, Prajal Mishra, Barbara A Shipman, Cari Elizabeth Dighton, Esmeralda Sutton, Katie S. Gosa.

[5] The Teaching Effectiveness Task Implementation Task Force was comprised of the following faculty members listed by sub-committee membership: 1) Midsemester survey, Self- and Peer-evaluation & Inspire: Peggy Semingson, Laura Mydlarz, Diane Mitschke; 2) GTA Preparation and New Faculty Fellows Program: Ann Cavallo, Barbara Shipman, Frank Foss; 3) Teaching Portfolios/Teaching Dossiers/E-Portfolios: Pauline Hudel-Smith; Theresa Jorgensen; Karabi Bezboruah, and 4) Uniformity in Assessing Teaching effectiveness Campus-wide: A. Raymond Elliott, Chair; María Martínez-Cosio, Paul Componation, Antoinette Sol and Andrew Pagel.

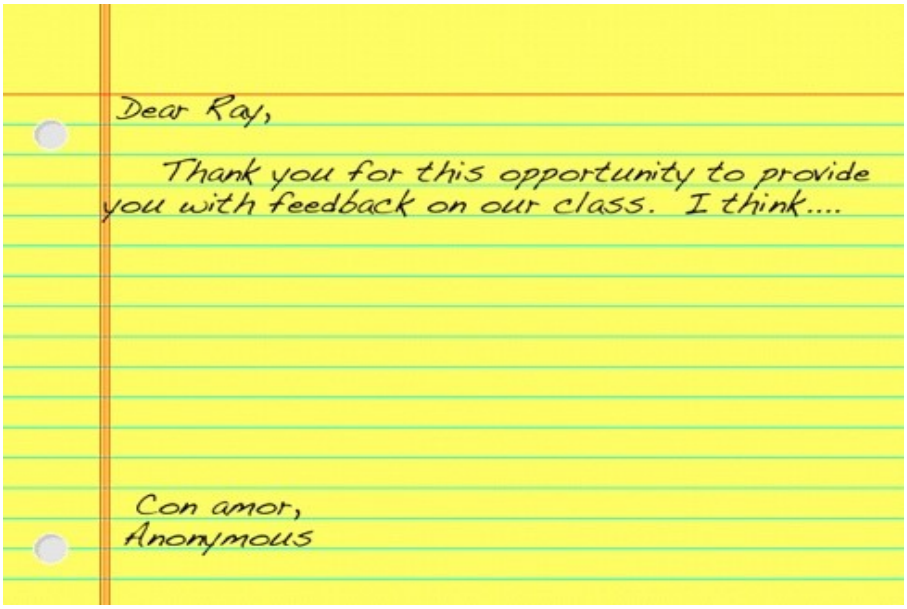
Weekly or Mid-Semester Evaluations

Additional strategies exist for determining instructional effectiveness based on student input. These typically exist in the form of feedback and student evaluations (e.g., daily question and exit tickets). If the purpose of student evaluation and feedback is to measure student satisfaction resulting in improved learning and success, these additional strategies allow an instructor to quickly make instructional adjustments to ensure greater student success while concurrently providing students an ability to have a "voice" in their learning experience. The key to any feedback is that the instructor should immediately focus on improvements to address student concerns.

1. **Weekly and/or Mid-semester feedback** – Similar to the end-of-semester SFS, weekly and mid-semester feedback solicits anonymous student input earlier and more frequently during a semester. This feedback is often brief and asks students to reflect upon the strengths and challenges of the instructional practices used in the course (e.g., lecture style, hands-on activities, online videos, class discussions) and instructional materials (textbook, video, other supplemental materials). Students also are able to provide feedback on any other topic they think is relevant. What is important to note is that students are asked to note a strength for any and every challenge they offer. This increases the constructive nature of feedback for continuous improvement.

2. **Anonymous letter request** – Anonymous feedback letters may be completed at any time during the semester but most effective when administered mid-semester. This letter allows students to write an anonymous note to their instructor that offers qualitative and constructive input on whatever may be of concern (positive or negative) regarding their class. The anonymous midsemester letter allows students to voice their concerns, give comments, compliments and criticisms in a more relaxed fashion. Immediately following the evaluation, the instructor should take time to discuss student comments, both positive and negative. If the instructor finds that a negative comment from students is valid, s/he can reassure them

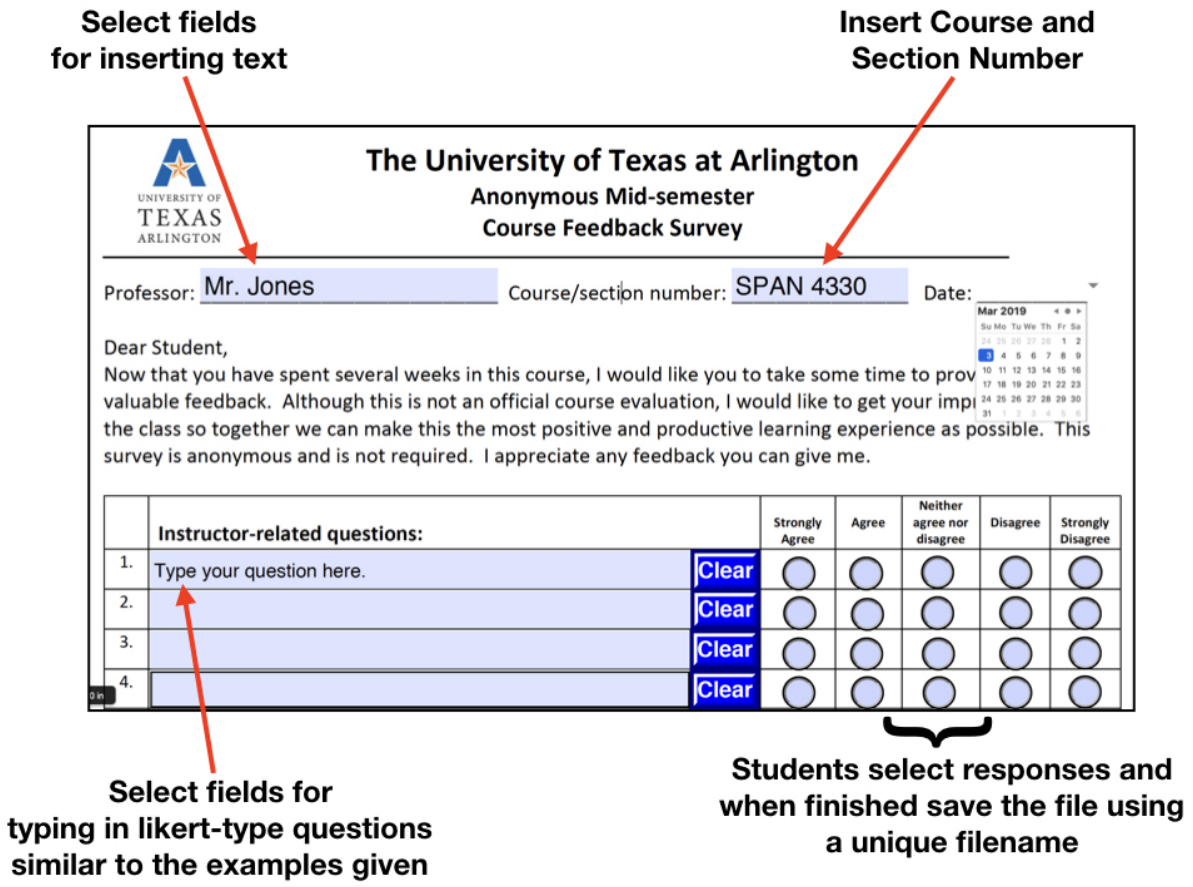
that areas that deserve modification will be changed for the remainder of the semester. If such a change is not possible, the instructor should provide an explanation for their continued implementation. Instructors are encouraged to retain these anonymous letters so they can be used during their annual performance evaluation.



3. **More traditional feedback assessment survey option**: For instructors who prefer a more traditional method of obtaining feedback from students, a list of sample questions is provided that focus on particular aspects of the course, the instructor's performance in addition to questions about the student's performance in the course to date. Sample questions target the following areas and/or response categories: (1) Instructor/GTA-specific questions; (2) course-specific questions, and (3) Student self-evaluation questions. For this assessment of one's teaching performance, instructors may write their own questions or may choose from sample questions by clicking the following link: **Sample Questions Faculty Can Use for Midsemester Evaluations (pdf).** While the majority of sample questions from all three categories reflect a more traditional feedback survey format consisting of forced choice response categories ranging from (5) strongly agree to (1) strongly disagree; there are several questions that are open-ended. Whatever format of questions you choose, we recommend selecting no more than 10 Likert-type questions and minimally three open-ended questions for this assessment.Using the sample questions, instructors may create their own survey using a customizable form included here in .pdf format. To download a customizable survey form, click here: **Midsemester Customizable Survey (pdf)**. Once you have downloaded the form to your computer and opened it in Adobe Acrobat, you will find several fields where the instructor can type in survey questions. Once you have filled in all of the questions you would like to ask, resave the form using a new filename, for example: *Davis-MATH-5300-survey.pdf*. You can make the form available to students using Canvas or you may provide them with a link so they can download the form from UTA Box. Although students may complete the form digitally, you may also have them complete a printed copy of the survey in class. If you ask students to email the completed surveys, you may request that they email them to a third party, for example, to the chair of the Academy of Distinguished Teachers or to a contact person in Faculty Affairs. That person, in turn, will share the completed survey with the faculty person via UTA Box. Care must be taken to assure students' anonymity when turning in their completed surveys.

