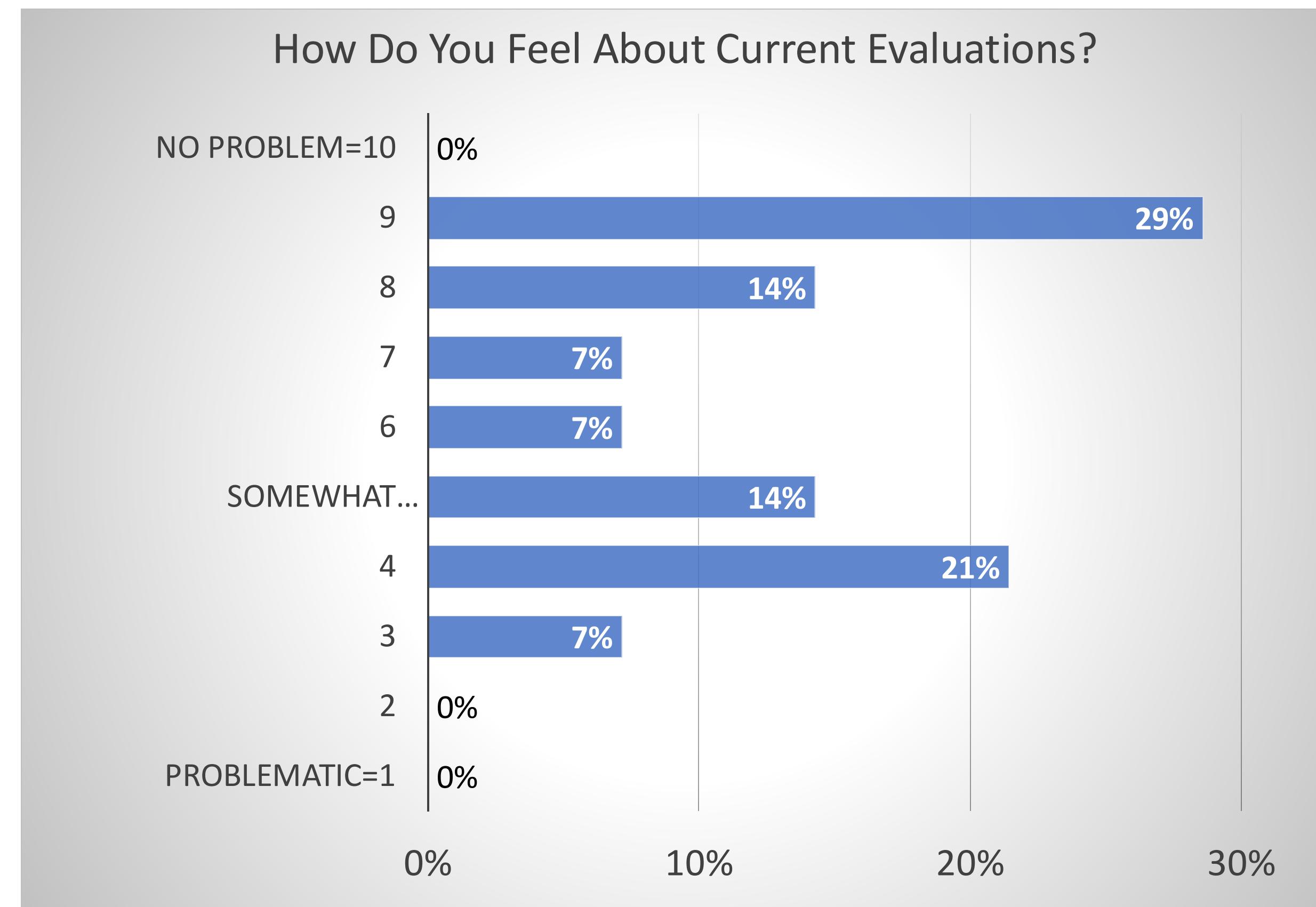


### Background

- Our team came together around the shared opinion that our current evaluation system at Daniels does not fully capture teaching excellence in all of its dimensions because of heavy reliance on SET.
- Though most faculty are successful within the current system, there is some dissatisfaction with the limits of it as well as its application.
- To determine attitudes, we surveyed our faculty to inform our work.



