ADVISORY COUNCIL ON INSTRUCTIONAL EXCELLENCE
Vice Provost Laurie J. Kirsch, Chair
January 31, 2019

Minutes

Present: L. Kirsch (Chair), N. Benedict, P. Gartside, G. Hamad, C. Perfetti, A. Sved, B. Wells, and L. Kearns (substitute for C. Golden)

Welcome and Introductions

Laurie Kirsch called the meeting to order at 1:03 p.m. and welcomed members.

Approval of Minutes

Laurie asked for a motion to approve the minutes from the ACIE meeting held on November 5, 2018 – distributed in advance of the meeting. The motion was offered by Chuck Perfetti, seconded by Brett Wells, and approved by the Council. The minutes will be posted on the ACIE website.

Assessment of Teaching

Laurie reminded Council members that Provost Cudd charged the Council with providing recommendations to the Provost about expanding the ways in which teaching is assessed across the University. To continue discussions on this topic, Laurie summarized the previous meeting's discussion and invited Chuck Perfetti to lead the discussion.

Chuck began by distributing an outline to guide the discussion. He also distributed a draft of the Assessment of Teaching Benchmarking provided by Assistant Provost Nancy Tannery. Handouts are attached.

Chuck opened the discussion by asking for Council members' reactions to the articles distributed in advance of the meeting. Council members agreed that all articles were interesting and informative. Some members observed, though, that the articles tended to portray student evaluations and opinions about teaching effectiveness in a negative light. The Council agreed that student opinions of teaching should not be relied on too heavily, or as a sole source of feedback; nevertheless Council members generally believe that student opinion surveys can provide valuable information if there is a high rate of participation and if students understand the value of their feedback. Council members also thought it would be beneficial to the University community to instill more uniformity in messaging about OMETs and in use of student opinion surveys across schools and campuses.

Council members found the Berk article (details in attached handout, page 1) particularly useful, and thought Table 1 offered valuable information related to assessing the effectiveness of teaching. The conversation then turned to the types of recommendation to provide the Provost.

In the attached handout (page 21), Chuck noted that there are two types of recommendations the Council could provide: practices-based or processes-based. A practices-based recommendation would focus on specific evaluation types, uses, and the frequency for the different disciplines whereas the processes-based recommendation would focus on how to implement the various types of evaluations, whether the procedures would be uniform, and the best practices at School/Department level. The Council agreed to focus more on a processes-based recommendation and it was mentioned that the Department of Psychology, within the Dietrich School of Arts and Sciences, is working to develop a method to collect multiple reviews by students over the course of a semester.

During the discussion about the assessment of teaching, the following fundamental points were made:

- Student opinions of teaching can be a valuable source of feedback for faculty if used correctly. It is important that students understand the potential value of their feedback, and efforts to increase student participation in the OMET surveys should be considered. For example, some universities require student participation in similar surveys.

- The Council would like to identify gaps in the feedback that faculty receive about their teaching. That is, what kind of feedback is missing from student opinion surveys? What other tools or approaches might supplement the information provided by student surveys? For example, would peer reviews or video reviews help to fill the gap in feedback?

- Departments within Pitt, as well as other institutions, are good resources to learn about other practices and approaches to assess teaching. Current assessment practices taking place in the School of Nursing and School of Engineering (discussed at November 5 meeting) provide valuable information about assessment.

- Council members also brought up assessment practices and experiences within their own departments or schools. For example, the Department of Neuroscience, within the Dietrich School of Arts and Sciences, encourages faculty to use the anonymous surveys available via Blackboard to receive continuous student feedback during the semester Other examples include peer review – which allows the reviewed faculty to receive feedback, as well as the reviewing faculty to observe new practices and reviewing great faculty as well as self-recorded lectures for self-assessment.

- Council members noted that the Teaching Center also sets up peer review and faculty observations based on what the faculty are looking to learn from the assessment. In the Teaching Center's Course Incubator project, for example, teaching videos are watched by staff and useful habits are recorded. It was mentioned that a teach-and-reteach method may be useful, though it requires multiple observations.

- The Council discussed whether assessment of faculty teaching should vary based on tenure/promotion status. Pre-tenure assessment might require more summative evaluations, whereas post-tenure award/promotion could be more formative.

- A suggestion was made that more specific guidance and structure should be provided for promotion and tenure dossiers, for all faculty (tenured, tenure-stream, non-tenure stream) who are being considered for tenure and/or promotion. To encourage assessment and continuous improvement post tenure and promotion, Pitt should encourage a culture of continued improvement and reinforce the high value of teaching and learning.

Next Steps

As time for discussion drew to a close, Laurie indicated that an additional meeting would be scheduled to continue the conversation. In preparation for that meeting, Laurie will work with Chuck and Cynthia to draft a working set of recommendations for the Provost. Council members discussed what should be included in those recommendations. They noted that the recommendations should clarify the value of student surveys, suggest additional ways to strengthen the process of gathering student data, and explicate the gaps in assessment feedback that faculty might perceive. Council members then discussed the possibility of developing several models or resources that departments and schools could consider for supplementing student opinions.

Laurie also noted that Nancy Tannery is continuing to benchmark the assessment practices and policies at other universities. When Nancy's report is ready, it will be shared with Council members.

Innovation in Education Awards: Proposal Review Process

Laurie informed Council members that the Office of the Provost had received 19 proposals for the Innovation in Education Awards. Laurie gave a broad overview of the process and schedule. She said that the proposals will have a number assigned to each and will be uploaded to a Box account. As a first step, the University Center for Teaching and Learning staff will review the proposals and conduct a feasibility assessment. Their reviews will be added to the Box account.

Once the Teaching Center has completed its technical reviews, each Council member will be asked to review several proposals so that each proposal will be reviewed by multiple Council members. A "lead" reviewer will be assigned to each proposal. In assigning reviewers, there is an attempt to match discipline and expertise of Council members with the proposals, to the extent possible.

