Department of Teaching & Learning Sciences
Morgridge College of Education

Background

The Morgridge College of Education (MCE) is committed to excellence in teaching and learning; specifically, the Department of Teaching and Learning Sciences (TLS) strives to emulate the application of theory to practice. Toward that end, faculty and doctoral students came together to improve MCE's teaching evaluation model and practices with a focus on diversity, equity and inclusion. The 2017 MCE Teaching Evaluation Model (M-TEM) was designed, developed and implemented following review of the literature, engagement processes with faculty, and dialogue with stakeholders. Four quadrants frame the model: 1) professionalism, 2) assessment of learning, 3) instruction: planning and delivery, and 4) learning environment. Challenges created context and supports utilized for growth. For instance, peer observations were implemented on an individual and personal basis, rather than through a systematic process. Student evaluation tools needed revising for more relevant data collection through a more streamlined process.

CHALLENGES TO ADDRESS
- The M-TEM four quadrant teaching evaluation model was being used sparsely and/or without fidelity.
- There was a recognized need to increase DEI focus.
- Feedback on the model recommended streamlining structures for ease of use.
- Student evaluation tools were not providing needed information and there were low response rates.
- Clarity for faculty regarding teaching evaluation content and processes was needed.

SUPPORTS PRESENT FOR IMPROVEMENT PROCESS
- MCE has a well-structured and functioning faculty mentorship process.
- Nearly all MCE faculty teach.
- Members of MCE demonstrate commitment to continuous improvement and diversity, equity, inclusion, justice, and accessibility (DEIJA).
- The M-TEM is already utilized in faculty evaluation processes including re-appointment and promotion.

MCE-TLS Department Action Team membership included various faculty lines and ranks, as well as one graduate student, all committed to improve teaching evaluation process. The MCE-TLS DAT reviewed, revised and/or developed three aspects of teaching and learning evaluation: self-voice, peer voice, and student voice.

Next Steps

MCE's DAT developed a process document for the implementation of their proposed changes. This process includes several steps at the departmental and division levels to receive feedback, build support, and plan for implementation. Here are five key steps.

- Introduce package to leadership of three committees, alerting them to this work and seeking suggestions for building buy-in: Appointment & Promotion (AP), Appointment, Promotion, and Tenure (APT), and Faculty Executive Committee (FEC).
- Share with Chairs and Deans across MCE in order to discuss strategies for building buy-in.
- Solicit feedback on the revised model from FEC prior to bringing to Faculty Governance at large for adoption.
- Solicit feedback on the revised end-of-quarter evaluations from chairs and TLS faculty, to plan for piloting and implementation at the departmental level.
- After approval of elements of the package, hold open office hours for faculty to provide opportunities for training on the use of the items—particularly the revised model, which guides annual review statements.

Three Voices

The revised M-TEM offers guidance around diversity, equity, inclusion, justice, and accessibility (DEIJA) infused teaching practices. Self, peer, and student voice are essential elements. The M-TEM is used to structure annual reviews and tenure, reappointment, and promotion reviews.

Self Voice

To guide faculty self-reflections during annual reviews and promotion processes, the DAT developed a guide that simplifies and revises M-TEM components and articulates a procedure for faculty to reflect on each component.

REVISED M-TEM COMPONENTS

- **Professional Commitment**. The act of demonstrating a commitment to continuous learning that results in enhanced teaching practices that reflect DEIJA.
- **Instructional Practices**. The act of engaging in a variety of inclusive strategies and activities to promote student learning.
- **Learning Environment**. The act of creating a respectful, positive, safe, and student-centered environment that is conducive to learning.
- **Assessment of Learning**. The act of gathering, analyzing, and utilizing available data to equitably assess student learning.

PROCEDURE FOR EACH COMPONENT (INCLUDE ALL)

- **Philosophy** (1-3 sentences). Write a brief description of your philosophy of the component and the prioritization (1-4) you would like to assign each component and the rationale for your prioritization.
- **Context** (1-2 pieces of evidence and/or artifacts). Provide a brief description of the evidence/artifacts included and why they were selected for the component.
- **Reflection** (3-5 sentences). Reflect on your growth and culturally responsive/inclusive practices in the component area over the annual review period.

Peer Voice

The DAT developed a 2-phase guide for peer-to-peer review for advancing **instructional practices**, incorporating DEIJA. It offers a way for instructors to reflect on instructional practices they are using. This guide is provided as a template to record observation (Phase I) and guide dialogue (Phase II) for the peer review process.

PHASE I is proposed as an observation of one or more class periods, focusing on, but not limited to, use of time with students during scheduled classes. This peer review guide is organized around three dimensions for observations. These include: (a) instructional practices, (b) learning environment, and (c) student learning.

PHASE II is a high-quality course-focused debrief between the reviewer and course instructor. The guide provides optional dialogue prompts to help the reviewer learn more about their peer's instructional activities and their impact.

