5-15-1995

1995 May 15 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

FACULTY SENATE

NEXT MEETING: May 15, 1995, 2:30 PM, Culp Forum

PLEASE NOTE TIME CHANGE TO

2:30 PM FOR MAY 15, 1995 MEETING

NOTE TO DEPARTMENT CHAIRS: Please share the Senate agenda, minutes, and any other enclosures with your faculty prior to the scheduled meeting. Senate meetings are open to all faculty.

AGENDA FOR SENATE MEETING

CALL TO ORDER

APPROVAL OF MINUTES April 17, 1995 meeting.

NEW BUSINESS

The purpose of this meeting is to discuss priorities and set goals for 1995-1996.

ANNOUNCEMENTS

ADJOURNMENT

FACULTY SENATE MINUTES

May 15, 1995

NEXT MEETING: August 28, 1995, 2:45 PM, Culp Forum

PLEASE NOTE NEW MEETING TIME, 2:45 PM, FOR FACULTY SENATE

CALL TO ORDER

Due to a lack of quorum, members present held an informal meeting.

ELECTIONS

Due to a lack of quorum for the May 1, 1995 meeting, the Faculty Senate had been unable to hold the planned election. A ballot that included the slate of candidates proposed by the Faculty Senate Executive Committee and space for write-in candidates was mailed with the May 1, 1995 minutes. Twenty-two senators, the number required for quorum, returned their votes with the following results: John Quigley as President-elect, Jane Melendez as Secretary, and Mark Steadman as Treasurer.

GOALS AND PRIORITIES FOR THE UPCOMING YEAR

During the May 15, 1995 informal senate meeting, the members present discussed goals and priorities for the upcoming year. The following is a list of items suggested as goals and priorities discussed at the meeting. Senators wishing to make further suggestions can send their ideas for committee activities to Jane Melendez at PO Box 70620. She will compile the updated list and send it out with the agenda for the first fall meeting.

The Academic Matters Committee hopes to concern themselves with professional liability insurance for faculty, a review of the +/- grading system, and further discussion regarding the New General Education Core Curriculum.

The Faculty Development and Evaluation Committee plans to engage in further discussion of the FAE form and welcomes suggestions for consideration of this form. Due to the establishment of the Teaching and Learning Center, dedicated to faculty development, the committee will concentrate its efforts on evaluation concerns and the linkage between evaluation and instruction.

The Concerns and Grievances Committee will work with the Academic Matters Committee on the issue of professional liability insurance. This committee will also serve as an advisory or counseling committee for faculty who want a potential concern or grievance reviewed before formal presentation.

The Research Committee will review research consent forms and make suggestions for a set of forms that are not so much oriented toward science and medicine. As the forms stand now, there are many items that do not pertain to research outside of science and medicine.

The Committee on Committees will review procedures for assignment of faculty to committees and prepare their suggestions for change to the Faculty Senate in fall 1995. There is some question as to whether this committee should also be monitoring faculty attendance at committee meetings.

ANNOUNCEMENTS

The following dates are projected for 1995-1996 Faculty Senate meetings:

1995	1996
August 28	January 8 & 22
September 11 & 25	February 5 & 19
October 9 & 23	March 4 & 18
November 6 & 20	April 1 & 15
December 4	

E. Jane Melendez, Secretary

Faculty Senate
Box 23033

MEMO

To: Faculty Senators, Chairs, and Selected Others
From: Peggy Cantrell, President, Faculty Senate PC

As you may be aware, the Faculty Senate recently sponsored a seminar on Student Evaluation of Instruction: Limits, Myths, and Ways to Improve its Use". We had a small group of attendees, but the interaction was very lively, and the meeting productive.

I thought that others of you might find some of the materials helpful as you discuss ways to improve instruction and the use of student evaluation for improvement purposes within your departments or faculty discussion groups.

Enclosed are copies of the handouts/overheads from the seminar. Clearly, they are more meaningful when accompanied by explanation and discussion. I hope you will be able to avail yourself of future seminar offerings by the Senate and Teaching and Learning Center so as to maximally benefit. In any case, I hope that these materials are helpful.

Identification of Materials

1. INSTRUCTIONAL IMPROVEMENT - A Working Bibliography.
   This bibliography was provided by Dr. Weimer as part of our participation in a recent video conference on instructional improvement.

2. Pages 2-1 through 2-7 are copies of overheads from Peggy Cantrell's presentation during the senate seminar. These summarize the dimensions of teaching, the utility and limits of student ratings, and point out the need for other sources of evaluation.

3. Jim Hahs composed this one page summary of Aleamoni's research on myths surrounding student evaluation of instruction. Cliff Mitchell presented this research at the seminar.

4. Pages 4-1 through 4-15 are handouts from Amelia Brown's presentation on a continuous improvement project utilizing student feedback she initiated in her department and college. The handouts cover her classroom outline of this topic, as well as forms used to quantify measures.

5. Laura Mc Cammon provided a handout entitled "Evaluation of Instruction" and summarized these various methods of evaluation which are currently being used by faculty on our campus.

6. The pages footnoted by T. A. Angelo are handouts pertaining to instructional improvement from the same video conference noted in item #1

7. The documents in this packet were received from the Teaching and Learning Center at UNC and represent various responses from units in that University to a mandate to develop multi-source evaluations of instruction to serve as the basis for faculty evaluations and tenure and promotion reviews.

-If you have any questions concerning these materials, please contact either the person identified with each item, or contact any member of the Faculty Senate's Development and Evaluation committee.

INSTRUCTIONAL IMPROVEMENT
A Working Bibliography for Faculty and Administrators

prepared by
Maryellen Weimer, Penn State - Berks
February, 1995

Contexts, frameworks, and approaches - ways to think about the improvement process. These sources don't so much describe specific methods (that's in a section coming up) as they illustrate more general orientations that can be taken toward all efforts to improve. Too often faculty stances are negative--improvement efforts are something to resist. Chiodo and Galbraith illustrate positive ways of thinking about failure and less than perfect teaching. Weimer objects to improvement efforts based on premises of remediation and deficiency. We improve because our students stand to benefit. McDaniel leaves issues of whether or not improvement is needed aside. He approaches change with a vision of the future.

Chiodo, J. J. (1989). Professors who fail may be our best teachers. Teacher Education Quarterly, 16 (1), 79-83

Galbraith, J. K. (1987). How I could have done much better. In Teaching and Learning. A Journal of the Harvard-Danforth Center.

McDaniel, T. R. (1994). College classrooms of the future: Megatrends to paradigm shifts. College Teaching, 42 (1), 27-31.

Weimer, M. (1990) Improving college teaching. San Francisco: Jossey Bass.

Aspects of instruction in need of improvement - What could we be doing better? The Gaff survey asked students to rank, in order of how much they were needed, 30 possible improvements. Browne and Keeley, and Eison take a crack at identifying bottom-line skills which ought to be the place where every improvement effort begins. And being a bit presumptuous, there's a vote here (in the Svinicki article) for teaching that is better connected to learning. Instructional decisions ought to be made in light of what we know about how people learn. We don't teach as cognizant of that knowledge base as we ought.

Brown, M. N. & Keeley, S. M. (1985). Achieving excellence: Advice to new teachers. College Teaching, 33 (2), 78-83.

Eison, J. (1990). Confidence in the clasroom: Ten maxims for new teachers. College Teaching, 38 (1), 78-83.

Gaff, J. G. (1978). Overcoming faculty resistance. In J. G. Gaff (ed.), Institutional renewal through the improvement of teaching. New Directions for Higher Education, no. 4. San Francisco: Jossey Bass.

Svinicki, M. (1991). Practical implications of cognitive theories. In R. Menges and M. Svinicki (eds.), College teaching: From theory to practice. New Directions for Teaching and Learning, no. 45. San Francisco: Jossey Bass.

Methods, the ways to better teaching and more learning - As contrasted with approaches which propose general mindsets or orientations to be taken toward the process, the methods are the means. These are the vehicles which can be used to move us from one place to another with respect to our teaching. Weimer and Lenze describe research results as to their effectiveness. Part Five of the Braskamp and Ory book on "Methods of Collecting Evidence" offers an excellent overview of the variety of methods available and the remainder of this section of the bibiliography focuses additionally on some of the common and currently popular strategies.

Braskamp, L. A. and Ory, J. C. (1994). Assessing faculty work: Enhancing individual and institutional performance. San Francisco: Jossey Bass.

Weimer, M. and Lenze, L. F. (1991). Instructional interventions: A review of the literature on efforts to improve instruction. In J. S. Smart (ed.), Higher education: Handbook of theory and research, Vol. VII. New York: Agathon Press.

Classroom Assessment - The idea here is that teachers need to solicit from students feedback which describes, not how much students "like" a course, but the impact that classroom policies, practices and behaviors are having on how they learn. The Angelo and Cross book is the definite work in this area; it is replete with multiple strategies and much advice on their use.

Angelo, T. A. and Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey Bass.

The Use of Ratings - Research on the use of student ratings abounds. Despite this fact, many policies and practices in place at colleges and universities mitigate against the potential of

student feedback to improve instruction. For a succinct, readable summary of research findings, the Cashin source is just about unbeatable. The Braskamp, Brandenburg and Ory book does a good job of differentiating between formative assessment (that done to improve instruction) and summative evaluation (that done to improve personnel decision-making). It also proposes policies--how instruction ought to be evaluated in light of the research. Weimer writes to faculty: here's how to turn rating data into an improvement agenda.

Braskamp, L. A., Brandenburg, D. C., and Ory, J. C. (1984) Evaluating teaching effectiveness: A practical guide. Newbury Park, CA: Sage.

Cashin, W. E. (1988). Student ratings of teaching: A summary of the research. IDEA Paper #20. The Center for Faculty Evaluation and Development at Kansas State University. Maybe order for $1.00 by calling 1-800-255-2757.