In mid-February, the Council will be contacted with which proposals they have been assigned to review, and will be given access to the Box account containing the proposals and the Teaching Center's technical reviews. Review forms will also be provided to Council members.

Council reviews must be completed between mid-February and early March, with completed reviews submitted to Morgan Biaggi-Frische. Morgan will then compile the scores and proposal information into a spreadsheet, which will be uploaded to the Box account.

At the March 18 Council meeting, all proposals will be discussed. The lead reviewer will kick-off the discussion by providing a brief summary of the proposal and his/her recommendation.

Council members are encouraged to review all proposals, if possible, to participate in the discussions during the March 18 meeting. During the meeting, Council will determine the set of proposals to recommend to the Provost for funding. It is anticipated that the award winners will be notified by April 1.

Next Meeting

An additional meeting is being scheduled for late February to continue the discussion of assessment of teaching and draft recommendations. The process and timeline for reviewing the Innovation in Education Award proposals will also be reviewed again at the next ACIE meeting.

The next meeting of ACIE is scheduled for Thursday, February 28, 2019 from 12:00 – 1:00 p.m., in 815 Alumni Hall.

Adjournment

Having no further business to discuss, the meeting was adjourned at 2:04 p.m.

Articles provided in advance of the meeting:

Benton, S.L. (2018). Best practices in the evaluation of teaching. *IDEA Paper #69.* Retrieved from http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_69.pdf

Abstract: Effective instructor evaluation is complex and requires the use of multiple measures—formal and informal, traditional and authentic—as part of a balanced evaluation system. The student voice, a critical element of that balanced system, is appropriately complemented by instructor self-assessment and the reasoned judgments of other relevant parties, such as peers and supervisors. Integrating all three elements allows instructors to take a mastery approach to formative evaluation, trying out new teaching strategies and remaining open to feedback that focuses on how they might improve. Such feedback is most useful when it occurs in an environment that fosters challenge, support, and growth. Rather than being demoralized by their performance rankings, faculty can concentrate on their individual efforts and compare current progress to past performance. They can then concentrate on developing better teaching methods and skills rather than fearing or resenting comparisons to others. The evaluation of teaching thus becomes a rewarding process, not a dreaded event.
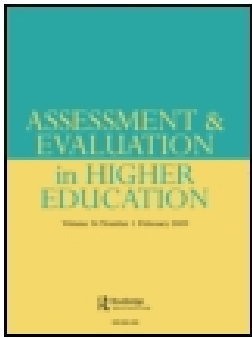
Berk, R.A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education, 17*(1), 48-62. Retrieved from http://www.isetl.org/ijtlhe/pdf/IJTLHE8.pdf

Abstract: Twelve potential sources of evidence to measure teaching effectiveness are critically reviewed: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. National standards are presented to guide the definition and measurement of effective teaching. A unified conceptualization of teaching effectiveness is proposed to use multiple sources of evidence, such as student ratings, peer ratings, and self-evaluation, to provide an accurate and reliable base for formative and summative decisions. Multiple sources build on the strengths of all sources, while compensating for the weaknesses in any single source. This triangulation of sources is recommended in view of the complexity of measuring the act of teaching and the variety of direct and indirect sources and tools used to produce the evidence.

Note: Berk published an updated version of this article in his 2011 book. It included a 13th method, the 360 degree multisource assessment. I went with the earlier journal article instead because the 360 degree multisource assessment is primarily used in business and industry, not higher ed., and because the author's tone is so informal that I think it might rub faculty the wrong way. The article is a little less informal in tone and sticks to more established evaluation methods.

Shao, L.P., Anderson, L.P, & Newsome, M. (2007). Evaluating teaching effectiveness: Where we are and where we should be. *Assessment and Evaluation in Higher Education, 32*(3), 355-371. doi: 10.1080/02602930600801886 (below)

Abstract: Although many studies have examined techniques used to evaluate faculty performance, the literature has generally provided mixed results regarding the proper ways to measure teaching effectiveness. This paper provides the results of a survey of 1300 administrators and faculty of AACSB International accredited institutions. Respondents were asked what they believe is currently being used, and what should be used, to evaluate overall faculty performance and teaching effectiveness. Differences in responses are evaluated across school types, respondent positions, and respondent years of experience. The findings of this study provide a 'benchmark' of measures administrators can use to evaluate faculty performance.

Evaluating teaching effectiveness: where we are and where we should be

Lawrence P. Shao , Lorraine P. Anderson & Michael Newsome

Routledge
Taylor & Francis Group

Evaluating teaching effectiveness: where we are and where we should be

Lawrence P. Shao*, Lorraine P. Anderson and Michael Newsome
Marshall University, USA

Although many studies have examined techniques used to evaluate faculty performance, the literature has generally provided mixed results regarding the proper ways to measure teaching effectiveness. This paper provides the results of a survey of 1300 administrators and faculty of AACSB International accredited institutions. Respondents were asked what they believe is currently being used, and what should be used, to evaluate overall faculty performance and teaching effectiveness. Differences in responses are evaluated across school types, respondent positions, and respondent years of experience. The findings of this study provide a 'benchmark' of measures administrators can use to evaluate faculty performance.

Introduction

One of the most important, challenging, and controversial issues facing academic administrators involves the use of appropriate measures to evaluate faculty performance. The task of evaluating faculty performance is rendered difficult since administrators are responsible for evaluating performance in areas that involve both subjective and objective interpretation.

