

# How to Evaluate Teaching Effectiveness

## TYPES OF FEEDBACK

### FORMATIVE FEEDBACK

Timely feedback to help improve, develop and recognize teaching effectiveness involving a faculty member and mentor on an annual (or semester) basis. This feedback should be confidential between faculty member and “mentor” and only shared if the faculty member wishes to submit or include aspects in their portfolio.

### SUMMATIVE FEEDBACK

Feedback used for making decisions such as reappointment, promotion and tenure, merit pay raises, and awards.

## SOURCES OF EVALUATIVE EVIDENCE

### STUDENT RATINGS and CONTEXTUAL NARRATIVE

Collected over a period of semesters, analyzing trends and patterns to see growth and change over time. Note, however, that student ratings reflect student perception and student satisfaction.

Faculty’s contextual narrative or reflective practice comments on student ratings including

- Context of the course and ratings
- Analysis highlighting changes over time
- Reflections on ratings and comments
- Action plan for addressing certain aspects and why other ratings and comments will not be addressed
- Description of “mentoring” or review with colleague

### PEER RATINGS

A minimum of two observations by different faculty members using an approved checklist or protocol of effective teaching practices. Include description of pre-meeting and debriefing with faculty.

### TEACHING PORTFOLIO

Begin to compile in year one and add or delete items each year, such as

- Teaching philosophy
- Teaching practice
- How learning outcomes have been developed and met
- Syllabi
- Assignments/rubrics
- Course design/redesign
- Program development
- Mentoring/Advising narrative
- How teaching, research and service are integrated
- Letters of Support and Recommendations
- Awards

### SCHOLARSHIP OF TEACHING AND LEARNING

- Teaching and learning research
- Research on their own teaching practice
- Grants for teaching and learning
- Publications in teaching and learning
- Conference presentations in teaching and learning

Assessing the effectiveness of instruction (AAU&P, 1975/1990) should include: student learning, teaching performance, student perceptions, classroom visitations/observations, and outside opinions. The summary statement in The AAUP’s “Observations on the Association’s Statement on Teaching Evaluations “ (2005) says, “In conclusion, institutions, departments, and faculty members should ensure that the evaluations of teaching promote and sustain excellence of teaching and education, **that faculty be primarily responsible for devising systems of evaluation and monitoring their use, and that the development and implementation of teaching evaluation methods be consistent with principles of academic freedom and shared governance.**”

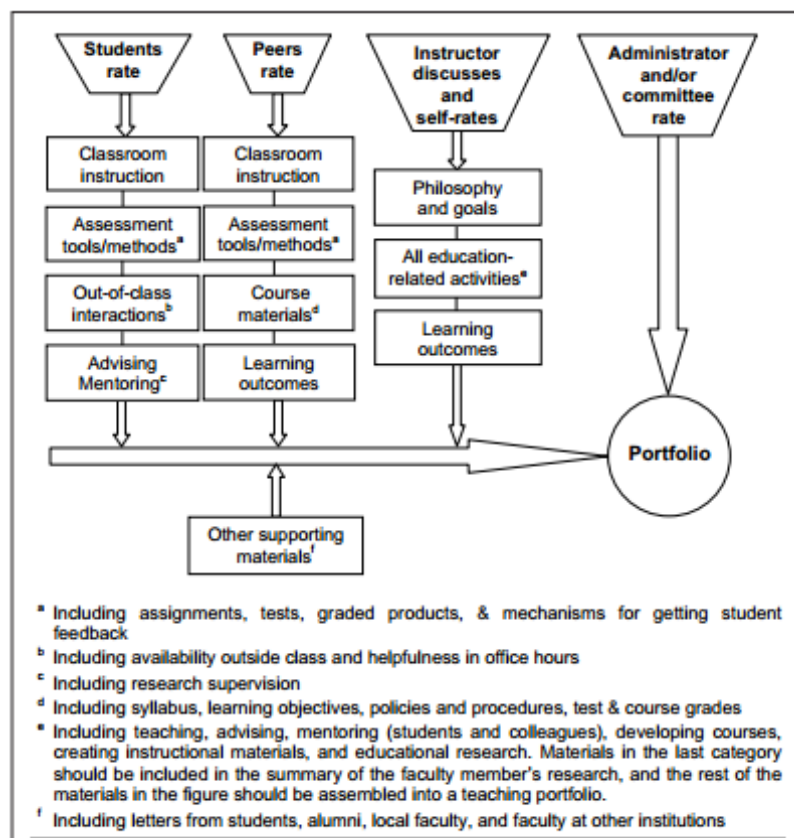


Figure 1. Teaching performance evaluation model.

Felder, R. & Brent, R. (2004). How to evaluate teaching. *Chemical Engineering Education*, 38(3): 200-202