DEVELOPING A COMPREHENSIVE FACULTY EVALUATION SYSTEM

Text of Selected Workshop Slides

Developing a comprehensive faculty evaluation system involves integrating the *technical requirements* of good measurement with the *political process* of building consensus around shared *values*.

Measurement... is the process of *systematically assigning numbers* to the individual members of a set of objects or persons for the purpose of indicating differences among them in the degree to which they possess the characteristic being measured.
Robert L. Ebel, in "Measuring Educational Achievement", Prentice Hall, 1965, pp 454-55

The result of any measurement is a *number* (by definition).

Measurement tools may achieve high levels of objectivity and reliability - i.e.,
- *rating forms*
- *observational checklists*
- *etc*.

Evaluation... is the *process* of interpreting a measurement or aggregate of measurements, by means of a specific subjective value, (or set of values) to determine the degree to which the measurement(s) represents a desirable condition.

The result of an evaluation is a *judgment* as to whether the measurement or aggregate of measurements represents a desirable condition.

Evaluative Judgments..may be expressed as a words or numbers

Excellent	or	4.00
Good	or	3.00
Poor	or	2.00

"Positive" (Good) Evaluation....
the judgment that the *measurement (*or aggregate of measurements) conforms to our value(s) and thus represents a desirable condition.

"Negative" (Poor) Evaluation
the judgment that the *measurement (*or aggregate of measurements) is at variance to our value(s) and thus represents an *undesirable* condition.

Thus...the *evaluation process* implies the existence and use of a contextual *system* or *structure* of *values* associated with the characteristic(s) being measured.

A Comprehensive Faculty Evaluation Program..... involves the *systematic observation* (measurement) of *relevant* faculty performance to determine the degree to which that performance is consonant with the *values* and *needs* of the educational institution.

Two Purposes of a Faculty Evaluation System.....
- *Provide feedback* - for self-improvement
- *Provide data* - for personnel decisions

Faculty Evaluation Systems for feedback - and self-improvement provide information that assists faculty in enhancing current performance or correcting deficiencies in areas they and the administration consider relevant and important.

For maximum effectiveness faculty evaluation systems must be linked to faculty development programs.

Faculty Evaluation programs implemented in isolation tend to be viewed as being primarily punitive in intent.

Faculty development programs implemented in isolation tend to be met with apathy.

Effective faculty development programs...
systematically provide resources and professional enrichment opportunities designed to assist faculty to perform at a level consonant with the values and needs of the educational institution.

Effective faculty development programs...
are seen by faculty as valuable resources in assisting them to solve problems or achieve goals both they and the administration consider important.

Faculty Development Program Issues
Attend to culture issues that may support or militate against behavior change.

Provide appropriate support (instructional or research) to sustain the behavior change in daily practice.

Faculty Development Program Issues

- Target intact groups (departments, divisions, college)
- Focus on instructional delivery and instructional design skills
- Stress enhancement of performance NOT remediation
- Faculty reward system should reward both high quality performance and documented efforts to improve.
- Reward system should also recognize colleague mentoring activities (mentoring young or new faculty in their new meta-professional practice.)
- Combine test scoring, media center, instructional support units into a faculty development center.
- Personality of faculty development director is all-important.

College Teacher as Meta-Professional
College teaching is a Meta-Profession. It is a profession built 'on top' of another profession.

All college faculty are drawn from a pool of professionals prepared to practice and/or conduct research in a specific *content area*.

Faculty come to the meta-profession of college teaching with specific (base) knowledge and skills...

Base Professional Skills and Knowledge
- Content expertise
- Practice/Clinical Skills
- Research techniques
- Strategies for keeping current

Traditional Assumption:
Base Profession Knowledge and Skills = Good Teacher

Base Profession knowledge and expertise is a necessary but insufficient condition for Good Teaching

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The Meta-Profession of College Teaching... requires base professional skills and knowledge - *PLUS* - skills and knowledge in…

> *Instructional Design*
> *Instructional Delivery*

Faculty development programs should focus on the development of the *additional* skills and knowledge required of the *meta-profession* of college teaching for which most faculty have had *no prior formal education or training*.

Faculty Evaluation Systems for Personnel Decisions... must provide decision-makers with *relevant*, *reliable* data concerning faculty performance on which to base promotion, tenure, continuation, merit pay, or other personnel decisions.

A single, comprehensive faculty evaluation can serve BOTH purpose *if ...*

- detailed, diagnostic information is provided *in confidence* to the faculty member for self-improvement purposes, and..
- only *summary data* is forwarded for decision-making purposes.

Summarized faculty evaluation data should convey an accurate picture of a faculty member's *pattern of performance over time*.