The task is also complicated by the need to examine three distinct performance areas including teaching, research and service. The first area of concern involves factors used to evaluate teaching effectiveness. Examples of factors used to assess teaching effectiveness include student rating forms, written comments, peer classroom visits, teaching portfolios and teaching awards. Student learning outcomes is another factor that can be used to measure teaching effectiveness. A second area of concern for administrators involves factors used to measure the effectiveness of scholarship activities. Today, there is a growing tendency to allow a greater breadth of scholarship activities, but this creates a dilemma as chairs and deans evaluate research efforts. A third area

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of concern involves measures used to evaluate both university and community service. The body of knowledge regarding the evaluation of service pales in comparison with that regarding the evaluation of teaching effectiveness and scholarship.

This paper presents the results of two surveys in which faculty and administrators are asked to provide their opinions concerning how important current faculty evaluation items are, and how these items should be used, in evaluating overall faculty performance and teaching effectiveness. This paper is structured as follows. Section I provides a brief overview of the practical issues administrators must deal with when evaluating faculty performance. Section II focuses on research design and data collection. Section III discusses the results relating to the evaluation and measurement of faculty performance and teaching effectiveness. Section IV describes the conclusions.

Literature Review

At the core of a university's mission are teaching, scholarship and service. Administrators are called upon to evaluate faculty in each of these areas with increasing emphasis placed on quantitative and qualitative methods that are defensible, if the need arises, in grievance proceedings and lawsuits. Additionally, public demand, accreditation agencies, and governing boards have brought assessment and faculty evaluation requirements to higher education as well.

Faculty evaluation has at least four purposes:

- To provide data for the reward of merit and the correction of shortcoming
- To aid selection of the best-qualified persons for new assignments and retention of the most needed in old
- To assist in continuing professional education for professors
- To contribute to the understanding of the operation of the department and college as a whole (Stake & Cisneros, 2000).

The evaluation of faculty is controversial. In particular, the evaluation of teaching effectiveness has sparked the most heated debates. Three well-respected researchers have offered practical advice to faculty and administrators seeking to develop new faculty assessment systems. Seldin (1984) led the way calling for dramatic changes in faculty evaluation systems with his seminal work, Changing Practices in Faculty Evaluations. In 1993, Centra encouraged universities and colleges to develop a cultural change reward system so faculty would have an intrinsic motivation to become effective teachers. Arreola (2000) provided a template that allows faculty, administration and staff to create a comprehensive faculty evaluation system. The common thread that each of these authors share is the belief that faculty evaluations must be based on multiple forms of evaluation. According to a Carnegie Foundation study, 98% of universities currently use 'systematic student evaluations of classroom teaching'; 82% consider 'self-evaluation or personal statements'; and 58% use peer review of classroom teaching (Magner, 1997). The following sections provide a brief review of the literature in each of these areas as well as addressing the importance of scholarship activity in teaching effectiveness.

Student rating forms

The evaluation of teaching effectiveness is an area of research that has attracted interest and sparked debate for more than 80 years. The controversy continues today, but studies completed in the past provide a valuable foundation of information upon which faculty and administrators can develop evaluation techniques and systems (Wachtel, 1998). It is estimated that there have been more than 2000 studies completed in this area (Arreola, 2003).

Experts in the field offer advice as to how to use student evaluations properly so as to avoid bias and obtain the best results. Ratings should be anonymous, given without the instructor in the room and not given right before or right after an exam (Aleamoni, 1999). Students have little confidence that faculty and administrators pay attention to the results of student ratings (Spencer & Schmelkin, 2002). Sadly, Spencer and Flyr (1992) found that only 23% of faculty reported making changes to their teaching based on student evaluation responses. Given the foregoing, it is no wonder that administrators often feel caught between being the 'coach' and the 'judge' when counseling faculty on teaching effectiveness.

Teaching portfolios

Teaching portfolios are another source of data for faculty evaluations. It is estimated that 1,500 colleges and universities in the United States and Canada now use teaching portfolios (Seldin, 2000). The teaching portfolio is time consuming, but can be used for both evaluative and formative purposes (Seldin, 2000). Burns (2000) questions the time it takes to put together a portfolio and wonders if they improve teaching or not. Burns states that they are rarely used in personnel decisions. Seldin, a proponent for the use of the portfolio approach disagrees. Seldin (1991, 1993, 1997) has tracked the growth of portfolios to evaluating teaching effectiveness. He has also developed a concise procedure for assembling and evaluating teaching portfolios. The advantage of the use of portfolios is that individual faculty members are responsible for assembling and maintaining their own evaluation data (Arreola, 2000).

Classroom visitations

Another common method of evaluating faculty includes classroom visitation. This may include peer evaluation or chair evaluation. Arreola (2003, 2001) states that classroom visits are not effective unless the observers have been properly trained. He also recommends a minimum of 8–10 visits per semester. To further improve the use of peer observation in the classroom, Arreola recommends developing a valid reliable, observable checklist for the peer to use while evaluating a faculty member's teaching. He also suggests having a peer observer team to obtain inter-rater reliability. And finally, once the observation visits are completed, the team should meet with the instructor to review their overall conclusions and receive honest, accurate and focused feedback to facilitate self-improvement (Millis, 1992; Chism, 1999).

Few institutions of higher education approach classroom visitation in this manner (Arreola, 2003).

Scholarship activities

Faculty evaluation of teaching is not complete without an examination of the faculty member's scholarship record. Conventional wisdom indicates that teaching and research are mutually supporting if not inseparable even though this is not supported by empirical research (Webster, 1986). There is a strong belief that research should contribute to teaching. Research forms the basis of the content of teaching. Teachers who are active researchers are more likely to be on the cutting edge of their discipline, however, a recent empirical study with 182 participants showed teaching and research do not have a positive correlation. In fact, there was some support for an antagonistic nature among research and teaching (Marsh & Hattie, 2002). Yet, 92.5% of chief academic officers responding to a survey indicated that they believed faculty research actively enhances teaching effectiveness at their institution (Leslie & Lynn, 1998).

