

Fall Chairs Workshop

October 24, 2024



Agenda

- Welcome & Announcements
 - *Martha Buell, Vice Provost for Faculty Affairs*
- Evaluating Program Educational Goals
 - *Matt Trevett-Smith, Director, Center for Teaching & Assessment of Learning*
 - *Kevin Guidry, Associate Director of Educational Assessment, Center for Teaching & Assessment of Learning*
- Using the Teaching Quality Framework to Document Teaching – Annual Appraisals, Peer Reviews, and P&T
 - *Meghan McInnis-Dominguez, Faculty Senate Taskforce for Teaching Quality Framework*
 - *Martha Buell, Vice Provost for Faculty Affairs*
- Budget Process
 - *Kawkab Rasheed, Associate Vice President, Academic Budget*

Graduate College Mission & Resources

The mission of the Graduate College is to achieve excellence in graduate education, and in graduate and postdoctoral research, scholarship and creative expression at the University of Delaware. ... We will advocate for our graduate students' and postdocs' success and well-being in all parts of their lives on and off campus.

Foundational principle: excellent mentorship facilitates an excellent experience

Contact the Graduate College staff for questions or concerns related to your students/postdocs (additional support in Office of the Dean of Students)



Lou Rossi, PhD
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Dean, Graduate College



LaRuth McAfee, PhD
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Senior Assistant Dean, Graduate College (Graduate College-based funding, student experience matters)



History of UD Mentorship Excellence Initiative

2020

Graduate College led effort to have UD participate in Culturally Aware Mentoring (CAM) Pilot Study

2021

UD participated in CAM Pilot Study (biomedical departments/centers)

2022

4 UD faculty officially trained by Center for the Improvement of Mentored Experiences in Research (CIMER) as mentoring workshop facilitators
1st UD-based mentoring workshop offered

2023

2 more faculty trained as general workshop facilitators, 2 faculty trained as CAM facilitators
2 general mentoring workshops, first UD-based CAM workshop offered
Graduate College hosted inaugural Mentorship Symposium

2024

Ongoing general mentorship workshops, implementation of unit-specific training

Mentorship Excellence Initiative @ UD

<https://www.udel.edu/academics/colleges/grad/research/mentoring/>

Mentorship 101 topics include:

- ✓ Maintaining Effective Communication
- ✓ Addressing Equity and Inclusion
- ✓ Aligning Expectations
- ✓ Fostering Independence
- ✓ Promoting Professional Development
- ✓ Cultivating Ethical Behavior

**~100 faculty participants so far,
representing 38 campus units!**

- 11 CAM-trained faculty
- Additional faculty participated in unit-specific workshops

Facilitators come from various
disciplinary backgrounds



30 Year of Excellence
Chemistry
Biology
Interface
At The University of Delaware
1994 - 2024

Events planned for mornings of November 13th/20th, Winter 2025, Spring 2025

- Encourage faculty in your program(s) to register for the Fall workshop!



Additional Activities in 2024-25

Opportunities for completers of past workshops/Mentorship 101 to continue learning and engaging

- *Culturally Aware Mentorship Workshop (Sp25)* – how a mentor's identities impact their mentorship strategies with mentees of other identities
- *Mentorship 102 Workshops (W25, Sp25)* – topics not in 101 (e.g., work/life boundaries)
- *Mentorship Grand Rounds (Sp25)* – discussions around real-life mentorship examples

Creation of advisory committee to provide feedback on mentorship initiatives, ways to incentivize participation

Launch of Graduate Program Directors Guide with position expectations, grievance escalation process

Join us (if you have not already)!

Encourage faculty to sign up for Mentorship 101. Consider signing up yourself.

As a department, celebrate the value that exceptional mentorship brings to your students, faculty and program.

If you are a department that has a number of participants, please consider offering to join our advisory board by contacting LaRuth.