How do we achieve an *objective* faculty evaluation system??

There may be objective components in an evaluation system. The measurement instruments used in a faculty evaluation system should achieve a level of objectivity, but the evaluation process is, by definition, *subjective*.

What is the appeal of OBJECTIVITY?
Consistency of conclusions based on the same data.

PROBLEM: How can we achieve consistency of conclusions in a subjective evaluation system?

In a (subjective) evaluation system *consistency of conclusions* can be achieved through the strategy of *controlled subjectivity....*

Controlled Subjectivity is the consistent application of a consensus-based set of values in the interpretation of measurement data.

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8 Steps in building a Comprehensive Faculty Evaluation System

Step #1: *Determine the Faculty Role Model......*
Reach consensus on which of the many activities faculty engage in *should* be evaluated.

List Activities & Determine Categories (Roles)

> *(Teaching Role)*
- Class presentation
- Select Instructional Resources
- Construct Exams
- Grade papers
- Prepare lab equip. & supplies
- Arrange for library materials

Examples of Possible Roles

- Teaching
- Advising
- Research
- Scholarly & Creative Activities
- Community Service
- Professional Development
- Publishing Articles & Books
- Administration & Management
- Prof. Status/Participation

Conventional Faculty Role Model
Teaching------Research------Service

Step #2: Determine Faculty Role Model Parameter Values

Establish the relative *importance* of each role to the institution. That is, determine how much *value* or *weight* may be placed on each role in the Faculty Role Model.

STATIC Faculty Role Model

TEACHING	40%
RESEARCH	40%
SERVICE	20%

To realize the full advantage of Controlled Subjectivity we must use a DYNAMIC faculty role model.

DYNAMIC Faculty Role Model

Determine a *range of values* for each role - establish the *maximum* and *minimum impact* which performance in a given role can have on a faculty member's overall evaluation.

Minimum Weight		Maximum Weight
50%	Teaching	85%
0%	Research	35%
10%	Faculty Service	25%
5%	Community Service	15%

Setting College Parameter Values

Minimum Weight			Maximum Weight	
D1	D2		D1	D2
50%	55%	Teaching	85%	70%
0%	20%	Research	25%	35%
10%	5%	Faculty Service	25%	15%
5%	5%	Community Service	25%	15%

Step #3: Define Roles

Define all roles in the Faculty Role Model in terms of *observable* or documentable *achievements*, *products*, or *performances*.

Teaching.."Engaging in specifically designed interactions with the student which facilitate, promote, and result in student learning."

Components of the *Teaching Role*

- *Content Expertise*
- *Instructional Delivery Skills*
- *Instructional Design Skills*
- *Course Management*

Content Expertise.... The *formally recognized* knowledge, skills, and abilities a faculty member possesses in a chosen field by virtue of advanced training, education, or experience.

Instructional Delivery Skills.... Those human interactive skills which promote or facilitate learning including
- *organized presentations*
- *motivates students*
- *generates enthusiasm*
- *communicates effectively*

Instructional Design Skills....
Those technical skills in designing, sequencing, and presenting experiences which *induce* learning; and... those skills in *developing* and *using* tools and procedures for *assessing student learning* (i.e. testing and grading).

Course Management Skills.... Those organizational and bureaucratic tasks involved in maintaining and operating a course, including....
- keeping grade records
- processing of drop add forms, incomplete grade notifications, final grades, etc.
- arranging for supplementary resources
- scheduling guest lecturers

Examining the interactions between some of the TEACHING components provides insights into the design of the evaluation system.

	GOOD *Content Expertise*	**POOR** *Content Expertise*
GOOD *Instructional Delivery Skills*	Type **A**	Type **C** *"Dr. Fox"*
POOR *Instructional Delivery Skills*	Type **B**	Type **D**

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Community Service
"The application of a faculty member's recognized area of expertise to the community without pay."

College (Faculty) Service
"Carrying out non-teaching and/or non-research activities which contribute to the successful operation of the institution. Such activities may not necessarily be related to, or dependent upon, a faculty member's recognized area of expertise."

Consulting
"The application of a faculty member's recognized area of expertise in the community for pay."

Advising (academic)

Consulting on an individual basis with students for the purpose of providing guidance and advice concerning their academic endeavors.

Advising (career)

Consulting on an individual basis with students for the purpose of providing guidance and advice concerning future employment opportunities.

Advising (counseling)

Consulting on an individual basis with students for the purpose of providing guidance and advice concerning their personal, emotional and psychological concerns.

Scholarly & Creative Activities

Activities associated within a faculty member's recognized area of expertise.