Methodology

Research design

The creation and refinement of the data collection instrument used in this study, an electronic questionnaire, was subjected to detailed review by both academic administrators and faculty members from various business disciplines. Administrators and faculty from four large universities assisted in designing the questionnaire. After several revisions were made, the questionnaire was further scrutinized by two colleges of business committees (finance/economics research committee and executive committee). Recommendations regarding wording and question format were offered. Some of these suggestions included changing various factors of importance and clarifying the meaning of certain items. After changes were made, the questionnaire was tested on a group of four targeted respondents to determine clarity and the time it took to complete the questionnaire. Since no additional changes were recommended, the questionnaire was ready for implementation.

The questionnaire was designed to obtain detailed information about the importance of different factors that are used or should be used to evaluate annual faculty performance. First, administrators were asked to give their opinions on the importance of various factors that related to overall evaluation of faculty performance. Second, they were asked to indicate their views about the importance of factors that assisted in evaluating annual teaching effectiveness. Finally, respondents were asked to provide information about their position and academic institution.

Data collection

The first part of the data collection process involved obtaining the email addresses of all AACSB International accredited institutions. Two separate email lists of all

accredited institutions over a two year period were generated from the corporate office of AACSB International in St. Louis, Missouri. The first email list included 852 administrators of accredited institutions as of May 2002. The second email list consisted of 883 administrators of accredited institutions as of May 2003. Both email lists were reviewed for accuracy and tested to ensure that all administrator addresses were properly implemented into the online questionnaire.

The second part of the data collection process involved contacting the administrators so they could participate in the online questionnaire. In May 2002, 852 questionnaires were emailed to administrators of accredited institutions. One questionnaire was emailed to each administrator and the business school dean was asked to complete the instrument. Specifically, the questionnaire asked the deans to provide information about which factors they felt *should be* used to measure teaching effectiveness. A total of 501 administrators returned their questionnaires—a response rate of 58%, which is high for a voluntary survey. In May 2003, 883 questionnaires were emailed to administrators of accredited institutions. The second questionnaire solicited both administrators and faculty to provide information on which items they felt *were used* to evaluate teaching effectiveness. A total of 799 administrators and faculty returned their questionnaires—a response rate of 90%. Since response bias is typically more prevalent when respondents are asked to identify themselves, the respondents were not asked to identify themselves or their institutions. See Appendix 1 for a complete copy of the survey. The majority of respondents came from a wide range of accredited colleges and universities.

Results

Table 1 lists the characteristics of respondents to both surveys. Across both surveys responses were principally drawn from deans and departments heads of doctoral and masters degree granting institutions. Fewer deans, and more department heads and faculty, answered the second survey. Respondent experience was higher in the second survey. In the first survey, respondents tended to be responsible for evaluating a broad range of disciplines, while in the second survey respondents were responsible for a more narrowly defined set of disciplines.

Respondents were asked to rate the importance of eleven items that are commonly used to evaluate faculty performance in general. From these ratings a ranking of items was generated for both surveys. It is possible to compare what respondents state is current practice with what they believe should be used in evaluating general faculty performance. Table 2 shows the results of these rankings. Respondents stated that Classroom Teaching, Intellectual Contributions, and University Service are currently the three most commonly used items in evaluating general faculty performance. The respondents also listed these items as the ones that should be used in evaluating general faculty performance. Respondents indicated that they believe that Collegiality and Consulting Activity should be considered more than they currently are, and that Faculty Rank and Supply of Applicants should be considered less than they currently are.

Table 1.   Characteristics of respondents

Characteristic	What Should be Used (Survey 1)	Current Practice (Survey 2)
Respondent's Position (%)		
Dean	62.6	42.2
Department Head	34.4	49.4
Faculty	2.4	6.5
Other	0.6	1.9
Respondent's Institution Type (%)		
Doctoral	33.5	28.9
Masters	46.9	37.6
Baccalaureate	8.4	7.0
Other	1.8	0.4
Don't Know	9.2	26.1
Respondent's Experience in Current Position (Average Years)	4.9	7.4
Disciplines Evaluated by Respondent (% responding Yes)[1]		
Accounting	77.4	20.6
Economics	68.3	14.5
Finance	72.5	15.9
Information Systems	76.0	17.7
Management	79.6	31.3
Marketing	79.2	20.5
Other	14.9	13.5

Note:
1. Percentages may add up to more that 100 because some respondents evaluate more than one discipline.

Table 2.   Ranking of items used to evaluate overall faculty performance

Item	Ranking What Should Be Used[1] (Survey 1)	Ranking Current Practice (Survey 2)
Classroom Teaching	1	1
Intellectual Contributions	2	2
University Service	3	3
Collegiality	4	7
Honors and Awards	5	4
Grants and Funding Received	6	6
Community Service	7	8
Faculty Rank	8	5
Consulting Activity	9	11
Distance Learning Activity	10	10
Supply of Applicants	11	9

Note:
1. A space between any two items indicates that the rankings for those two items are significantly different at the 0.05 level.

Respondents were asked to rate the importance of twenty general items that are commonly used to evaluate teaching effectiveness. Ratings were created from these rankings. Table 3A shows the results of these rankings. Respondents stated that while they believed being Current in Field is the most important factor that should be used to evaluate teaching effectiveness, it is currently used only moderately. Student Evaluation Scores and Student Written comments were listed as currently being weighted very highly and respondents agreed that these should be considered heavily. Items that respondents believed currently have too much weight in evaluating teaching effectiveness include Teaching Awards, Use of Technology, Colleagues' Opinions, Course Level (graduate/undergraduate), Course Type (required/elective), and Class Enrollment. Items that respondents believed currently have too little weight include Peer's Evaluations, Class Room Visits, Class Assignments, and Alumni Feedback.