Student Voice

The DAT revised the end-of-quarter student evaluation of teaching (SET). The revised SET is pending MCE approval. The revision process involved several steps, including (a) a review of current MCE and 2U course evaluations, (b) consultations with Katie Schroeder from Office of Institutional Research; and (c) adaptations of elements of University of Oregon SETs.
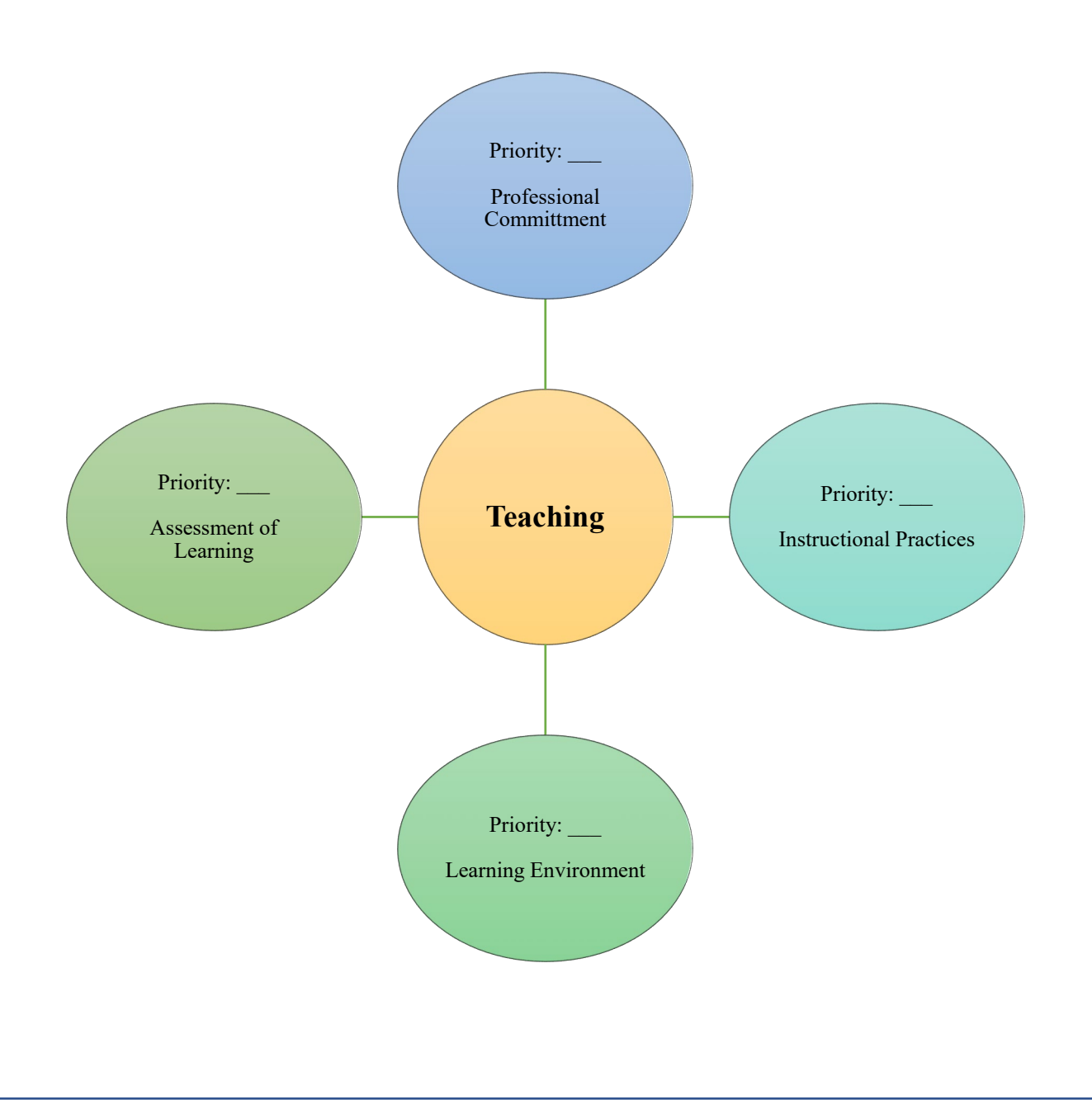
Updates to the proposed MCE SET reorder survey items to guide student reflections. Items are also refined to elicit richer student responses and reduce survey fatigue. The first two items of the new MCE SET draws attention to the inclusiveness of the course. Qualitative items include student self-reflection, as well as course or instructor feedback. Quantitative items using a Likert-type scale and align required questions with additional questions for validity.

DU required question	Additional questions
I learned a great deal in this course.	This course prompted me to think in new ways.
Overall, this is an effective instructor.	The instructor is knowledgeable about the course content.
Overall, this is an excellent course.	The instructor contributed to my knowledge/understanding of the subject.

The proposed MCE SET further invites students to (a) reflect on specific elements that supported learning or need improvement, (b) identify strategies they used to support their own learning, and (c) highlight course elements to be kept or considered for change. It also provides evidence for faculty reflection on **assessment of learning**.

Finally, the DAT discussed midterm feedback and exit tickets as additional ways of incorporating student voice. And the inclusion of a doctoral student in the DAT team incorporates student voice in the overall process.

M-TEM Components

Lessons Learned

- Leadership matters
- Change requires time, energy and commitment
- Communication at multiple levels increases positive direction toward adoption and implementation
- Base content and process on information from the professional literature
- Improved student evaluation tools provide more relevant information as well as increased response rate
- Faculty have many competing obligations
- Systemic and structural value of this work must be demonstrated by the institution

Team Members

NORMA HAFENSTEIN, PhD
Daniel L. Ritchie Endowed Chair in Gifted Education, Clinical Professor

RASHIDA BANERJEE, PhD
Professor and Department Chair, Teaching and Learning Sciences

DEVADRITA TALAPATRA, PhD
Associate Professor, School Psychology

RACHEL LIM, EdD Student
Curriculum and Instruction
Senior Academic Advisor, Office of Academic Advising

JARED DEL ROSSO, PhD
Office of Teaching and Learning Fellow
Associate Professor, Department of Sociology & Criminology