Program Learning Assessment Webform

What has been submitted and what we've learned so far

Matt Trevett-Smith, Director, Center for Teaching & Assessment of Learning

Kevin Guidry, *Associate Director of Educational Assessment, Center for Teaching & Assessment of Learning*



Our Intentions

Please reserve your questions until the end of this brief presentation.

Goals:

- Share/demonstrate the diversity of approaches to doing this work
- Inform and align perceptions of the program learning assessment (PLA) webform and associated assessment processes with the minutiae of completing it

Program Learning Assessment Webform

- Recommended by 2020 Taskforce of Learning Goals and Assessment
 - Collecting and publishing program educational goals (PEGs) in the academic catalog
 - **Implementing a new annual cycle of program educational goal assessment**
 - **Collecting program educational goal assessment data via a new Webform**
 - **Charging Institutional Research with collecting, aggregating, and sharing assessment data**
 - Keeping pace with peer institutions to better assess student learning, integrating it into strategic and resource planning decisions, and emphasizing its value in faculty reward systems
 - <https://udel.edu/programassessment>

Program Learning Assessment Timeline

- **Guidance from Provost's Office**
 - The number of programs and goals each unit should assess each year will depend greatly on many variables, particularly the number of programs in the unit and the number of goals for each program.
 - Academic units are asked to assess all of their PEGs at least once by fall 2027 or by their next APR self-study, whichever comes later.
 - Every PEG should then be assessed at least once every APR cycle thereafter.

Program Learning Assessment Webform Questions

- Select the college for which you are submitting this report: *dropdown*
- Dean or Associate Dean responsible for reviewing this report: *employee search*
- Department chair or director responsible for reviewing this report: *employee search*
- Select the department or school for which you are submitting this report: *dropdown*
- Of those currently published in the academic catalog, which educational goal(s) have been selected to be assessed? Please include the name of the program(s) from which this goal(s) was selected in your response. *text*

Program Learning Assessment Webform Questions

- What evidence was collected to evaluate student learning related to the above goal(s)? *text*
- Provide a description of the evidence collected to evaluate student learning.
- What were the results of the assessment(s)? *text*
- How were the results disseminated to program faculty so they could be analyzed and discussed? *text*
- What changes are being made, if any, as a result of the assessment? Such changes may be at the course, program, or department level: *text*
- What support or resources, if any, are needed to improve the assessment processes or make appropriate changes at the course, program, or department/school level?
text

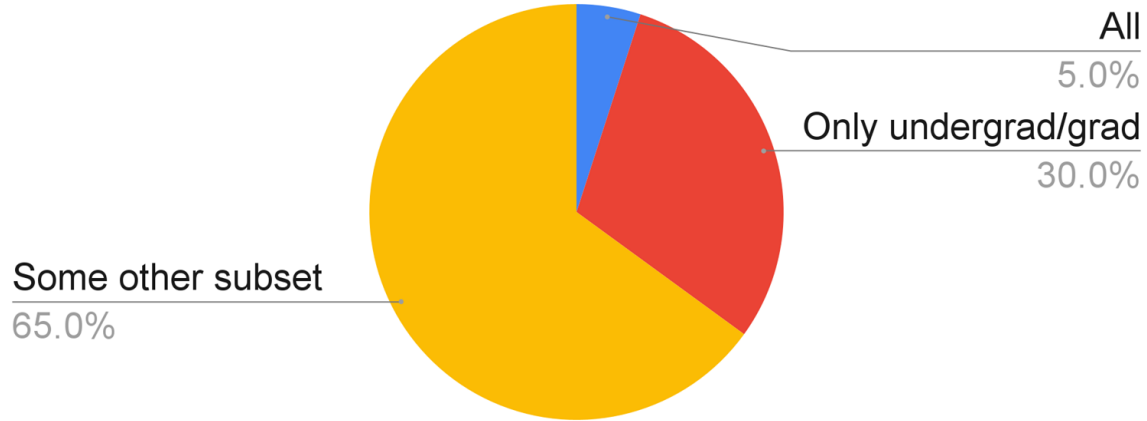
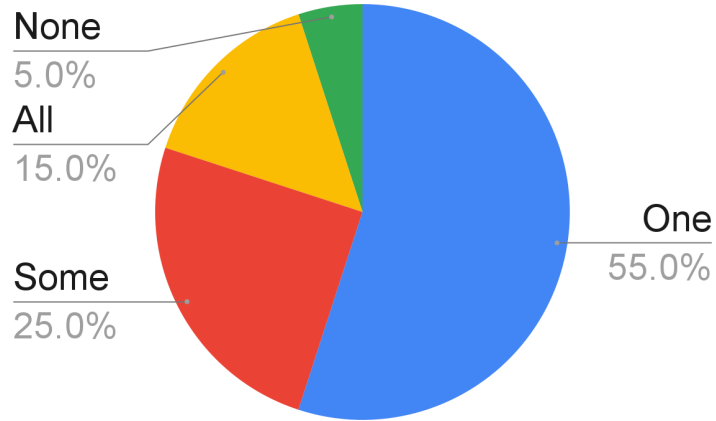
Webform Submissions So Far