4. **Open-ended questions**: Another option is to give students open-ended questions and ask them to fill them out anonymously. Sample questions may include but are not limited to:

    1. Please identify what you consider to be the strengths of the course.



2. Please identify area(s) where you think the course could be improved.
3. What has helped you learn the most?
4. What has not helped you to learn?
5. What do you think the instructor could do to make the materials more accessible to you as a student?
6. Feedback for other students: What advice would you give to another student who is considering taking this course?

For a copy of a sample survey instrument instructors can use, click here: **Anonymous Midsemester Course Feedback Survey (pdf)**

How do we use student feedback information? If we are asking the right questions, we should have confirmation about what we are doing well and more specific information about needed improvements. It is the latter on which we need to focus. Often, there are simple adjustments we can make (and should make) based on students' experiences in our class. However, there may be times when there is something we cannot change (and should not). This becomes our opportunity to clarify for students why we engage in certain practices or cover certain content and why it must remain in a course.

Reflective Self-Evaluations

Before successfully conducting a self-evaluation, an instructor should first reflect upon his or her concepts of teaching effectiveness (in both general terms and in relation to the specific courses taught), and implementation/plasticity of teaching strategies. The most effective, reflective practitioners are those who engage in regular self-evaluation following each lesson and each encounter with a student. At minimum, instructors are encouraged to write a brief, personal statement concerning their instruction, student satisfaction, and student performance. Once these reflective thoughts are recorded, instructors may use them as a point of reference for program and instructional improvement. At the conclusion of each course taught, and after Student Feedback Surveys are released, a faculty member should write brief responses to the self-evaluative prompts listed below. Faculty members who are interested in carrying out this activity for assessing teaching performance can download an electronic copy of the "**Reflective Self-Evaluation Questionnaire (docx)**" (.docx) to their computer. Faculty members are encouraged to include the Self-Evaluation Questionnaire in the annual performance evaluations, six-year reviews or in their promotion materials.

1. **Self-reflection on Student Satisfaction (these responses should incorporate the data and responses in the Student Feedback Surveys):**
    1. What positive outcomes has your class made for your students?
    2. How might you adjust your teaching methods based on student feedback?
    3. Is there anything about the classroom environment that you felt influenced the Student Feedback Surveys? How might the classroom environment be improved to better serve you and your students?

2. **Self-reflection on Student Learning:** After each semester, write a brief summary reflecting on your students' learning in each course. Topics might include the following:
    1. How do grades for the current semester compare to those from previous semesters?

2. In what ways did the students demonstrate depth of comprehension of class discussions or papers?
3. What are some teaching strategies that you felt had positive effects on your students' learning and comprehension?
4. What aspects of the classroom environment possibly affected your students' learning and comprehension? Were there any?

3. **Self-reflection on Instructor Performance:**
    1. How were teaching methods adapted to the unique classroom environment?
    2. In what ways can your teaching be improved through
        1. Research
        2. Creative Activity
        3. Professional Development?

    Although this is not mandatory, you may include any feedback from classroom visits from a colleague or administrator.

4. **Videos for self-assessment:**https://www.youtube.com/watch?v=FT2bEZhx8C8One effective strategy under self-evaluation is the use of video recording instruction and reviewing the recording with a peer. When an instructor is able to view his/her own teaching and share feedback with a peer, it often facilitates reflection and ultimately, instructional improvements.Instructors may schedule a videotaping of a typical class in order to carefully evaluate his or her classroom performance. The purpose is to be yourself in the classroom to provide an authentic picture of how you really teach. The final project provides hard evidence of your teaching. Who should evaluate the video and how should it be used in assessment of teaching performance?
    1. The video may be viewed only by the instructor, privately at home or in the office.
    2. The instructor should fill out the peer observation form while viewing his or her own teaching.
    3. The instructor may ask that a colleague complete a review of the video and provide proper feedback.
    4. Two or three other colleagues, preferably peers, view the video, fill out an evaluation form and provide feedback to the instructor.
    5. If so desired, the instructor should make the video available either online or in DVD format to his or her supervisor as an extra source for evaluating teaching performance.

    The options listed above are listed in order of increasing complexity, intrusiveness and amount of information produced. All options can provide valuable insights into teaching to guide specific improvement. Instructors who are interested in videotaping their class are encouraged to contact the Center for Research on Teaching and Learning Excellence.

    How can we use this information? Instructional faculty may integrate their reflections and improvements into their professional narrative (for P&T, when nominated for an award, etc..). What is learned from self-evaluation and reflection is also valuable when mentoring GTAs, adjunct faculty, and new faculty.

Additional Resources for Self-evaluations and Self-assessment of teaching:

- Kulkarni, C., Wei, K. P., Le, H., Chia, D., Papadopoulos, K., Cheng, J., ... & Klemmer, S. R. (2015). Peer and self-assessment in massive online classes. *ACM Transactions on Computer-Human Interaction*, *20*(6), 131-168.doi: **http://dx.doi.org/10.1145/2505057**
    - Research showing that students assessed their own grades slightly higher than grades assigned by staff. However, after moderate feedback, students' self-assessment became more closely aligned with staff assessment.
- Vonderwell, S. K., & Boboc, M. (2013). Promoting formative assessment in online teaching and learning. *TechTrends*, *57*(4), 22-27. **doi: 10.1007/s11528-013-0673-x**
    - Article describes how instructors can use self-assessment tools to help diagnose areas that need to be reviewed.
- Ćukušić, M., Garača, Ž., & Jadrić, M. (2014). Online self-assessment and students' success in higher education institutions. *Computers & Education*, *72*, 100-109. **doi:10.1016/j.compedu.2013.10.018**
    - This article demonstrates the effectiveness of self-assessment by comparing students' results in classes utilizing self-assessment versus classes not utilizing self-assessment.
- Fastré, G. M., van der Klink, M. R., Sluijsmans, D., & van Merriënboer, J. J. (2012). Drawing students' attention to relevant assessment criteria: Effects on self-assessment skills and performance. *Journal of Vocational Education & Training*, *64*(2), 185-198. **doi: 10.1080/13636820.2011.630537**
    - This article highlights one way to increase the effectiveness of self-assessment by making students aware of the criteria of assessment.
- Dochy, F. J. R. C., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher education*,*24*(3), 331-350. **doi: 10.1080/0307507991233137993 5**
    - This research looked at 63 studies covering the use and effective of self-assessment in higher education. The researcher found that students perceived self-assessment as being valuable and fair.

Peer Evaluations

Currently the university draws on the process created and designed by the UT System for conducting peer review of teaching. This is more of a summative process for tenure and promotion considerations, as per the policies. Some suggestions below provide a rationale for including further resources and support for this process and also for expanding the peer review process beyond what the UT System requires for more formative and ongoing peer review.

Suggestions:

1. **The formal peer review process resources currently in the Center for Research on Teaching and Learning Excellence website provide excellent resources for peer review of teaching, but additional resources can be added**. Additional web-based/digital training resources to supplement what is already available might include videos and other web-based resources for training for those faculty who cannot attend on-campus trainings.

2. **Full-time faculty who have received low scores on the end of course student evaluations surveys can be assigned a faculty mentor to conduct more frequent peer reviews.** The mentor can work with the faculty member to co-design effective strategies and draw on the scholarship of teaching and learning to improve practice.

3. **Full time faculty who have exceptional course student evaluations can be used as role models and a source of best practices.** UTA has a unique educational environment, so drawing on local expertise may be more effective than trying to adapt strategies from other institutions.

4. **A comprehensive peer review process can incorporate peer assessments, self-assessments, and student evaluations to provide a comprehensive view of instructor effectiveness.** A richer understanding of an effective teaching environment can be developed by an understanding the perceptions of multiple stakeholders.

5. **An extension of the peer review process may include doctoral candidates and post docs who are interested in academic careers.** UTA can provide a valuable educational experience to future academics by providing them opportunities to participate in and contribute to the peer review process.

Informal Peer Classroom Observation:

An excellent way to gain insight into your teaching is to observe a colleague or have a colleague observe you. Whether you someone from your department, or a colleague from another department observes you, peer observation is useful as a teaching enrichment activity even if you do not have any particular areas of concern. Your analysis of a class you are observing or a colleague's analysis of your teaching, helps you to identify the key components relevant to your teaching, and finally being able to reflect on how to translate those observed components into your pedagogical practice.