Weimer, M. (1987). Translating evaluation results into teaching improvements. AAHE bulletin, 39 (8), 8-11.

The Role of Colleagues - Colleagues ought to be more involved with each other, particularly in the development of teaching skills. There is much they could contribute, a variety of constructive roles for them to fulfill. Unfortunately, they are often only used (in too many cases misused) as part of a formal evaluation system. Cohen and Mckeachie propose a different role for them. Weimer, Kerns and Parrott look specifically as issues associated with instructional observation. Helling provides some excellent observational checklists (more are included in the Braskamp and Ory volumed referenced above). The thrust of these sources is that colleagues ought to function like colleagues (not judges) when the goal is better teaching.

Cohen, P. A. and McKeachie, W. J. (1980). The role of colleagues in the evaluation of college teaching. College Teaching, 28 147-54.

Helling, B. (1988). Looking for good teaching: A guide to peer observation. Journal of Staff, Program and Organizational Development, 6 (4), 147-58.

Weimer, M., Kerns, M., and Parrett, J. (1988). Instructional observation: Caveats, concerns, and ways to compensate. Studies in Higher Education, 13 (3), 299-307.

Reflective Practice - This method used to be called self-assessment. It involves the efforts of individuals, generally on their own, to improve their teaching. Menges offers an excellent descriptions of how individuals should approach the task. And this method can be accomplished in a variety of different ways--

some as straight forward as a systematic program of reading (described by Weimer) and others more detailed and innovative--like the use of portfolios (proposed for course development in the Cerbin piece).

Cerbin, W. (1994). The course portfolio as a tool for continuous improvement of teaching and learning. Journal on Excellence in College Teaching, 5 (1), 95-105.

Menges, R. (1994) Improving your teaching. In W. J. McKeachie Teaching tips, 8th edition. Lexington, Mass.: D. C. Heath.

Weimer, M. (1990). "Study" your way to better teaching. In M. Svinicki (ed.), The changing face of college teaching. New Directions for Teaching and Learning, no.42. San Francisco: Jossey-Bass.

How it works - accounts, stories, narratives of efforts to change. These accounts were selected, not because they represent "right" changes, but because they illustrate a reflective, systematic approach to change and a thoughtful assessment of impact. They are written by authors who see the larger implications of their efforts in terms of what others might learn from their experiences. Black (a chemist) and Tompkins (an English teacher) report on an overall efforts to move toward more student- and learner-centered instruction. King reports on attempts to use computers to facilitate discussion and Ditzler and Ricci on changing a chemistry course to a discovery-based approach.

Black, K. A. (1993). What to do when you stop lecturing: Become a guide and resource. Journal of Chemical Education, 70 (2), 140-44.

Ditzler, M. A. and Ricci, R. W. (1994). Discovery chemistry: Balancing creativity and structure. Journal of Chemical Education, 71 (8), 685-88

King, K. M. (1994). Leading classroom discussions: Using computers for a new approach. Teaching Sociology, 22, 174-82.

Tompkins, J. (1990). Pedagogy of the distressed. College English, 52 (6), 653-60.

Resistance to being evaluated appears to grow out of three basic concerns:

1) Resentment of the implied assumption that faculty may be incompetent in their subject area;
2) Suspicion that they will be evaluated by unqualified people, and
3) An anxiety that they will be held accountable for performance in an area in which they have little or no training or interest.

Milton and Shobem (1968) point out that **"college teaching is perhaps the only profession in the world for which no specific training is required. The profession of scholarship is rich in prerequisites for entry, but not that of instruction"**(p. xviii).

THREE MAIN PERSPECTIVES ON WHAT TEACHING SHOULD BE

1. Teaching is an interaction between a teacher and a student conducted in such a way that the student is provided with the **opportunity** to learn;

2. Teaching is an interaction between a teacher and a student conducted in such a way to **enable** the student to learn

3. Teaching is an interaction between a teacher and a student conducted in such a way to **cause** the student to learn.

Total teaching act involves 3 broad interactive dimensions:

1. Content Expertise - teachers must know the subject matter being taught

2. Instructional Delivery - Must be able to present the subject matter in a way that encourages students to learn

3. Instructional Design Skills - Must be able to design instructional events in such a way that there is some assurance that students will learn when they experience these events

(Course management - office hours, getting tests back, supplies, syllabi, etc.)

Content Expertise

"That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience training or education"

Evaluation - w/ exception of advanced doctoral or post docs., students are generally not competent to assess degree to which a teacher is knowledge. Students are competent to report the degree to which the faculty member appears competent. **Must combine student perceptions with peer and Dept. Head evaluations.**

Categories of Teachers Based on Content Expertise Vs. Instructional Delivery Skills

	Truly Competent	Not Competent
Appears Competent	**TYPE A** Best Faculty	**TYPE C** Dr. Fox
Does Not Appear Competent	**TYPE B** Good candidate for improvement	**TYPE D** "Zero"

Instructional Design Skills

"Those technical skills in designing, sequencing, and presenting experiences which induce student learning designing developing and implementing tools and procedures for assessing student learning outcomes

Evaluation- several sources Students are generally not competent to evaluate the correctness of course design, but can report their observations, perceptions and reactions to certain aspects of the course design. Detailed and expert analysis by qualified colleagues of syllabus, tests, handouts, content, general instructional design is needed for evaluation of this component - Portfolio evaluation

Course Management Skills

"Bureaucratic skills in operating and managing a course including but not limited to, timely grading of exams, timely completion of drop/add and other forms, ordering texts, keeping office hours, generally making arrangements for facilities and instructional resources, etc.

Evaluation- Information from Dept. heads, students and even Dept. secretary could provide valid data on course management skills.

Student Assessment of Instruction

When the number of variables are considered in research concerning Student Assessment of Instruction, variations should be expected in the outcomes. Assumptions are often made and sometimes over the years are looked upon as truths. Excerpts from the following reference which investigated 15 common Myths are presented for your review.

Aleamoni L. M. (1987). Student Rating Myths Versus Research Facts. ***Journal of Personnel Evaluation in Education 1: 111-119.***

Myth 1: Students cannot make consistent judgments about the instructor and instruction because of their immaturity, lack of experience, and capriciousness.

Myth 2: Only colleagues with excellent publication records and expertise are qualified to teach and to evaluate their peers' instruction.

Myth 3: Most student rating schemes are nothing more than a popularity contest, with the warm, friendly, humorous instructor emerging as the winner every time.

Myth 4: Students are not able to make accurate judgments until they have been away from the course, and possibly away from the university for several years.

Myth 5: Student rating forms are both unreliable and invalid.

Myth 6: The size of the class affects student ratings.

Myth 7: Gender of the student and the instructor affect student ratings.

Myth 8: The time of day the course is offered affects student ratings.

Myth 9: Whether students take the course as a requirement or as an elective affect their ratings.

Myth 10: Whether students are majors or nonmajors affect their ratings.

Myth 11: The level of the course (freshman, sophomore, junior, senior, graduate) affects student ratings.

Myth 12: The rank of the instructor (instructor, assistant professor, associate professor, professor) affects student ratings.

Myth 13: The grades or marks students receive in the course are highly correlated with their ratings of the course and the instructor.

Myth 14: Student ratings on single general items are accurate measures of instructional effectiveness.

Myth 15: Student ratings cannot meaningfully be used to improve instruction.

Conclusion

All this research points out that the previously stated student rating myths are (on the whole) myths. On the other hand, gathering student ratings can provide the instructor with first-hand information on the accomplishment of particular educational goals and on the level of satisfaction with and influence of various course elements. Such information can be used by the instructor to enrich and improve the course as well as to document instructional effectiveness for administrative purposes.

Students can benefit through an improved teaching and learning situation as well as from having access to information about particular instructors and courses. Administrators (deans and department heads) also benefit through an improved teaching and learning situation as well as a more accurate representation of student judgments.

The disadvantages of gathering student ratings primarily result from how they are misinterpreted and misused. Without normative (or comparative) information, a faculty member might place inappropriate emphasis on selected student responses. If the results are published, the biases of the editor(s) might misrepresent the meaning of the ratings to both students and faculty. If administrators use the ratings for punitive purposes only, the faculty will be unfairly represented.

LOOK FOR A FUTURE WORKSHOP ADDRESSING THESE TOPICS.

LESSON PLAN
CONTINUOUS IMPROVEMENT

LESSON TOPIC: Continuous Improvement in a Classroom Setting

LESSON DATE: First Two Days of Class (110 min.)