Respondents were asked to rate the importance of five student evaluation items that are commonly used to evaluate teaching effectiveness. Table 3B lists the rankings that were created from these ratings. While Professor's Overall Rating, Professor's Communication Skills, and Professor's Preparation were all listed as currently being weighted heavily, respondents indicated that Professor's Preparation should be weighted more heavily and Professor's Overall Rating should be weighted less heavily.

Table 3A.   Ranking of general items used to evaluate teaching effectiveness

Item	Ranking What Should Be Used[1] (Survey 1)	Ranking Current Practice (Survey 2)
Current in Field	1	7
Student Evaluation Scores	2	1
Student Written Comments	3	3
Chair's Evaluation	4	4
Teaching Awards	5	2
Peer's Evaluations	6	10
Intellectual Contributions	7	5
Teaching Portfolio	8	12
Class Room Visits	9	19
Dean's Evaluation	10	6
Class Assignments	11	16
Use of Technology	12	8
Alumni Feedback	13	18
Colleagues' Opinions	14	9
Grade Distribution	15	13
Course Notebooks	16	17
Course Level (grad/undergrad)	17	11
Course Type (required/elective)	18	15
Class Enrollment	19	14
Drop Rate	20	20

Note:

1. A space between any two items indicates that the rankings for those two items are significantly different at the 0.05 level.

Table 3B.   Ranking of student evaluation items used to evaluate teaching effectiveness

Item	Ranking What Should Be Used[1] (Survey 1)	Ranking Current Practice (Survey 2)
Professor's Preparation	1	3
Professor's Communication Skills	2	2
Professor's Overall Rating	3	1
Professor's Enthusiasm	4	5
Professor's Knowledge	5	4

Note:
1. A space between any two items indicates that the rankings for those two items are significantly different at the 0.05 level.

Respondents were asked to rate the importance of four student evaluation means that are commonly used to evaluate teaching effectiveness. Table 3C lists the rankings that were created from these ratings. There is close agreements between current practice and what respondents feel should be used. Department Mean is generally believed to be the most important item and University Mean is believed to be the least important.

A series of ordered logit regressions were run to determine how different respondent characteristics affected the rankings of items used in faculty evaluations. Independent dummy variables were created so that the rankings of deans and department chairs could be compared against the rankings of faculty, and the rankings of respondents at doctoral and masters degree schools could be compared against the rankings of respondents from baccalaureate schools. Additionally, an independent variable indicating the years of experience for the respondents was used. In an ordered logit regression the effect of each independent variable on the ranking of a particular item is considered holding the other independent variables constant. Effect significance was tested and is reported at the 0.05 level.

Table 4 lists only the respondent characteristics that had significant effects on the rankings of items used in the general faculty performance evaluations. All else constant doctoral schools and masters schools tended to rank intellectual contributions more

Table 3C.   Ranking of student evaluation means used to evaluate teaching effectiveness

Item	Ranking What Should Be Used[1] (Survey 1)	Ranking Current Practice (Survey 2)
Department Mean	1	1
Discipline Mean	2	3
College Mean	3	2
University Mean	4	4

1. A space between any two items indicates that the rankings for those two items are significantly different at the 0.05 level.

Table 4.   Characteristics affecting ranking of items that should Be used to evaluate overall faculty performance (summary of significant results from ordered logits[1])

Compared to Schools with Baccalaureate Carnegie Classifications:		
Doctoral Schools Rank	Intellectual Contributions	Higher
	Grants and Funding Received	Higher
	Community Service	Lower
Masters Schools Rank	Intellectual Contributions	Higher
Respondents with More Experience Rank:		
	Supply of Applicants	Higher

Notes:
1. Ordered Logit regressions were run for each item listed in Table 2. The independent variables included dummy variables for Department Chair and Dean (with Faculty as base); dummy variables for Doctoral Carnegie Classification and Masters Carnegie Classification (with Baccalaureate Carnegie Classification as base); and respondent's Years of Experience. Significance is tested at the 0.05 level.

highly than did baccalaureate schools. While Grants and Funding Received was ranked more highly at doctoral schools, these schools tended to rank Community Service lower than did baccalaureate schools. Respondents with more experience tended to rank the Supply of Applicants more highly. So, respondents with more first-hand experience in the academic marketplace believe that the availability of alternative applicants should influence administrator's evaluations of current faculty. Perhaps these respondents have witnessed negative outcomes from failing to consider realistic scenarios in the staffing process.

Table 5A lists only the respondent characteristics that had significant effects on the rankings of general items used in the teaching effectiveness evaluations. Department chairs and deans both tended to rank the Chair's Evaluation, Classroom Visits, and Class Assignments less highly than did faculty. Department Chairs ranked the Dean's Evaluation lower than did faculty. Both doctoral schools and masters schools ranked Current if Field, Course Level, Course Type, and Class Enrollment as more important than did baccalaureate schools. Teaching Portfolios, Grade Distributions, and Course Notebooks were evaluated highly by respondents from masters schools. Respondents with more experience tended to rank Intellectual Contributions more highly, and Student Written Comments and Teaching Portfolio less highly, than did respondents with less experience.

Table 5B lists only the respondent characteristics that had significant effects on the rankings of student evaluation items used in the teaching effectiveness evaluations. Only one characteristic was found to have a significant effect. Deans tended to rank Professor's Overall Rating more highly than did faculty.

Table 5C lists only the respondent characteristics that had significant effects on the rankings of student evaluation means used in teaching effectiveness evaluations. Only one characteristic was found to have a significant effect. Respondents with more experience tended to rank University Mean more highly than did respondents with less experience.

