

Transforming Institutions through the Evaluation of Teaching



TRANSFORMING HIGHER EDUCATION -
MULTIDIMENSIONAL EVALUATION OF TEACHING

**Andrea Follmer Greenhoot, Ann Austin, Doug Ward,
Sarah Andrews, & Noah Finkelstein,**



BAY VIEW
ALLIANCE



University of Colorado
Boulder



UMASS
AMHERST



MICHIGAN STATE
UNIVERSITY

This material is based upon work supported by the National Science Foundation under Grant #'s: 1725946, 1726087, 1725959, and 1725956. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s), and do not necessarily reflect the views of the National Science Foundation.





Session Goals

- Review and contextualize the TEval framework and associated tools and practices for enacting campus-wide change to implement high-quality teaching evaluation
- Connect with other change leaders on systemic approaches to transformative change in teaching evaluation and institutional change more broadly
- Advance the national dialog around teaching evaluation.



Overview of Session

- **Part I:** Explore approaches to effect systemic transformation of teaching evaluation, drawing on TEval initiative
- **Part II:** Explore opportunities and strategies for scaling across the US and internationally, building a broader community of transformation.



Who's in the Room: A Quick Poll

Please go to the poll on Slido.com
Use event code **775835**

Or use this QR code





The TEval Initiative

Widespread use of EBEPs

Support and reward for
faculty to learn develop
and implement EBEPs

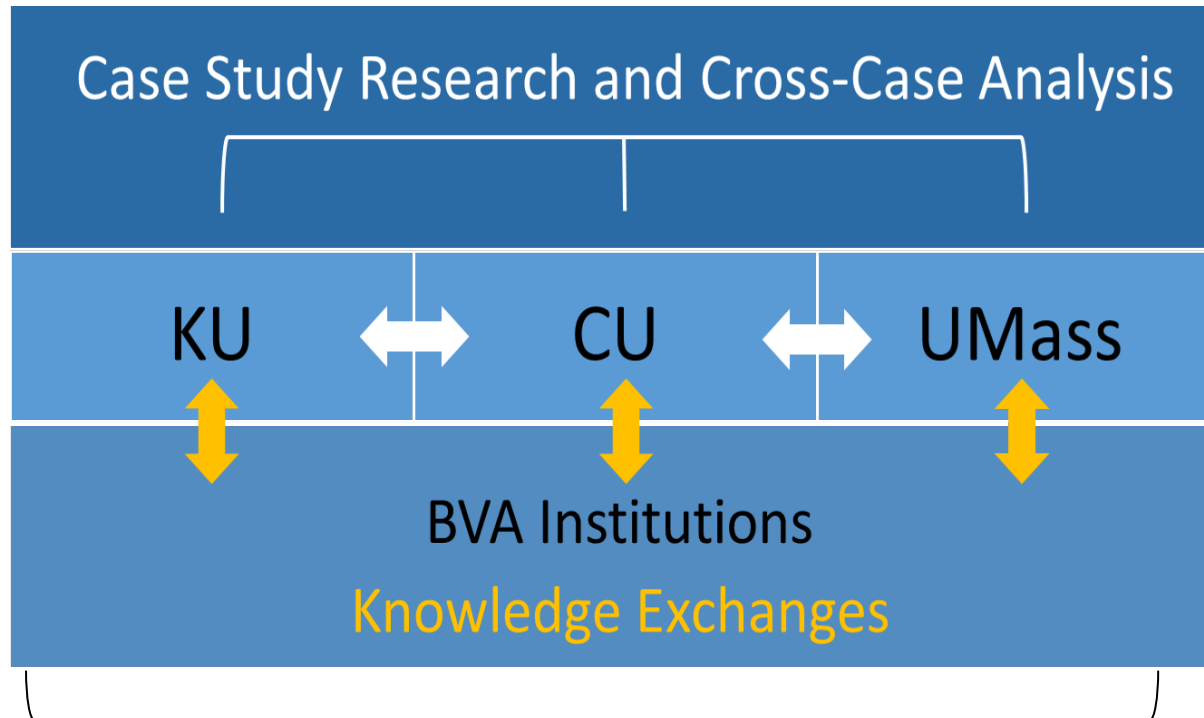
Establish valid and
reliable measures of
teaching and guidelines
for their use

Overarching Goal: advance understanding of the institutional change processes that foster improved evaluation by studying the adoption and integration of new approaches at three universities.