- *Proficiency*
- *Discovery*
- *Dissemination*
- *Translation*

Proficiency

- *Maintain discipline currency*
- *Pursue advanced degree*
- *Obtain certification*
- *Advanced seminars, workshops, etc.*
- *Postdoctoral study*
- *Internships, fellowships, etc.*

Discovery

- *Conducting any form of research appropriate to the discipline*
- *Creative (artistic) endeavors that produce new modes of expression*

Dissemination

- *Publishing articles (refereed & non-refereed)*
- *Books, monographs, pamphlets*
- *Paper Presentations*
- *Keynote/Invited addresses*
- *Popular Press publications*
- *Exhibitions (artistic)*
- *Conducting workshops/seminars*

Translation - *translating research findings into new products, services, performances or artistic expressions of value or benefit to either the professional or larger general society.*

Step #4: *Define Roles Component Weights*

Determine how much value or *weight* should be placed on the several components of each role.

STEP #5: Determine Appropriate Sources of Information

Reach consensus on which source or sources *should* provide the information on which the evaluation of each role will be based.

Best Source Principle

Get information from those who have *first hand* experience with the performance in question.

NOTES

Role Components	SOURCES		
	Students	Peers	Dept. Head
Instructional Delivery Skills	YES	NO	NO
Instructional Design Skills	YES	YES	NO
Content Expertise	NO	YES	YES
Course Management	NO	NO	YES

Source Identification Matrix for *Teaching*

Role Components	SOURCES			
	Students	Peers	Dept. Head	SELF
Instructional Delivery Skills	YES	NO	NO	YES
Instructional Design Skills	YES	YES	NO	YES
Content Expertise	NO	YES	YES	YES
Course Management	NO	NO	YES	YES
Student Achievement	YES	NO	NO	YES

Source Identification Matrix for *Teaching* (expanded)

Step #6: *Determine Source & Source Impact Weights*
Determine how much *value* or *weight* should be placed on the information provided by the various selected sources for each component of each role. *That is*....determine the *impact* the information from the various sources will have on the overall evaluation of each role.(See Fig 6.3, p 34 of DCFES)

Step #7: Determine HOW Information From Each Source Should Be Gathered
Determine what type of *form, questionnaire, checklist*, or *other data gathering procedure* or method will be used to obtain the specified information from each source.

Step #8: Design or Select Appropriate Form(s)
Design/develop/select the questionnaires, forms, procedures & protocols for your system. Strive for objectivity, reliability & validity in the forms.

If possible *select* and/or *adapt* from *professionally developed* (commercially available, reliable, valid) questionnaires, forms, and protocols... especially student rating forms.

Selected Commercial Student Rating Forms....
       *   SIR II from ETS
       *   IDEA - Kansas State U.
       *   CIEQ from CoDES

Composite Role Rating
Assume information from all sources and forms is reported on a common scale - *that is.....*
    • Student Ratings
    • Peer Ratings
    • Dept. Head Ratings
    • Alumni Ratings
    • etc.

all use the same number point scale, although the response definitions may be different. For example...

AS	=	Agree Strongly	=	4
A	=	Agree	=	3
D	=	Disagree	=	2
DS	=	Disagree Strongly	=	1

VG	=	Very Good	=	4
G	=	Good	=	3
P	=	Poor	=	2
VP	=	Very Poor	=	1

The common numerical total system scale provides the necessary tool for building a fairer and more consistent faculty evaluation system around the principle of controlled subjectivity...

A common numerical scale makes possible the use of a Total System Scale. For Example:

EX	=	Exemplary	=	4
PL	=	Professional Level	=	3
IR	=	Improvement Required	=	2
UN	=	Unsatisfactory	=	1

EX = Exemplary
    Consistently exceeds standards of professional performance. Makes significant contributions to the department, institution, and content field.

PL = Professional Level
    Consistently meets standards of professional performance. Makes meaningful contributions to functioning of the department and institution. No improvement required.

IR = Improvement Required
    Does not consistently meet standards of professional performance. Must show improvement by next evaluation.

UN = Unsatisfactory
    Does not meet minimal standards of professional performance. Performance level inconsistent with employment requirements.

The Total System Scale
-...permits us to express both individual composite role ratings and an overall evaluation using the principle of *controlled subjectivity*.