TIME: 110 Minutes

SEQUENCE:		TIME: (min.)
I.	Instructor Introduction	5
II.	Personal Data Collection Condense names/addresses/phone onto handout and provide to students	
III.	Continuous Improvement Process Handout	15
IV.	Learning Styles Survey/Discussion. Write one down/compile list/discuss	15
V.	Course Syllabus Review	25
VI.	Expectations Write one down/compile list/discuss	10
VII.	What makes a quality course? Fishbone example	20
VIII.	Select team Team Training	10
	Total	110

DAY ONE

TIME	CONTENT	ACTIVITY
5 Min	Introduction of Instructor and Student • Students give name and where from	
10 Min	Personal Data Collection • Students provide name, address, telephone and workplace (telephone)	Return as handout at next class
15 Min	The Continuous Improvement Process Discussion • Global competitiveness and international economic strategies are having profound effect on the way we manage our organizations.	Site examples of discipline specific charges, i.e., IBM, Health Care, down-sizing, etc.
	• It is no longer acceptable for any organization, public or private, to "do business as usual."	
	• A new paradigm of management is emerging for which you must be prepared: "We must think and act to improve organizational systems to provide superior customer value."	Transparency
	• The paradigm is generally known as: Total Quality Management (TQM) Continuous Quality Improvement (CQI) Continuous Improvement (CI) and extends to all organizations -- business, industry, government, not-for-profit and education	Transparency
	• It is our intent in this course to initiate your understanding of CI and actually practice the process in this course.	
	Definition of Total Quality • The quality improvement process is a set of principles, policies, support structures, and practices designed to continually improve the efficiency and effectiveness of our way of life.	Transparency

15 Min	The Continuous Improvement Process Discussion • Global competitiveness and international economic strategies are having profound effect on the way we manage our organizations. • It is no longer acceptable for any organization, public or private, to "do business as usual." • A new paradigm of management is emerging for which you must be prepared:- "We must think and act to improve organizational systems to provide superior customer value." • The paradigm is generally known as: Total Quality Management (TQM) Continuous Quality Improvement (CQI) Continuous Improvement (CI) and extends to all organizations -- business, industry, government, not-for-profit and education • It is our intent in this course to initiate your understanding of CI and actually practice the process in this course.	Site examples of discipline specific changes. i.e., IBM, Health Care, down-sizing, etc. Transparency Transparency
	Definition of Total Quality • The quality improvement process is a set of principles, policies, support structures, and practices designed to continually improve the efficiency and effectiveness of our way of life.	Transparency
	Understanding the Concept of Total Quality • Covers every process • Covers every job • Every person is responsible • The customer determines whether or not quality has been achieved -- total customer satisfaction • External customers -- those who buy a product or service • Internal customers -- those who serve one another • Emphasizes facts and data • There is always a better way of doing things • The main focus of total quality is on "why" • A continuous cycle of detecting defects, identifying their causes and improving the process • People tend to find errors caused by others and neglect their own mistakes. It is this kind of self discipline that is needed.	

TIME	CONTENT	ACTIVITY
	Understanding the Concept of Total Quality • Covers every process • Covers every job • Every person is responsible • The customer determines whether or not quality has been achieved -- total customer satisfaction • External customers -- those who buy a product or service • Internal customers -- those who serve one another • Emphasizes facts and data • There is always a better way of doing things • The main focus of total quality is on "why" • A continuous cycle of detecting defects, identifying their causes and improving the process • People tend to find errors caused by others and neglect their own mistakes. It is this kind of self discipline that is needed.	
15 Min	Learning Styles Survey/Discussion • Each student list two methods by which they learn best (2 min) • Ask each student to read his/her list • Read final list from board and relate how each may or may not work in this class	List at Desk Write on board (combine and erase duplications)
25 Min	Course Syllabus Review • Read through syllabus and thoroughly cover details of the course	Handout

LEARNING STYLES
SPRING 1995

Learning Styles:

1. Discussion-class involvement
2. Small group exercises
3. Visual aids/overheads
4. Hands on activity-ties in with lecture
5. Outline to ease notetaking
6. Writing things down
7. Repetition with tie-in
8. Real-life example
9. Variety of instructional methods
10. Lecture

DAY TWO

TIME	CONTENT	ACTIVITY
10 Min	Course Expectations ● Each student write one major expectation for the course ● Ask each student to list his/her expectation ● Read final list from board and relate how they may or may not be met in course	List at Desk List on Board (combine and erase duplications.)
20 Min	What Makes a Quality Course ● Discuss Cause & Effect Diagram (Fishbone) one tool for determining quality elements ● Create Fishbone on Board	Handout (Example)
10 Min	The Quality Team ● Discuss role of quality team Provide mechanism for instructor feedback A way for class to communicate concerns to instructor ● Responsibilities Administer three evaluations (every 5 weeks) Tabulate and Chart results Discuss results with class and solicit improvement strategies Discuss with instructor ● Select Team Schedule Team Training	Team Members will receive 1 hour of training

COURSE EXPECTATIONS

SPRING 1995

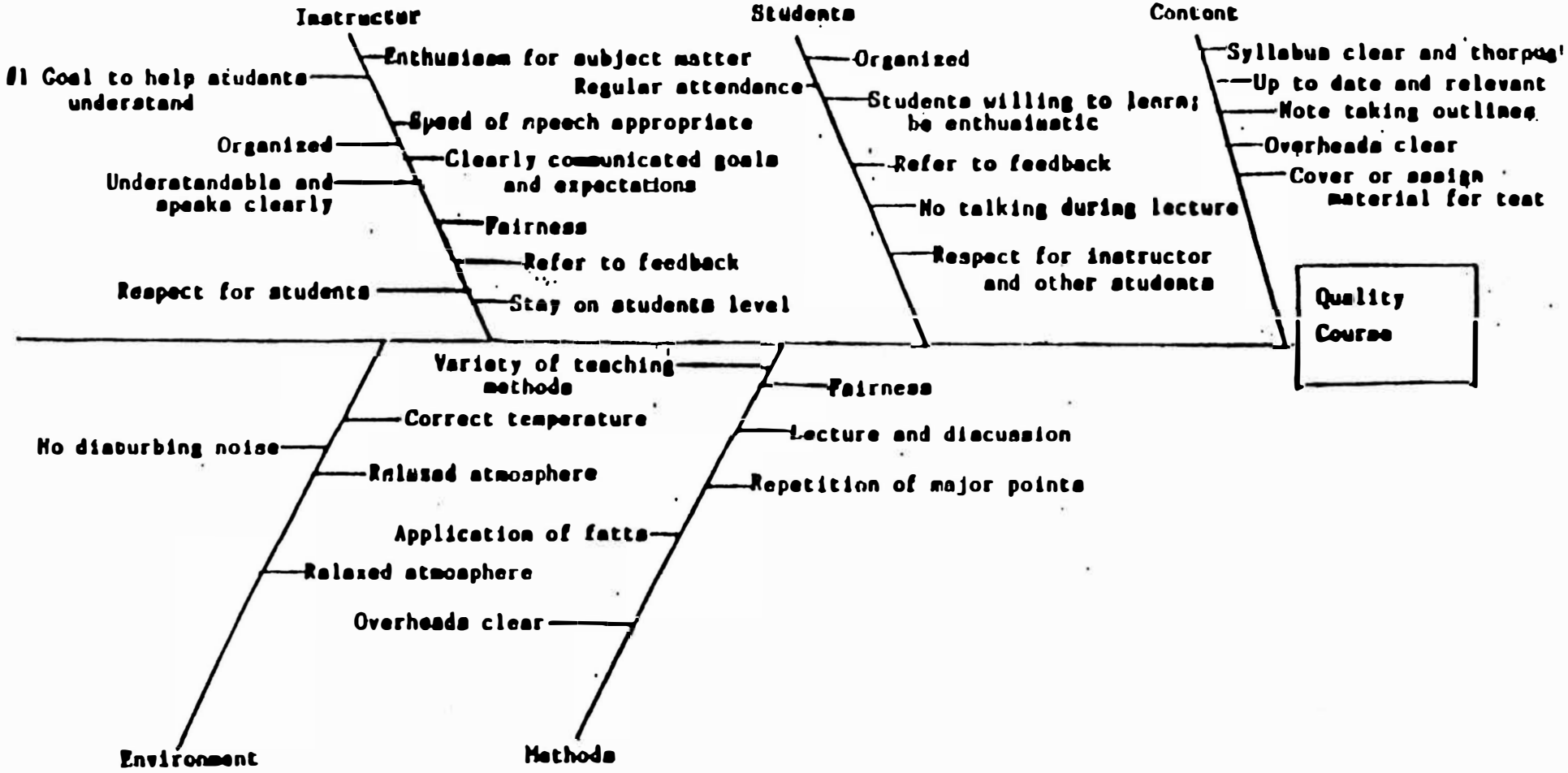
Course Expectations:

1. To become more professional in working with nutrition care plans
2. More indepth knowledge about diabetes, especially patient education
3. Understand diabetes
4. Be more efficient in reading and finding "things" in medical chart
5. Be more comfortable in speaking to groups/peers about nutrition
6. To gain confidence in going to facilities and speaking about subject matter
7. Learn about topics that I know little or nothing about by research and presentations by self and others
8. Better and more workable understanding of nutrition and disease

Adult Complex Nutrition

AHSC 5430

Spring 1995



CONTINUOUS IMPROVEMENT SURVEY

College of Applied Science and Technology

Please rate the following statements on a scale of one to five, as follows:

5=Strongly Agree
4=Agree
3=Neutral
2=Disagree
1=Strongly Disagree

THE INSTRUCTOR:

___1. States clearly the objectives, policies, and assignments of the course.
___2. Clearly defines student responsibilities in the course.
___3. Tells students which topics are most important and what they can expect on tests.
___4. Is well prepared and organized in presentation of material each day.
___5. Plans the activities of each class period in detail.
___6. Puts material across in an interesting way.
___7. Stimulates intellectual curiosity.
___8. Makes clear explanations.
___9. Makes good use of examples and illustrations to get across difficult points.
___10. Effectively synthesizes and summarizes the material.
___11. Answers students' questions in a way that helps students to understand.
___12. Is skilled in observing student reactions and aware when students fail to keep up in class.
___13. Takes an active personal interest in the progress of the class and shows a desire for students to learn.
___14. Stimulates class discussions.
___15. Encourages students to express differences of opinions and to evaluate each other's and the instructor's ideas.
___16. Appears receptive to new ideas and the viewpoints of others.
___17. Has given me tools for solving problems.

AS A STUDENT:

___18. It is easy to remain attentive.
___19. I developed significant skills in the field.
___20. I gained new knowledge of the course's subject matter.