- First submissions made in September 2023
- 20 submissions total
 - 2024-2025 (so far): 9 submissions for 18 undergraduate and 2 graduate programs
 - [2024-2025 program learning assessment \(PLA\) tracking sheet](#)

Webform Submissions So Far: Goal and Program Selection

Number of goals assessed

Programs assessed



Webform Submissions So Far: Dissemination Plans

- Discussed as part of one or more department/school faculty meetings
- Shared via e-mail
- Shared in a Google Doc where comments and suggestions were collected
- Included in monthly newsletter
- Posted on the departmental faculty portal

Webform Submissions So Far: Requested Support

- Continued grad student travel funds from Graduate College
- Assistance conducting the assessment and revising curricula afterward
- Additional assessment training and support, including appropriate software

Webform Submissions So Far: Assessment Approaches

- Direct assessment
 - Original grades of student assignments in specific courses
 - Secondary analysis of student artifacts
 - Final grades in specific courses
 - Results of comprehensive exams
 - Analysis of dissertation topics and lecture topics given or attended by students
- Indirect assessment
 - Number of student scholarly presentations or publications (assessing communication in a PhD program)
 - Student choices made in capstone portfolio
 - Faculty-written comments or evaluation of student knowledge, skills, and ability
 - Number of students enrolled in particular courses or undertaking specific experiences (e.g., external internships)
 - Post-graduation data (careers, grad school, etc.)

CTAL Resources

- [Google Doc with the questions from the Web form](http://www.udel.edu/0012625) (<http://www.udel.edu/0012625>)
- [How-To Guide for UD's Annual Program Educational Goal Assessment Report](http://www.udel.edu/0011076) (<http://www.udel.edu/0011076>)
- [Spreadsheet of 2024-2025 Webform submissions](http://www.udel.edu/0012626) (<http://www.udel.edu/0012626>)
- [DRAFT Program Learning Assessment Techniques](http://www.udel.edu/0012627) (<http://www.udel.edu/0012627>)
- [UD Assessment Network](http://www.udel.edu/0012628) (<http://www.udel.edu/0012628>)

Using the Teaching Quality Framework for Evaluations, Peer Reviews and Promotions

Meghan McInnis-Dominguez

Martha Buell

Faculty Senate Ad Hoc Committee on Student Evaluations of Teaching: <https://sites.udel.edu/tqf>

Committee members

Current

- Johann Ducharme, Lerner College of Business
- Tara Gaab, College of Agriculture and Natural Resources
- Eric Greska, College of Health Sciences
- Christine Grogan, College of Art and Sciences, Associate in Arts Program
- Kevin R. Guidry, Center for Teaching & Assessment of Learning, committee co-chair
- Virginia Hughes, College of Health Sciences
- Meghan McInnis-Dominguez, College of Arts and Sciences, committee co-chair
- Kate Riera, College of Education & Human Development

