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Measures of Teaching Effectiveness

TEACHING RESPONSIBILITIES

The FSB website says the following about teaching responsibilities:

> Our highest priority is students. Promotion of learning and teaching is the central function for faculty members of the Farmer School of Business (FSB). The faculty assumes the primary responsibility for the relevance of what is taught and the means by which it is delivered to students. Faculty should be involved in activities that improve course content and teaching quality, remain current in their field, and be accessible to students.
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> These values are supported through (1) A broad range of undergraduate degree programs and a select set of master's degree programs; (2) Challenging and innovative teaching, interconnected with research and service; (3) A focus upon the changing needs of students and society; and (4) An educational environment fostering the growth of students into effective leaders capable of contributing to society in many important ways.
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> Teaching involves a portfolio of activities that promote student learning. Effective teaching will engage students in the learning process and equip students with relevant content and the appropriate skills needed to effectively utilize this knowledge. These skills include critical thinking, analytical reasoning, communication, team and interpersonal skills and the ability to use information technology and work in an increasingly diverse business environment.
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> Teaching also includes supervision of independent studies, course development, instructional innovations, and academic advising.
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> The evaluation of teaching occurs at multiple levels. First, **each faculty member is reviewed on an annual basis by his or her department chair and/or departmental committee as part of the retention and merit decisions**. Second, **each probationary faculty member is reviewed as part of the promotion and/or tenure process**. Some methods for documenting the quality of teaching include: **internal assessment processes, teaching portfolios, evaluations by constituents, participation in teaching workshops.**
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> To encourage excellence in teaching, the FSB will implement appropriate criteria in its hiring, promotion, and tenure decisions and the merit pay system. The FSB will support excellence in teaching with funds for faculty development grants, travel to professional conferences, assigned research appointments, improvement leaves, visiting speakers, teaching awards, and the acquisition and implementation of appropriate technology.

EVALUATION OF TEACHING

The Entrepreneurship department follows University-level policy with respect to the evaluation of teaching. These align with the FSB statement above and can be found here: https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/statement-on-evaluation-of-teaching.html

Key take-aways from this policy include:
- Evaluation of teaching is primarily a department-level function.
- Evaluation should consider multiple sources and forms of evaluation data.
- Evaluation should allow for multiple valid models and modes of teaching and student learning.

In practice, teaching evaluation in the Entrepreneurship department includes multiple methods of evaluation and documentation (see below). Evaluations of teaching are typically formally reviewed on two occasions:
1. During the annual review process
2. During candidacy for reappointment, promotion, and/or tenure.

DOCUMENTING THE QUALITY OF YOUR TEACHING
All of the methods of documenting quality of teaching listed in the Miami and FSB statements above are relevant for annual reviews and promotion in the Entrepreneurship department. Brief discussion of each and examples are provided below.

Internal Assessment Processes – Given that Entrepreneurship has only recently become a department, internal assessment processes to date have been largely a continuation of faculty assessment in our former home departments (primarily Marketing and Management), we have yet to establish any department-specific processes. We follow University and FSB governance with respect to reappointment, promotion, and tenure and FSB governance with respect to the annual review.

Current Methods of Documentation:
- Annual review report/promotion dossier
- Letter from the chair documenting outcome of annual review

Teaching Portfolios – Portfolios that illustrate teaching materials, techniques, and outcomes and/or curriculum development and assessment are typically used in cases of reappointment/promotion/tenure evaluation. We would not typically expect a portfolio to be used in the annual review process. Portfolios can take various forms and should be seen as a more open-ended way for faculty to communicate the nature, breadth, and depth of their teaching.

Current Methods of Documentation:
- Portfolio documents; varied format.

Evaluations by Constituents – These are any/all formal evaluation of teaching by a relevant constituent group, including:

- Student evaluation surveys (administered by Miami for each course/term) – Typically ONLY the quantitative results of these surveys are used for documentation. There is an expectation that faculty will aggregate these quantitative data (e.g. in a table) to show student evaluations over time. Comprehensive evaluation results are typically only included in longer-form documentation such as a teaching portfolio.
- Formal peer evaluations – These are typically arranged prior to a course/term, with the evaluator agreeing to observe your teaching in at least two sessions (one unannounced). The outcome is typically a formal letter with the evaluator's assessment that is made available to the teacher and to appropriate administrators. Typically faculty seek formal evaluation from different peers 2-4 times between reappointment/promotion/tenure periods. Evaluations from peers both in the department and from other departments/divisions is recommended.
- Center for Teaching Excellence Consultations and Midcourse Evaluations – CTE provides services for evaluation of teaching that can be useful as feedback and as a means of formally documenting quality of teaching. These include (links in resources section below):
  - Midcourse Evaluation – This evaluation is comprised of four basic components: training seminars on effective evaluation, a self-administered online evaluation, a follow-up consultation with CTE, formal documentation of the results. This documentation is appropriate for use in annual reviews as well as in cases of reappointment/promotion/tenure.
  - One-on-one Consultation with CTE – CTE also offers ad-hoc consultation with faculty. Results of these consultations may be appropriate for documentation in some cases, but would typically be best used in a teaching portfolio.
- Teaching awards and commendations
- Other formal or informal evaluations of teaching can be useful to document quality of teaching but these are best used to provide context in a more open-ended medium such as a teaching portfolio. They are typically appropriate for use in a teaching portfolio.

Current Methods of Documentation:
- Student evaluation survey results (aggregated)
- Peer evaluation Letters
- CTE midcourse evaluations
- Teaching awards and commendations

Participation in Teaching Workshops – Teaching workshops (both internal to Miami and external) can be used to document quality of teaching. Certification or documentation of other formal training relevant to teaching would also be appropriate here (e.g. Agile or Six-Sigma certification). Appropriate use of information documenting these should be considered on a case-by-case basis. Generally speaking, documented information about teaching workshops is appropriate in summary form (e.g. citing a teaching certification on your CV or a short summary paragraph in an annual review) in the annual review process or in expanded form in a teaching portfolio. Some examples of programs sponsored by Miami's Center for Teaching Excellence (CTE) that have been used to document quality of teaching include (links in resources section below):

- Advancing Teacher Scholars Program
- New Faculty Teaching Enhancement Program
- Part-Time Educators Program
- Faculty Learning Communities
- Teaching and Learning Analytics
- The Lilly Conference on College Teaching

Current Methods of Documentation:
- Certificates of completion from formal teaching workshop programs
- Other formal training certifications/distinctions
- Awards, distinctions, or other evidence of outcomes from teaching workshops/conferences (e.g. presentations at or inclusion in the proceedings of a teaching-related conference)
- Relevant description/information about teaching workshop involvement/outcomes (used in summary form or in long-form in less structured documents such as a teaching portfolio

Tips for Demonstrating the Quality and Ongoing Improvement of Your Teaching
- Actively pursue multiple, varied sources of teaching evaluation.
- Be transparent and forthcoming when presenting evidence of the quality of your teaching and your strategy for ongoing improvement.
- Provide context and interpretation when presenting evidence of the quality of your teaching and your strategy for ongoing improvement.
- Avoid the use of supporting testimonial quotes (e.g. a positive comment from a student in an end-of-semester teaching evaluation survey, an encouraging email from a colleague or alumnus) *EXCEPT* in cases where qualitative evaluation was formally requested (e.g. comments from a peer review, promotion committee, Center for Teaching Excellence diagnostic, formal letter of recommendation, etc.)

Resources and Examples

- Recent promotion dossiers for Michael Conger (2000), Tim Holcomb (2018), Brett Smith (2015), and Chris Sutter (2019) are available on the FSB faculty resources webpage (https://www.miamioh.edu/fsb/faculty-staff/index.html) under Login/Promotion & Tenure in the left-hand navigation bar. These all include slightly different approaches to documenting teaching effectiveness and reporting evaluation of teaching.
- Supplemental materials from Michael's 2020 tenure submission, including teaching portfolio, student evaluations, and peer evaluations are available here (https://drive.google.com/drive/folders/1jG2eKnNMQzgdiW4q96SHugcJ856iTLNN)
- The Center for Teaching Excellence (CTE) provides comprehensive information about resources and process of Midcourse Evaluation here https://www.miamioh.edu/cte/faculty-staff/midterm-assessment/index.html
- Advancing Teacher Scholars Program - https://www.miamioh.edu/cte/faculty-staff/flcs/current-communities/advancing-teacher-scholars/index.html
- New Faculty Teaching Enhancement Program - https://www.miamioh.edu/cte/faculty-staff/new-faculty-teaching-enhancement-program/index.html
- Part-Time Educators Program - https://www.miamioh.edu/cte/faculty-staff/part-time-enhancement-program/index.html
- Faculty Learning Communities - https://www.miamioh.edu/cte/faculty-staff/flcs/index.html
- Teaching and Learning Analytics Community - https://www.miamioh.edu/cte/faculty-staff/tlac/index.html
- The Lilly Conference on College Teaching - http://celt.miamioh.edu/lillycon