COMMENTS:

CALCULATION SHEET

SURVEY INTERVAL NO. 1

Q = QUESTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R = NUMBER OF RATERS / X = RATING																				
1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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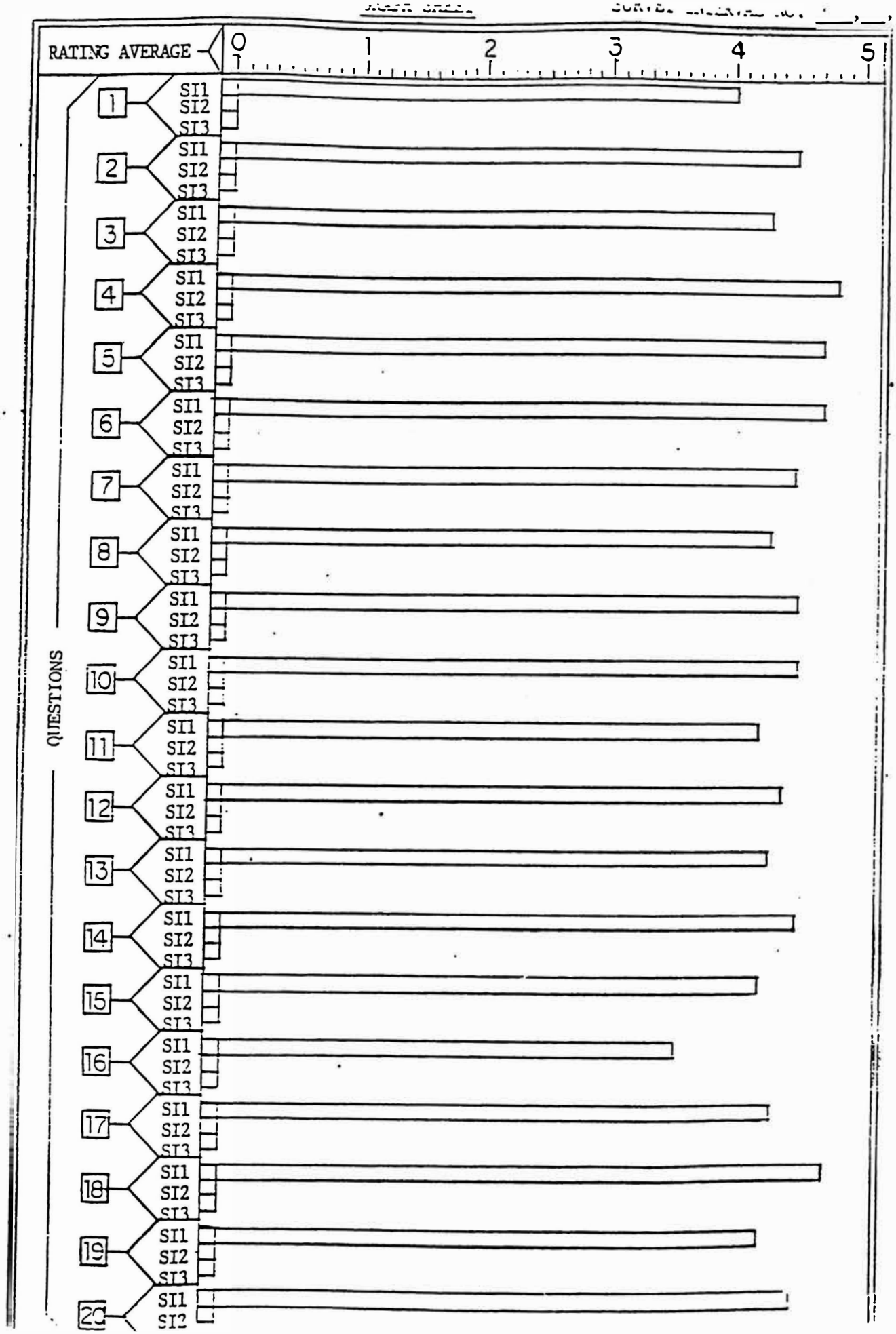
ΣX = summation of ratings	24	27	26	29	28	28	27	25	27	27	25	22	26	27	25	14	26	28	25	27
$\bar{X} = \Sigma X / R$	4.0	4.5	4.3	4.8	4.7	4.7	4.5	4.2	4.5	4.5	4.2	3.7	4.3	4.5	4.2	2.3	4.3	4.7	4.2	4.5
$\bar{\bar{X}} = \Sigma \bar{X} / Q$	87.6/20 = 4.38 = 4.4																			


RATING AVERAGE
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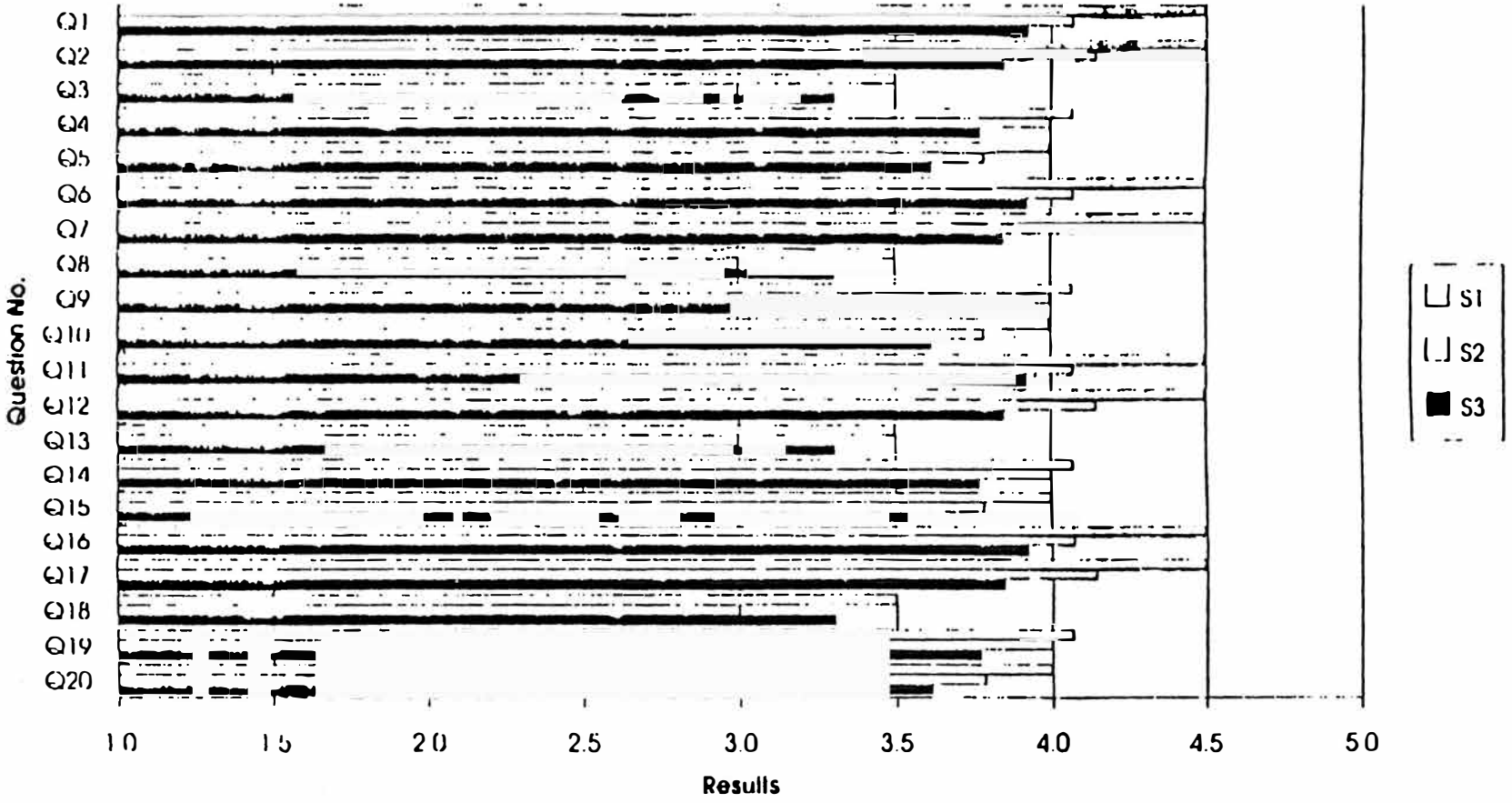
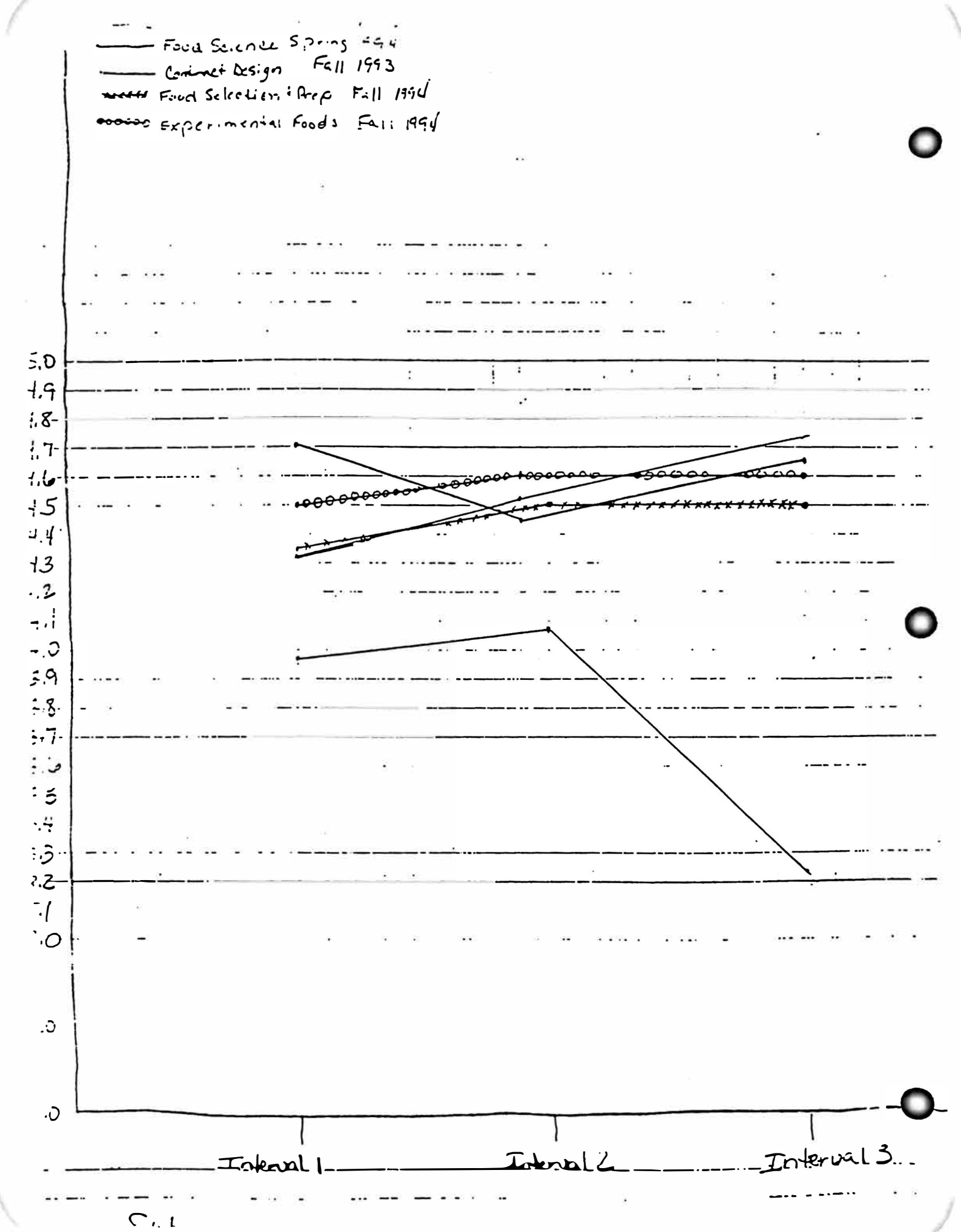
SI2
SI3