Table 5A.   characteristics affecting ranking of general items that should be used to evaluate teaching effectiveness (summary of significant results from ordered logits[1])

Compared to Faculty:

Department Chairs Rank	Chair's Evaluation	Lower
	Peer's Evaluation	Lower
	Classroom Visits	Lower
	Dean's Evaluation	Lower
	Class Assignments	Lower
Deans Rank	Chair's Evaluation	Lower
	Classroom Visits	Lower
	Class Assignments	Lower
	Course Level	Lower

Compared to Schools with Baccalaureate Carnegie Classifications:

Doctoral Schools Rank	Current in Field	Higher
	Course Level	Higher
	Course Type	Higher
	Class Enrollment	Higher
	Dean's Evaluation	Lower
Masters Schools Rank	Current in Field	Higher
	Teaching Portfolio	Higher
	Grade Distribution	Higher
	Course Notebooks	Higher
	Course Level	Higher
	Course Type	Higher
	Class Enrollment	Higher
	Drop Rate	Higher

Respondents with More Experience Rank:

	Intellectual Contributions	Higher
	Student Written Comments	Lower
	Teaching Portfolio	Lower

Note:
1. Ordered Logit regressions were run for each item listed in Table 3A. The independent variables included dummy variables for Department Chair and Dean (with Faculty as base); dummy variables for Doctoral Carnegie Classification and Masters Carnegie Classification (with Baccalaureate Carnegie Classification as base); and respondent's Years of Experience. Significance is tested at the 0.05 level.

Table 5B.   Characteristics affecting ranking of student evaluation items that should be used to evaluate teaching effectiveness (summary of significant results from ordered logits[1])

Compared to Faculty:

Deans Rank	Professor's Overall Rating	Higher

Note:
1. Ordered Logit regressions were run for each item listed in Table 3B. The independent variables included dummy variables for Department Chair and Dean (with Faculty as base); dummy variables for Doctoral Carnegie Classification and Masters Carnegie Classification (with Baccalaureate Carnegie Classification as base); and respondent's Years of Experience. Significance is tested at the 0.05 level.

Table 5C.   Characteristics affecting ranking of student evaluation means that should be used to evaluate Tteaching effectiveness (summary of significant results from ordered logits[1])

Respondents with More Experience Rank:		
	University Mean	Higher

1. Ordered Logit regressions were run for each item listed in Table 3C. The independent variables included dummy variables for Department Chair and Dean (with Faculty as base); dummy variables for Doctoral Carnegie Classification and Masters Carnegie Classification (with Baccalaureate Carnegie Classification as base); and respondent's Years of Experience. Significance is tested at the 0.05 level.

Implications and conclusions

This study presents a comparison of two surveys in which faculty and administrators are asked to provide their opinions concerning how different items are currently being used, and how these items should be used, in evaluating overall faculty performance and teaching effectiveness. Some of the results indicate that the evaluation of overall faculty performance should be influenced more by a faculty member's collegiality than it is currently. Respondents also believe faculty rank should not be as important in the overall evaluation as it is in current practices. With regard to evaluating teaching effectiveness, respondents tend to believe that currency in field, peers evaluations, classroom visits, and professor's preparation should be given more weight, while teaching awards and use of technology should not be given as much weight as they currently are. This study also found that respondents differed in their opinions depending on whether they were from doctoral, masters or baccalaureate schools; on whether they were faculty, department chairs, or deans; and on the years of experience they had in higher education. For example, faculty at doctoral and masters schools both ranked intellectual contributions as more important in the overall evaluation then did those at baccalaureate schools.

The results show that there is quite a bit of difference between what respondents feel is currently being used, and what should be used, to evaluate teaching effectiveness. This implies that there may be some dissatisfaction with the current evaluation systems. Evaluation systems should be developed to bring expectations more in line with reality.

The fact that there are significant differences with respect to the characteristics affecting the rankings of general teaching evaluation items indicates that how the results of an evaluation are ranked will depend on the characteristics of the person doing the ranking and the type of institution where the evaluation takes place. This implies that student evaluations should be only one part of a larger evaluation process. This would make it more likely that the proper role of each evaluation component would be considered comprehensively.

In future papers the authors hope to provide the results of surveys concerning the evaluation of faculty research and service. Although this paper does find differences between what faculty and administrators believe should be used and what they believe is currently being used to evaluate overall faculty performance and teaching

effectiveness, it does not attempt to suggest how the evaluation process might be changed. More research needs to be conducted concerning valid and reliable methods of evaluating the items that faculty and administrators consider deserving of more attention. Additional research is needed to develop meaningful and equitable faculty evaluation systems.

Notes on contributors

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Appendix

The following is a reproduction of the survey sent to administrators of AACSB International accredited schools.

ANNUAL FACULTY PERFORMANCE EVALUATION SURVEY

This survey is being sent to AACSB members to learn about your attitudes on evaluating faculty performance. Thank you for your assistance.

Please select the response that best describes your opinions about each of the following statements: Extremely Important (EI), Somewhat Important (SI), Neutral (N), Somewhat Unimportant (SU), Not Important at All (NI).

1. Please indicate the importance of the following items you believe should be used to evaluate annual faculty performance.

Item	EI	SI	N	SU	NI
Classroom teaching	___	___	___	___	___
Intellectual contributions	___	___	___	___	___
Community service	___	___	___	___	___
Consulting activity	___	___	___	___	___
Faculty rank (full, assoc. etc.)	___	___	___	___	___
University service	___	___	___	___	___
Distance learning activity	___	___	___	___	___
Grants and funding received	___	___	___	___	___
Collegiality	___	___	___	___	___
Supply of applicants	___	___	___	___	___
Honors and awards	___	___	___	___	___

2. Please indicate the importance of the following items you believe should be used to evaluate annual teaching effectiveness.

