GUIDANCE ON THE ASSESSMENT OF TEACHING EFFECTIVENESS
FOR CALENDAR YEAR 2020

(11.17.20)

This document summarizes the university’s approach to assessment of teaching effectiveness for calendar year 2020. This guidance applies to all faculty members, instructors, and graduate students serving as the instructor-of-record or as a graduate teaching assistant.

ANNUAL REVIEWS

Spring/summer 2020

For spring of 2020, in response to the pandemic and to a resolution issued by the Faculty Senate in March, SRTE results were made available only to an individual faculty member and were not included in Activity Insight reports. Peer teaching observations were suspended.

In annual reviews, the assessment of teaching effectiveness for spring/summer 2020 should adhere to the following guidelines.

• Faculty members/instructors must describe how they made a “good faith effort” to deliver instruction.
• SRTEs may not be included in annual reviews.
• Consistent with a request from the University Faculty Senate’s Joint Committee on Faculty Teaching Assessments, faculty/instructors may wish to include one of the alternative assessments outlined in Appendix M of the 2020-2021 Promotion and Tenure Guidelines or one of the self-reflections recommended by the Joint Committee on Faculty Teaching Assessments University Faculty Senate (see comprehensive list below).
• Faculty/instructors will be asked to address available evidence that suggests the instructor did not make a good faith effort to deliver instruction.

Fall 2020

In June of 2020, Senate Council passed a resolution asking that SRTEs continue to be utilized only for faculty development. In addition, the situation called for modifying practices for using SRTE results in annual reviews and promotion (and tenure) dossiers. SRTE results were made available only to an individual faculty member and were not included in Activity Insight reports.

In annual reviews, the assessment of teaching effectiveness for fall of 2020, should adhere to the following guidelines.

• Faculty members/instructors must describe how they made a “good faith effort” to deliver instruction.
• Use of SRTEs is optional and at the faculty member’s discretion (see description of SRTE modifications below). The omission of SRTEs does not provide any evidence relevant to the assessment of teaching effectiveness.
  o If measures of central tendency are referenced by either the administrator or the faculty member/instructor, both the median and mode must be referenced and discussed in the context of the distribution.
Regardless of whether SRTEs are include, faculty/instructors must include at least one alternative assessment as part of their description of how they made a “good faith effort” to deliver instruction (see comprehensive list below).
  o Part-time/adjunct faculty members can be required to submit an alternative assessment given that submission of SRTE results is not required.
  o Faculty/instructors will be asked to address available evidence that suggests the instructor did not make a good faith effort to deliver instruction.

PROMOTION AND/OR TENURE REVIEWS FOR TENURE-LINE AND NON-TENURE-LINE FACULTY MEMBERS

Important: These guidelines apply to how assessments of teaching effectiveness for calendar year 2020 will be incorporated into dossiers for formal reviews that are occurring now and into the future.

Spring/summer 2020

In regard to promotion and tenure reviews for tenure-line and non-tenure-line faculty members, assessment of teaching effectiveness for spring/summer 2020 will adhere to the following guidelines.

  o For formal reviews that take place in fall 2020 and in subsequent years, inclusion of spring and summer 2020 SRTEs is not required and is discouraged except in rare circumstances (see FAQ #67).
  o Consistent with the 2020-2021 P&T Administrative Guidelines (II C. 2), the omission of SRTEs does not provide any evidence relevant to the assessment of teaching effectiveness. (see FAQs #68 and #69).
  o Peer teaching reviews were suspended in March of 2020. The omission of a peer teaching observation does not provide any evidence relevant to the assessment of teaching effectiveness (see FAQs #68 and #69).
  o Inclusion of an alternative assessment is optional; the omission of an alternative assessment does not provide any evidence relevant to the assessment of teaching effectiveness.
  o Once a faculty member determines what data to include for spring/summer 2020 in a formal review, that decision may not be changed in dossiers created for subsequent formal reviews.
    o For example, relative to assessment of teaching effectiveness for spring/summer 2020, Dr. X did not include spring or summer 2020 SRTEs in the second-year review. Dr. X may not include SRTE scores for spring/summer 2020 in subsequent reviews (e.g., 4th and 6th year reviews). The decision made at the earliest review governs what is included at a later review.
    o Similarly, if Dr. X submits a “lesson learned” self-reflection on teaching for spring/summer 2020, Dr. X must include this self-reflection on spring summer 2020 courses in dossier created for subsequent formal reviews. No additional alternative assessments may be included for spring/summer 2020 in subsequent formal reviews.

