Teaching Evaluation Reform
University Senate & Office of the Provost

University Senate | April 10 2019

Teaching Evaluations

UO is undertaking a multi-year effort led by the Senate and Office of the Provost to make teaching evaluation:

fair and **transparent**,

conducted against **a clear definition of teaching excellence** and criteria that include units' expectations,

informed by data collected from **peers**, **students** & **faculty themselves**.

Working Groups

Senate Committee

Work is being done on this project by a Senate Committee (the Continuous Improvement and Evaluation of Teaching Committee) of faculty and other stakeholders.

TEP "CAIT"

A Teaching Engagement Program "CAIT," a faculty learning and leadership group, of 10 fellows experimenting with peer review and pilot instruments and processes.

University Senate

CIET Senate Committee

- Senate President
- Faculty Senators
- Registrar's Office
- Institutional Research
- Accessible Education Center
- Teaching Engagement Program
- Office of the Provost
- Graduate students
- Undergraduate student
- 3 CAIT members

Teaching Excellence & Evaluation CAIT

CAIT Pilot Group
LCB, CHC, CAS-NS: HPHY, CAS-HUM: ENG, Design: PPPM

CAIT Peer Review Group
Law, SOMD, SOJC, CAS-SS: HIST, COE

Where are we now?

Spring 2018 Legislation

✓ *2.1*   Create Continuous Improvement and Evaluation of Teaching senate committee - CIET

✓ *2.2*   Vote passed for Warning and Guidance on Student Evaluations of Teaching

✓ *2.3*   Pilot version of Student Experience Survey has been anonymous, as will the final version

✓ *2.4*   Midterm Student Experience Survey – piloted each term via CollegeNET, ready for campus Fall 2019

End-of-term Instructor Reflection – piloted each term via CollegeNET, ready for campus Fall 2019

Pilot numbers – Student Experience Survey

Fall 2018 pilot

77 courses, 43 instructors, 1979 students completed survey

Winter 2019 pilot

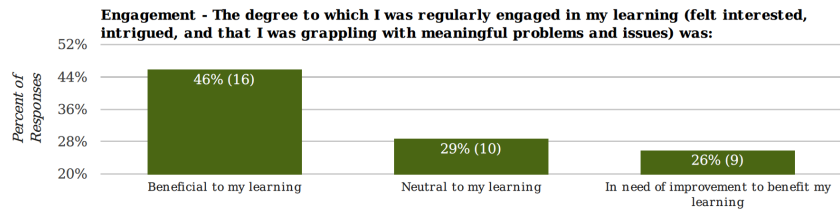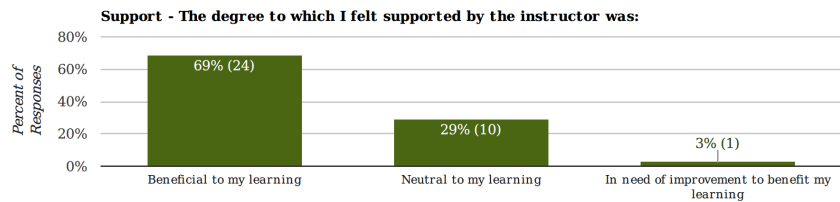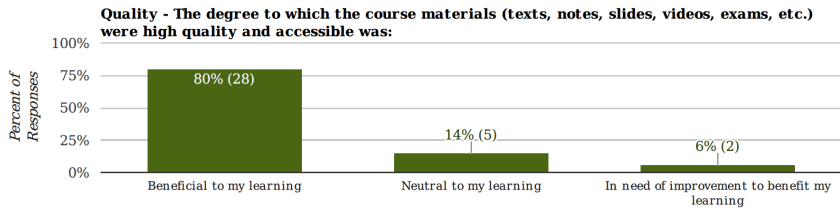176 courses, 96 instructors (including GEs), 4980 students

What's promising about the new Student Experience Survey?

- focused on learning experience—not an evaluation;
- concrete rather than general questions—it directs respondents toward specific teaching elements;
- collects feedback collated for each teaching element (important for large classes);
- asks students about their contributions to their own learning;
- does not report means for comparison to unit or university;
- to be used along side peer review and instructor reflection when teaching evaluation occurs against criteria.