The TEval Initiative

Using a **Networked Improvement Community Model** engaged in action research and continuous improvement



External evaluation:
Yale University

Lead Collaborators

Gabriela Weaver

Univ of Massachusetts Amherst

Dea Follmer Greenhoot

Univ of Kansas

Noah Finkelstein

Univ of Colorado Boulder

Ann Austin

Michigan State University

Mark Graham

Yale University



A Common Framework (and Tools)

- *To advance an externalized and more comprehensive vision of inclusive & scholarly teaching*
- *To support gathering and organizing evidence from multiple sources*

**Multiple dimensions of teaching activity
(Articulated in a Rubric)**



GOALS,
CONTENT, &
ALIGNMENT



TEACHING
PRACTICES



ACHIEVEMENT
OF LEARNING
OUTCOMES



CLASS
CLIMATE



REFLECTION
& ITERATIVE
GROWTH



MENTORING
& ADVISING



INVOLVEMENT IN
TEACHING SERVICE,
SCHOLARSHIP
OR COMMUNITY

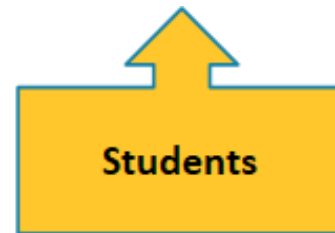
3 Sources of Evidence



Instructor



Peers



Students

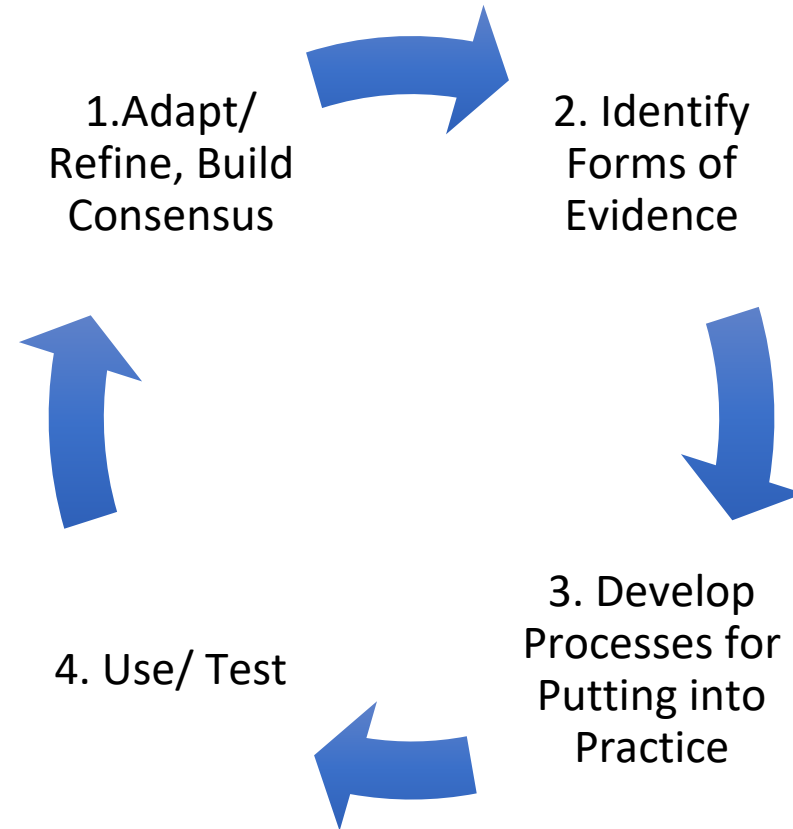
Based in scholarship on peer review, scholarly teaching and its evaluation (e.g., Bernstein & Huber, 2006; Glassick et al., 1997; Hutchings, 1995;1996; Lyde, Grieshaber, & Byrns, 2016)