A. Item (taken from various sources)	EI	SI	N	SU	NI
Student evaluation scores	___	___	___	___	___
Student written comments	___	___	___	___	___
Chair's evaluation	___	___	___	___	___
Dean's evaluation	___	___	___	___	___
Peer's evaluation	___	___	___	___	___
Classroom visits	___	___	___	___	___
Colleagues' opinions	___	___	___	___	___
Teaching awards	___	___	___	___	___
Intellectual contributions	___	___	___	___	___
Course notebooks	___	___	___	___	___
Class assignments	___	___	___	___	___
Teaching portfolio	___	___	___	___	___

	EI	SI	N	SU	NI
Class enrollment	___	___	___	___	___
Grade distribution	___	___	___	___	___
Drop rate	___	___	___	___	___
Course level (grad/undergrad)	___	___	___	___	___
Course type (required/elective)	___	___	___	___	___
Use of technology	___	___	___	___	___
Current in field	___	___	___	___	___
Alumni feedback	___	___	___	___	___

2. Please indicate the importance of the following items you believe should be used to evaluate annual teaching effectiveness.

B. Items (taken from student evaluations)	EI	SI	N	SU	NI
Professor's knowledge	___	___	___	___	___
Professor's preparation	___	___	___	___	___
Professor's communication skill	___	___	___	___	___
Professor's enthusiasm	___	___	___	___	___
Professor's overall rating	___	___	___	___	___
C. Means (taken from student evaluations)	___	___	___	___	___
Discipline mean	___	___	___	___	___
Department mean	___	___	___	___	___
College mean	___	___	___	___	___
University mean	___	___	___	___	___

3. Please indicate the importance of the following items you believe should be used to evaluate annual scholarship performance.

Item	EI	SI	N	SU	NI
Article in refereed journal	___	___	___	___	___
Article in refereed proceeding	___	___	___	___	___
Article in non-refereed publication	___	___	___	___	___
Refereed academic presentation	___	___	___	___	___
Business/professional presentation	___	___	___	___	___
Quality/ranking of journal	___	___	___	___	___
Working papers (unpublished)	___	___	___	___	___
Citations in other publications	___	___	___	___	___
Books as sole/senior author	___	___	___	___	___
Books as junior author/editor	___	___	___	___	___
Monographs/chapters in books	___	___	___	___	___
Type of research (basic, applied, etc.)	___	___	___	___	___
Type of conference (national, regional, etc)	___	___	___	___	___
Grants and funding received	___	___	___	___	___
Quality of research as judged by:	___	___	___	___	___
Department faculty	___	___	___	___	___

	EI	SI	N	SU	NI
Chairperson	___	___	___	___	___
Dean	___	___	___	___	___
Journal ranking index/guide	___	___	___	___	___
Research awards	___	___	___	___	___

4. Please indicate the importance of the following items you believe should be used to evaluate annual service performance.

Item	EI	SI	N	SU	NI
Department service	___	___	___	___	___
College service	___	___	___	___	___
University service	___	___	___	___	___
Committee leadership (chair)	___	___	___	___	___
Administrative appointment	___	___	___	___	___
Academic advising	___	___	___	___	___
Student organization advisor	___	___	___	___	___
Student recruitment	___	___	___	___	___
Supervise graduate assistants	___	___	___	___	___
University workshops	___	___	___	___	___
Community service	___	___	___	___	___
Academic organization activity	___	___	___	___	___
Consulting activity	___	___	___	___	___

Demographic Information

5. What is your position?
   ___ Dean (or similar position)
   ___ Associate/assistant dean
   ___ Division head
   ___ Chairperson
   ___ Faculty
   ___ Other

6. What is your institution's Carnegie Classification?
   ___ Doctoral/research–extensive
   ___ Doctoral/research–intensive
   ___ Master's college/universities I
   ___ Master's college/universities II
   ___ Baccalaureate colleges-liberal arts
   ___ Baccalaureate colleges-general
   ___ Baccalaureate/associate's college
   ___ Other
   ___ Do not know

7. Please mark each discipline, with regard to faculty evaluations, you are responsible for.
   ___ All business disciplines in my college/school
   ___ Accounting
   ___ Economics
   ___ Finance
   ___ Information systems
   ___ Management
   ___ Marketing
   ___ Other

8. How many years have you been in your administrative position?
   ___ 1-2   ___ 3-4   ___ 5-6   ___ 7-9   ___ 10 or more

9. What other comments would you like to make about the evaluation of faculty performance?
   First name: _____
   Last name: _____
   E-mail address: _____

DISCUSSION NOTES
ACIE meeting on Evaluating of Teaching (EoT) (1-31-2019)

1. Goal: Develop recommendations to the Provost for "expanding the ways in which we as a university assess teaching.   Research suggests that experimenting with additional ways of measuring and assessing teaching, beyond student opinion surveys, can be valuable and help instructors to improve and refine their teaching practices."

2. Broad Choices for Recommendations
    a. Practices-based recommendation: Specific evaluation types, uses, and frequency
    b. Processes-based recommendation: How to implement. Uniform procedures vs best practices from Department or School level

3. Sources for Recommendations
    a. Research
    b. Local good practices

4. Research Articles on EoT.
    a. Benton-Young article. General, not too useful
    b. Shao et al. Survey of administrators and faculty. How Deans, Department Chairs and faculty in a small number of disciplines view evaluations. Limited Use.
    c. Ronald Berk. Survey of 12 strategies. Specific strategies and comments about their use. (See table on separate page.)