NOTES

Role Components	SOURCES		
	Students	Peers	Dept. Head
Instructional Delivery Skills	**4**		
Instructional Design Skills	**3**	**3**	
Content Expertise		**4**	**3**
Course Management			**2**

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4 (30%)   **= 1.20**
3(10%) + **3**(30%)   **= 1.20**
        4(20%) + **3** (5%)   **= 0.95**
               2 (5%)   **= 0.10**

Composite Role Rating (Teaching)   **= 3.45**

Individualizing the Evaluations to Reflect Differing Assignments
    Example: Professor Drake has selected the following roles with
    the relative "weights" shown:

Teaching 50%
Scholarly Activity 35%
Faculty Service 10%
<u>*Community Service*</u>   ......   <u>5%</u>
 TOTAL 100%

Composite Role Ratings - Professor Drake

ROLE	Composite Role Ratings
Teaching	3.45
Scholarly Activities	3.20
Faculty Service	3.60
Community Service	2.60

      Professor Drake's *Overall Composite Rating (OCR)*

Role	Assigned Weight	x	Composite Role Rating	=	Weighted Composite Rating
Teaching	50%	x	3.45	=	1.73
Research	35%	x	3.20	=	1.12
Faculty Service	10%	x	3.60	=	.36
Community Service	5%	x	2.60	=	.13
Overall Composite Rating				**=**	***3.34***

Professor Lamb's *Overall Composite Rating (OCR)*

Role	Assigned Weight	x	Composite Role Rating	≡	Weighted Composite Rating
Teaching	85%	x	3.53	=	3.00
Faculty Service	10%	x	2.00	=	.20
Community Service	5%	x	2.90	≡	.15
Overall Composite Rating				=	***3.35***

Comparison of Drake & Lamb's Overall Composite Ratings

Role	Drake's Assigned Weight	Lamb's Assigned Weight
Teaching	50%	85%
Research	35%	------
Faculty Svc.	10%	10%
Community Svc.	5%	5%
OCR	***3.34***	***3.35***

The Overall Composite Rating (OCR)

The computation of the OCR provides a consistent means of arriving at a fairer and more reliable expression of the aggregate of qualitative judgments.

Using the OCR in.....

    * Promotion Decisions
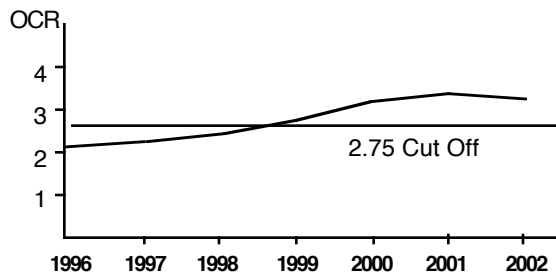   * Merit Pay Raise Decisions

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Promotion Decisions

POLICY: Promotions based on the achievement of a specified *Minimum Overall Composite Rating (OCR)* for a specified number of consecutive years.

Example:

An Assistant Professor must achieve a minimum OCR of 2.75 for the *last three consecutive years* in order to qualify for promotion to the rank of Associate Professor.

MERIT PAY RAISE MODELS

Merit pay programs should be implemented only after cost of living, equity, and market issues have been successfully addressed.

OCR ----------> MERIT PAY RAISE   Assuming:

    *   Merit Money Available
    *   OCR cutoff value for merit has been established

Merit Pay Raise Decision Models - various levels of differentiation

MAXIMUM
MODERATE
MINIMUM

MAXIMUM DIFFERENTIATION

Merit Unit Amount (MUA) =

$$\frac{\text{Total Merit Money Available}}{\text{(Sum of OCR Excess for Eligible Faculty)}}$$

Example: Assume OCR Cutoff = 3.00, and $10,000 is available for department merit raise pool.

Given OCR's for all faculty in the department:

Name	OCR		Name	OCR
Prof. Drake	3.34		Prof. Lamb	3.35
Prof. Green	2.89		Prof. Brown	4.00
Prof. Jones	3.01		Prof. Smith	2.99
Prof. Downs	3.77		Prof. Maple	3.96
Prof. Pepper	2.45		Prof. Elm	3.63

Only 7 faculty have OCR's above the cutoff of 3.0 and are thus eligible for merit pay raises. Computation of Total OCR Excess.

Name	OCR		cutoff		OCR Excess
Prof. Jones	3.01	-	3.00	=	.01
Prof. Drake	3.34	-	3.00	=	.34
Prof. Lamb	3.35	-	3.00	=	.35
Prof. Elm	3.63	-	3.00	=	.63
Prof. Downs	3.77	-	3.00	=	.77
Prof. Maple	3.96	-	3.00	=	.96
Prof. Brown	4.00	-	3.00	=	1.00
Total OCR Excess				=	4.06

Merit Unit Amount is:

MUA = $\dfrac{\text{Total Merit Raise Pool}}{\text{Total OCR Excess}} = \dfrac{\$10,000}{4.06} = \$2,463$

