

HOLISTIC EVALUATION OF TEACHING

Stacy Duffield

Director
Office of Teaching and Learning

Chris Ray

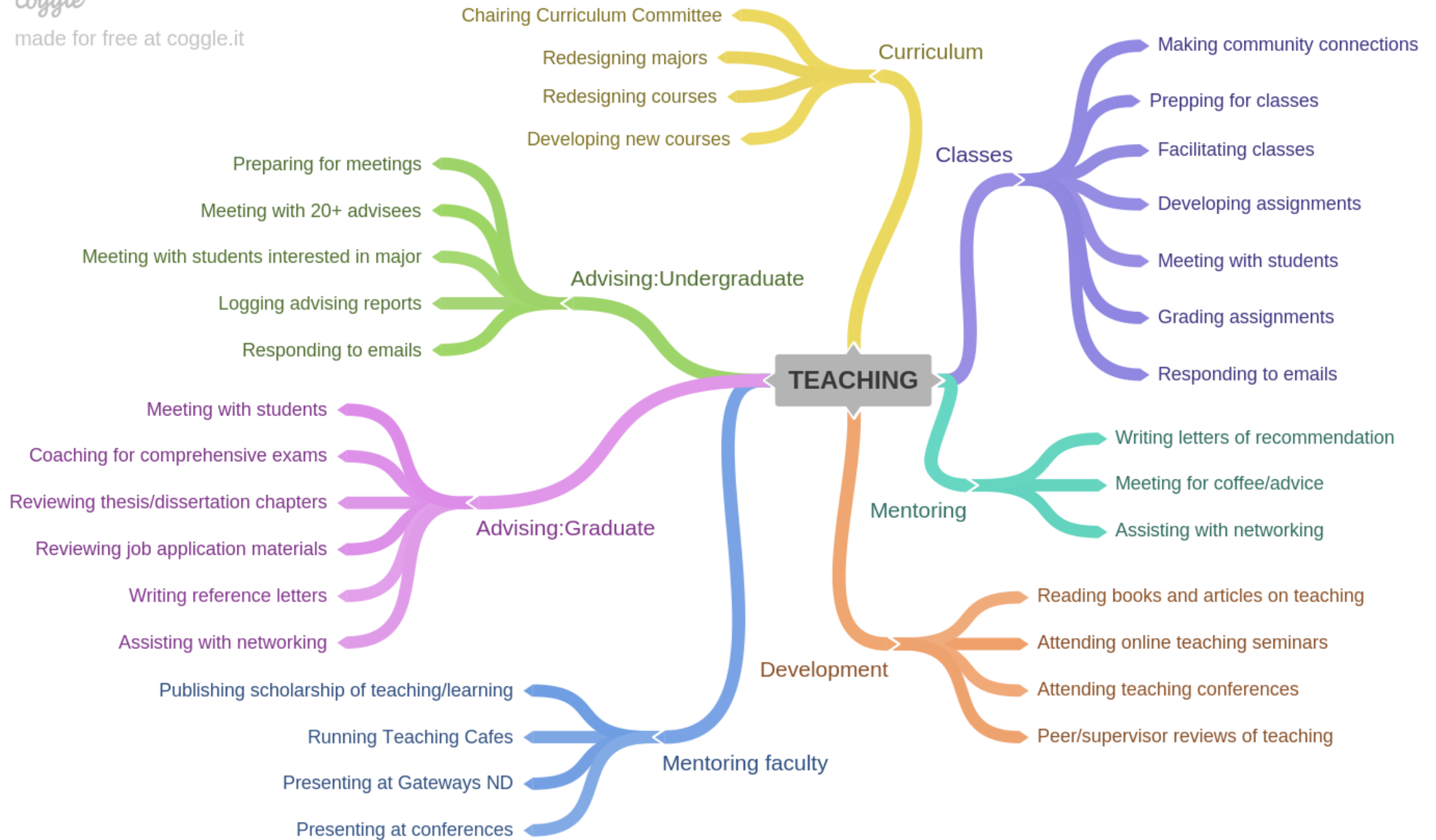
Associate Professor & Head
School of Education

Carrie Anne Platt

Associate Professor
Department of Communication
Associate Dean
Arts, Humanities and Social Sciences