Former

- Jack Baroudi, Lerner College of Business
- Nancy Getchell, College of Health Sciences
- Rusty Lee, College of Engineering
- Chrysanthi Leon, College of Arts and Sciences, Honors College
- Robert Opila, College of Engineering
- Stephanie Raible, Lerner College of Business

Goals of the TQF

- Establish a clear, shared understanding of "teaching excellence"
 - Bring transparency to evaluations of teaching throughout the university
 - Make much of the invisible labor of teaching visible and valued
- Establish shared principles for evidence of teaching excellence, particularly expected sources of evidence

Faculty Handbook Updates

4.4.3 Minimum Standards for Promotion

Faculty members with teaching responsibilities must demonstrate high-quality teaching performance. Beginning in the 2028-2029 academic year, excellence in teaching is defined in the University's Teaching Quality Framework. (Rev. 09/24)

4.4.11 Promotion Dossiers

5. Evidential Materials

a. Teaching Teaching is an extremely important factor in promotion decisions, and one must incorporate into the dossier several kinds of evidence. Beginning in the 2028-2029 academic year, evidence must be presented from the three sources described in the University's Teaching Quality Framework: self, peers, and students. (Rev. 09/24)

What the TQF Does:

- NOT Impose complete and total consistency and uniformity across the entire university and at every level
- NOT Change when teaching is evaluated and by whom
- NOT Change whether some activities belong in "teaching", "service" or "research"
- NOT Require that anyone do everything described in the framework

Defining characteristics of teaching excellence

Learning goals, content, and alignment

Teaching methods and practices

Achievement of learning

Culture of belonging

Reflection and iterative growth

Involvement in teaching service, teaching scholarship, or teaching community

Mentoring and advising of students (may be different for graduate vs undergraduate students)

Sources of evidence

Self



Peers



Students



Examples of Evidence: Self

- Annotated syllabi
- Teaching narrative with self-evaluation and teaching philosophy
- Annotated examples of teaching materials, in some cases describing their link to evidence-based teaching practices
- Course maps
- Annotated examples of assessments and rubrics
- Teaching innovation statement
- Examples of teaching materials that have changed over time
- Active participation in and incorporation of professional development in teaching
- Analysis and reflection that explicitly documents considerations of differences between student
- Materials from committees, working groups, presentations, workshops, articles, and books on teaching and learning
- Teaching-focused grants
- Meaningful support of critical and complex courses or experiences in the program (e.g., capstone, clinical experiences)
- Leadership roles in teaching and learning (e.g., chair of curriculum committee, coordinator of assessment)

Teaching materials that have changed over time

"[C]onsider including one or more pairs of syllabi or excerpts from syllabi to illustrate specific changes that you have made in your courses. This is typically done with 'before' and 'after' examples that include an explanation about the changes including their rationale/motivation and their impact."

CTAL resource: <https://ctal.udel.edu/documenting-your-teaching/>

Examples of Evidence: Peers

- Reviews of syllabi
- Reviews of teaching materials
- Teaching observations
- Structured feedback
- Descriptions of teaching-related mentoring relationships (from mentors and mentees)
- Feedback on teaching-related workshops and talks
- Feedback on teaching-related service e.g., committees
- Feedback on teaching-related collaborations e.g., team-taught courses, cross-disciplinary teaching workshops
- Peer-awarded teaching awards and recognition
- Descriptions of and feedback from community collaborators

Peer Observations

CTAL resource:

<https://ctal.udel.edu/faculty-perspectives-mentoring-and-peer-observations/>

What is peer observation?

Peer observation is a process in which one faculty member observes and provides feedback on the teaching practices of another faculty member. It is a collaborative approach that allows colleagues to learn from each other, share expertise, improve their teaching skills, and document teaching.