Fall 2020

In regard to promotion and tenure reviews for tenure-line and non-tenure-line faculty members, assessment of teaching effectiveness for spring/summer 2020 will adhere to the following guidelines.

  o At the discretion of the faculty member, fall 2020 SRTEs may be included in dossiers as evidence of teaching effectiveness.
If measures of central tendency are referenced by either the faculty member or the administrator, both the median and mode must be referenced and discussed in the context of the distribution.

- Consistent with the 2020-2021 P&T Administrative Guidelines (II C. 2), the omission of SRTEs does not provide any evidence relevant to the assessment of teaching effectiveness.
- Regardless of whether the SRTEs are included, at least one alternative assessment must be included (see comprehensive list below).
- Peer teaching review is not suspended for fall of 2020 and will be expected to occur. Peer review can consist of a wide range of activities that may or may not include class visitation. See FAQs #68 and #69.
- Once a faculty member determines what data for fall 2020 to include in a formal review, that decision may not be changed in dossiers created for subsequent reviews.
  - For example, relative to assessment of teaching effectiveness for fall 2020, Dr. Z included fall 2020 SRTEs in the 4th year review. Dr. Z must include SRTE scores for fall 2020 in subsequent formal reviews (e.g., 6th year review). The decision made at the earliest review governs what is included at a later review.
  - Similarly, if Dr. Z submits “formative feedback from students” for fall 2020, Dr. Z must include this self-reflection on fall 2020 courses in dossier created for subsequent formal reviews. No additional alternative assessments may be included for fall 2020 in subsequent formal reviews.
### SUMMARY

**Use of Student Ratings of Teaching Effectiveness for calendar year 2020**

<table>
<thead>
<tr>
<th></th>
<th>Spring/summer 2020 SRTEs</th>
<th>Fall 2020 SRTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 Annual review</strong></td>
<td>Not allowed; for instructors' eyes only.</td>
<td>Optional.</td>
</tr>
<tr>
<td><strong>Two-year review</strong></td>
<td>Not allowed, except in rare circumstances.</td>
<td>Optional; at the faculty member’s discretion</td>
</tr>
<tr>
<td><strong>Four-year review</strong></td>
<td>Not allowed, except in rare circumstances.</td>
<td>Optional; at the faculty member’s discretion*</td>
</tr>
<tr>
<td><strong>Six-year review</strong></td>
<td>Not allowed, except in rare circumstances.</td>
<td>Optional; at the faculty member’s discretion*</td>
</tr>
<tr>
<td><strong>Promotion to Full Professor</strong></td>
<td>Not allowed, except in rare circumstances.</td>
<td>Optional; at the faculty member’s discretion*</td>
</tr>
<tr>
<td><strong>Non-tenure-line promotions</strong></td>
<td>Not allowed, except in rare circumstances.</td>
<td>Optional; at the faculty member’s discretion*</td>
</tr>
</tbody>
</table>

*Consistent with standard practice, evidence of teaching effectiveness may not be submitted once the dossier has been submitted for review. For example, SRTE results for courses taught in fall 2020 may not be included in 2nd, 4th or 6th year or promotion-to-full reviews that take place in fall 2020. Fall 2020 SRTEs may be included in dossiers for formal reviews that take place in spring 2021 or later.

