Business Information & Analytics Department
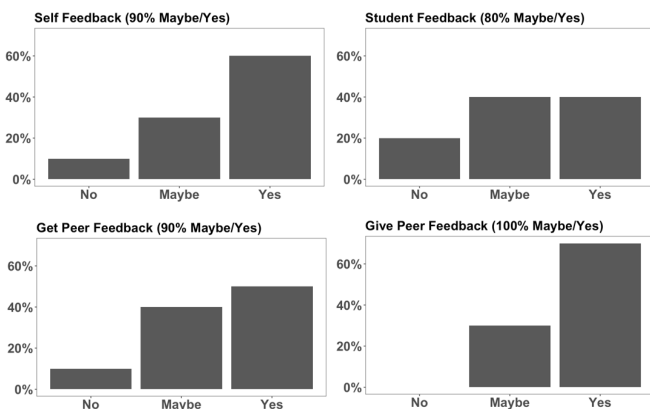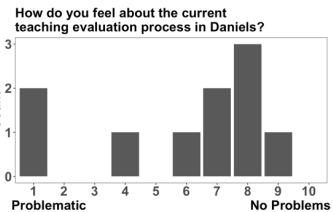
Daniels College of Business
UNIVERSITY OF DENVER

Background

We surveyed our faculty (~63% responded) about the current teaching evaluation process using the scale:

1=Problematic/Doesn't work for me/my classes
10=No problems/Works for me/my classes

40% responded 6 or lower

We also asked who would like to explore self, student, and getting peer feedback. And we asked (with training) who was interested in giving peer feedback.

How do you feel about the current teaching evaluation process in Daniels?

Self Feedback (90% Maybe/Yes)

Student Feedback (80% Maybe/Yes)

Get Peer Feedback (90% Maybe/Yes)

Give Peer Feedback (100% Maybe/Yes)

The interest in exploring student feedback was the lowest, but the other areas were noted with interest.

We also asked for open-ended comments. Some concerns:

- **"Teaching to the evaluations"** I find myself **prioritizing high student evaluations over other learning concepts. Students evaluating teachers** is why we have **grade inflation**.
- **When Peer evaluation is done in a non-threatening way as the normal course of business**, with the goal of improving teaching rather than a punitive evaluation, it is **incredibly valuable**.
- **Published research shows SETs are worthless at best and damaging at worst**, but we still rely on the **"top 3 boxes"** as the sole determinant of teaching excellence at the points where it matters (appointment, promotion, and tenure), **no matter what lip service we pay to "balanced scorecard".**

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

Three Voices

SELF VOICE: The self voice is an integral part of the BSC. We are suggesting adding a column for each quadrant that lists possible sources of evidence that could be used. We also suggest adding a few sentences about what it takes to exceed or meet expectations. The use of Teaching Circles will also increase self reflection.

PEER VOICE: The use of Teaching Circles and Peer Review will allow peer voices into the BSC (can be added as evidence).

STUDENT VOICE: SETs and the BSC have the student voice embedded. We plan to promote use of midterm evaluation survey in Canvas/Qualtrics. We are also exploring a SET Score baseline analysis. Finally, we are providing recommendations to the Teaching Excellence Task Force on Survey Administration (Notifications, Timing, Student frustration issues, etc.).

Next Steps

PEER VOICE PILOT
- Teaching Circles in Winter/Spring and Peer Review in Spring
- Christine Hood (Daniels Instructional Designer) will help with training for Peer Review in Winter

SET SCORE ANALYSIS
- Course Type (Level, core, required or elective)
- Course Format (classroom, online or hybrid, time slot)
- Course Demographics (GPA, faculty characteristics)

BSC UPDATES
- Revisiting (created 2015)
  - Using TQF Framework to provide sources of evidence
  - Adding meet and exceed expectations requirements
- Suggest sessions by instructional designers to train Reviewers (Chairs and Review Committees) to use

Lessons Learned

- **Survey current faculty** to help determine what you should focus on.
- **Get "buy in" from administration** as reviews involve the Department, Chair, College Review Committee, Dean, etc.

Team Members

Tamara Hannaway
Associate Teaching Professor, BIA

Kellie Keeling
Chair, Associate Professor, BIA

Kerry-Ann Lewis Pearcy
Assistant Teaching Professor, BIA

Holly Roof
Assistant Teaching Professor, BIA

Facilitator: Barbekka Hurtt
Associate Teaching Professor, Biological Sciences