ENTC 1000--Course Name
Spring 1995
Prof. D. M. Will



4-12


Food Science Spring 94
Contract Design Fall 1993
Food Selection & Prep Fall 1994
Experimental Foods Fall 1994
5.0
4.9
4.8
4.7
4.6
4.5
4.4
4.3
4.2
4.1
4.0
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3.0
3.0
3.0
Interval 1
Interval 2
Interval 3

COMMENT SHEET (INTERVAL I)

1. I feel that (name) is an excellent instructor, and I have learned a lot because of her.

2. Temperature of the classroom is not conducive to learning and listening.

3. The instructor needs to explain more about case studies and go over them after they are handed back.

   I would appreciate a review for the test.

4. (Question 3) - I liked the pre-test and post-test concept. It helped me when studying.

   (Question 4) - I like the use of handouts. They make taking notes and following lectures easier.

5. The lectures are very stimulating. (Name) uses guest speakers well and adds diversity. She prepares very well for the class. I believe I will learn a lot from her.

6. Do more examples in class before we have to turn in graded assignments.

   Take a little more time explaining questions about homework.

EVALUATION OF INSTRUCTION

1. Student Assessment of Instruction
2. Peer Feedback--observations by peers
3. Student Feedback (other than SAI)
   --periodic feedback during the semester
   --course evaluation developed by faculty
4. Video/Audio Tapes of Own Teaching
5. Self-Evaluation/Self-Reflection
6. Personal Journal
7. Tests or Other Performances of Students
8. Exit Interview with Students
9. Student Portfolio
10. Student Conferences
11. Chair Evaluation
12. FAP/FAR/FAE
13. Promotion & Tenure Portfolio
14. Feedback from Placement Teachers/Practicum Supervisors
15. Feedback from Alumni
16. Letters from Students
17. Feedback from Graduate Assistants
18. Colleagues at National Meetings
19. External & Internal Reviews of Programs
20. NTE Test Scores

Effective Assessment in Academic Programs

1. Assesses what we teach -- and what we expect students to learn

2. Provides information for improving learning and teaching

3. Focuses on learning and teaching processes, as well as on outcomes

4. Actively involves teachers and students in assessing and responding

5. Uses multiple and varied measures of learning

6. Is carried out at various points in the course

7. Provides feedback to those most affected by the assessment -- teachers and students

8. Is an intrinsically educational activity

Good Practice in Undergraduate Education . . .

1. **Encourages contact between students and faculty.**
   (Especially contact focused on the academic agenda.)

2. **Develops reciprocity and cooperation among students.**
   (Teaching them to work productively with others.)

3. **Encourages active learning.**
   (Thinking, doing, and thinking about what they're doing.)

4. **Gives prompt feedback.**
   (And helps students figure out what to do in response.)

5. **Emphasizes time on task.**
   (Provides lots of useful, productive, guided practice.)

6. **Communicates high expectations.**
   (And encourages students to have high self-expectations.)

7. **Respects diverse talents and ways of learning.**
   (And engenders respect for intellectual diversity.)

Adapted from Gamson, Z. and Chickering, A. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin*, March 1987, pp. 5-10.

The Minute Paper

Please answer each question in 1 or 2 sentences:

1) **What was the most useful or meaningful thing you learned during this session?**

_____

_____

_____

2) **What question(s) remain uppermost in your mind as we end this session?**

_____

_____

_____

Reference: Angelo T.A. & Cross K.P. Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition. San Francisco: Jossey-Bass, 1993, pp. 148-153.

GROUP INFORMAL FEEDBACK on TEACHING

(The G.I.F.T. Technique)

Directions: **Please write brief, honest -- and legible -- answers to the questions below.** ***(Do not write your name on this paper.)***

1. What are 1 or 2 specific things your instructor does **that help you learn** in this course?
2. What are 1 or 2 specific things your instructor does **that hinder or interfere with** your learning?
3. Please give your instructor **1 or 2 specific, practical suggestions on ways to help you improve your learning** in this course.

Reference: Angelo, T.A. & Cross, K.P. Classroom Assessment Techniques: A Handbook for College Teachers. 2nd edition. San Francisco: Jossey-Bass, 1993. pp. 334-338.

SUGGESTIONS FOR GETTING AND USING *GROUP INFORMAL FEEDBACK on TEACHING*

Suggestions for Faculty

1. Don't ask if you don't want to know.
2. Don't collect feedback if you don't have time to respond to it.
3. Do this early enough in the semester to allow time for changes.
4. Do pay attention to positive as well as critical feedback.
5. Do think through your response to the feedback carefully.
6. Do respond honestly and promptly to the students' feedback.
7. Do follow-up to see if your response makes any difference.

How to Gather Informal Feedback on Teaching

Arrange to work with a faculty colleague or faculty development specialist whom you trust. When working with another faculty member, it s usually a good idea to agree to trade visits. Schedule a date and time to visit each other's classes to collect feedback. Set aside at least 15 minutes of class time for this exercise. Let your students know what is going to happen, when, and why. Stress the value of honest, constructive feedback for improvement.

Before you visit the class: Schedule two meetings with your partner. Plan to meet for at least 15-20 minutes soon before and 45-60 minutes soon after the date of your classroom visit to go over the procedure.

When you visit the class: Your partner should introduce you to his or her class, and then leave. Remind students of what you are doing and why -- that is, gathering information to help their professor improve learning -- and assure them that their responses will remain anonymous. Let them know that you will summarize their responses and discuss them with their teacher. Review the procedure. Give students 10 minutes or so to respond, then collect the responses. Thank them and let them know when, more or less, they can expect to discuss the results.

After you visit the class: Read through the responses, looking for broad categories. Group similar responses together and list them, verbatim, under descriptive headings. If possible, type up a summary of the responses to give to your partner.

When you meet with your partner: Start by discussing the responses to the question on what interferes with or hinders learning. Then, discuss student responses to what helps them learn. Third, talk about the students' suggestions for improving teaching and learning. Before you end, make sure your partner has a plan for responding to the class.

Sample

Groupwork Evaluation Form

1. Overall, how effectively did your group work together on this assignment? (circle the appropriate response)

1	2	3	4	5
not at all	poorly	adequately	well	extremely well

2. How many of the five group members participated actively most of the time? (circle the appropriate number)

0 1 2 3 5

3. How many of you were fully prepared for the groupwork most of the time? (circle the appropriate number)

0 1 2 3 4 5

4. Give one specific example of something you learned from the group that you probably wouldn't have learned on your own.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned without you.

6. Suggest one specific, practical change the group could make that would help improve everyone's learning.

Reference: Angelo, T. A. & Cross, K. P. Classroom Assessment Techniques: A Handbook for College Teachers. 2nd edition. San Francisco: Jossey-Bass, 1993. pp. 349-351.

Productive Study-Time Log -- Day 1 of 7

DIRECTIONS: (1) Enter any block of 30 minutes or more you spent studying, writing -- or doing any other relevant academic work -- today on the form below; (2) Round off to the nearest half-hour. For example, if you started studying at 2 pm and ended at 2:40, fill in the lines next to 2:00 only; (3) Make a note of where you were working and what you were doing; (4) Make sure to rate the productivity of each half-hour segment in the appropriate column, using the following scale --

0 = Non-productive -- Accomplishing nothing or extremely little
1 = Low Productivity -- Accomplishing something, but not much
2 = Average Productivity -- Accomplishing a fair amount
3 = High Productivity -- Accomplishing a great deal

(5) Take a moment to answer the follow-up questions each day; (6) After you've logged your time for seven consecutive days, complete the summary sheet; and, (7) Talk over the results with one or two classmates who have also gone through the time-logging exercise.