During peer observation, a designated observer visits a colleague's classroom and attentively observes various aspects of the teaching process, such as instructional methods, student engagement, classroom management, and assessment strategies. The observer may also review course materials, syllabi, and assessments to gain a comprehensive understanding of the teaching context.

Following the observation, the observer provides constructive feedback to the observed faculty member. This feedback typically focuses on the strengths of the teaching observed and offers suggestions for improvement or alternative approaches. The feedback should be specific, actionable, and geared towards enhancing the observed faculty member's teaching effectiveness.

Peer observation can involve in-person classroom observations, where the observer attends a face-to-face class session, or it can be conducted through the review of recorded teaching sessions or online courses.

Documenting observation of peers

Why might someone wish to engage in peer observation?

What are the types of peer observations?

What do peer observations look like?

Sample University of Delaware Forms and Guidelines

Examples of Evidence: Students

- Student survey results (including mid- and end-of-semester surveys)
- Solicited and unsolicited student letters and messages and other informal student feedback
- Evidence of learning e.g., examples of completed assignments, feedback about student learning from students, feedback about student learning from others
- Exit surveys
- Post-graduation surveys
- Feedback related to mentoring and advising e.g., post-advising survey results
- Student placement or success data
- Examples of successful student advising and mentorship
- Publications or other collaborations with students

Student Survey Results

3. Analyzing

Depending on the type of data which were collected, analysis may be more qualitative, quantitative or a combination of the two. Before analysis however, it is important to de-identify any data that has been collected, if it was not already anonymized at the point of data collection. Collecting anonymous data gives students more freedom to express any (hopefully constructive) criticisms of the class as well as removing any bias the instructor might have towards certain students.

Quantitative data is comparatively easier to work with than qualitative data but unless it is well targeted and the research questions are well developed, it is often harder to derive meaningful feedback using this approach. Best practices in terms of collecting and analyzing qualitative course data can be found in the references section below.

No matter what kind of feedback is developed as part of the course, it is generally a good idea to analyze the data for themes and patterns in responses. While the feedback of a single participant might be useful, aggregated data is often more indicative of the general perception of the class. As much of the data received from student feedback is qualitative, it is likely that this data will need to be coded or condensed to elicit these themes in responses. Trends which may be of particular interest include the progression or changes from mid to end of semester, or from semester to semester. This is also a way to examine and track any changes in student performance or course experiences resulting from pedagogical changes which have been made. It can often be useful to develop a narrative based on the course feedback and changes made to the class that resulted from this feedback. Writing the feedback into a narrative forces the instructor to reflect on the course and what they may, or have changed, and can be useful in other circumstances beyond simply improving the given course, for example in preparing a teaching dossier or similar.

Finally, for courses consistently taught over time, improvements in feedback and evaluations can also be examined between important timepoints such as from the 2 year to 4 year review – assuming that the same, or similar data has been collected, and that it can be compared over various timeframes.

4. Representing & Reflecting

When deciding how best to represent and reflect student feedback data it is important to think about the target audience. The following will focus on documentation and representation of student feedback in the dossier, such as including a summary of the data over time for purposes such as promotion and tenure.

4.1 Display Options and Examples

4.2 Reflecting on Feedback

CTAL resources:

- <https://ctal.udel.edu/resources-2/mid-course-feedback/>
- <https://ctal.udel.edu/faculty-perspectives-student-course-feedback/>

Ways to think about the TQF in the Context of Evaluations

- Annual Appraisal and Planning – “Assignment of Evaluation and Merit Scores”
- Peer Evaluations and Contract Renewal
- Promotion and Tenure

Takeaways

- TQF provides a framework for defining teaching excellence, but units need to consider how they will use the framework
- The examples within the TQF are not exhaustive and there are many way that teaching excellence can be demonstrated
- There are three primary types of evaluations were the TQF could be useful in creating required elements of demonstrated teaching excellence
 - Annual appraisal and planning
 - Peer Reviews
 - P&T

QUESTIONS?????