Melissa Vosen Callens

Associate Professor
Department of Communication



coggle

made for free at coggle.it



Courses Taught and Student Ratings

Term	Prefix	Course Number	Title	Credits	Enroll.	Percentage of Responsibility	Course Rating	Instructor Rating
Spring 2013	COMM	442	Digital Media and Society	3	30	100%	█	█
Spring 2013	COMM	708	Advanced Qualitative Methods in Comm. Research	3	2	100%	█	█
Spring 2012	COMM	442	Digital Media and Society	3	27	100%	█	█
Spring 2012	COMM	703	Advanced Research Methods II	3	2	100%	█	█
Fall 2011	COMM	700	Research Methods in Communication [DCE]	3	8	100%	█	█
Fall 2011	COMM	702	Introduction to College Teaching	3	15	100%	█	█
Summer 2011	COMM	702	Introduction to College Teaching	3	7	100%	█	█
Spring 2011	COMM	442	Information Technologies and Mass Media	3	22	100%	█	█

WHAT PART(S) OF TEACHING
DO **YOU** WISH
YOU GOT **MORE** CREDIT FOR?

[TYPE YOUR ANSWER IN CHAT]

UPDATE TO POLICY 352

2.2.1.2 EVIDENCE

Consistent with NDSU Policy 332 Assessment of Teaching, a candidate demonstrates quality of teaching (encompassing both instruction and advising) by providing evidence and information from multiple sources such as:

2.2.1.2.1 the receipt of awards or special recognition including certification or licensing for teaching;

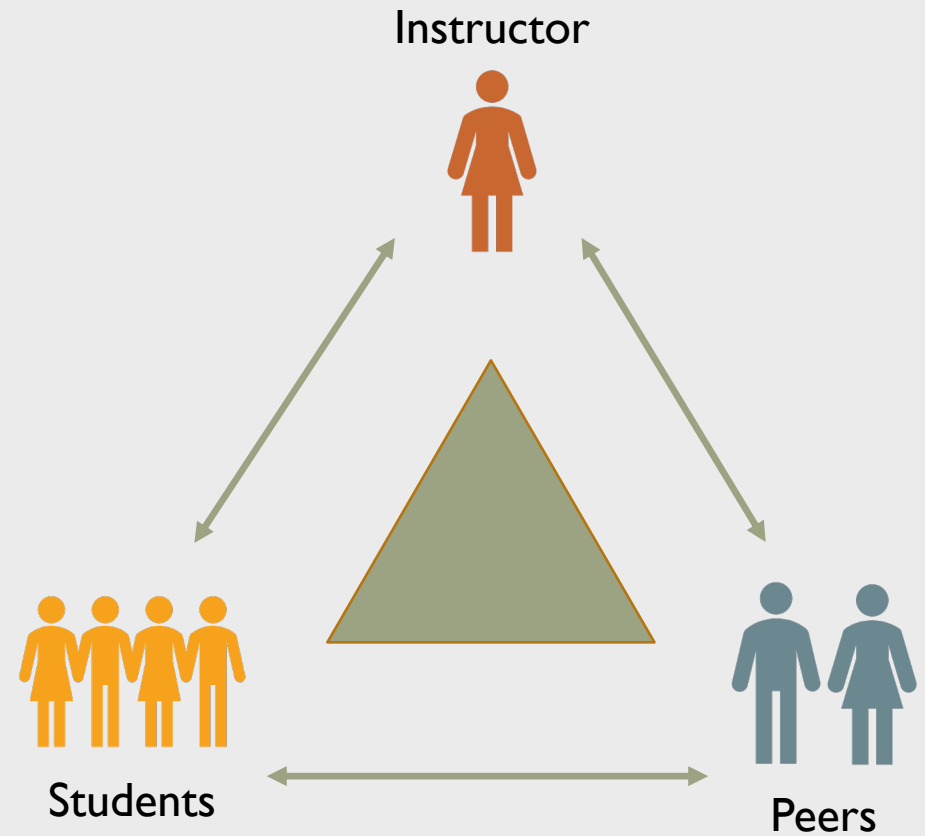
2.2.1.2.2 student, peer, and client evaluation of course materials, expertise, and ability to communicate knowledge (note that student ratings of instruction, by themselves, are insufficient evidence of teaching effectiveness);

2.2.1.2.3 peer evaluation of an individual's contribution to the improvement of instructional programs through the development and/or implementation of new courses, curricula or innovative teaching methods;

2.2.1.2.4 the dissemination of best practices in teaching;

2.2.1.2.5 evaluation by advisees of the quality of graduate and undergraduate advising.