Time	Place	Activity	Productivity Rating	Time	Place	Activity	Productivity Rating
7:00 am				4:00 pm			
7:30 am				4:30 pm			
8:00 am				5:00 pm			
8:30 am				5:30 pm			
9:00 am				6:00 pm			
9:30 am				6:30 pm			
10:00 am				7:00 pm			
10:30 am				7:30 pm			
11:00 am				8:00 pm			
11:30 am				8:30 pm			
12:00 pm				9:00 pm			
12:30 pm				9:30 pm			
1:00 pm				10:00 pm			
1:30 pm				10:30 pm			
2:00 pm				11:00 pm			
2:30 pm				11:30 pm			
3:00 pm				12:00 am			
3:30 pm				12:30 am			

Subtotal A: Hours of study/writing/academic work rated at Level 0 = _____
Subtotal B: Hours of study/writing/academic work rated at Level 1 = _____
Subtotal C: Hours of study/writing/academic work rated at Level 2 = _____
Subtotal D: Hours of study/writing/academic work rated at Level 3 = _____
Day 1: Total Hours spent on study/writing/academic work = _____

Productive Study-Time Log -- Day 1 of 7

Daily Follow-up Questions

Directions: The questions below are meant to help you get more useful information and gain better insights from the time-logging exercise. As you jot down responses, be as specific and honest as you can be. (No one else ever has to see what you've written here.)

1. Looking over today's time log, do you notice any interesting or surprising facts or patterns related to –

A. The amount of time you spent on academic work?

B. The locations you chose to work in?

C. Your productivity at various times and in different locations?

2. Overall, what was your most productive time/activity today?

A. What accounts for that?

3. Given what you've learned from the day you just logged, is there anything you could've done differently to make it more productive?

Reference: Angelo, T.A. & Cross, K.P. Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition. San Francisco: Jossey-Bass, 1993. pp. 300-302.

Applications Card

DIRECTIONS: Please take a moment to recall the ideas, techniques, and strategies we've discussed -- and those you've thought up -- to this point in the session. Quickly list as many possible applications as you can. Don't censor yourself! These are merely possibilities. You can always evaluate the desirability and/or feasibility of these application ideas later.

Interesting IDEAS/TECHNIQUES from this session	*Some possible APPLICATIONS of those ideas/techniques to my work*

Reference: Angelo. T. A. & Cross. K. P. Classroom Assessment Techniques: A Handbook for College Teachers. 2nd edition. San Francisco: Jossey-Bass. 1993. pp. 236-239.

The "Muddiest" Point

What was the "muddiest" point in this session?

(In other words, what was least clear to you?)

_____

_____

_____

* This Classroom Assessment Technique was developed by Dr. Frederick Mosteller, a distinguished professor of statistics at Harvard University. For a detailed account of its development and use, see his article, *The "Muddiest Point in the Lecture" as a Feedback Device* in On Teaching and Learning: The Journal of the Harvard-Danforth Center, Volume 3, April 1989, pages 10-21.

Eison [illegible] Confidence in the clasroom: Ten maxims new teachers. College Teaching, 38 (1), 78-83.

Gaff, J. G. [illegible] Overcoming faculty resistance. In J. G. Gaff (ed.), Institutional renewal through the improvement of teaching. New Directions for Higher Education, no. 4. San Francisco: Jossey Bass.

Svinicki, M. (1991). Practical implications of cognitive theories. In R. Menges and M. Svinicki (eds.), College teaching: From theory to practice. New Directions for Teaching and Learning, no. 45. San Francisco: Jossey Bass.

Methods, the ways to better teaching and more learning - As contrasted with approaches which propose general mindsets or orientations to be taken toward the process, the methods are the means. These are the vehicles which can be used to move us from one place to another with respect to our teaching. Weimer and Lenze describe research results as to their effectiveness. Part Five of the Braskamp and Ory book on "Methods of Collecting Evidence" offers an excellent overview of the variety of methods available and the remainder of this section of the bibiliography focuses additionally on some of the common and currently popular strategies.

Braskamp, L. A. and Ory, J. C. (1994). Assessing faculty work: Enhancing individual and institutional performance. San Francisco: Jossey Bass.

Weimer, M. and Lenze, L. F. (1991). Instructional interventions: A review of the literature on efforts to improve instruction. In J. S. Smart (ed.), Higher education: Handbook of theory and research, Vol. VII. New York: Agathon Press.

Classroom Assessment - The idea here is that teachers need to solicit from students feedback which describes, not how much students "like" a course, but the impact that classroom policies, practices and behaviors are having on how they learn. The Angelo and Cross book is the definite work in this area; it is replete with multiple strategies and much advice on their use.

Angelo, T. A. and Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey Bass.

The Use of Ratings - Research on the use of student ratings abounds. Despite this fact, many policies and practices in place at colleges and universities mitigate against the potential of

student feedback to improve instruction. For a succinct, readable summary of research findings, the Cashin source is just about unbeatable. The Braskamp, Brandenburg and Ory book does a good job of differentiating between formative assessment (that done to improve instruction) and summative evaluation (that done to improve personnel decision-making). It also proposes policies--how instruction ought to be evaluated in light of the research. Weimer writes to faculty: here's how to turn rating data into an improvement agenda.

Braskamp, L. A., Brandenburg, D. C., and Ory, J. C. (1984). Evaluating teaching effectiveness: A practical guide. Newbury Park, Sage.

Cashin, W. E. Student ratings of teaching: A summary of the research. IDEA Paper #20. The Center for Faculty Evaluation and Development at Kansas State University. Maybe order for $1.00 by calling 1-800-255-2757.

Weimer, [illegible] Translating evaluation results into teaching improvement. ---- bulletin. 39 (8) 8-11.

The Role of Colleagues - Colleagues ought to be more involved with each other, particularly in the development of teaching skills. There is much they could contribute, a variety of constructive roles for them to fulfill. Unfortunately, they are often only used (in too many cases misused) as part of a formal evaluation system. Cohen and McKeachie propose a different role for them. Weimer, Kerns and Parrott look specifically as issues associated with instructional observation. Helling provides some excellent observational checklists (more are included in the Braskamp and Ory volumed referenced above). The thrust of these sources is that colleagues ought to function like colleagues (not judges) when the goal is better teaching.

Cohen, P. A. and McKeachie, W. J. (1980) The role of colleagues in the evaluation of college teaching. College Teaching, 28 147-54.

Helling, L. (1988) Looking for good teaching: A guide to peer observation. Journal of Staff, Program and Organizational Development, 6 (4), 147-58.

Weimer, M., Kerns, M., and Parrett, J. (1988). Instructional observation: Caveats, concerns, and ways to compensate. In Higher Education, 299-307

Reflective Practice - This method used to be called self-assessment. It involves the efforts of individuals, generally on their own, to improve their teaching. Menges offers an excellent description of how individuals should approach the task. And this method can be accomplished in a variety of different ways--

some as straight forward as a systematic program of reading (described by Weimer) and others more detailed and innovative--like the use of portfolios (proposed for course development in the Corbin piece).

Corbin, W. (1994). The course portfolio as a tool for continuous improvement of teaching and learning. Journal on Excellence in College Teaching, 5, 95-105.

Menges, R. (1994). Improving your teaching. In W. J. McKeachie Teaching tips, 8th edition. Lexington, Mass.: D. C. Heath.

Weimer, M. (1990). "Study" your way to better teaching. In M. Svinicki (ed.), The changing face of college teaching. New Directions for Teaching and Learning, no.42. San Francisco: Jossey-Bass.

How it works - accounts, stories, narratives of efforts to change. These accounts were selected, not because they represent "right" changes, but because they illustrate a reflective, systematic approach to change and a thoughtful assessment of impact. They are written by authors who see the larger implications of their efforts in terms of what others might learn from their experiences. Black (a chemist) and Tompkins (an English teacher) report on an overall efforts to move toward more student- and learner-centered instruction. King reports on attempts to use computers to facilitate discussion and Ditzler and Ricci on changing a chemistry course to a discovery-based approach.

Black, K. A. (1993). What to do when you stop lecturing: Become a guide and resource. Journal of Chemical Education, 70 (2), 140-44.

Ditzler, M. A. and Ricci, R. W. (1994). Discovery chemistry: Balancing creativity and structure. Journal of Chemical Education, 71 (8), 685-88

King, K. M. (1994). Leading classroom discussions: Using computers for a new approach. Teaching Sociology, 22, 174-82.

Tompkins, J. (1990). Pedagogy of the distressed. College English, 52 (6), 653-60.

Kenan-Flagler School of Business
Guidelines for Peer Observation

Purpose

The purpose of the peer observation program is to help faculty members develop their teaching abilities and to provide an additional data source for teaching evaluation.

Procedures

Team composition. Teams of three faculty members will form visitation groups for the evaluation procedure. At least one member of each team will be from the same disciplinary area as the faculty member being visited. Team membership will not vary from visit to visit. All three team members (together) will observe three classes, by prior arrangement with the teacher.

Pre-Observation Conference. Team members will meet with the teacher to arrange times for their visits and to obtain information about instructional goals, methods, style, and other aspects of the course that provide context for the observation. Among the questions that are usually asked during pre-conference interviews are:

1. How would you characterize the typical student in your course (motivation, ability, interest in the material etc)?
2. What are your goals for the classes we will observe? (What will students gain from the sessions?)
3. How will you test what they learn in these classes?
4. What teaching methods do you expect to use in each of these classes? (Describe what we can expect to see in each class?)
5. What will students be asked to do to prepare for these classes?
6. How do these classes relate with previous (and subsequent) classes?
7. Will these classes represent a typical sample of your teaching? If not, what will be different?
8. Is there anything in particular you would like the team to focus on in these classes?