The following forms can be used for this unofficial classroom observation. The first form is an **optional** and can be used for multiple purposes in preparing a peer reviewer prior to the in-class review. First, it can be used to frame your, or your discipline's, approach to the course topic and pedagogy so that the peer reviewer is better informed regarding your pedagogical decisions by providing them with some context for their review. Second, it can be used to simply provide the peer reviewer with any information you feel would be helpful before the class session.

The second form, Peer Review of Course Instruction, is designed to guide your observation and evaluation of a peer's class. This form is designed to note teaching strengths as well as provide suggestions for pedagogical improvement, and whenever possible, as a supplement to evaluative comments. **This form is not meant to be used as a checklist to observe and evaluate, rather it should generally frame the evaluation and serve as a starting point for identifying appropriate areas to address given the discipline, instructor teaching style and individual class session goals**. The areas of focus listed in the form are not limited or exhaustive—feel free to comment on additional relevant components not included here. The form also includes sections for the faculty member to provide remarks in response to the reviewer's comments. Please note that the peer review recommended here is not intended to supersede the process created and designed by the UT System for conducting peer review of teaching. To download a copy of the peer-review assessment forms, click on the following links:

Form 1: Pre-Peer Review Form (pdf)

Form 2: Peer Course Evaluation Form (pdf)

Classroom visits by the Academy of Distinguished Teachers.

The Leadership Committee of UT Arlington's Academy of Distinguished Teachers would like to invite members of the academic community to participate in the "Class Visit Program." Members of the UT Arlington Community may participate in this program in two ways.

1. You may ask to visit a class taught by an Academy member. Several Academy members have agreed to allow one or two people to sit in on a course. Visitors will be invited to observe what happens during class time, take notes, and then (optionally) confer with their host to discuss what transpired.

2. Members of the Academy will visit your class and offer feedback.Several Academy members have agreed to serve as classroom observers, sitting in on your course, taking notes, and then providing feedback. These visits are intended solely to provide constructive advice for those who seeking to improve their pedagogy and are not intended to serve as assessments of teaching for other purposes. Unless specifically you specially ask to have your observer share any information with a third party (e.g., your department chair), all interaction between you and the observer will be treated as confidential (to the extent permitted by law).

   To place a request to visit a class taught by an Academy Member, or to ask that a member of the Academy come to your class to observe, you may do so at the Academy of Distinguished Teachers homepage at **http://www.uta.edu/academy/class-visit/request.php**.

   How are peer evaluations valuable? Faculty receive immediate feedback from a peer about what they are doing well and what they should focus on to improve. Peer evaluation should be viewed as critical and positive input that is used well before possible problems arise and to facilitate and support positive classroom practices and student success.

Teaching Portfolios, e-Portfolios and Teaching Dossiers

A teaching portfolio, ePortfolio or teaching dossier is a combination of documents or narrative descriptions of teaching, sample teaching materials and evaluations that highlight and summarize the instructor's teaching experience. It also highlights the instructor's efforts for continuous improvement of teaching performance and specific steps taken to improve instruction. A strong dossier/portfolio is concise and selective. It is sincere, well-written and organized. It should not be a burden to read.

A teaching portfolio or teaching dossier enables the faculty member to assemble in one place information about your teaching (e.g., syllabus, exams, exercises, samples of graded student work). Whether or not you choose to include an entire dossier or portfolio as part of your promotion case or annual evaluation, it can be an excellent way for you to personally reflect on your teaching and can also be used for consideration by your supervisor for your annual reviews. This is just one additional way in which faculty members can provide evidence of their performance both in and outside of the classroom. The task force offers the following guidelines in the preparation of your teaching portfolio or teaching dossier.

Guidelines – Teaching Portfolio/Dossier

An in-depth assessment of teaching required for all candidates seeking promotion and/or tenure. The expert reviews will be conducted by a minimum of three reviewers selected from outside the department but not necessarily from outside UTA. No more than two of the reviewers will be selected from a list provided by the candidate.

Recommended Content of the Teaching Portfolio:

1. **Teaching Philosophy**
   A brief (up to 500 words) statement in which the candidate describes her/his approach to teaching and learning. Candidates should specifically address how they gauge the level of student learning. Check out this video: https://youtu.be/QY2O_qDiOUI

2. **Course List**
   The candidate will supply a list of courses, number of credit and/or contact hours for each course, and number of students per course. Comparative information supplied by Department Head to help reviewers interpret the teaching load within the department.

3. **Student Evaluation of Faculty Forms**
   Student evaluation forms including a brief synopsis of written comments. Instructors are encouraged to supply a brief narrative offering his or her interpretation of the results. Other forms of student feedback —compared to departmental and/or college or university averages, either collectively or by course level (i.e., freshmen, sophomore, junior, senior) or course type (i.e., survey, major, non-major, elective or required, etc.).

4. **Course Materials**
   For two different courses taught, the course syllabus, course goals, samples of student assignment examination, and other relevant course materials. This will be accompanied by a description from the candidate that explains why the course is designed the way it is, how it coordinates with other courses or programs, and how the evidence presented is designed to help students meet the course goals.

5. **Student Work Samples**
   Where appropriate, candidates may supply student work samples as evidence of improvements in student understanding or performance.

6. **Classroom Observations**
   Conducted according to the departmental procedure for peer observations of teaching, which is available from the Department Head. The observers will be selected by the Head and may be selected from outside the department. We encourage departments to develop an observation protocol that includes specific instructions on how to conduct and report the observations.

7. **Letters**
   Both recent students, alumni, Department Chair, colleagues in the department, an outside source from someone in the field of study.

8. **Evidence of Innovation or New Teaching Methods**
   Evidence and assessment data of innovations followed with an explanation.

9. **Beyond the Classroom**

   Any activities that have a direct impact on the education of the student and could include textbook writing, curriculum development, professional involvement or writing about teaching innovations. The format and design of one's teaching portfolio or teaching dossier may, in fact, vary depending upon one's discipline—therefore, it's not a one size fits all type of scenario. Therefore, the teaching effectiveness task force offers the following sample teaching portfolios as examples of various diverse disciplines. Feel free to look these over, see what you like and then come up with a portfolio or dossier that best suits your needs.

Peer Review of Teaching E-portfolio/Dossier

Once you've created your teaching e-portfolio or dossier, it might be a good idea to have a colleague give you feedback not only on your teaching statement but comments on your dossier in general. The following document, provided below, can be used to complete the peer evaluation. Teaching portfolios and peer evaluations may be used as part of the tenure and promotion review process, for professional accreditation, and for teaching award nominations. More importantly, they may be used for personal reflection and continuous improvement in teaching. As "living" documents, they offer an immediate too and a depository for evidence of their teaching effectiveness and student impact.

Teaching Dossier Peer Evaluation Form (pdf)

Guidelines – Teaching Portfolio / Dossier

An in-depth assessment of teaching required for all candidates seeking promotion and/or tenure. The expert reviews will be conducted by a minimum of three reviewers selected from outside the department but not necessarily from outside UTA. No more than two of the reviewers will be selected from a list provided by the candidate.

How to make an e-portfolio in Canvas: https://youtu.be/LmXFUlUaKHs

Sample teaching dossiers and e-portfolios:

- Foreign Languages and Spanish Linguistics by A. Raymond Elliott at the University of Texas at Arlington: **https://uta.instructure.com/eportfolios/6?veri er=iHzNOBz9uyWF8qyOXxqlD5iKobrDuznmRvXSemAS**
- Drama (Sound Design and Sound Technology) by Professor Michael Rasbury Assistant Professor of Sound Design at the University of
- Virginia: **http://www.michaelrasbury.org/teaching/teaching.htm**
- French Portfolio by Marva A. Barnett, Professor Emerita from the University of Virginia: **http://www.marvabarnett.com/**
- German Linguistics and Translation by Andreas Glombitza: **https://sites.google.com/site/andiglombitzateaching/**
- Sociology portfolio by Keith Bentele, University of Arizona: **http://www.u.arizona.edu/~keithb/Teaching_Portfolio_2008_w_pdfs.pdf**

Documenting Continuous Improvement in Teaching

Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, teachers must continue their education by attending teaching workshops and other professional development activities. The University of Texas at Arlington conducts ongoing seminars or speaker series for teacher professional development and information sharing about topics such as excellence in online instruction, how to engage in scholarship related to teaching, student assessment, and other evolving issues related to student learning and teaching effectiveness. These professional development activities are designed to give teachers that extra help they may need in order to improve their classroom performance. Attending activities like these take what little extra "free" time out of a professor's schedule that is already overburdened. However, there are several compelling reasons why attending teaching workshops and/or other professional development activities related to teacher are important to you and your career as a teacher.

Teachers Learn Better Ways to Teach

When educators discover new teaching strategies through professional development and the workshops they attend, they are able to go back to their classroom and make changes to their lecture styles and curricula to better suit the needs of their students. However, these changes are hard to evaluate because they are typically implemented gradually. Workshops and professional development seminars are designed to make teachers more efficient in their presentation style and teaching evaluations because they have been exposed to new delivery methods, teaching styles and get ideas about new types of pedagogical activities.