Merit Raise = (OCR Excess) x MUA

Computation of Merit Raises

	OCR Excess	X	MUA	=	Merit Raise
Jones	(.01)	x	$ 2,463.00	=	$ 24.63
Drake	(.34)	x	$ 2,463.00	=	$ 837.42
Lamb	(.35)	x	$ 2,463.00	=	$ 862.05
Elm	(.63)	x	$ 2,463.00	=	$ 1,551.69
Downs	(.77)	x	$ 2,463.00	=	$ 1,896.51
Maple	(.96)	x	$ 2,463.00	=	$ 2,364.48
Brown	(1.00)	x	$ 2,463.00	=	$ 2,463.00

MODERATE DIFFERENTIATION

All faculty with OCR's above cutoff of 3.0 are considered "meritorious". Merit pay money should be distributed in such a way as to provide only moderate differences in pay raises.
Here MUA is computed as:

MUA = Total Merit Money Available
        Total OCR's of Eligible Faculty

Assume same department, same faculty, same merit raise pool of $10,000. Total OCR's for eligible faculty:

Name	OCR
Prof. Jones	3.01
Prof. Drake	3.34
Prof. Lamb	3.35
Prof. Elm	3.63
Prof. Downs	3.77
Prof. Maple	3.96
Prof. Brown	4.00
**Total OCR = **	**25.06**

MUA = Total Merit Raise Pool
        Total OCR's

MUA = $10,000 = $399.04
        25.06

Merit Raise = OCR x MUA

Computation of Merit Raises

	OCR	x	MUA	=	Merit Raise
Jones	(3.01)	x	$ 399.04	=	$ 1,201.11
Drake	(3.34)	x	$ 399.04	=	$ 1,332.79
Lamb	(3.35)	x	$ 399.04	=	$ 1,336.78
Elm	(3.63)	x	$ 399.04	=	$ 1,448.52
Downs	(3.77)	x	$ 399.04	=	$ 1,504.38
Maple	(3.96)	x	$ 399.04	=	$ 1,580.20
Brown	(4.00)	x	$ 399.04	=	$ 1,596.16

MINIMUM DIFFERENTIATION

DISTRIBUTING MERIT PAY RAISES TO LIKE GROUPS

Faculty with OCR's above the cutoff of 3.0 are placed in groups and everyone within a group receives the same raise.

NOTES

Arbitrary Decision
Set grouping cutoff values
<u>GROUP 1</u>
Faculty with OCRs (3.01 - 3.50)
<u>GROUP 2</u>
Faculty with OCRs (3.51 - 3.80)
<u>GROUP 3</u>
Faculty with OCRs (3.81 - 4.00)

Arbitrary Decision
Determine Group Raise Differential
- *GROUP 1* is the Baseline Group
- *GROUP 2* will get 50% more than baseline group
- *GROUP 3* will get 75% more than baseline group

Same department, same faculty, same merit raise pool of $10,000.

Prof. Jones	3.01	
Prof. Drake	3.34	*GROUP 1*
Prof. Lamb	3.35	(3.01 - 3.50)
Prof. Elm	3.63	*GROUP 2*
Prof. Downs	3.77	(3.51 - 3.80)
Prof. Maple	3.96	*GROUP 3*
Prof. Brown	4.00	(3.81 - 4.00)

Computation of Merit Raises

$$MUA = \frac{\text{Total Merit Money Available}}{[G_1 + G_2(1+P_1) + ... + G_i(1+P_{i-1}) + G_N(1+P_{i-N})]}$$

Where:
N	=	the total number of groups
i	=	1, 2, 3, ..., N
G_i	=	number of faculty in a given group.
P_{i-1}	=	the percentage increase over the <u>first</u>

group a given group is to receive. This value must be expressed in its decimal equivalent.

In this case Merit Raise Pool equals $10,000 and:

N	=	3	(Number of Groups)
G_1	=	3	(Number of faculty in Group 1)
G_2	=	2	(Number of faculty in Group 2)
G_3	=	2	(Number of faculty in Group 3)
P_0	=	0.0	(By definition)
P_1	=	.50	(Faculty in Group 2 will get 50% more than faculty in Group 1)
P_2	=	.75	(Faculty in Group 3 will get 75% more than faculty in Group 1)

$$MUA = \frac{\$10,000}{[3 + 2(1 + .50) + 2(1 + .75)]} = \mathbf{\$1,052.63}$$

Computing the Merit Raise for each group:

$$\text{Merit Raise}_{(Group\ i)} = MUA \times (1 + P_{i-1})$$

GROUP 1:
MPA = $ 1,052.63 x (1+0.0) = $ 1,052.63

GROUP 2:
MPA = $ 1,052.63 x (1+.50) = $ 1,578.95

GROUP 3:
MPA = $ 1,052.63 x (1+.75) = $ 1,842.10

Name	OCR	Merit Raise
Prof. Jones	3.01	
Prof. Drake	3.34	$1,052.63
Prof. Lamb	3.35	
Prof. Elm	3.63	$1,578.95
Prof. Downs	3.77	
Prof. Maple	3.96	
Prof. Brown	4.00	$1,842.10