Observation. Observers may choose any method they like to record their impressions of the classes they visit. Many observers have found that taking "narrative" notes (often including lecture content) roughly simulates the students' experience in class while allowing for marginal notations of a more evaluative nature. In any case, good practice dictates that observers should familiarize themselves with the categories on the observation report form before visiting the class. The form has seven categories under which the team will be expected to report their observations: Classroom environment, course materials, knowledge of subject matter, instruction, instructor-student interaction, teaching style, and student behavior. The form (attached) includes "prompts" under each of these categories as guides to specific behaviors that might fall under them.

As soon as possible after an observation is completed, each member of the team should review the observation notes and outline his/her impressions on the report form. Since there will be three observations of each teacher (which might be spaced some days apart), the team should offer to give informal feedback between the sessions. This kind of interim feedback would not require the entire team to meet with the teacher (unless they choose to do so).

Post-Observation Conference. As soon as possible after the last class observation, the team should meet to compose their observation report and arrange to meet with the teacher to share the report. In any event, the post-observation conference should occur no later than two weeks after the last class observation. If the report is to be useful as a guide for development and as an evaluative tool, it should reflect a balanced picture of the instructor's teaching, specifying areas of particular effectiveness as well as areas that could be improved (and suggestions for carrying out the improvement).

Peer Observation Report Form
(Working Draft)

The "prompts" given in each category are simply suggestions to help define the category. The prompts are illustrative; they are not intended to be exhaustive or prescriptive.

1. Classroom. The physical environment of the classroom can affect both teaching and learning. Are there inadequacies in the physical surroundings (lighting, acoustics, seating arrangements, etc.) that might affect the teacher's choice of method or interfere with instruction?

2. Knowledge of Subject Matter. Does the instructor exhibit mastery of the content? Is the depth and breadth of material appropriate to level of course and students? Does the material realate to the syllabus and the goals of the course? Does the instructor emphasize conceptual grasp of material, incorporate recent developments in the field, relate the material to real-world applications? Does the instructor distinguish between fact and opinion and present divergent viewpoints when appropriate?

3. Instruction. Was the instructor well-prepared for class? Does the method of teaching seem appropriate for the material? Was the method used effectively? Were the various parts of the lesson (and the teaching strategies) well-integrated? Was the overall organization of the day's session logical? Does the instruction match the instructor's goals for the lesson? If the instructor used audiovisuals, were they effective?

4. Instructor-Student Interaction. Was there evidence of instructor-student rapport? Were instructor questions used effectively ? Did the instructor answer questions appropriately? Were interactions conducive to learning? If discussions occurred, were the purpose and guidelines made clear? Were student questions handled effectively by the instructor.? Was the instructor sensitive to student confusion or difficulty in understanding? Did the instructor teach to the whole class or a select group?

5. Style. Did the instructor show enthusiasm for teaching? -For the subject? Did the instructor seem friendly and relaxed? Did the instructor's presentation style contribute to effective teaching in the context of this course?

6. Student behavior. Were students attentive and engaged? -Confused? -Actively involved? Were there student behaviors that fell outside the mainstream of classs activity (reading newpapers, random conversations, etc.)? What are the implications for observed student behaviors for the instructor?

7. Course Materials. Did the syllabus make clear what would be required of students during the classes you observed? What is the overall quality of the handouts and other materials? If test questions on these lessons were available, do they seem appropriate for the nature and level of the instruction you observed? Were the reading materials for these sessions adequate for student preparation?

8. General comments. What did you like most about this class and/or the instructor's approach? What part of the class seemed particularly to enhance the learning process? Did you learn anything in the pre- or post-observation sessions that influenced or modified your responses?

OUTLINE OF CLASSROOM VISITATION PROGRAM

Basic Justification

1. Colleagues may be the most valuable resource a faculty member can tap to assess and improve their own teaching. Classroom visitation can be very productive for all parties with a combination of training and established guidelines. The training and guidelines help visitors avoid focussing on mistakes and to recognize strengths that can be the foundation for successful individualized teaching development programs.

2. Research on teaching assessment demonstrates that classroom visitation by faculty trained and experienced in observation and evaluation methods are an integral part of a proper, appropriately-calibrated teaching evaluation and development program.

3. The Kenan-Flagler Business School currently has in place a limited program of teaching evaluation that includes classroom visitation for promotion/tenure/reappointment candidates. We expect our proposal to vastly improve our current system by 1) providing for classroom visitation on an on-going basis, 2) requiring classroom visitors to undergo a brief (1 - 2 hr.) training program sponsored by the Center for Teaching and Learning, and 3) prescribing guidelines for formal observation that facilitate the documentation of the positive, as well as identification of potential improvement areas noted during the classroom visits.

4. One critical objective of the revised teaching visitation program is the institution of a strong teaching development program. An effective teaching development program must be based on an accurate assessment of an individual's strengths and weaknesses. Classroom visitations are essential to providing an accurate basis for individual teaching development programs.

5. A second critical objective of the revised teaching visitation program is to foster integration of curricula and sharing of teaching styles and techniques.

Classroom Visitation Guidelines

The peer observation program will adhere to the following guidelines expressed in terms of a timeline.

1. **Visiting team assignments.** The program administrator will assign individual faculty to a visiting team for each faculty visitee. Three faculty will be assigned to each team, with one faculty being from the area of the faculty visitee and the other two from two different areas. One of the team members, who is not from the visitee's area, is designated as the team coordinator.

2. **Scheduling dates.** The program administrator, in consultation with (1) the faculty visitee and (2) the visiting team members, schedules dates for (1) a pre-observation conference, (2) two classroom visits, (3) a visiting team debriefing meeting and (4) a final feedback meeting. The two classroom visit dates will not be separated by more than 2 to 3 weeks. In addition, for non-tenured faculty visitees, the dates will be arranged during the first half of the course, if at all possible, to allow for a third visit, at the option of the faculty visitee, during the latter half

Non-tenured faculty: one course each year
Tenured faculty: one course every other year, as well as one course the year immediately preceding any potential promotion
Thus, each year all of the non-tenured faculty and approximately 1/2 of the tenured faculty will be visited. Given our current total number of faculty, tenured and non-tenured mix, and three person visitation teams, this schedule will require that on average every faculty member serve on 2 visitation teams each year. While the Teaching Task Force supports this proposed schedule as the one that is optimal from a teaching development standpoint and is consistent with our two-year window for performance evaluations, we also recognize the significant resource commitment it entails.
An alternative visiting schedule is:
Non-tenured faculty: one course every other year (preferably years 1, 3, and 5)
Tenured faculty: one course every third year, as well as one course the year immediately preceding any potential promotion
This schedule will require that on average every faculty member serve on 1 visitation team each year.

3. During the summer, the program administrator will schedule faculty who are to be visited in the upcoming year. Based on teaching schedules and the preceding guidelines, the program administrator will assign faculty to visiting teams. It is estimated that serving on a visiting team could require up to a 10 hour total time commitment for the year.

4. The program administrator will consult with visitees and visiting teams to schedule dates for pre-observation conferences, classroom visits, team debriefing meetings, and final feedback meetings before each semester begins.

5. The program administrator will arrange for faculty training sessions to be offered at the beginning of each semester by the Center for Teaching and Learning. First time faculty visitors and visitors who have not served on a visiting team for the prior 18 months will be required to attend a training session.

M. Sample Questions for Evaluation of Course Material

Course Description

Are the instructor's objectives in keeping with the mission of the department's curriculum?
Do these objectives complement—rather than needlessly replicate—related courses in the department or in other departments?
Does this course prepare students for more advanced work in this field?
Is the treatment of the subject matter consistent with the latest research and thinking in the field?
Is this material valuable and worth knowing?
Is the content appropriately challenging for the students?
Is the course well organized? Are the topics logically sequenced?
Does each topic receive adequate attention relative to other topics?

Reading Lists, Course Readers, and Textbooks

Are the assigned readings intellectually challenging?
Are the texts the work of recognized authorities?
Do the texts represent the best work in the field?
Do they offer a diversity of up-to-date views?
Are the reading assignments appropriate in level and length for the course?

Exams and Quizzes

Are tests consistent with the course objectives?
Do they give students a fair opportunity to demonstrate knowledge?
Do tests focus on important aspects of the subject matter?
Do they adequately cover the subject matter?
Are test items well written, unambiguous, and not overcued?
Are there questions that assess students' abilities to apply concepts as well as questions that test students' memory?
Are tests routinely revised each time the instructor offers the course?

Grading Assignments and Exams

Is grading fair and consistent?
Are the standards for grading clearly communicated to students?
Are these standards reasonable for this particular course? Are they consonant with department standards?
Does the instructor write constructive comments on papers and tests?

Assignments and Homework

Are assignments effectively coordinated with the syllabus and well integrated into the course?
Do they provide challenging and meaningful experiences for students?
Do they give students opportunities to apply concepts and demonstrate their understanding of the subject?
Are they appropriate in frequency and length?

OVERALL COURSE MATERIALS EVALUATION CHECKLIST

QUALITY BENCHMARK EXAMPLES	AS EVIDENCED BY
Appropriate for the field	
current	
best work	
thorough	
balanced	
Appropriate for the course	
matched with course goals	
clear communication of purpose	
integration with other materials	
reflects level of performance expected	
Appropriate for the students	
appropriate background requirement	
appropriate reading level	
appropriate work level	
appropriate challenge level	

Source: Richard I. Miller, *Evaluating Faculty for Promotion and Tenure* San Francisco: Jossey-Bass, 1987

Classroom Visitation Appraisal

Teacher _____ Course _____
Term _____ Academic Year _____
Visitor(s) _____ Title _____

The following appraisal form contains 12 questions, many of which are found on the student appraisal of teaching form. In addition, you may want to develop a narrative description of your visit.

Directions: Rate teaching on each item, giving the highest scores for exceptional performances and the lowest scores for very poor performances. Use numbers 13 and 14 for any additional questions.

