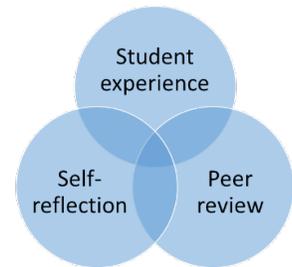


**Department of Allied Health Sciences**  
**Policy for Assessing Teaching Effectiveness**  
**Implementation Date: Academic Year 2019-2020**



## Policy Background and Rationale

1. *SETs are not to be used as the sole criterion for the assessment of teaching effectiveness*
  - a. Article 28 of the [AAUP collective bargaining agreement](#)<sup>1</sup> notes that: “*Student Evaluations of Teaching (SET) can productively inform teaching effectiveness in particular areas. In gauging teaching effectiveness, however, SETs are not to be used as the sole criterion of teaching for disciplinary measures, promotion, tenure or reappointment, or for re-appointment, or for non-reappointment with respect to full-time faculty [...]*”
  - b. [Promotion, Tenure, and Reappointment Form](#) (Revised May 2018) Section 2C page 6. Evaluation of Teaching states: “*Evidence of assessment of teaching beyond the SET, such as classroom observations by peers or colleagues, mid-semester surveys, or other evidence of good teaching must also be included in Section 8-C.*”<sup>2</sup>
2. Multiple approaches can enhance teaching effectiveness and provide information for merit and PTR.

Data collection using a [variety](#)<sup>3</sup> of different methods (SET+) strengthens the validity of the evaluation strategy. Multiple methods from different sources can provide a more holistic view of the extent to which course learning objectives are accomplished. Multiple method teaching assessment evaluations

- a. serve a developmental purpose by providing instructors with information that can be used reflectively to adjust teaching and assessment practices.
- b. provide an opportunity to align programmatic goals and learning outcomes within and across units.
- c. can be used for administrative purposes towards merit and PTR.<sup>1,2</sup>

## Policy

The Department of Allied Health Sciences (AHS) faculty will meet the University merit and PTR teaching assessment requirements through the development and implementation of individualized teaching enhancement plans (TEP). The minimum expectation is that the TEP will be formulated and reviewed using both qualitative and quantitative evidence collected from each of three evaluative pillars: self-reflection, peer review, and student experience. The *process* of TEP development includes gathering information from multiple sources to address teaching limitations and build on strengths. AHS faculty will have considerable flexibility in customizing how they approach and format their individualized TEPs. *Meritorious or noteworthy teaching will be based, in large part, on the faculty member’s evolving and individualized TEP.* TEPs that are well designed (i.e., addressing limitations and enhancing strengths) and that are implemented will be more likely to be assessed as noteworthy or meritorious. That is, meritorious teaching is less about the type and quantity of information collected, but rather more about how the information is used to create an individualized TEP that is subsequently implemented.

Implementing the new teaching assessment policy is expected to evolve over time. There is much to be learned, both for the Department (e.g., recommending peer review best practices) and for individual faculty (e.g., fully developing a TEP). Faculty feedback about the teaching assessment policy will be reviewed on a yearly basis and incorporated appropriately into policy modifications.

## Additional Supporting Information

### Evaluation techniques

Examples of evaluation techniques are listed below for each pillar. Additional evaluation techniques can be found at <https://cetl.uconn.edu/set-plus/>. **This is only a partial list. Faculty members may use additional evaluation techniques.**

#### 1. Peer review

Faculty's reflection from the feedback received by the observation may be included in the PTR and merit files (i.e. the faculty member decides on including peer evaluation). Faculty member can choose which peer to incorporate into this process and which class(es) to review.

Some options you may consider are:

- peer review of materials
- peer observation
- CETL observation
- statement from faculty mentor
- group instructional feedback technique
- teaching enhancement plan consultation with CETL <https://cetl.uconn.edu/teaching-enhancement-plans/>
- peer reflection of student survey data and/or comments

#### 2. Self-evaluation and reflection

Some options you may consider are:

- self-reflection (what went well, what needs adjustments, etc.)
- CETL workshops or reviews <https://cetl.uconn.edu/> <https://cetl.uconn.edu/faculty-teaching-workshop/>
- incorporating new pedagogical teaching or new to the instructor
- teaching enhancement plan consultation with CETL <https://cetl.uconn.edu/teaching-enhancement-plans/>
- teaching conferences attended/professional development
- CETL consultation <https://cetl.uconn.edu/consultations/>
- description of improvements and updates
- teaching practices inventory <http://www.cwsei.ubc.ca/resources/TeachingPracticesInventory.htm>
- teaching awards and recognition
- knowledge gained through the peer review process
- publications and presentations pertaining to teaching innovations

#### 3. Student experience

Some options you may consider are:

- group instructional feedback technique
- student evaluations of teaching
- mid semester student survey <https://cetl.uconn.edu/mid-semester-formative-feedback/>
- student testimonials
- program evaluation
- student final reflection or personal growth essays or surveys
- evidence of student learning

## **Citations**

1. AAUP Collective Bargaining Agreement [https://lr.uconn.edu/wp-content/uploads/sites/988/2017/08/AAUP.CBA\\_.07.01.17.pdf](https://lr.uconn.edu/wp-content/uploads/sites/988/2017/08/AAUP.CBA_.07.01.17.pdf)
2. Office of the Provost: Promotion, Tenure, and Reappointment <https://provost.uconn.edu/faculty-and-staff-resources/promotion-tenure-and-reappointment-2/#ptr-18>
3. Better Evaluation: Triangulation <https://www.betterevaluation.org/en/evaluation-options/triangulation>

## **Resources**

Excerpts from Dr. Martina Rosenberg, Director of Teaching and Learning Assessment, CETL, UConn <https://cetl.uconn.edu/set-plus/>

### University models for Teaching Evaluation Revisions

- University of Oregon <https://provost.uoregon.edu/revising-uos-teaching-evaluations>
- University of Colorado Boulder NSF grant <https://www.colorado.edu/teaching-quality-framework/resources>

### Research related to improving the evaluation of teaching effectiveness.

- Aligning Practice to Policy: Changing the Culture to Recognize and Reward Teaching at Research Universities. <https://www.aau.edu/sites/default/files/AAU-Files/STEM-Education-Initiative/Aligning-Practice-To-Policies-Digital.pdf>
- Undergraduate STEM Education Initiative <https://www.aau.edu/education-service/undergraduate-education/undergraduate-stem-education-initiative>
- Gender Bias in Student Evaluations <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/gender-bias-in-student-evaluations/1224BE475C0AE75A2C2D8553210C4E27>

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