Steps in Developing a FE System

1. Determine Faculty Role Model
2. Determine Faculty Role Model Parameter Values (Role Priorities)
3. Define Roles in Terms of Observable or Documentable Performance
4. Determine Role Component Weights
5. Determine Appropriate Sources of Information
6. Determine Source and Source Impact Weights
7. Determine How Information Should be Gathered
8. Select or Design Appropriate Forms, Questionnaires, & Protocols

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The development of a successful faculty evaluation system requires integrating the technical requirements of good measurement with the political process of building consensus around shared *values*.

  Only after the questions......
'What shall we measure?'
'Who will provide the information?'
'How much is that information worth?
....have been answered should we concern ourselves with building rating forms, questionnaires or other instruments.
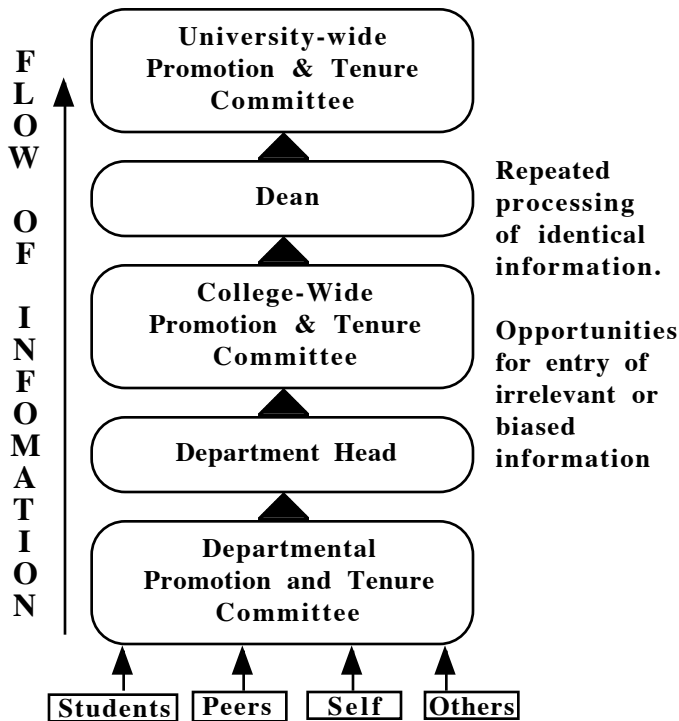
Traditional Hierarchical Peer Review Model
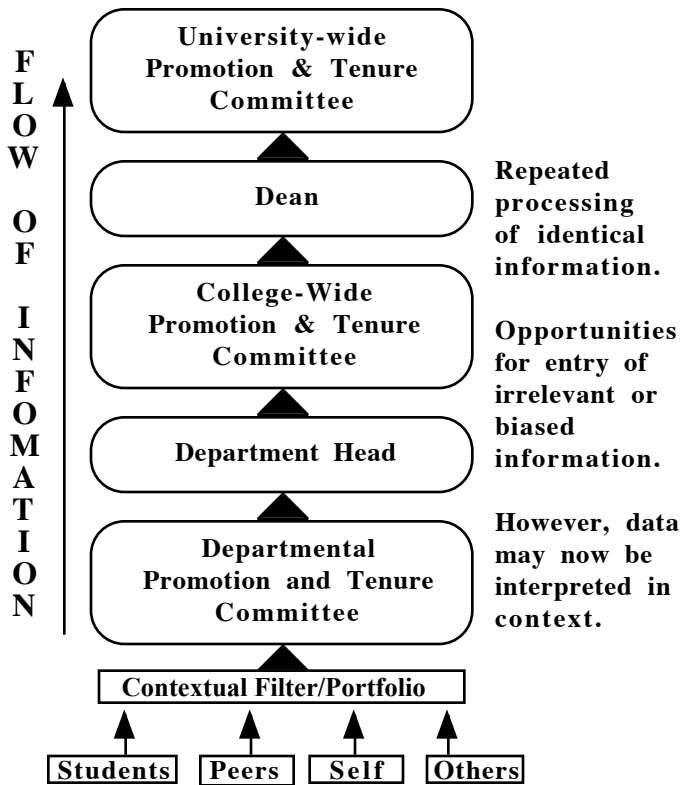
Hierarchical Peer Review Model with Contextual Filter