Teachers Develop Better Organization and Planning Skills

In addition to the hours spent presenting in the classroom, much of teachers' time is spent on student evaluations, curriculum development and other paperwork. Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.

Teachers Gain Knowledge and Industry Insight

Students expect teachers to be subject matter experts for the topics they teach. This means teachers should be able to answer any question a student throws their way, although this might not be the case. Teaching workshops and professional development programs can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge and insight he or she gains.

Teachers Should Want to Continue Their Education

It's easy for teachers to become burdened by the grind of teaching. Workshops and professional development activities give them an opportunity to step out of their routine — they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves.

Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

Several units across the UT-Arlington campus sponsor teacher workshops, professional activities related to teaching and teaching seminars. Although we realize that attending these activities take time out of one's already busy schedule. However, the rewards you reap as a teacher outweigh the time and effort spent attending the workshop.

More often than not, faculty members attend teaching workshops on campus but they do not get any credit for the time and effort they expended in participating and engaging in activities that will ultimately better their teaching style and benefit their students. The Teaching Effectiveness Task Force encourages faculty members to engage in these professional development activities related to teaching and believe that the time professors invest in improving their teaching performance should be taken into consideration when doing annual evaluations, third- and sixth year reviews and when coming up for tenure and/or promotion. If you are currently attending teaching workshops and are engaged in professional development activities, we encourage you to download this form to document your continuous and on-going efforts in improving your teaching performance at UT-Arlington. It is important that you document your teaching activities and this includes your participation in campus-wide teaching activities. To download a copy of the form, click here:

Documenting Improvement in Teaching (pdf)

How to Encourage Students to Complete Course Evaluations and Provide Informative Responses

Online Student Feedback Surveys save money, lower staff workload, preserve class time that would otherwise be spent on in-class evaluations, and allow quick data turnaround. However, participation rates suffer, and this reduction in feedback can reduce the accuracy, quality, and constructive nature of student feedback.

Many students believe that faculty do not take evaluations seriously, and do not make changes as a result of the students' reviews (Marlin, 1987; Nasser & Fresco, 2002; Spencer & Schmelkin, 2002). In fact, when asked, very few instructors report having made changes in direct response to student evaluation input (Beran & Rokosh, 2009). If faculty value course evaluations, educate the students on how they are used, and emphasize to students that their input will be taken seriously, however, there is a positive effect on response rates (Gaillard et. al., 2006). Constructive, informative, and encouraging instructor-student engagement around the course evaluation process is very important in maintaining or improving response rates (Norris & Conn, 2005; Johnson, 2002; Anderson et. al., 2006; Ballantyne, 2003).

When actively promoted and discussed with students, response rates are generally higher than those in courses with little to no instructor attention paid to them. Below are tips for encouraging students to complete course evaluations that provide faculty with constructive feedback.

1. Reserve time in-class for students to complete SFS's. This should garner an equivalent response rate to the previous paper format. *Cue students to bring a device to class, so that they are able to complete the survey (e.g., smartphone, laptop).

    a. For students who complete the survey outside of class, take a few minutes of class time to show students how to find and use the Course Evaluations system. Demonstrating how the instructions sent to students by email are easy to navigate. A quick demonstration can make a difference.
    b. Many instructors have found the greatest impact when coupled with the items below. *NOTE: you may not tie the release of grades with completion of evaluations, nor are instructors permitted to give extra credit for completing course evaluations.
2. Monitor the response rate throughout the survey window, and immediately after the in-class allotted time for survey completion. Use the real-time response rate to further prompt students to complete their surveys and provide additional encouragement via the tips immediately below.
3. Inform students about the purpose of evaluations:
    a. Explain how the University uses their feedback in merit and promotion.
    b. Let students know that you will use their feedback to make changes in the course.
    c. Give students some examples of useful feedback you have received in the past, and how the course/pedagogy has benefited in response.
    d. Utilize the option in Canvas to add personalized questions to your online evaluation form for any given course (responses to these personalized questions do not get reported and are available to the instructor only).
    e. Make it an assignment on your syllabus: Listing the completion of the Student Feedback Surveys in the same category as the other course assignments, even if no points are at stake, may help raise response rates. Although faculty members are not permitted to offer extra credit for students to do evaluations, the good news is, you don't have to! Making an evaluation an assignment, even with no point value attached, raises response rates 7% in one study (Johnson, 2002).

Additional Tips for increasing response rates:

Getting Response Rates to your Course Evaluations Tip 1:

Set aside five minutes at the beginning of class to speak with students about the evaluation process. Mentioning the following can improve your response rates:

- Tell students that the evaluation period has begun.
- Tell students that they will receive emails which will allow them to complete the surveys.
- Log into MyEvalCenter and click the "QR codes" link for your class(es). Print the page that is then displayed and distribute it to your students. Using their mobile devices, they can scan the code and complete the evaluation right in class!
- Give students a few specific examples of how you used feedback from past course evaluations. For example: "Last semester the evaluations said I should make better use of the course website, and that is why this year I have been posting notes online."
- Tell students that their responses are completely anonymous, and that instructors will only see results after grades are released.

Going over this information at the start of the evaluation period will set the stage for a strong response rate in your class and for the University of Texas at Arlington as a whole.

Getting Response Rates Tip 2:

You can email your students from our system. The email will be sent only to students in all of your classes who have not completed their evaluations. The emails will be anonymous, so you will not know who they are being sent to. This provides an excellent way for students to understand how important it is to complete their evaluations.

We can also automatically send out emails every semester for you. Simply pick when you would like the emails to go out automatically from the drop down menu on the email. If you do not want emails to automatically be sent from you, leave this drop down menu set to "Do not automatically send this email next semester."

Getting Response Rates Tip 3:

Did you also know that you can add notes in the system about your class? You will see a column on the right hand side of your eval center called "notes." To add notes to a particular class click the see / add link in this column. Here you can type in any pertinent information about this particular class, what types of activities worked well, what activities didn't, what you would like to change the next time you teach the course, etc. Click the "save your notes" button when you are finished.

Getting Response Rates Tip 4:

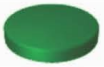
Have you thought about offering incentives? Some faculty do not like reminding students because they feel like they are nagging their students. Group incentives are a great alternative. This allows the students to push their classmates to complete their evaluations. You may use something similar to the following:

'If this class gets an 80% response rate by the end of the evaluation, I will allow one 3×5 index card of notes to be used during your final.'

One faculty member at UTA used this incentive during the fall 2019 semester and got response rates ranging from 98% to 100%. We recommend faculty member establish a clear set of guidelines for students when completing their note-cards for the exam as in the example posted to Canvas below.

Fall 2019 SPAN 2315
Feedback 2
INTERM SPAN
HERITAGE SPEAKERS 2

Begins:	Ends:	Released:
11/18/2019	12/4/2019	12/20/2019



Students responded: 11 / 11

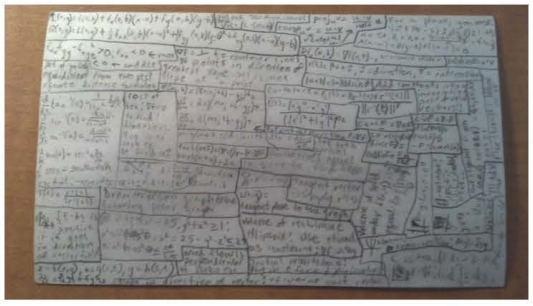
100%
response rate

Dear students,

I'm happy to report that every student completed the course evaluations. As we agreed, if 85% of the student completed the evaluation, you would be allowed to have a 3"x5" notecard with notes on one side during the final exam. If we reached a 97% response rate, you can have notes on both sides. Please keep the following in mind.

1. The notecard should measure 3x5 inches.

2. Students should write their name clearly on their card as in the sample above.
3. Only handwritten notes are permitted. **You cannot used a card that was made with a computer.**
4. Students are required to turn in their card with their final exam. A stapler will be provided.
5. Only one card is permitted per student. **You may not share your card with any other student during the exam.**
6. Make sure your card is legible. Cards like the following are not permitted.



Good luck as you prepare for your final exam. See you in class!

Things to Consider when Interpreting Student Faculty Survey Scores at the Department, College, and University Levels

The following criteria should be considered by committees and individuals who use faculty evaluations to assess the performance of faculty. Consideration of the below are categories that may affect SFS scores due to unconscious or conscious bias that research has shown to be inherent in student evaluations. Due to the variety of elements that come into play, there is no one metric that can off-set any bias.[1]

- **Course modality (face-to-face, hybrid, online)**
  Online courses might yield lower faculty evaluations than face-to-face courses because of possible difficulties raised by the use of technology (e.g. connection problems).

- **Course types (seminar/lecture/lab/studio)**
  Seminars, labs, and studios have a tendency to be evaluated higher than lecture-based courses because of their relatively small class size and the interactive nature of the course type. In addition, generally speaking, the smaller the class, the higher the variance across terms.