NDSU POLICY 332: ASSESSMENT OF TEACHING



BUILDING A CASE FOR YOUR TEACHING



Criteria

Department and/or College
criteria for evaluation of teaching



Claims

Statements regarding your
contributions as a teacher



Evidence

Examples and other data to
support each statement

Teaching. According to our PTE document, candidates for full professor “must demonstrate exemplary teaching at all levels.” They should also “demonstrate the ability to teach a variety of courses well, and should serve as a resource and a model for colleagues.” Evidence of exemplary teaching includes self-evaluations “that indicate more effort, innovation or effectiveness than normally expected”; instructional materials produced for others; participation in pedagogical conferences or training; development of interdisciplinary courses; development of new courses; revision of current courses; awards or recognition for outstanding instruction; and documentation of effective student mentoring.

I have demonstrated *exemplary instruction at all levels*, teaching seven introductory undergraduate courses (COMM 189, COMM 112, COMM 214, AHSS 191, AHSS 199, HON 191, and HON 193); three advanced undergraduate courses (COMM 435, COMM 450, & WGS 499); five graduate courses (COMM 702, COMM 704, COMM 750, COMM 790, & WGS 790), and nine independent studies or teaching practicums between Fall 2013 and Spring 2020. Since my last promotion, I have served as a *resource and model for colleagues* by founding and facilitating our college’s Teaching Café program, where instructors meet to exchange ideas and trouble-shoot teaching challenges. At the university level, I have been invited to give 17 talks on teaching, including a talk on improving instructor-student communication practices at the opening session of the 2018 Faculty Development Conference.

The courses and assignments highlighted in my *self-evaluation* show the high level of effort, innovation, and spirit of continual improvement I put into my teaching (see Section G). In support of NDSU’s land-grant mission, I encourage students to share their work in creative and public ways that will capture the attention of those outside of the course and make a positive change in their community. SROI data demonstrate that students recognize the value of my approach.

I have created many *interdisciplinary courses*, including AHSS 191: Building Collaborative Community, AHSS 199: Why Go to College? (also taught as COMM 450), HON 191: Debating the Colonization of Mars, HON 193: Everybody Lies, and WGS 499/WGS 790: Gender and Media. Beyond these courses, I *developed* new first-year experience (FYE) and persuasion courses for our department’s introductory course sequence, which prepare our students to succeed in their upper-division coursework. I expanded our graduate program offerings by teaching the COMM 750 special issues course for the Media, Technology, and Society track in Fall 2019. Beyond my assigned teaching load, I have designed and taught several independent studies or research “skinnies” that help graduate student with their research programs (e.g., advanced qualitative data analysis, qualitative modeling, writing for publication, etc.). I have made substantial *revisions* to my recurring courses (COMM 435, COMM 702, & COMM 704) in response to student and peer feedback.

Teaching. According to our PTE document, candidates for full professor “must demonstrate exemplary teaching at all levels.” They should also “demonstrate the ability to teach a variety of courses well, and should serve as a resource and a model for colleagues.” Evidence of exemplary teaching includes self-evaluations “that indicate more effort, innovation or effectiveness than normally expected”; instructional materials produced for others; participation in pedagogical conferences or training; development of interdisciplinary courses; development of new courses; revision of current courses; awards or recognition for outstanding instruction; and documentation of effective student mentoring.

I have demonstrated *exemplary instruction at all levels*, teaching seven introductory undergraduate courses (COMM 189, COMM 112, COMM 214, AHSS 191, AHSS 199, HON 191, and HON 193); three advanced undergraduate courses (COMM 435, COMM 450, & WGS 499); five graduate courses (COMM 702, COMM 704, COMM 750, COMM 790, & WGS 790), and nine independent studies or teaching practicums between Fall 2013 and Spring 2020. Since my last promotion, I have served as a *resource and model for colleagues* by founding and facilitating our college’s Teaching Café program, where instructors meet to exchange ideas and trouble-shoot teaching challenges. At the university level, I have been invited to give 17 talks on teaching, including a talk on improving instructor-student communication practices at the opening session of the 2018 Faculty Development Conference.

The courses and assignments highlighted in my *self-evaluation* show the high level of effort, innovation, and spirit of continual improvement I put into my teaching (see Section G). In support of NDSU’s land-grant mission, I encourage students to share their work in creative and public ways that will capture the attention of those outside of the course and make a positive change in their community. SROI data demonstrate that students recognize the value of my approach.