Student Experience Survey

Feedback - The degree to which I received feedback on my work that helped me learn and improve was:

Challenge - The degree to which I felt challenged to dig in and learn a lot in this course was:

Quality - The degree to which the course materials (texts, notes, slides, videos, exams, etc.) were high quality and accessible was:

Support - The degree to which I felt supported by the instructor was:

Engagement - The degree to which I was regularly engaged in my learning (felt interested, intrigued, and that I was grappling with meaningful problems and issues) was:

Most Beneficial

Select one:

Response	Percent
Inclusiveness: I felt w...	6% (1)
Clarity: I understood...	0% (0)
Feedback: I received...	35% (6)
Challenge: I felt chall...	24% (4)
Quality: The course...	6% (1)
Support: I felt suppor...	0% (0)
Engagement: I was r...	24% (4)
Student Interactions:...	6% (1)
Instructor Communi...	0% (0)
Organization: The or...	0% (0)
Other: I think that ___...	0% (0)
None of the above: N...	0% (0)
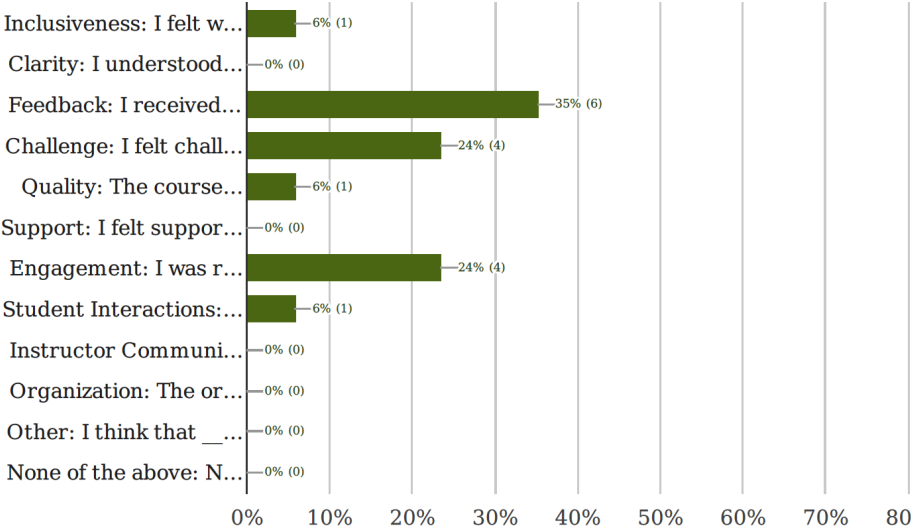
Percent of Responses

Needs Improvement

Select one:

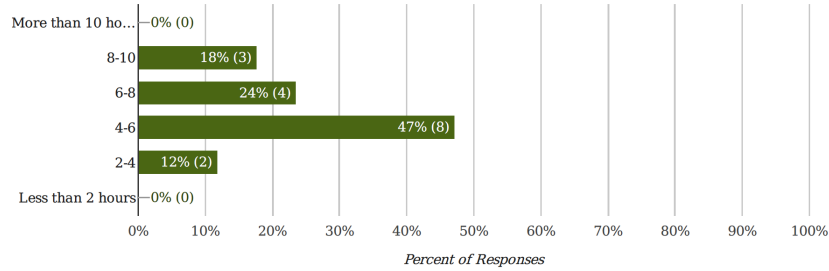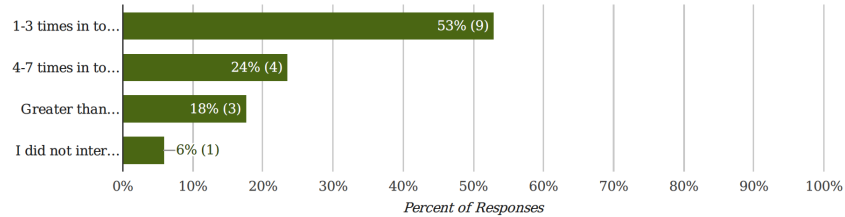| Response	Percent
Inclusiveness: I did n...	6% (1)
Clarity: I did not und...	18% (3)
Feedback: I did not r...	0% (0)
Challenge: I felt like t...	6% (1)
Quality: The course...	12% (2)
Support: I did not fee...	6% (1)
Engagement: I was n...	6% (1)
Student interactions:...	12% (2)
Instructor communic...	0% (0)
The organization of t...	18% (3)
I think that _____...	18% (3)
None of the elements...	18% (3)
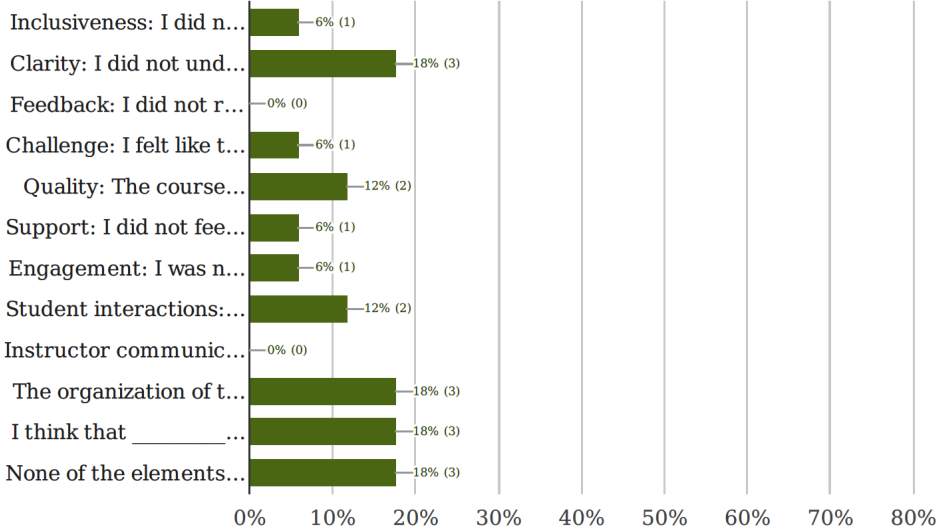
Percent of Responses

How many hours per week did you spend on this course (not including any face-to-face class time)?

Response	Percent (Count)
More than 10 ho...	0% (0)
8-10	18% (3)
6-8	24% (4)
4-6	47% (8)
2-4	12% (2)
Less than 2 hours	0% (0)

Percent of Responses

Approximately how many times did you interact with the instructor outside of class (e.g. by email, office hours)?

Response	Percent (Count)
1-3 times in to...	53% (9)
4-7 times in to...	24% (4)
Greater than...	18% (3)
I did not inter...	6% (1)

Percent of Responses

How often did you attend class?

Response	Percent (Count)
90-100% of the t...	88% (15)
75-90%	12% (2)
50-75%	0% (0)
25-50%	0% (0)
Less than 25% o...	0% (0)
This was a fully...	0% (0)

Percent of Responses
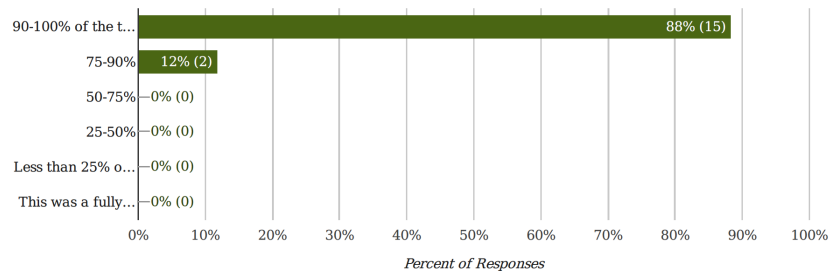
"The quantitative format was ***useless for reflecting on or improving my teaching***."

"From a personal standpoint, the numbers are gratifying when they're good and hurtful when they're not; ***from a professional standpoint, they are essentially meaningless***."

"The feedback is more **focused, direct, and specific**. It actually has details that allow me to reflect on my teaching rather than worry about numbers."

"The evaluations **encourage much more individualized student responses**. The lack of arbitrary numbers is also wonderful."

Example - Annual Continuous Improvement and Evaluation of Teaching Report

Courses	Students (#)	Grade distribution	DFW	
FALL HPHY 611 - Effective Teaching	12		0%	**Other data?** (from end of student survey) Student reported attendance? Student reported workload (hours/week)?
WINTER				
SPRING HPHY 406 – Sp Pr Science Teaching	60		0%	

FALL
HPHY 611 - Effective Teaching
Instructor reflection course context:

> "This course prepares graduate students to engage in the Human Physiology's teaching mission of active, inclusive and evidence-based teaching. It is a mandatory part of the 1st year graduate student curriculum."