- **Course levels (lower division/upper division/MA, MS/ PhD)**
  Students' motivation may be greater in upper-division (more specific) than lower-division (more general) classes, which may affect the students' evaluation of the instructor.

- **Class function (prerequisite/major/elective)**
  Students' motivation may be greater in elective/major than prerequisite classes, which may affect the students' evaluation of the instructor.

- **Class size (e.g., 7/35/150/300/800)**
  The larger the class size, the more difficult it is to engage students in the course. Engagement inevitably influences the instructor evaluation. Furthermore, small sample size is highly variable and more extreme.

- **Academic discipline**
  Disciplines engage students differently and therefore comparisons across disciplines should be avoided.

- **Team-taught vs. single instructor**
  Team-taught courses may create challenges for coherence and consistency, as well as confusion about evaluation. For example, if three instructors collaborate on the teaching of a course, it may be difficult to sort out which student comments and assessments correspond with which instructor. In addition, if an instructor is in charge of a large class that includes laboratory sections, teaching assistants may be the ones supervising those labs. A distinction should be made in terms of evaluation of the instructor and evaluation of the teaching assistants.

- **Student experience with evaluation process**
  Lower-division students and new transfer students have less experience with courses than seniors have and this may affect the students' evaluation of the instructor.

- **Student response rate to questions**
  Low response is not necessarily an indicator of bad teaching; it simply does not allow generalizing results reliably to the whole class.

- **Difficult issues or challenging topics**
  Faculty who teach courses related to cultural diversity and other challenging subjects often receive low evaluations, as do faculty of color who teach predominately Euro American classes.

- **Race/Ethnicity/Gender/Sexual Orientation/Age**
  Research has shown that students' inherent biases may enter into the evaluation of their instructors.

These guidelines are designed to standardize some aspects of faculty evaluations across the campus and to provide more detailed guidelines for interpreting student evaluation scores to reflect variations among courses being evaluated.

[1] These categories are based on San Diego State's Teaching Task Force recommendations.

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Student Interviews and Exit Interviews

Group interviews with students provide a rich snapshot of the instructor's teaching effectiveness. Faculty report interviews as more "accurate, trustworthy, useful, comprehensive, and more believable" in comparison to student ratings and written comments on teaching evaluations (Braskamp & Ory, 1994; Berk, 2005). Furthermore, faculty regard student interviews, both group and individual, as useful tools for improving teaching performance.

Braskamp and Ory (1994) recommend three types of interviews:

- quality control circles,
- classroom group interviews, and
- graduate exit and alumni interviews.

1) Quality control circles: Used by Japanese industry to engage employees in decision making, these involve assembling a small group of student volunteers to meet regularly, for example biweekly, to critique teaching and testing strategies and identify areas for improvement.

2) Classroom and group interviews: These involve the entire class and are conducted by someone other than the instructor. Usually the person who presides at the interview is a colleague in the same department, however, a member of the Academy of Distinguished Teachers or one from the Center for Research on Teaching and Learning Excellence could play this role. All interviews should consist of structured questionnaires targeting strengths and weaknesses of the course. Questions should be worded in order to elicit a broad array of student perspectives regarding the class. After the interviews have taken place, the information should be written up and shared with the faculty member. Results of the interview, along with the instructor's narrative response, can be included for use in annual evaluations or in the candidate's dossier when coming up for promotion.

3) Graduate interviews, alumni interviews and exit questionnaires: This type of interview can be done either individually or in groups. Group interviews should focus on what the members believe were the most useful or least useful courses and the best (or worst) instructors, and gather student thoughts on content gaps, teaching quality, advising quality, and graduation plans. The responses may be recorded, and anonymous comments on the program may be gathered. The results of these interviews should be forwarded to appropriate faculty members, curriculum committees, and administrators. Depending upon the results of the exit interviews, information regarding the teaching performance of a particular instructor may be used for both formative and summative decisions.

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Assessing Teaching Performance

A primary challenge of distance education is bridging the distance, both geographical and psychological, between student and teacher and student and student(s) (Moore, 1993; Moore, 2007). An additional challenge at the university level is the increase of large online courses with high enrollments. UT Arlington currently provides a wide variety of online courses, however, many are currently online courses with large enrollment (e.g., the Accelerated Online [AO] degree programs). In such online courses characterized by larger enrollment (Chen, deNoyelles, Zydney, & Patton, 2017; Nagel & Kotzé, 2010), it becomes critical to examine the tone and interaction of course participants.

Online teaching differs from traditional on-campus teaching in a number of ways. These include the potential for rapid changes (in accelerated courses) and the unique nature of its content delivery mechanism. Effective use of this teaching tool requires that faculty be expert in not only the content but in the best practices of online education. Developing expertise in online education requires faculty to have access to resources (especially instructional designers and mentors) along with formative and summative feedback.

As UTA increases its focus on providing distance learning courses, there is a need to assure that faculty are provided with necessary resources. Further, it is imperative that appropriate systems be in place for evaluating and recognizing faculty who teach in this format. It should be noted that within the overarching phrase “online teaching” at UTA, a number of different formats are being used (e.g. online sections of on-campus courses and accelerated online courses). Faculty who teach in these formats may have different needs – and thus may require different resources. Below are general suggestions for supporting excellence in both a) evaluating and assessing online instruction with particular emphasis on evaluation and feedback and b) recognizing effective online teaching practice.

Suggestions #1-3 pertain specifically to the student-course-survey while suggestions #4-6 focus more broadly on recognition and support of teaching for faculty who teach online.

Suggestion #1: As course design is a critical aspect of online teaching, incorporate the use of established rubrics to guide evaluation of online courses as part of the annual review process and/or tenure and promotion evaluation process.

Tactic: Implement the use of objective established rubrics for online teaching and design such as:

- **Canvas Course Evaluation Checklist** (This could also be a tool to use for the self-reflection component).
- **UTA Rubric for Assessing Online and Hybrid Courses**

Suggestion #2: Create specific questions in the student survey that seeks input on key elements specific to online teaching/learning. Add a small number of well-constructed questions on student evaluations in online courses with a Likert type scale. Examples are below (adapted from previous questions used by the UT Telecampus for online courses). A list of specific questions could be formally constructed by an ad hoc committee of award-winning distance education faculty, avoiding questions that are duplicative of the already existing student feedback survey (SFS). Award winners of the UTA President's Award for Transformative Online Education would be ideal. Some suggested questions pertaining to online courses are below:

- Was the instructor available to answer questions, either in person or via email, phone, etc.?
- Were papers, projects, and/or exams graded and returned in a timely fashion?
- The instructor created a positive climate for learning in an online environment.
- Students were encouraged to participate in online discussions and/or conferencing and other class interactivity.
- The instructor's teaching methods created an environment that encouraged online learning.
- The course made good use of mixed media, graphics, text and other technologies.
- I am satisfied with the way I felt connected and engaged in the learning process of this online course.

Suggestion #3: Use more frequent email communications to provide reminders to online students to submit the end-of-course evaluation. (The approach should be tailored to the specific format being used – on-campus online versus Accelerated Online.)

- The rationale for this suggestion is that there is no designated course time for students to take the online survey. More frequent email reminders and postings can encourage greater response rates.
- Use Civitas email tool or use Canvas email function (Inspire for Faculty) to send out an email to all students reminding them to take the Student Feedback Survey. Alternatively, for AO online courses, coaches can post and email more frequent reminders that are customized for online courses.
- Faculty Affairs could craft and disseminate a standardized reminder email for online courses that can be used by faculty (and revised, as needed, by individual faculty) to use for these reminder emails. Provide standardized recommended language for online faculty for encouraging online students to take the survey.

The following suggestions focus more broadly on supporting and recognizing online faculty beyond the student-course-survey:

Suggestion #4: Establish a process for peer review and evaluation by award winning and other recognized faculty.

- Draw on previous award winners for Distance Education award to provide mentoring. Award winners of the UTA President's Award for Transformative Online Education would be ideal.
- Designate a person or several people in each college/department who would be mentors (ambassadors) for their college for distance and digital teaching and learning. The University could recognize these individuals so that serving in this role could be seen as an honor/privilege, and this group of individuals could meet quarterly with the Center for Distance Education (CDE) and other online education leaders to gain new information and bring it back to their colleges–kind of like an online ambassador of sorts.

Suggestion #5: Increase resources and support for faculty who teach in an online format

- Development of a learning community for online instruction to assist in the initial development of competency in online education as well as continued professional development.
- There is a need for readily accessible resources for both novice and expert faculty. A survey to identify and prioritize the educational needs might be helpful here.
- Multimedia resources: More video-based resources through Faculty Affairs focusing on online teaching (e.g., podcasts/videos) of good practice.
- Faculty Affairs or CDE could provide these resources. Or, faculty affairs could push out already existing resources from CDE.
- Better ways to facilitate sharing of best practices among instructors is needed. This could be done by supporting a community of learners (e.g., through the Professional Learning Community program run by the QEP, increased resources, scholarships for courses for teaching online (e.g., through the Online Learning Consortium).
- Resources to help faculty learn and implement best practices for assessment of student learning, especially with large scale online classroom, use of discussion boards, quizzes, etc.
- Those who actively use this technology could be asked what resources they would find most helpful to enhance the online experience – e.g. academic integrity resources (new testing platforms), access to specialized assessment experts who know the emerging technologies in this area, screen-based simulations and gaming technologies that support this educational approach.