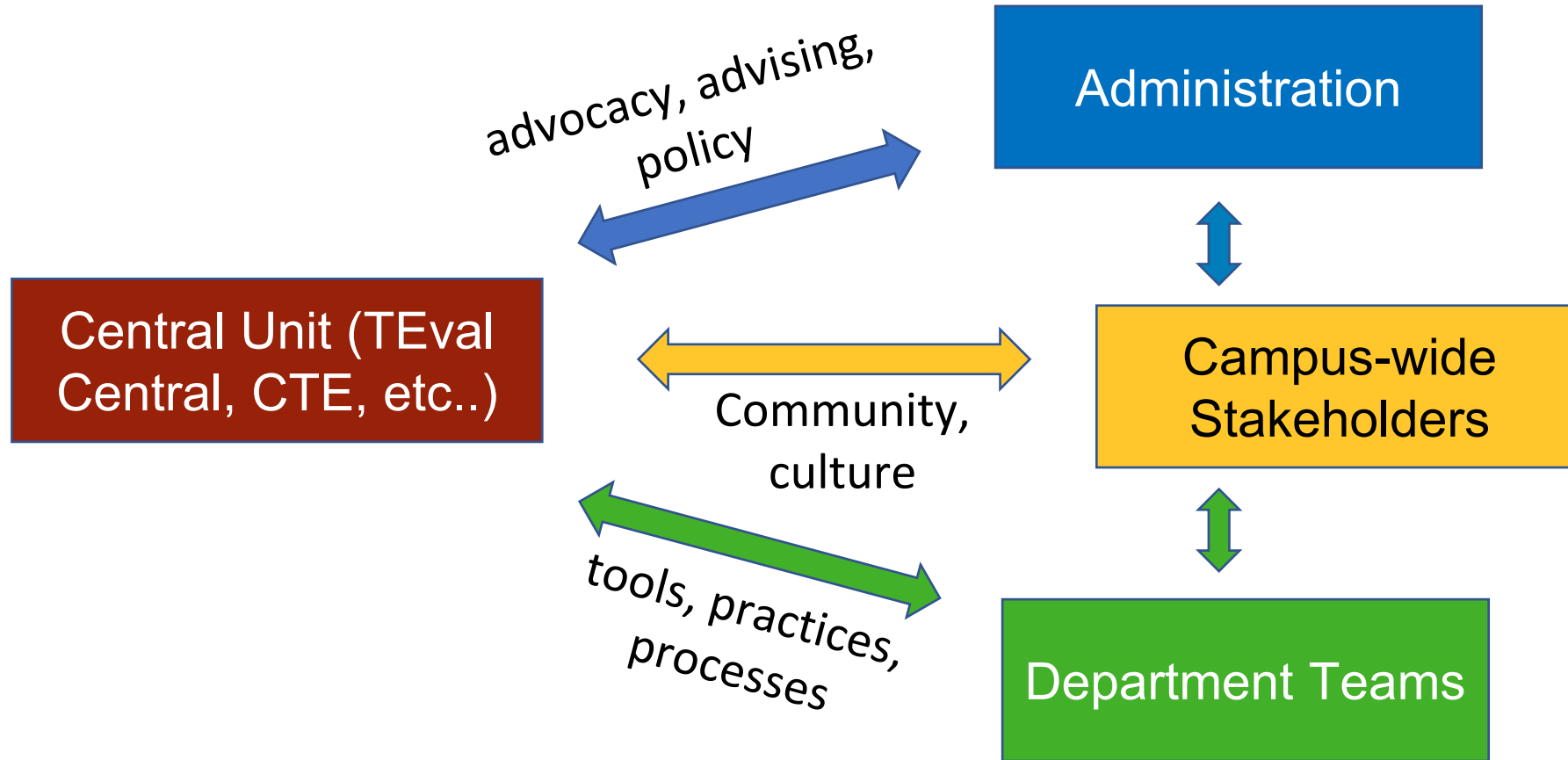
Common Processes: Support Department as a Key Unit of Change

Departments act as incubators to adapt, use and refine the rubric

A central unit provides scaffolding for this process



Common Processes: A Systems Approach to Support Sustained Use & Institutionalization