	Inclusive	Instructor Engagement	Research-led	Professional Student-instructor interaction
Student Experience	Inclusivity 	Midterm SES feedback Y / N Reflection (LINK)	Challenge Active Learning Engagement 	Instructor communication Feedback Quality Materials
Instructor Reflection	"On the first day of class we talked about what they most value in the categories of belonging, representation and voice, and I worked to incorporate those elements. Also, student selected the topics we would discuss for the term (from the text) and also selected which specific topic they would lead the class in."	"I traveled to an International conference about teaching during the term and then shared with them what I learned. Also, I used the Transparent Assignment template that I had learned at an earlier workshop."	"The course is Backward Designed to ensure that the goals and objectives are aligned with the activities & assignments the students do. Students complete a pre-class and post-class assignment on each topic to ensure they are both prepared for discussion, and reflect and apply what was learned."	

DRAFT

Increasing national attention for this work

UO is talking with…

- Colorado State
- University of Washington
- University of Connecticut
- Willamette University
- Idaho State University
- University of Illinois at Chicago
- University of Nebraska-Lincoln (using UO pilot instruments)
- New Mexico State University (using UO pilot instruments)
- Trent University (using UO pilot instruments)

If you want to read more…

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

Office of the Provost

search this site

Academic Personnel   Academic Policies   Operational Matters   Curricular Matters   Faculty Handbook   About Us

CURRENT INITIATIVES

Revising UO's Teaching Evaluations

Faculty Salary Equity Study

UO Leadership Academy

Institutional Metrics

Strategic Framework

Presidential Science Initiative

Revising UO's Teaching Evaluations

The Office of the Provost and the University Senate are currently working together to critique and revise our entire teaching evaluation system. Recent research suggests that student ratings may not accurately reflect the quality of teaching due to biases and other factors [3, 4, 5, 6]. The University of Oregon's own assessment of student course evaluation ratings have corroborated these findings [2].

The Association of American Universities (AAU) and other universities around the globe from University of Colorado, Boulder to University College London, England have argued that it is time for universities' practices regarding teaching excellence and evaluation to align with their policies [1, 7, 8]. As such, the University of Oregon seeks to develop a holistic new teaching evaluation system that does more than simply replace

Timeline

This timeline displays our progress on these initiatives in reverse chronological order.

Winter 2019

- March 20 - [Updates on progress](#) shared at All Unit Heads training.
- February 18 - [Around the O: Workplace](#) story outlining reform efforts.
- Teaching Excellence and Evaluation CAIT Pilot subgroup continues to pilot new tools:
  - 1107 students complete most recent iteration of the [Midterm Student Experience Survey](#) for 171 courses
  - Revised [End-of-Term Student Experience Survey](#) for Winter 2019
- January 30 - University Senate approved the CIET senate committee's work on a [Warning and Guidance on Student Evaluations of Teaching document](#) for faculty and personnel committees.
- January 13 - [Chronicle of Higher Education](#) article highlights UO's work on course evaluation.
- Teaching Excellence and Evaluation CAIT Peer Review subgroup members each selects an observation tool to experiment with for Peer Review and completes 3 mock classroom observations.
- Teaching Excellence and Evaluation CAIT Pilot subgroup makes tweaks to the Midterm Student Experience Survey for week 5 and selects End of Term Student Experience Survey to Pilot in week 10. Pilot faculty will also complete Instructor Reflection.

Fall 2018

- November 28 - Ginger Clark, assistant vice provost for academic and faculty affairs at the University of Southern California, hosted two discussions about [USC's reform of their teaching evaluation process](#).
  - [View a recording of the discussion via Vimeo](#).
- November 17 - Sierra Dawson, Austin Hocker, and Lee Rumbarger lead discussion about Teaching Evaluation reform efforts at Professional and Organization Developers Network (POD) conference in Portland, OR.
- Teaching Excellence and Evaluation CAIT Pilot subgroup includes English, Honors College, Human Physiology, Lundquist College of Business, and School of Planning, Public Policy and Management. From these units:

[2019 Motion](#)