Suggestion #6: Establish a process that allows recognition of excellence in online teaching

- Faculty portfolio of best practices (with faculty self-reflection) would be another way to document online education with screenshots for those doing annual reviews/tenure and promotion reviews.
- Perhaps the notion of creating a recognition as a "master online educator" would be possible.
- Incorporate self-assessment as part of an online teaching portfolio

Overall Resources Needed to Support the Above Suggestions:

- Increase availability of instructional designers experienced in online education to work with faculty in course design.
- A Center for Teaching and Learning on campus would be the ideal forum for disseminating support for faculty and for organizing lists of faculty who could provide peer review and mentoring support

Customizing Student Feedback Surveys

The literature is clear that student evaluations of course instructors do not adequately measure teaching effectiveness (Boring, Ottononi & Stark, 2016). In addition, there is a fair amount of evidence that bias exists in student surveys (Centra & Gaubatz, 2000; Boring, 2015), although there is no consensus on the definition of bias in student ratings of courses (Feldman, 1998). While Marsh (1987) indicated that student evaluations do provide useful information, more recent evidence (e.g., Faculty Senate SFS report. See Introduction to this website) indicates that course evaluations 1) do not measure an instructor's ability to foster learning, 2) vary inversely with course rigor including grades, 3) often vary with instructor age, gender, race, and country of origin, and 4) do not provide a reliable measure of student satisfaction due to low response rates.

Qualitative student feedback may be more appropriate as one tool to obtain a student's perception or opinion on, for example, preparedness of an instructor for teaching the material assigned, delivery of material, use of materials such as textbooks and online tools, responsiveness to questions, efforts at engaging students and fairness in grading. As Stark and Freishtat (2014, p. 2) argue, "students' ratings of teaching are valuable when they ask the right questions." That noted, caution should be taken when considering instructional effectiveness based on student feedback and opinion.

As currently structured, UTA's Student Feedback Survey (See example below) more accurately measures student satisfaction rather than teaching effectiveness. An area of the SFS that is of particular value to chairs and other administrators evaluating faculty performance are the students' comments, which when analyzed longitudinally, may provide insights into faculty that may be struggling with their teaching or point to patterns that may require addressing.

UT Arlington Student Feedback Survey

IMPORTANT! Before responding to the survey, verify the course & instructor information above.

1. **Core Survey Items.** For each of the following five items, mandated by The University of Texas System, indicate your level of agreement. *(Please note the relative placement of the options on the response scale.)*

	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
1.1. The instructor clearly defined and explained the course objectives and expectations.	○	○	○	○	○
1.2. The instructor was prepared for each instructional activity.	○	○	○	○	○
1.3. The instructor communicated information effectively.	○	○	○	○	○
1.4. The instructor encouraged me to take an active role in my own learning.	○	○	○	○	○
1.5. The instructor was available to students either electronically or in person.	○	○	○	○	○

The first 5 questions are mandated by the University of Texas System and the university is required to post the results for the public to access here.

Although the literature is scant on best practices for SFS or course evaluations, one of the first tasks is to determine their role. Clearly, the SFS is not a sufficient tool for measuring teaching effectiveness as this goal requires alternative measures that take into account a number of variations, including: the course modality (F2F, online or hybrid); course type (seminar, lecture, lab, studio); course level (grad/undergrad); class size, academic discipline, and whether team taught or solo, among other factors.

UTA is poised to use a new vendor for its SFS process which will enable college, department and faculty (if approved) to also include their own questions in the survey. A process for allowing this type of flexibility by academic unit may help develop a more accurate measure of teaching effectiveness. As a result of the efforts put forth by this and the previous task force, departments and colleges are now able to fill out a form in order to add discipline-specific questions to the SFSs. (There are some colleges, for example, Nursing, that already have added several questions to the current survey.)

Included here is a request form that departments and colleges may use to request that specific questions be added to the survey. Individual departments and/or colleges are permitted to customize the SFS forms by appending from three (3) to five (5) discipline-specific questions that students can answer. Question formats

may be open-ended or may require forced-choice responses such as 'yes/no' or a Likert-try format using response categories that range from 'strongly agree' to 'strongly disagree'. All requests need to be approved by the Chair of the Departmental or Unit Committee (if applicable), the Chair of the Academic Unit, and the Dean of the College. Approval signatures are mandatory. Requests need to be submitted at a minimum of 30 days prior to the release of the student evaluations for any given semester, otherwise, the questions will not appear until the following semester. Writing reliable and valid questions is not an easy task. It is incumbent on the question writer to take the necessary steps to make sure that questions are not double-barreled (i.e., assessing two or more aspects of the course using one question), and that the questions truly are assessing what they are intended to assess. Prior to writing SFS questions, we recommend that you read the following guidelines and that you keep these in mind when writing your questions.

A review of the student ratings literature (Linse, 2016) offers best practices in developing or improving UTA's SFS instruments:

1. The Student Feedback Survey is a measure of student opinion and feedback and is not a measure of teaching effectiveness. Other instruments and strategies used to assess teaching, which may include peer observations, internal and/or external review of course materials, teaching portfolios, and teaching scholarship should be given greater emphasis.

2. Student Feedback Survey data should not be treated in isolation but should be considered over a faculty member's history as an instructor. An examination of scores over time and types of courses rather than a composite score may offer a more accurate assessment. In addition, evidence of patterns in responses, students' comments and scores may offer better insights into areas that may need improvement.

3. Care should be taken to avoid comparisons between instructors. Since SFS data measures student satisfaction in a course in a particular context and time period, it is not appropriate to compare instructors that may differ in delivery style, experience in the classroom, and whose students may also differ on many levels.

If your department or college is interested in adding additional questions to the SFSs, you may use the following form: **FormfiforfiAddingfiQuestionsfitofithefiSFSsfi(pdf)**

Additional strategies exist for determining instructional effectiveness based on student input and are discussed elsewhere on this website. These typically exist in the form of feedback and student evaluations (e.g., daily question, exit tickets and mid-semester letters). If the purpose of student evaluation and feedback is to measure student satisfaction resulting in improved learning and success, these additional strategies allow an instructor to quickly make instructional adjustments to ensure greater student success while concurrently providing students an ability to have a "voice" in their learning experience. The key to any feedback is that the instructor should immediately focus on improvements to address student concerns.

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Uniformity in Assessing Teaching Effectiveness: A Guide for Supervisors, Department Chairs and Administrators

As per the Handbook of Operating Procedures (HOP), every year a report “shall be written such that each faculty member’s annual performance in the areas of teaching, research (or creative activity), and service can be placed in one of the following four categories: “exceeds expectations,” “meets expectations,” “does not meet expectations,” or “unsatisfactory.” (Review Criteria under Policy 6-725, 1-B-2).

The University of Texas at Arlington

Annual Review of Tenured Faculty

Part A: Faculty Data

Evaluation period: September 1, 2017 *through* August 31, 2018

Name: _____ _____ Academic Unit: _____

Last *First*

Academic Rank: _____ Year Tenured: YYYY

Part B: Workload Apportionment (as it applies to the year under evaluation)

	Teaching	Research or Creative Activity	Service	Administration (if applicable)	*Overall*
In each shaded box, enter a two-digit number.					*auto-calculation*

Part C: Evaluation of Faculty Performance

In each shaded box (including that for "overall"), enter 0, 1, 2, or 3.	Teaching	Research or Creative Activity	Service	Administration (if applicable)	*Overall*
Ratings: *3="exceeds expectations" 2="meets expectations" 1="does not meet expectations" 0 = "unsatisfactory"*					
	*	*	*	*	*

Comments:

Evaluation completed by: *Signature:* _____ *Date:* _____

Name (typed): *Name*

Title (typed): *Title*

Part D: Review by Peers (if applicable), Chair, and Dean

Note: The order of completion for items D1, D2, D3, and E1 may vary across colleges and schools, depending on college or school policy.

D1 ***Peer Committee*** (if applicable; not required by RR 31102) Having reviewed the evaluation indicated above, ☐ we concur. ☐ we do not concur.

Comments:

Signature (Committee Chair): _____ *Date:* _____

Name (typed): *Name*

Title (typed): *Title*

D2 ***Chair, Director, or equivalent*** Having reviewed the evaluation indicated above, ☐ I concur. ☐ I do not concur.

Comments:

Signature: _____ *Date:* _____

Name (typed): *Name*

Title (typed): *Title*

D3 ***Dean*** Having reviewed the evaluation indicated above, ☐ I concur. ☐ I do not concur.