The KU Context

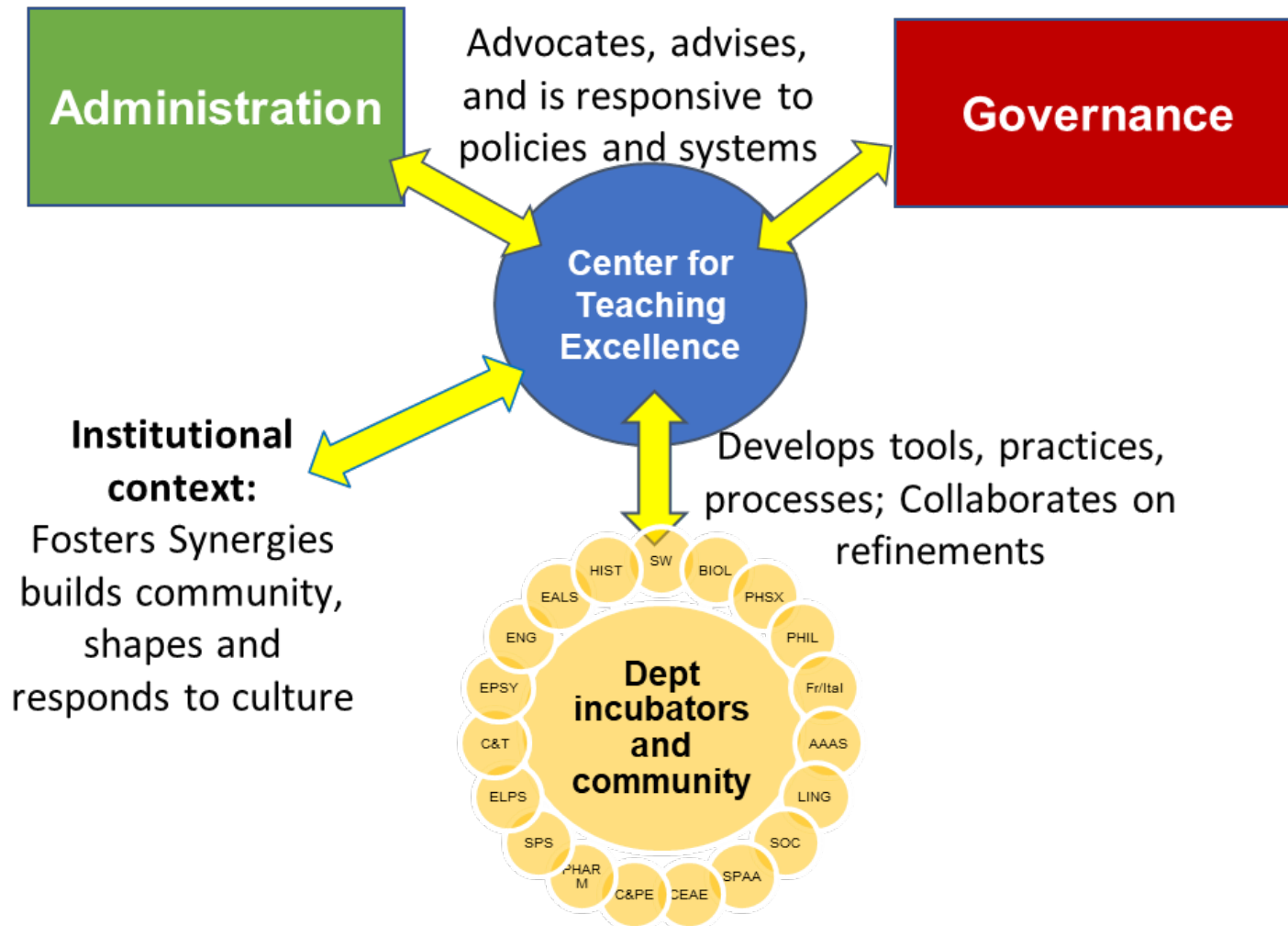
KU's longstanding evaluation policy requires **three sources** (student, peer, instructor) and a focus **on multiple dimensions of teaching**.

The policy was not consistently implemented.

- **2009-2016:** Cross-disciplinary peer review triads, guidelines for peer review
- **2015-2016:** Development of Benchmarks rubric, department piloting
- **2017- present:** Teval collaboration NSF Grant-department incubators, tool development and refinement
- **2020-present:** Multiple new teaching-related university requirements (assessment, syllabi)