I have created many *interdisciplinary courses*, including AHSS 191: Building Collaborative Community, AHSS 199: Why Go to College? (also taught as COMM 450), HON 191: Debating the Colonization of Mars, HON 193: Everybody Lies, and WGS 499/WGS 790: Gender and Media. Beyond these courses, I *developed* new first-year experience (FYE) and persuasion courses for our department’s introductory course sequence, which prepare our students to succeed in their upper-division coursework. I expanded our graduate program offerings by teaching the COMM 750 special issues course for the Media, Technology, and Society track in Fall 2019. Beyond my assigned teaching load, I have designed and taught several independent studies or research “skinnies” that help graduate student with their research programs (e.g., advanced qualitative data analysis, qualitative modeling, writing for publication, etc.). I have made substantial *revisions* to my recurring courses (COMM 435, COMM 702, & COMM 704) in response to student and peer feedback.

EVIDENCE: CLASSROOM TEACHING

- Reflective statements on teaching
- Teaching materials
(syllabi, assignments, exams, etc.)
- Formative assessments /data
- Evidence of student learning
- Teaching awards received

EVIDENCE: ADVISING

- Details on advising load + responsibilities
- Frequency of meetings
- Advising philosophy
- Surveys of advisees
- Testimonials by advisees
- External metrics of success – advisee awards, job placements, employer testimonials, etc.

WHAT **EVIDENCE** COULD
YOU USE TO **DEMONSTRATE**
YOUR **CONTRIBUTION**
TO THE DEPARTMENT'S
CURRICULUM?

EVIDENCE: CURRICULAR CONTRIBUTIONS

- Clear identification of new courses
- Argument for what courses add to department curriculum
- Details on redesign of existing courses
- Information on other ways you have helped to improve the department's curriculum

EVIDENCE: PROFESSIONAL DEVELOPMENT

- Presentations, workshops, book clubs, etc.
- Dates of attendance / timeline of study
- Explanation of how you applied what you learned from each professional development activity to your teaching

THE
SCHOLARSHIP
OF TEACHING
AND LEARNING
INFORMS OUR
UNDERSTANDING
OF WHAT
WORKS IN THE
CLASSROOM

PEER

FOR NDSU FACULTY
& INSTRUCTIONAL STAFF

TEACHING

PARTNERSHIP

A personalized teaching partnership between two faculty members with a shared vision of improving teaching and learning at NDSU.

TRACK 1: FORMAL PEER TEACHING REVIEW

Work with an assigned full professor

- Review the course syllabus
- Discuss teaching methods
- Receive at least 2 classroom observations
- Attend meetings for pre- and post-observation analyses
- Participate in discussions on the best practices of assessing student learning

TRACK 2: INFORMAL PEER TEACHING PARTNERSHIP

An open and personalized teaching partnership between peers that aims to improve individual teaching effectiveness through constructive feedback.

CREATING PEER FEEDBACK PROTOCOLS

1. Actions that correspond with learning

- Are learning objectives presented explicitly in student-friendly language?
- Are learning experiences likely to engage the students in learning the content?
- Was formative assessment used to determine student progress toward learning objectives?
- Was the content accurate?

2. Pre-Work

- Do learning objectives align with activities and assessment?
- Do the learning objectives align with program goals?
- Was student performance evidence used to plan instruction?

3. Post-Work

- Were students give actionable feedback?
- Did the instruction reflect on practice?
- Are next instructional steps evidence-based?

PEER REVIEWING ONLINE COURSES



Pre-Observation

Provide background about the course.



Observation

Consider the timing of your visit.



Post-Observation

Arrange a post-observation meeting.

PRE- OBSERVATION



- The faculty member being observed should provide the observer access to Blackboard and the course syllabus.
- The faculty member being observed and the observer will need to discuss the goals of the observation, which categories will be covered in the observation (e.g., the NDSU Blackboard Exemplar Rubric), and some background about the course.

OBSERVATION



- **Asynchronous:** If observing only once, consider “visiting” near the end of the course, as you will be able to observe student participation and instructor responses across a period of time.
- **Synchronous:** Attend a synchronous class period, as you would when observing a face-to-face class. You can also watch a recording of the class period. Be sure to safeguard the recording!

POST- OBSERVATION



- A post-observation meeting should be arranged between the faculty member and the observer to discuss the observation.
- This is an important step!
- During this time, the faculty member being observed can clarify questions or concerns.