Exceptional			Moderately Good			Very Poor	Don't Know
7	6	5	4	3	2	1	X

_____ 1. Were the major objectives of the course made clear to you?
_____ 2. How well was the class presentation planned and organized?
_____ 3. Were important ideas clearly explained?
_____ 4. How would you judge the professor's mastery of the course content?
_____ 5. Was class time well used?
_____ 6. Did the professor encourage critical thinking and analysis?
_____ 7. Do you believe the professor encouraged relevant student involvement in the class?
_____ 8. How did the professor react to student viewpoints differing from his or her own?
_____ 9. How would you describe the attitude of students in the class toward the professor?
_____ 10. Do you believe that your visitation was at a time when you were able to judge fairly the nature and tenor of the teaching-learning process?
_____ 11. Considering the previous 10 items, how would you rate this teacher in comparison to others in the department?
_____ 12. In comparison to others in the institution?
_____ 13.
_____ 14.
_____ Composite rating.

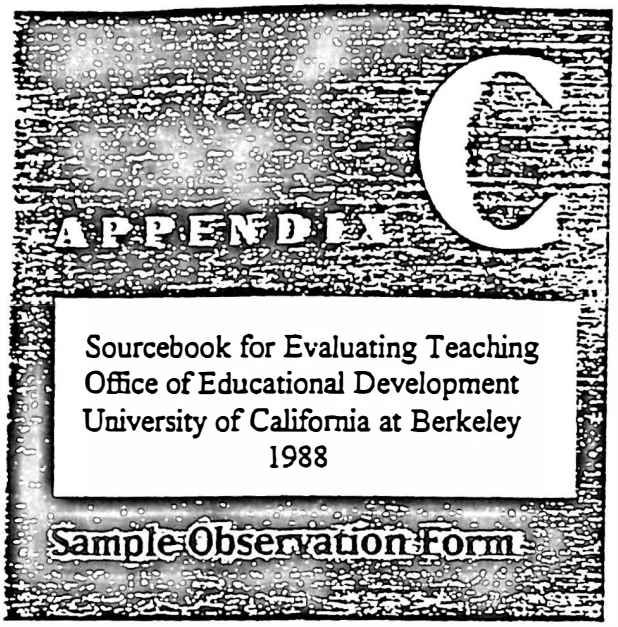
Yes ____ No ____ Did you have a preliminary conference with the teacher before the visitation?
Yes ____ No ____ Did you have a follow-up conference?

Comments after class visitation: _____

_____

Comments after follow-up conference: _____

_____



DEPARTMENT:

DATE:

INSTRUCTOR:

COURSE:

NUMBER OF STUDENTS PRESENT:

OBSERVER:

INSTRUCTIONS

Respond to each of the statements below by circling the number that most closely corresponds to your observation of this instructor, using the key below. Circle "NA" if the statement is not applicable.

Not at all descriptive		*Very descriptive*	*Not applicable*
1	2	3	NA

CONTENT

1. Presents material generally accepted by colleagues as worth knowing.
   1 2 3 NA
2. Has a good command of the material.
   1 2 3 NA
3. Distinguishes between factual material and opinions.
   1 2 3 NA
4. Presents divergent viewpoints when appropriate.
   1 2 3 NA
5. Includes a sufficient amount of material in a class period.
   1 2 3 NA

ORGANIZATION

6. States the purpose of the lecture or class session.
   1 2 3 NA
7. Presents a brief overview or outline of the content at the beginning of the session or states the problem to be solved or discussed.
   1 2 3 NA
8. Explicitly states the relationship between today's session and the previous one.
   1 2 3 NA
9. Explicitly states the relationships among various ideas.
   1 2 3 NA
10. Emphasizes or restates the most important ideas.
    1 2 3 NA
11. Makes smooth transitions from one topic to another.
    1 2 3 NA
12. Responds to students' questions about the material.
    1 2 3 NA
13. Restates, at the end of class, what students are expected to gain from the session.
    1 2 3 NA
14. Summarizes the main points or asks students to do so.
    1 2 3 NA
15. Relates today's session to upcoming presentations.
    1 2 3 NA

STYLE OF PRESENTATION

16. Speaks in a clear, strong voice that can be easily heard.
    1 2 3 NA
17. Raises or lowers voice for variety and emphasis.
    1 2 3 NA
18. Speaks neither too fast nor too slow.
    1 2 3 NA
19. Speaks at a rate that allows students to take notes.
    1 2 3 NA
20. Talks to the class, not to the board or windows.
    1 2 3 NA

M E M O R A N D U M

TO:

FROM: Lissa Broome

DATE:

RE: Peer Observation of Teaching

This fall the School of Law begins a program of peer observation of the teaching of probationary faculty members. The School of Law's Policy on Reappointment, Promotion and Tenure provides that

> Peer evaluations shall be conducted each semester except in the first year of teaching when peer review will be available and probationary faculty encouraged voluntarily to participate. . . . The Dean or Committee shall arrange for classroom visitations by one or more faculty members. Written evaluations based on these visitations shall be given to the probationary faculty member. A follow-up discussion of any evaluation may be initiated by the individual under review, the faculty members conducting the review, or the Dean.

The objective of this policy is to provide an opportunity for constructive feedback on your teaching at an early stage in your career. We believe that the observing faculty members -- as well as the observed -- have much to gain from a collegial dialogue about effective teaching. We hope to expand the peer observation process (at least on a voluntary basis) to your tenured colleagues at some point in the future.

Let me explain how we anticipate this process will work. This is still new, and we're feeling our way, so feel free to give us your suggestions for improvement. This semester the Dean's Advisory Committee (Boger, Broome, Byrd, Daye, Gasaway, Gibson, Hornstein and Wegner) has been meeting to talk about peer teaching observation. We have developed a draft form to aid in observation, which I have attached to this report. The form is not intended to define good teaching, but to provide cues to the observer about what to look for. We have a training session scheduled with Ed Neal from the Center for Teaching and Learning to discuss how to observe and provide constructive feedback. The observations will be made by faculty from the Advisory Committee.

I plan to ask Professors and to observe your class. Please confirm that this is satisfactory, and I will contact them.

The observers will have a brief preliminary meeting with you to choose dates for the observations. Have copies of the syllabus (if any) for them and copies of the material to be discussed during the selected class sessions. You may wish to discuss your overall course

Memorandum

DATE:

TO:

FROM: **Tom Bowers**

SUBJ: **Peer Observation of Teaching**

This fall, the School begins a program of annual in-class peer observation of teaching by non-tenured faculty members, part-time teachers and graduate teaching assistants. The objective is improved teaching by all faculty members and improved learning by all students. I sincerely believe that all of us--observing and observed--will gain from this.

Let me explain how the process will work.

We have put a lot of thinking and preparation into the development of our plan. Several sincere and dedicated faculty members have been meeting this semester to talk about peer observations. We had two training sessions with Ed Neal from the Center for Teaching and Learning. The observations will be made by faculty members with a commitment to making the process work to the benefit of all.

I plan to ask Professor and Professor to observe your class. Please confirm that this is satisfactory, and I will contact them.

The observers will have a preliminary meeting with you to choose a date for the observation. Have copies of the syllabus for them and be prepared to discuss the overall course and your plans and goals for the selected class session. You should tell them an appropriate place to sit in the classroom.

On the day of the class, the observers will arrive five or ten minutes early to seat themselves and to be as inconspicuous as possible. If you feel the need to, you can explain to the class that the observers are there as part of regular program of classroom observations by the School of Journalism and Mass Communication. Otherwise, you should not make any reference to the observers or involve them in the class.

The observers will write a narrative report of their observations--based on the Classroom Observation Checklist attached to this memo. They will give you a copy of the report and discuss it with you within two weeks of the observation.

Peer Observation Form for Classroom Teaching
University of North Carolina School of Law

Observed _____ Date _____
Observers _____

CONTENT (e.g., class/course has appropriate coverage, class/course reflects current developments and trends, depth and complexity of material is appropriate to course)

MATERIALS (e.g., casebook appropriate for course, supplementary resources provided covering current topics, opportunities provided for feedback on student performance during course of semester)

ENGAGEMENT (e.g., students are interested and engaged in course, instructor encourages appropriate level of participation, instructor effectively stimulates thought and discussion, instructor effectively controls student participation, instructor treats students with respect, instructor listens to and responds well to questions)

Classroom Observation Checklist

This is designed to be a guide for the preparation of a narrative report that includes appropriate items on the list.

The situation

Number and name of the course

Date and time of the observation

What is the course enrollment and how many students were present?

What was the primary teaching method? (lecture, lab, question and answer)

Were there problems in the physical surroundings (lighting, acoustics, seating arrangements, audiovisual equipment, etc.) that might have affected teaching and learning in this room?

Structure and goals

Did the teacher's presentation show signs of planning and organization?

Did the teacher integrate instructional elements (lecture, blackboard material, handouts, audiovisual materials) effectively?

Did the teacher use class time efficiently?

Did the teacher respond appropriately to unanticipated situations?

Teaching behaviors

Did the teacher exhibit enthusiasm for teaching and for the subject?

Was the teacher active enough? Too active?

Did the teacher maintain appropriate eye contact with students?

Did the teacher speak at a proper speed for comprehension and interest?

Did the teacher use language and terminology that was understandable to students?

Did the teacher ask and answer questions appropriately?

How did the teacher's style contribute to learning?

Did the teacher exhibit distracting mannerisms?

Subject matter

Was the depth and breadth of the material appropriate to the course and students?

Did the teacher seem to have mastery of the material?

Did the teacher incorporate recent developments and new knowledge?

Teacher-student rapport

Did the teacher demonstrate fair and equitable concern for students?

Did students seem receptive to the teacher's presentation?

Were students generally attentive?

Was the teacher accessible and receptive to students before and after class?

General

What are the strong points about this teacher's classroom style and performance?

What concrete suggestions can you offer to help the teacher do a better job?