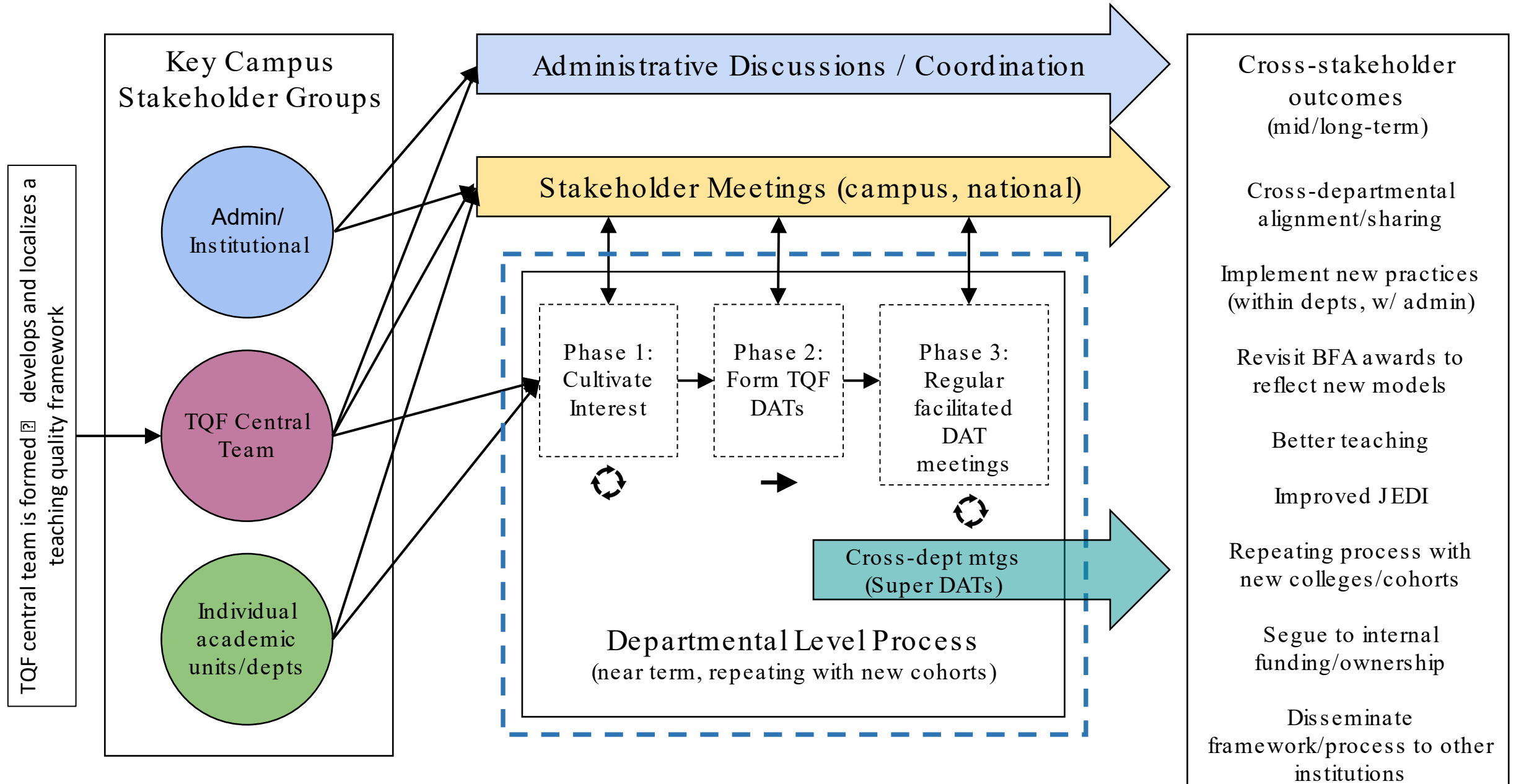


The KU Context: The Systems Approach

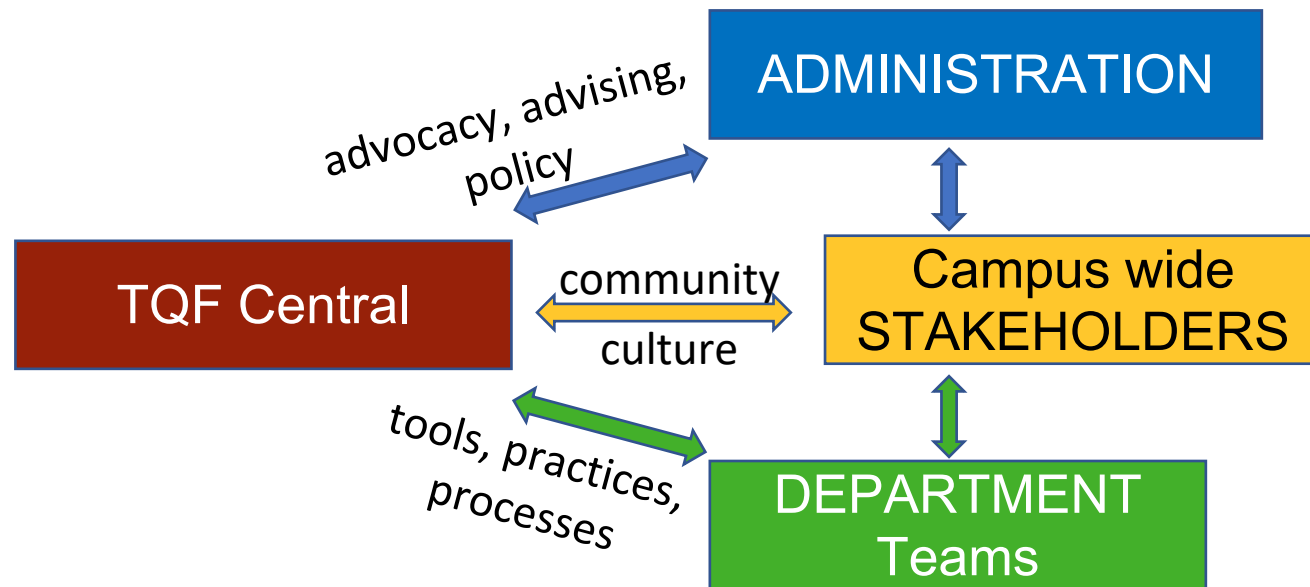


- 19 dept/school incubators
- HR integration into teaching faculty eval platform
- Student survey revised to align with Benchmarks
- Partnership with CLAS on new models for annual review
- Developing department case studies to create exemplars
- Working with administration to align multiple evaluation and assessment processes