NDSU BLACKBOARD EXEMPLAR RUBRIC

NDSU Exemplar Course Rubric

Quality Indicators	Exemplary Quality Standard	Yes	Yes But	No	No	Notes
1.0 Course Design						
Goals and objectives	1.1 Goals and objectives are clearly written, appropriate for the course level, and aligned to desired outcomes.					
	1.2 Goals and objectives are easily located within the course and visible in a variety of areas (e.g., within the syllabus and each individual learning unit).					
	1.3 Goals and objectives are written in measurable outcomes (e.g., learners know what they are expected to be able to do).					
Course introduction & orientation	1.4 There is a statement welcoming students and introducing them to the course.					
	1.5 Students are oriented to the purpose, course layout and navigation of the course.					
	1.6 Orientation materials are found easily.					
	1.7 Course/instructor policies (e.g., decorum, behavior, netiquette) are included and easy to find.					
Content Composition and Structure	1.8 Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules).					

TIPS FOR USING THE RUBRIC

1. Read each indicator *before* you begin your review to gain familiarity with the rubric. Consider signing up for LAIC's Evaluating Quality Course Design course to become more familiar with the rubric.
2. Evaluate the course using the scale.
3. Provide constructive comments to justify your assessment.
4. Provide a summary of comments at the end of each section as well as any prioritized recommendations.
5. Schedule a time to discuss the recommendations with the instructor.

FOUNDATIONAL COURSE

EVALUATING QUALITY COURSE DESIGN

This project-based course is designed to engage you with the fundamentals of quality course design. 4-6 weeks

This course aims to:

- provide you with professional learning on the fundamentals of quality course design.
- familiarize you with our exemplar course rubric as a way of both designing for and evaluating quality course design.
- provide you with a scholarly rationale for the design principles that underpin the quality indicators articulated in our rubric.
- encourage you to reflect on the quality of your own course design through self and peer review.
- promote collegial conversations on the practical elements of quality course design.

OTHER FORTHCOMING SHORT COURSES:

1. HyFlex Design and Facilitation (6-8 hours)
2. Online Design and Facilitation (6-8 hours)
3. Universal Design for Learning and Digital Accessibility (6-8 hours)

If you are interested in the Evaluating Quality Course Design course, please email Sharley.Kurtz@ndsu.edu.

STUDENT FEEDBACK



NOT GOOD

GOOD

VERY GOOD

NDSU POLICY 332: ASSESSMENT OF TEACHING

3.2.1. Every section of every class offered at North Dakota State University will be assessed each term by the students using, as a minimum, the university-wide set of rating items. This set of ratings should consist of items that students are qualified to judge, such as student perception of instructor fairness within the course, perception of overall course quality, student understanding of the subject matter upon course completion, and the instructor's ability to communicate effectively.

In addition, each instructor, unit, or college is encouraged to develop additional items to include as a part of the course assessment form as appropriate to the academic discipline.

ISSUES WITH COURSE EVALUATIONS

- Incomplete portrait of teaching
- Scores skewed by low response rates
- Vulnerable to bias
- Unqualified responses

STUDENT COURSE EXPERIENCE SURVEY (SCES)

~~Q1. Your satisfaction with the instruction in this course~~

~~Q2. The instructor as a teacher~~

~~Q3. The ability of the instructor to communicate effectively~~

~~Q4. The quality of this course~~

~~Q5. The fairness of procedures for grading this course~~

~~Q6. Your understanding of the course content~~

~~Q7. This instructor created an atmosphere that is conducive to learning~~

Q1. This instructor provided well-defined course objectives

Q2. This instructor provided content and materials that were clear and well organized

Q3. I understood how my grades were assigned in this course

Q4. I met or exceeded the course objectives given for this course

Q5. The instructor was available to assist students outside of class

Q6. The instructor provided feedback to me in a timely manner

Q7. The instructor provided relevant feedback that helped me learn

Q8. The instructor set and maintained high standards that students must meet

Q9. The physical environment was conducive to learning

EVIDENCE: COURSE EVALUATIONS

- Distributions, sample sizes, & response rates
- Contextual information like class type
- Qualitative student feedback

NOT GOOD

GOOD

VERY GOOD

NDSU POLICY 332: ASSESSMENT OF TEACHING

3.3.1. At the discretion of the instructor, other student input may be used for teaching assessment purposes to supplement the university-wide ratings. Such supplemental evidence may include, but is not limited to, student feedback in the form of exit interviews or other information voluntarily provided by students.