NOTES
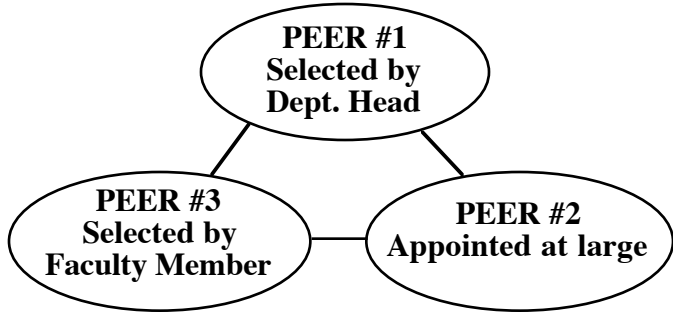
Triad Peer Review Committee Structure
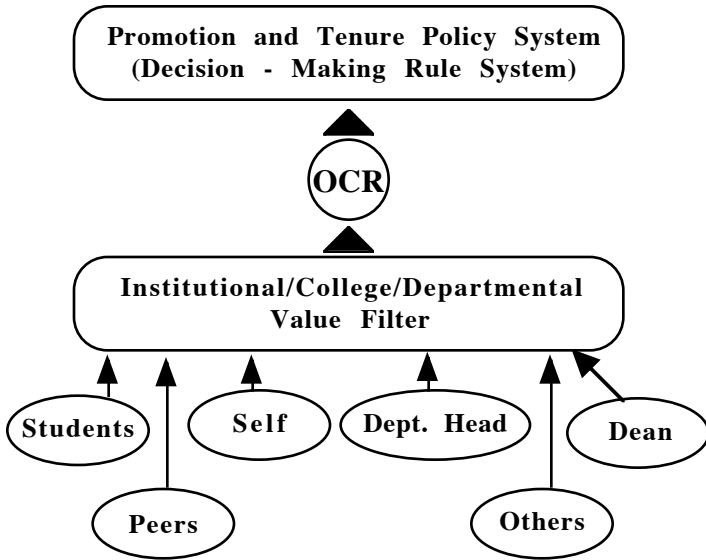
Lateral Peer Review Model
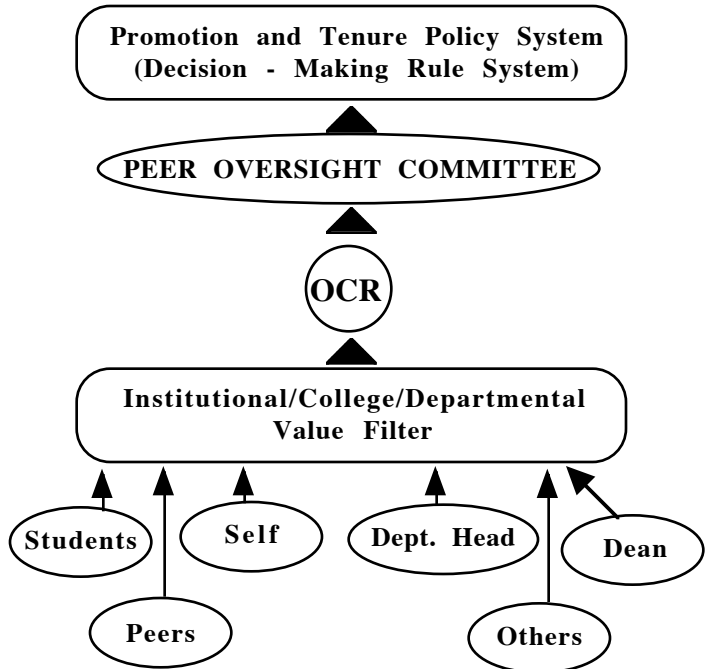
Lateral Peer Review Model with Oversight Committee

Peer Oversight Committee is responsible for...
- ensuring consistency in the application of the faculty evaluation process
- ensuring accuracy in recording data (NOT second guessing student, peer, and other ratings.)
- providing linkage to *existing* institutional grievance procedures.

The primary role of an administrator in a faculty evaluation system should be to ensure 'due process'.

PEER EVALUATION

What is a peer?
- Content Peer   (campus discipline colleague)
- Non-Content Peer   (campus colleague)
- External Peer   (discipline colleague)

Identify those aspects of faculty performance to be evaluated that are...
- Content Specific
- Non-content Specific - Generic (process oriented)

Identify peers who are in the best position to first hand knowledge concerning the performance in question.