The CU Context



CU Context Current Status



Current CU Participants:

- 42+ units and growing
- 3 Colleges (of 8)
- > ½ of campus (in process)
- Business,
- Engineering
- A&S
- Boulder Faculty Assembly
- Deans & councils
- Central Admin
- Office of IT
- Office of Data Analytics
- Council of Undergrads



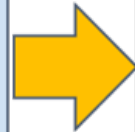
Illustrative Department Case Studies



Department Case Study: KU Linguistics (began 2019)

Starting Point

- Wanted more comprehensive system and more consistent peer review
- Robust teaching and assessment culture
- Very high research productivity
- Broad faculty buy-in and chair support



Process

- Faculty team of T/TT and teaching faculty
- Adapted Benchmarks rubric & peer review protocol
- Identified evidence forms
- Used faculty meetings to build consensus
- Developed version for GTAs, w/their input
- Implemented, collected data, refined

Current Status

- Peer review cycle & process
 - Every other year pre-tenure, every 3 after).
 - Rubric and PR protocol as a guide.
- Rubric for P&T rating and dept teaching narrative
- Rubric for GTA eval
- **Sustained through leadership changes and faculty departures**



Department Case Study: KU Chemical and Petroleum Engineering (began 2018)

Starting Point

- Large # of pre-tenure faculty.
- Began with formative peer review triads in new faculty mentoring committee
- Led by a small champion group
- 2 faculty were active in prior cross-dept peer triads (2009-2016)



Process

- Adapted rubric to fit department/discipline
- Used peer review triads to develop & test process, build buy-in
- 2 Disruptors:
 - Dept chair change in 2020
 - New student rating tool (old heuristics didn't apply)



Current Status

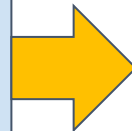
- ALL faculty in triads, organized around course sequences. Generate report for a teaching evaluation committee.
- Rubric, PR protocol for Triad interactions, P&T and annual eval
- Aligned w/other dept processes (assessment)
- \$100K AAU dept demonstration award



Department Case Study: CU Boulder German & Slavic Languages & Literatures

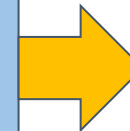
Starting Point

- dept wanted to move beyond SETs in annual merit eval
- held dept listening session before engaging
- action team built on existing evaluation committee
- chair on action team



Process

- updated peer obs w/ guide & process
- annual peer observations used in merit & RPT
- built self-reflection into annual merit
- adapted TQF framework into a rubric for annual merit
- paused work when they finished rubric



Current Status

- shift to top-down college-wide initiative
- change in chair
- 3 committee members retained (all teaching track)
- working to define / emphasize inclusive teaching in the dept
- adapting their merit rubric for RPT



Department Case Study: CU Boulder Mechanical Engineering

Starting Point

- two consistent champions
- team always included member of dept eval committee
- supportive chair
- broad goal for improving teaching evaluation
- RPT perceived as easier to change than merit

Process

- updated peer obs w/ guide & process
- new guide for student letters
- classroom interview guide
- optional teaching statement guide
- updated faculty mentoring program

Current Status

- shift to college-wide initiative
- chair turnover; new chair is champion
- supporting peer observations by paying observers \$
- Workshop series for faculty going up for RPT; focus on writing & reviewing statements
- Rubric for RTP