Comments:

Signature: _____ *Date:* _____

Name (typed): *Name*

Part E: Faculty Acknowledgement

E1 ***Faculty Member*** I acknowledge having received and read this evaluation and any appended documentation.

Signature: _____ *Date:* _____

You may be entitled to know what information UT Arlington collects concerning you. You may review and have UT Arlington correct this information according to procedures set forth in UT System UTS 139. The law is found in sections 552.021, 552.023 and 559.004 of the Texas Government Code.

Copies to: faculty member, faculty member's departmental personnel file.

ar-tenured-fac-template new.xlsx

Figure. Sample Form for the Annual Evaluation of Tenured Faculty Members

Following the written evaluation, department chairs or in some cases, the members of the ACTP on the departmental level, will rate the faculty member in accordance with university guidelines. Tenured and tenure-track faculty members are scored from 0 (fails to meet expectations) to 3 (exceeds expectations) in the areas of teaching, service and research. The criteria used for scoring faculty in these areas have not heretofore been clearly defined resulting in wide-spread disparity across campus. Some units give all threes for exceeds expectations, while others are stricter in their assessment. This makes it difficult to reliably compare scores across units and consequently, throughout the university. Furthermore, there is a perception that it is not clear how these scores are interpreted by the upper administration. In other words, what are the implications for getting "meets expectations" in all three areas of teaching, service and research, vis-à-vis "exceeds expectations"? Members of ACTP and CCTP committees frequently find themselves second-guessing how these scores will be viewed further along the line and to what consequence for the candidate who is being evaluated or who is seeking tenure or promotion.

Therefore, the Evaluation of Teaching Performance Task Force recommends the implementation of a Teaching Performance Check-list document as an attempt to establish more uniformity across individual units when assessing teaching performance and/or when assigning a final score for evaluative purposes. Rubrics, like the sample given below, provide a coherent set of criteria for evaluating teaching effectiveness and will help to ensure uniformity across campus.

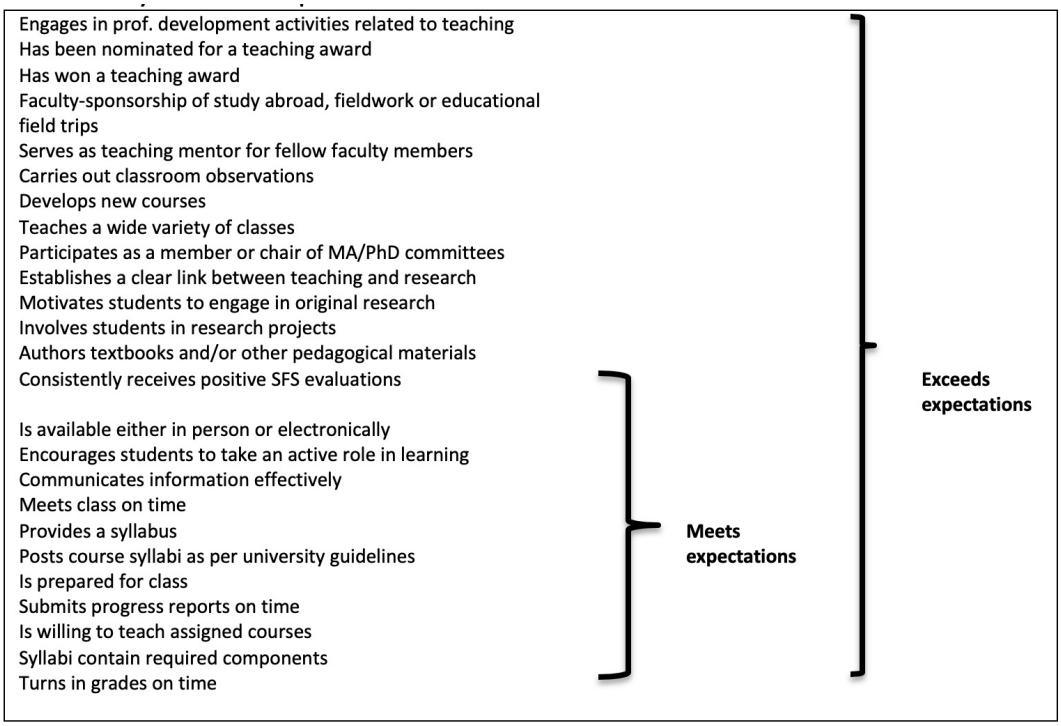

Table. Sample teaching effectiveness rubric for differentiating between 'meets expectations' and 'exceeds expectations'

Faculty members, department chairs, supervisors, and deans may use the following document when assessing a faculty member's overall performance in the area of teaching. The .pdf file also allows for the addition of discipline-specific items that are not currently included on the form and that might fall under the category of exceeds expectations in accordance with a particular discipline's teaching performance standards and best practices.

Meets-Exceeds Expectations Checklist v2 (pdf)

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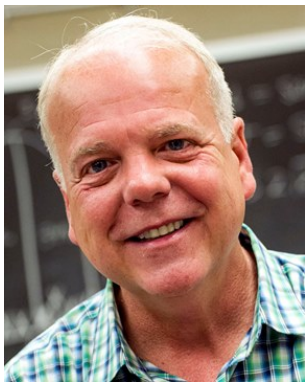
Members of the Evaluation of Teaching Effectiveness Implementation Committee

Raymond Elliott, Task Force Chair



Associate Professor of Spanish Linguistics and Former Chair, Department of Modern Languages Professor Elliott served as the Chair of the Department of Modern Languages for a ten year period from 2001-2011. Elliott's areas of specialization are Spanish linguistics, Romance linguistics, Second Language Acquisition, the acquisition of second language phonology, and the documentation and conservation of indigenous languages in Mexico. Elliott has published articles, book chapters, reviews in *The Modern Language Journal, Hispania, Language Documentation & Conservation*, *The Journal of the International Phonetic Association, International Journal of American Linguistics*, Georgetown University Press and Routledge. He served as a panelist in the McGraw-Hill Annual Teleconference on Authentic Materials, and as a member of the Academic Advisory Board for the package to accompany *Nuevos Destinos.* He is the author of several grammar texts: *Nuevos Destinos: Español para hispanohablantes*, including the workbook and accompanying lab and instructors manualand co-author of *Puntos de partida: An Introduction to Spanish (6th, 7th, 8th, and 10th editions), Puntos en Breve* and *¡Qué tal!* Professor Elliotts research interests have recently expanded to include the documentation of endangered and minority indigenous languages of Mexico. He has experience in documenting languages through recent fieldwork on Kakchiquel, an indigenous language of Guatemala and Chicahuaxtla Triqui, an Otomanguean tonal language spoken in Oaxaca, Mexico. Elliott directs UT-Arlington's Study Abroad Program in Cuernavaca, México. He is currently working on a text titled, "*Gramática popular del Triqui de Chicahuaxtla*" and articles focusing on tone-laryngeal morphology and illustrations of the IPA for Chicahuaxtla Triqui. Professor Elliott was awarded the College of Liberal Arts Outstanding Teaching Award and was inducted into the Academy of Distinguished Teachers at UT-Arlington in Spring 2014. Professor Elliott was selected as a recipient of the 2015 UT-Regents Outstanding Teaching Award, the most prestigious teaching award in the State of Texas.

Karabi Bezboruah

Associate Professor in the Public Administration program at the College of Architecture, Planning, and Public Affairs (previously the School of Urban and Public Affairs) at the University of Texas at Arlington.

She teaches courses in the Public Administration program, and the core courses in the Nonprofit Management specialization track. She also taught Strategic Planning for Public and Private sectors using the community service-learning methodology, and developed a strategic plan for a local government. Her research includes public-forprofit-nonprofit collaboration, nonprofit management and leadership, strategic management, community development, cross-sector comparisons, NGOs – organizational role, gender role, leadership role & NGO effectiveness.

Ann Cavallo

Assistant Vice Provost and Director of the Center for Research on Teaching and Learning Excellence, Co-director of UTeach Arlington, and Distinguished University Professor of Science Education at the University of Texas at Arlington (UTA). She earned her BS from Niagara University, and her MS in Science Education/Biology, MS in General Science, and PhD in Science Education all from Syracuse University. She holds secondary teacher certification in Biology, Chemistry, Earth Science, and General Science, and taught middle and high school science prior to earning her graduate degrees. Dr. Cavallo has held faculty appointments at the University of Oklahoma, the University of California-Davis, and Wayne State University. In 2015 she received the Distinguished Record of Research Award and in 2016 the Distinguished University Scholar Award at UTA, and is currently a member of the Academy of Distinguished Scholars. She is Principal Investigator of two National Science Foundation Robert Noyce grants totaling over $2 million. Her research investigates high school and college students' learning approaches and strategies, scientific reasoning, self-efficacy, and their acquisition of conceptual understandings of science, particularly through inquiry-based teaching models. She also studies teacher learning, induction, and retention in the profession. Dr. Cavallo has over 40 publications in internationally and nationally refereed journals and proceedings, as well as several books and book chapters. In total, she has secured more than $10 million in grants and gifts from various funding agencies to support her work. She serves on the Advisory Board for NSF and AAAS for STEM Teacher Preparation. She has made over 70 presentations at professional conferences, and has held significant leadership positions in professional education organizations.