- 14 faculty responded to our survey. Among them, 50% chose 6 or lower, indicating some level of concern over the process.
- "We should discuss the purpose of the evaluation process: encourage innovation, continuous improvement, evidence for promotion decisions, prevent outliers (on the low side), give students a voice, etc."
- "A focus on just SETs rewards easy classes, and disincentivizes teaching new preps, teaching at 8am or 8pm, and innovation."

### Faculty interest in developing additional measures for evaluation of Teaching:

Question	Avg (1-Yes, 2-Maybe, 3-No)
Ways to write up my teaching from my voice (SELF)	1.93
Different/ additional questions to be used on the SET (STUDENT)	1.79
Getting more inputs from students outside of SET (STUDENT)	1.86
Having a peer give feedback on my class (PEER)	2.00
Giving peer feedback for someone else's class (PEER)	1.71

### Current Teaching Evaluation in Daniels College of Business

**SET:** Course evaluations every quarter

- “**top 3 boxes**” metric (4: Agree more than disagree, 5: Agree, or 6: Strongly Agree) for items (3,4,5,6) related to faculty organization, genuine interest, enthusiasm, and overall teacher effectiveness.

#### • Standards

• **Minimally Acceptable** is **80% or higher**

• **Excellence** (for some lines) is average of overall SET scores normally **above 90%**. Can make case if have extraordinary teaching burdens or challenges likely related to factors in the Balanced Scorecard

**DANIELS BALANCED SCORECARD (BSC):** for annual evaluations and for reviews/promotions. (**Ratings for each:** 2: **Exceeds expectations**, 1 **Meets**, 0 **Does not meet**). The Scorecard has four quadrants with examples such as Internal Processes: “Number of preps, courses, and students taught/course: meeting, exceeding, or falling below the college average”

#### 1. Stakeholder Assessment: Meets Students Needs

Course Quality Assurance and Assurance of Learning

#### 2. Customer Satisfaction: Meet student expectations (SETs)

#### 3. Internal Processes: Fulfill teaching commitments

#### 4. Innovation, Learning & Growth: Engage in continuous improvement

Course/Curriculum Innovation and Professional Development

### Team Members

- Tia Quinlan-Wilder, Teaching Associate Professor
- Michele Cunningham, Teaching Professor
- Amrita Dey, Assistant Professor
- Facilitator: Rashida Banerjee, Dept of TLS

### Acknowledgements

Our team would like to acknowledge our department chair, Ali Besharat, for his support for this project and others that lead to continuous improvement. We'd also like to thank the BIA department and the OTL for guidance in our work.

### Three Voices

#### (a) Peer Voice

- Giving peer feedback was the leading response in the faculty survey. However, receiving feedback was the lowest.
- Peer voice additions should be voluntary and positioned as a learning opportunity, so we propose optional teaching circles.
- We plan to simplify the peer evaluation form developed by DIDM and make it available to our department for piloting.
- Initial teaching circle in MKTG 2800 (intro) would benefit new instructors and help the idea be accepted as part of department culture.
- Participating in a teaching circle can be included in both parts 1 and 4 of the balanced scorecard, since it helps ensure course quality as well as individual professional development.

#### (b) Self Voice

- Propose the inclusion of self-voice as a qualitative approach to measuring success in the classroom.
- Sharing the idea of creating a growth mindset when considering self-voice as it applies to evaluation of teaching.
- Creating and providing a tool that will help instructors evaluate teaching in an ongoing, consistent way throughout the duration of a course.
- The purpose of the tool is to promote self-voice as a valid, measurable element of teaching evaluation.
- A spreadsheet and guidelines will serve as a preliminary template for instructors to evaluate teaching including lectures, in-class activities, assignments and assessments.
- Inviting faculty to review and refine the spreadsheet will support the development of this tool.

#### (c) Student Voice

- Offering a range of tools to systematically and effectively capture student feedback, including:
  - Classroom interviews (by DIDM/ OTL)
  - Providing a process for students to write letters of support
  - Inclusion of Mid Term course evaluation
  - Providing faculty with a list of questions to add onto the 2 additional ‘optional’ questions in the student survey
  - Proposed inclusion of qualitative feedback such as ‘Reflection essays of what I learnt’ Proposed inclusion of Student Assessment of their Learning Goals (SALG) twice per quarter.

### Next Steps

- Present to marketing faculty
- Make documents accessible
- Proposed teaching circle for MKTG 2800
- Share with instructional designers (DIDM) at Daniels