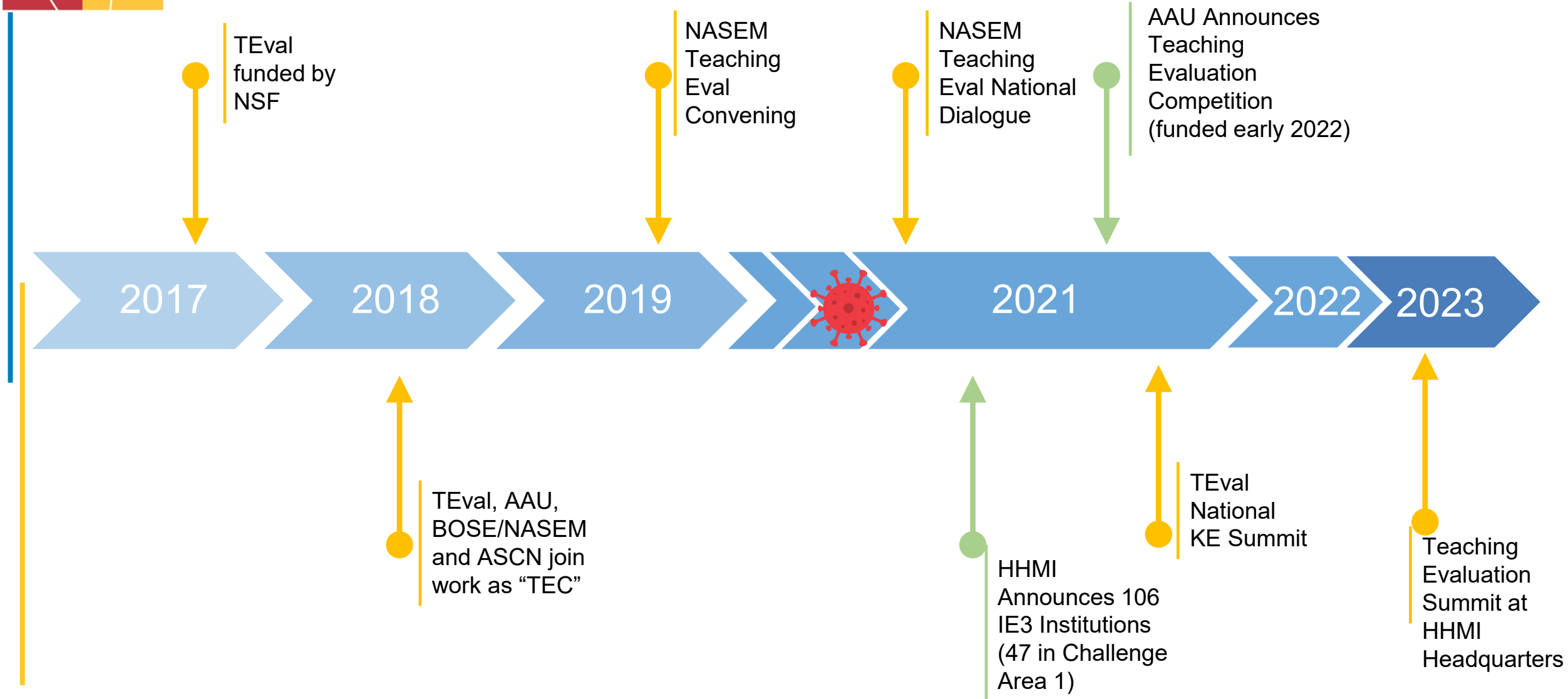


Breakout Discussions

1. What key drivers are you seeing in these case studies?
2. How are the approaches varying across departmental or institutional contexts?
3. What do you find most useful from these examples in relation to your context?