Paul Componation

Dr. Paul J. Componation is Professor and Chair of the Industrial, Manufacturing, & Systems Engineering Department at The University of Texas at Arlington. Prior to his current position, Dr. Componation served as Professor and Director of Graduate Education for Engineering Management in the Department of Industrial and Manufacturing Systems at Iowa State University. He has also worked in various roles at the University of Alabama in Huntsville and West Virginia University. His work experience also includes BDM Federal, Sonoco Products Company, NASA and the U.S. Air Force. He has a Ph.D. and B.S. in Industrial Engineering from West Virginia University. He received an M.S. Management degree from Troy State University. He is the author of co-author of over 90 books, journal publications, conference proceedings and presentations. His professional affiliations include Fellow of the America Society for Engineering Management, a Senior Member of the Institute of Industrial Engineers, and a member of the International Council on Systems Engineering and the American Society for Engineering Education. Professor Componation's research interests include the development and optimization of complex systems in aerospace, transportation, and energy; decision analysis in distributed engineering design teams; utilization of technical and qualitative data in parametric cost modeling for aerospace systems; adaption of value-driven design in systems engineering enterprise; and the use of lean principles as an agent for organizational transformation.

Frank Foss

Professor. Foss Jr. joined the University of Texas at Arlington in September of 2008. A native of Massachusetts, he completed a Bachelors of Science in chemistry at the University of Richmond. He earned his Doctorate in Chemistry, studying Organic and Medicinal chemistry under the supervision of Timothy L. Macdonald from the University of Virginia. His dissertation on the Synthesis of Biologically-Stable Phospholipids is entitled "Synthesis of Bioavailable Sphingosine-1-Phosphate Receptor Ligands: Structure-Activity-Relationships, Enzymatic Regulation, and Immunosuppression." After his graduate work, he undertook a Post-Doctoral Research position with Ronald Breslow, at Columbia University in the City of New York, to study natural catalysis by designing artificial enzymes. In addition to this biomimetic research, Frank was involved in collaborative efforts in the area of molecular electronics through the NSF-funded Nanoscale Science and Engineering Center. Both fields challenge organic chemists to understand the fundamental properties of chemical structures in biology and material sciences in order to tailor new materials with desirable functions.

The Foss Laboratory at UT Arlington is currently involved in designing biomimetic redox catalysts that utilize sustainable oxidants, such as O_2 or H_2O_2, to perform

these important synthetic transformations. The laboratory also investigates a range of enzymes, through their interaction with small molecules, to understand their function and potential as tractable targets for new drug development. Finally, numerous collaborations exist that allow the laboratory to design and synthesize natural and non-natural biomolecules for a range of purposes, from medicinal to biomaterial.

Pauline Hudel-Smith

Pauline Hudel is an Assistant Professor in Practice, Department of Art and Art History and has 34 years of design, fine art and educational experience. Full time design positions include Art Director at Neiman Marcus and Sr. Designer at JCPenney. Pauline recieved a Master of Fine Arts from Texas A & M – Commerce and has held teaching positions at the University of Texas at Dallas, Collin County, Richland College as well as a University of North Texas teaching fellow. Ms Hudel has also worked on numerous freelance design projects for national and international clients. Past and present clients: Dillards, Neiman Marcus, JCPenney, Ampad, Pinnacle, Vertis Advertising, Ameriprise Financial, Mary Kay, Hill + Knowlton, Sothebys, Duke Energy. Projects include a publication for the Dallas Museum of Art, design and concept for The Dallas Opera 'Nabucco' and The Neiman Marcus Christmas Book cover art and product design. In addition, Pauline has exhibited her work in a number of juried, invitational and one person shows – Internationally China, Belgium, South Africa, Mexico and nationally San Francisco, Bolder, Chicago, Austin, Brooklyn, Whichita, Los Angeles, Seattle, New Orleans, St Louis, Sante Fe, Houston, etc. She has recently curated a faculty and student exchange show with China and won numerous awards including a Silver and 2 Bronzes in the 2018 UDA international Design Competition, an Apex Award of Excellence, a Lightbulb Award at the 49th Annual DSVC Dallas Show, a Special Judges Award – Best in Category and Gold Addy from the American Advertising Federation as well as the William S Ward Endowment Award for Teaching and a COLA Faculty Endowment Grant.

Theresa Jorgensen

Theresa Jorgensen received degrees in mathematics from the University of St. Thomas in St. Paul, Minnesota (B.A.) and the University of Nebraska-Lincoln (M.S. and Ph.D.) Prior to joining the faculty of the Mathematics Department at the University of Texas at Arlington, she was a cryptologic mathematician at the National Security Agency. Dr. Jorgensen's research and professional interests in mathematics focus on the mathematical education of teachers, vertical connections within mathematics curricula, and program development. She is a recipient of the UT Arlington's Provost's Research Excellence Award. Dr. Jorgensen's research and teaching have been sponsored by grants from the National Science Foundation, the Mathematical Association of America (MAA), the Texas Workforce Commission, and the Texas Higher Education Coordinating Board. Dr. Jorgensen's teaching reflects her belief that mathematics should make sense, and that it is through active engagement in mathematics that one makes sense of it. The courses which she

most often teaches include calculus, differential equations, and advanced courses in mathematics for elementary, middle school, and secondary mathematics teachers. Dr. Jorgensen's many teaching honors include the 2005 UT Arlington Provost's Award for Excellence in Teaching, the 2006 UT Arlington Honors College Distinguished Faculty Award, a 2010 UT System Regents Outstanding Teaching Award, and selection as a UT Arlington Faculty Fellow for Service Learning in 2013-14. Dr. Jorgensen is involved in outreach activities to increase the diversity of students in the mathematical sciences. She has received multiple grants from the Association for Women in Mathematics and the MAA to support programs developed to engage underrepresented minority students and females in mathematics.

María Martínez-Cosio, Associate Vice Provost for Faculty Affairs

Diane Mitschke, Associate Professor of Social Work and Director of Graduate Programs

Laura Mydlarz, Professor of Biology

Andrew Pagel, Director of Student Evaluations and Surveys

Peggy Semingson

Currently, I study the ways that we can use **digital pedagogies** to engage pre-service and in-service teachers to most effectively help them to teach literacy in their current and future classroom contexts. Within this area, I am interested in **socially distributed knowledge sharing** that takes place online, distributed cognition, and video-mediated (e.g., YouTube) discussion and dialogue. I have won two awards related to distance learning. Most recently, I was awarded the prestigious 2013 USDLA Best Practices Platinum Award for Excellence in Distance Learning Teaching [platinum is the highest level honored in this category]. In 2010 I was awarded the President's Award for Excellence in Distance Education Teaching at UT Arlington. My active research agenda also includes projects that focus on my primary research interest of **students who face challenges in literacy learning**. I am interested in the concept of social-collaborative literacy learning models (Rogoff, 1991; Gregory, 2001) and studying literacy sponsors, social supports, and networks that take place in families and communities (Brandt, 2001) as well as teacher professional development programs that support teachers as they develop knowledge to help students whoh face challenges in reading in in-school and out-of-school learning contexts. I primarily draw on narrative research and naturalistic inquiry traditions within qualitiative research. I am also interested in methods of discourse analysis. Related to this line of inquiry of interest in students who face challenges in reading, I am also examining the historical contexts of literacy learning for students who face

challenges in reading, e.g., the work of seminal scholars like **Jeanne Chall**. In 2009 I was a visiting scholar at Harvard University to study the works of Chall in the Jeanne S. Chall collection at the Gutman Library. The historical and social contexts of struggling readers represent the main focus and line of inquiry.

Barbara Shipman

Barbara Shipman has been a faculty member in the Department of Mathematics at UT Arlington since 1998. She received her undergraduate and doctoral degrees in mathematics from the University of Arizona and served on the mathematics faculty at the University of Rochester for three years. Dr. Shipman has presented her mathematical work at conferences in the United States, Canada, and Japan. Her work on the mathematics of the honeybees dance language has been featured in Discover and on National Public Radio. Dr. Shipman loves teaching. She has received numerous teaching awards, including membership on the University of Texas System Academy of Distinguished Teachers in 2016, the Regents' Outstanding Teaching Award in 2010, and the Professor of the Year Award from UT Arlington's Student Chapter of the Mathematical Association of America in three different years. Dr. Shipman is currently a joint coordinator with five faculty in a three-year program funded by the NSF that is filled with activities and mentoring designed to prepare undergraduate mathematics majors for the workforce and for graduate school. She also coordinates the Math Clinic, a popular on-campus tutoring center that serves a variety of undergraduate mathematics courses.

Antoinette Sol, Vice Provost of Faculty Affair and Professor of French