Peers may provide meaningful evaluative information concerning:
- Quality of scholarly activity
- Contributions to the Department,
- Contributions to the College
- Contributions to the Institution
- Contributions to the Discipline
- Collegiality

PEER EVALUATION OF TEACHING
Peers can provide meaningful evaluative information concerning:
- Course structure & organization
- Content currency
- Appropriateness of content level
- Accuracy and appropriateness of course materials

PEER OBSERVATION OF CLASSROOM PERFORMANCE

- *for SELF IMPROVEMENT*
- Determine what the instructor is trying to accomplish.
- Meet prior to observation to clarify purpose
- Schedule one or two visits
- Make suggestions for improvement

Peer Observation of Classroom Performance
 - *for PERSONNEL DECISIONS (P&T, etc.)*
    DON'T DO IT.* BUT IF YOU MUST...
- Develop or adopt a valid, reliable observational checklist
- Assemble peer observer team (3, preferably 4 peers)
- Train peer observer team on use of observational checklist
- Schedule multiple visits (about 8 during the course)
- Prepare Instructor
- Prepare Students
- Schedule Post-observation conference

• *see quote at bottom of page 19*

Common Questions Concerning Student Ratings

1. *Aren't student ratings just a popularity contest?*

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2. *Aren't student rating forms just plain unreliable and invalid?*

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3. *Aren't students too immature, inexperienced, and capricious to make any consistent judgments about the instructor and instruction?*

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4. *Isn't it true that I can 'buy' good student ratings just by giving easy grades?*

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5. *Isn't it generally easier to get good ratings in higher level courses?*

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6. *Isn't it true that students who are required to take a course tend to rate the course more harshly than those taking it as an elective?*

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7. *Isn't there a gender bias in student ratings? Don't female faculty tend to get lower ratings than male faculty?*

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8. *Isn't it generally more difficult for math and science faculty to get good ratings?*

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9. *Isn't it true that the only faculty who are really qualified to teach or evaluate their peers' teaching are those who are actively involved in conducting research in their field?*

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10. *Don't students have to be away from the course, and possibly the college, for several years before they are able to make accurate judgments about the instructor and instruction?*

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11. *Isn't it true that the size of the class affects student ratings?*

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12. *Does the time of the day the course is taught affect student ratings?*

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13. *Do majors in a course rate it differently than non majors?*

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14. *Does the rank of the instructor (instructor, assistant professor, associate professor, or professor) affect student ratings?*

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15. *Why bother with 20 or 30 questions on a student rating form? Can't we just use single general items as accurate measures of instructional effectiveness?*

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16. *What good are student ratings in efforts to improve instruction?*

NOTES

Characteristics of Good STUDENT RATING Forms

❑ Each item measures one and only one issue.

❑ There should be at least four items* for each issue being measured. This is to ensure a reliable measure is being made. (* A factor analytic study must be undertaken to determine which items reliably measure a given issue.)

❑ The scale with which the students respond to each items should:
- Match the item.
- Contain parallel choices.
- Have each scale point defined.
- Be represented on the form as an abbreviation NOT a number.
- Must be balanced - that is, the scale should have as many positive response positions as negative ones.

❑ The form must be administered using standardized instructions.

❑ Student ratings must be interpreted in terms of appropriate cohort groups (e.g., all freshman, required, algebra classes)

❑ Faculty must be provided with an interpretation guide that assists them in using student rating information to enhance or improve their teaching.

WEB SITES for the Top Three Commercial Student Rating Forms

CIEQ   **http://www.cieq.com/**

SIR II   **http://www.ets.org/hea/sirII/index.html**

IDEA   **http://www.idea.ksu.edu/products/Sturatings.html**

Concerning Classroom Observation....

"It would unquestionably be a splendid thing if mature and experienced persons could be induced to visit classes and appraise and criticize them. The judgment of an outsider, however, is at best a secondhand impression of the effectiveness of a course. Presumably the mature visitor would appraise the course by better standards than students possess. They would not, however, reveal the effect of the course upon the students who take it. If the students report that the course is interesting and the visitor reports that it is dull, the only conclusion that can be drawn is that the course is interesting to students and dull to the mature visitor. If either set of appraisals is taken as a criterion, the other set is invalid. A distinguished scholar, dissatisfied with the ratings he received from a large beginning class, complained that he was casting pearls before swine. The mature visitor doubtless would have agreed. But does the wise swineherd continue to lavish pearls upon his charges after he as found that the diet cannot be assimilated?" [*W. R. Wilson, 1924, Reprinted in 1999 in the Journal of Higher Education, 70, (5).*]

NOTES

Action Steps

1. What is the first thing you will do next week to begin the process of revising your faculty evaluation system?

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2. Who can you call on for help? (Name names)

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3. What obstacles stand in your way?
   (Name names if the obstacles are people!)

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4. Which obstacles can you overcome and which will you need to get around?

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5. What strategies or resources are available that will help you overcome or get by these obstacles?

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6. Where do you want to be a year from today insofar as your faculty evaluation system is concerned?