Timeline of Teaching Evaluation Efforts



Teaching Evaluation Summit

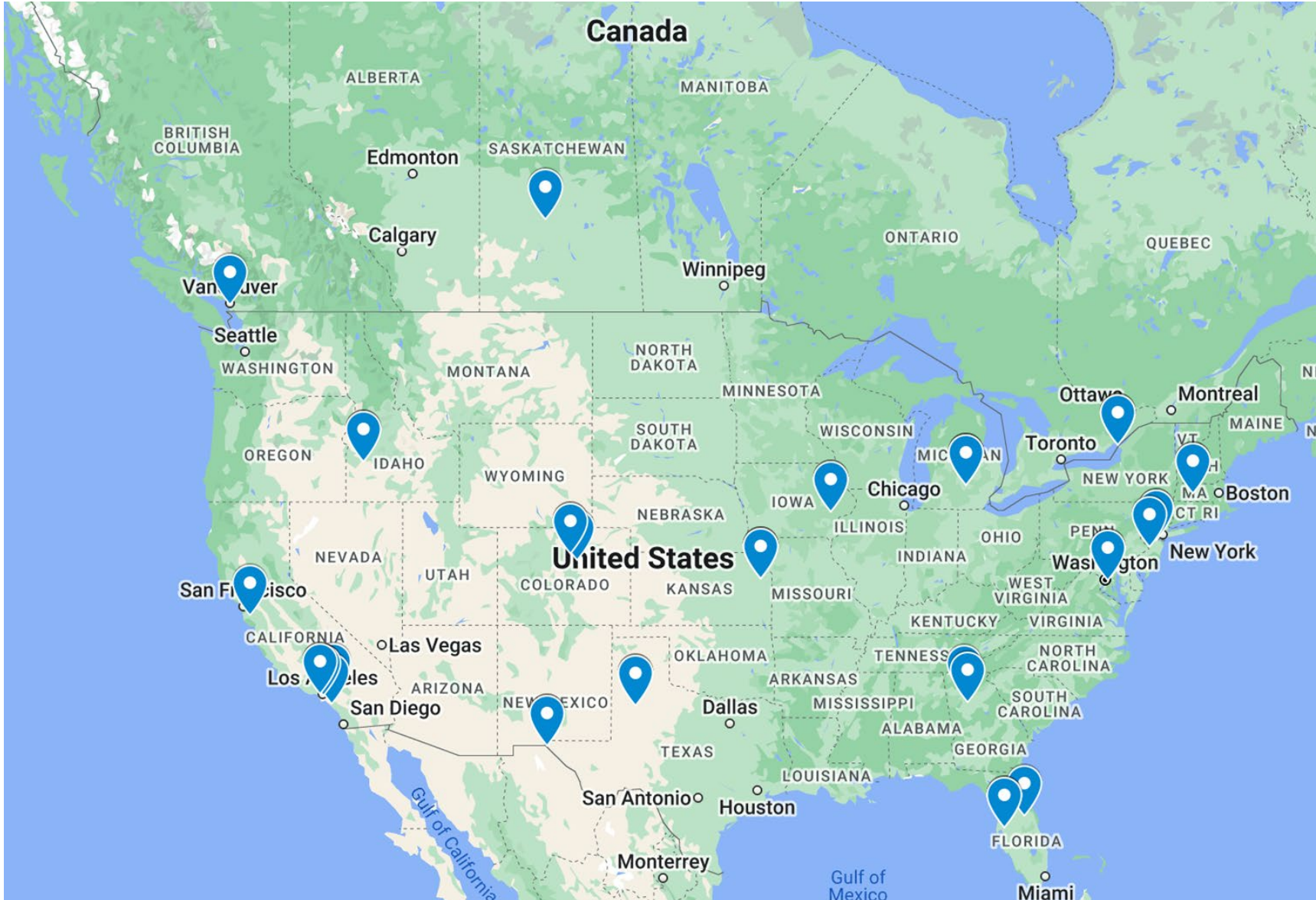
June 7-9, 2023

HHMI Headquarters

Goal:

Explore how to leverage the combined experience and efforts of the nationwide community of scholars who have been engaged in reforming teaching evaluation through more holistic, multisource methods.

Teaching Evaluation Summit Stats



22

universities and colleges

6

national organizations

12

US states

3

Canadian Provinces

40

hours to collaborate



Teaching Evaluation Summit Outcomes: Possibilities that were discussed

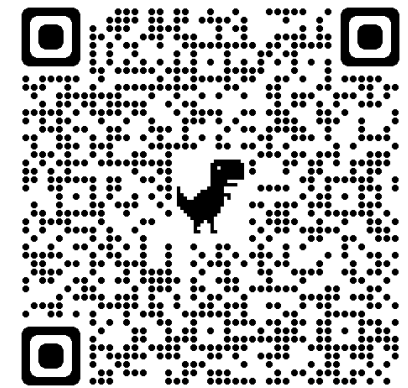
- A **network or “center”** for Evolving Postsecondary Teaching Evaluation to Advance Student Learning
- A set of **shared values** or charter aligned with reformed teaching evaluation???
- A **marketing campaign** to promote equitable and effective teaching evaluation
- **Networked improvement communities** to accelerate change
- A community of practice to curate and advance **research and data** on reformed teaching evaluation



Discussion

1. What excites or interests you about the national possibilities?
2. What additional ideas do you have?
3. Would you like to get involved (or suggest others)?

Please let us know in this form:



or <https://tinyurl.com/TeachingEval2023>



TEval Team



**Andrea (Dea) Follmer Greenhoot
& Doug Ward
University of Kansas**



**Gabriela Weaver & Debbie Carlisle
Univ. of Massachusetts Amherst**



**Noah Finkelstein & Sarah Andrews
University of Colorado Boulder**



**Ann Austin
Michigan State**



**Mark Graham
& Julia Gill
Yale University**



This material is based upon work supported by the National Science Foundation under Grant #'s: 1725946, 1726087, 1725959, and 1725956. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s), and do not necessarily reflect the views of the National Science Foundation.





THANK YOU



TRANSFORMING HIGHER EDUCATION -
MULTIDIMENSIONAL EVALUATION OF TEACHING

Much more at

TEval.net