### Use of alternative assessments for calendar year 2020

<table>
<thead>
<tr>
<th></th>
<th>Spring/summer</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 Annual review</strong></td>
<td>Establish that a “good faith effort” was made to deliver instruction.</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Two-year review</strong></td>
<td>Optional</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Four-year review</strong></td>
<td>Optional</td>
<td>Required*</td>
</tr>
<tr>
<td><strong>Six-year review</strong></td>
<td>Optional</td>
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*Consistent with standard practice, evidence of teaching effectiveness may not be submitted once the dossier has been submitted for review. For example, alternative assessments for courses taught in fall 2020 may not be included in 2nd, 4th or 6th year or promotion-to-full reviews that take place in fall 2020. Alternative assessments for courses taught in fall 2020 may be include in 2nd, 4th, or 6th year or promotion-to-full reviews that take in place spring 2021 or later.
Options for alternative assessment

The alternative assessments listed below were either described in Appendix M and/or recommended by the University Faculty Senate’s Joint Committee on Faculty Teaching Assessments. More details about most of these assessments can be found in Appendix M of the 2020-2021 Administrative Guidelines for AC23 Promotion and Tenure Procedures and Guidelines.

Options for self-reflection

Lessons Learned. The candidate's statement may emphasize what they learned about their own teaching or students’ learning.

Course Objectives. Faculty may choose to reflect on how course objectives were met despite the shift to remote instruction.

Student Interactions. Faculty may reflect on what they did to support students during this time of disruption, such as mentoring students and reducing student apprehension and anxiety.

Professional Development for Teaching (instructional improvement). Reflection on professional development undertaken to cope with the abrupt change to remote instruction.

Intellectual Work of Teaching. Faculty may reflect on the expertise involved in teaching their courses, citing specific examples.

Student input

Formative Feedback from Students. The faculty member may summarize the results of this feedback and how that feedback was used to adjust or improve the course.

Student Work. The faculty member may summarize what the student work represents relative to course goals or objectives.

Formative feedback from course assistants. Feedback from others can be coupled with a commentary from the faculty member about why and how they integrate TAs or learning assistants into the course.

Analysis of a course based on real-time adjustments

Provide specific examples of how you modified instruction given changes in context (e.g., in-person vs. remote) and technology. Describe the resulting positive and negative short- and long-term impacts of such changes. Describe the resulting positive and negative short- and long-term impacts of such changes.

Comparisons to previous year assessments and goals, if applicable

Review previous annual reviews, including the available evidence and resulting goals. Given the available evidence, compare how this year compared to previous years’ assessments. Delineate new goals that build upon your assessment.
Summary of SRTE modifications made in fall 2020

The SRTE as currently configured was not well-suited to the conditions in place during fall 2020. There is value, however, in having a tool that systematically collects data from large numbers of students, provides useful feedback for faculty and administrators, and can help to establish trajectory in development of teaching skills.

- Changes to the SRTE for fall 2020 (and possibly spring 2021)
  - Four University Mandatory items will be administered.
    A1: Are you taking this course as an elective?
    A2: What grade do you expect to earn in this course?
    A3. Rate how well this course increased your understanding of the course topics.
      (Prior wording: Rate the overall quality of this course.)
    A4. Rate how well the instructor promoted a meaningful learning experience for you.
      (Prior wording: Rate the overall quality of the instructor.)
  - Two revised open-ended questions will be administered.
    Open 1: What aspects of this course helped you learn? (Prior wording: What helped you learn in this course?)
    Open 2: What changes to this course could improve your learning? (Prior wording: What changes would improve your learning?)
  - No items from the Academic Unit or Instructor section will be administered.
  - The mean for the two items will not be reported in any SRTE report, given that the mean is not the best measure of central tendency for a skewed distribution.
    ▪ The distribution of scores (count and percent) across the 7-point scale will be provided.
    ▪ The mean will be replaced with two measures of central tendency that are more appropriate for skewed distributions: Median and Mode.
    ▪ If measures of central tendency are referenced, both the median and mode must be referenced and discussed in the context of the distribution.