5. Purpose of Evaluations: Formative (improvement) vs Summative (evaluation)

6. The three-three leg stool
    a. Student ratings
    b. Instructor self-assessment
    c. Peer Review

7. What the UCTL offers. Custom Made support for individuals, departments and groups; UCTL Classroom Observation Checklist (Carol Washburn)

8. External Resources
    a. Benchmarking. What others are doing.
    b. Materials Resources. E.g., Observation Protocols (classroom live and videos)
    c. Teaching Dimensions Observation Protocol (TDOP) (Osthoff et al., 2009
        http://tdop.wceruw.org/ (link is external)
    d. Reformed Teaching Observation Protocol (RTOP) (Piburn et al., 2000)
        http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/index.htm (link is external)
    e. Approaches to Teaching Inventory (ATI) (Trigwell and Prosser, 2004)
        change. https://link.springer.com/article/10.1007/s10648-004-0007-9 (link is external)
    f. Teaching Practices Inventory (TPI) (Wieman and Gilbert, 2014)
        http://www.lifescied.org/content/13/3/552.full (link is external)
    g. COPUS)Classroom Observation Protocol for Undergraduate STEM) (Smith, et. al, 2013)

9. Next steps toward formulating recommendations

TABLE 1

Salient Characteristics of 12 Sources of Evidence of Teaching Effectiveness

Source of Evidence	Type of Measure(s)	Who Provides Evidence	Who Uses Evidence	Type of Decision[1]
Student Ratings	Rating Scale	Students	Instructors/Administrators	F/S/P
Peer Ratings	Rating Scale	Peers	Instructors	F/S
Self-Evaluation	Rating Scale	Instructors	Instructors/Administrators	F/S
Videos	Rating Scale	Instructors/Peers	Instructors/Peers	F/S
Student Interviews	Questionnaires	Students	Instructors/Administrators	F/S
Alumni Ratings	Rating Scale	Graduates	Instructors/Administrators	F/S/P
Employer Ratings	Rating Scale	Graduates' Employers	Instructors/Administrators	P
Administrator Ratings	Rating Scale	Administrators	Administrators	S
Teaching Scholarship	Judgmental Review	Instructors	Administrators	S
Teaching Awards	Judgmental Review	Instructors	Faculty Committees/Administrators	S
Learning Outcomes	Tests, Projects, Simulations	Students	Instructors/Curriculum Committees	F/P
Teaching Portfolio	Most of the above	Instructors, Students, Peers	Promotions Committees	S

[1]F = formative, S = summative, P = program

Assessment of Teaching Benchmarking

University of Oregon
The University of Oregon, Provost's Office and University Senate, is currently working to critique and revise their entire teaching evaluation system to include
- Student feedback-end of term student experience survey
- Self-reflection -10-minute instructor reflection tool
- Peer review –peer review framework

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

Mid-Term Review
Teaching portfolio: Representative examples of course syllabi or equivalent descriptions of course content and instructional expectations for courses taught by the faculty member, examples of student work and exams, and similar material.
https://provost.uoregon.edu/midterm-review

University of Southern California
Evidence of Teaching Effectiveness in Tenure and Promotion Dossier
(a) University Committee on Appointments, Promotions, and Tenure (UCAPT)finds that the most useful evidence in evaluating teaching effectiveness is the following:

- Classroom observations by faculty colleagues close to the time of the candidate's consideration for promotion. These observations should comment on strengths and weaknesses in the candidate's presentation of course material and in classroom interactions with students. These reviews are even more valuable if they include classroom visitations over a period of time. (Some schools have each member of a committee visit at least two classes taught by the candidate; these individuals then submit written evaluations for inclusion in the promotion dossier or mid-year review.)

- Demonstration that the candidate has applied teaching strategies whose effectiveness has been validated through research. The research may refer to the candidate's own teaching or be drawn from publications about teaching effectiveness. The research may rely on quantitative, ethnographic, or other methodologies that the candidate's field of scholarship values.

- Other evidence that the candidate's teaching is effective such as protocols through which students demonstrate their mastery in a public forum or data on student learning outcomes compared to students of similarly situated teachers.

- Course syllabi or instructor's teaching materials provided to students for a few courses that the candidate considers most indicative of his or her approach to teaching.

(b) UCAPT also expects to see this traditional evidence, though it is cognizant of the research questioning its usefulness:

- Summaries of student evaluations for all of the candidate's courses, as well as complete student evaluations for the candidate's most recent courses (approximately the last two years). All individual student evaluations should be readily available upon request. If summaries of evaluations are presented based on USC's standard

questionnaire, UCAPT suggests that the candidate's average scores on questions rating the course and instructor should be compared to the distribution of departmental scores for comparable courses or faculty.

(c) The following evidence may also be used if the department finds it helpful:

- Information on the candidate's (1) use and assessment of information technology or multi-media that promote student engagement and learning or that adapt course materials to students' needs; (2) the accommodation of different learning styles among students; (3) innovations to customary practices (dependence on lectures, standard semester length, constraints of disciplinary boundaries, etc.) aimed at increasing a course's benefits to students; and (4) the use and assessment of work produced by students in service-oriented or experiential settings outside classroom walls.

- Letters from a sample of former students who have been asked to evaluate the candidate's teaching and how it affected them. These students may not be suggested nor solicited by the candidate. The department or committee chair or dean organizes the contacting of students whose opinions are solicited. Please explain the selection method and enclose the solicitation letter. A candidate's teaching assignments will suggest the distribution between undergraduates and graduate students contributing to this section.

policy.usc.edu/faculty/appointments-promotions-tenure-ucapt-manual/part-8-the-dossier-ucapt/ (see 8.8.2)

Boston University
Requires the inclusion of both original written teaching evaluations by students and statistical summaries.

University of Kansas
All numeric student evaluation summary forms for courses listed on the P&T CV. The absence of student numeric evaluations for specific courses must be justified. Under Regents' and university policy, quantitative student evaluations are required. All original student evaluation forms with comments IF student comments are part of the review in the department or school/college.

Optional- Additional documentation of teaching effectiveness. Examples include a comprehensive teaching portfolio, course syllabi, reflective journals, sample assignments, efforts to improve teaching through reflective journals, course design changes to enhance student learning, descriptions of how publications or research activities relate to teaching, unsolicited letters from students, etc.
http://facultydevelopment.ku.edu/sites/facultydevelopment.ku.edu/files/docs/PT_Docs_Updated_2018/1%20Candidate%20Verification%20Form%20and%20List%20of%20Supporting%20Materials.docx