Report of the Senate Ad Hoc Teaching Evaluation Committee

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Committee convening bimonthly from January 2023-March 2024

EXECUTIVE SUMMARY OF THE REPORT OF THE AD HOC COMMITTEE ON TEACHER-COURSE EVALUATION
March 2024

The Committee charge from Senate Council included (i) reviewing past actions and present status of the current Teacher-Course Evaluation survey (TCE), along with standards and best practices for such surveys; and (ii) recommending steps to improve the teacher-course evaluation process, understanding the need to recognize and, to the greatest extent possible, minimize bias at the University of Kentucky (UK).

The committee's work, which spanned three semesters (Spring 2023 through Spring 2024), included investigating prior Senate activities to address teaching evaluation, review of the scholarly literature with a focus on systematic reviews and guidelines for evaluation of teaching, and reviewing the current practices of 40 peer institutions. We also completed a two-pronged approach to evaluating teaching-evaluation at the University of Kentucky (UK)- 1) a description and use of predictive modeling using institutional data and 2) a mixed methods approach to under key stakeholder's (i.e., students, faculty, and administration) use of and recommendations in regard to teaching evaluation at UK.

In accordance with its charter, the committee reached consensus on ten recommendations; detailed rationales/justifications for each are included in the full report.

1. *The current instrument, known as the Teacher-Course Evaluations (TCE), should be considered only a measurement of the student's perception of the learning experience and titled accordingly. Similarly, the TCE should include items that are able to produce a valid and reliable measure of the same.*
2. *The committee recommends that the survey of the student's evaluation of the learning experience be titled Survey of Student Learning Experience (SSLE).*
3. *Items of the SSLE should be applicable to all teaching modalities (i.e., in-person, online, hybrid, asynchronous, etc.) and phrased accordingly. Future efforts to address teaching evaluation should evaluate and adapt current items to accommodate this recommendation.*
4. *The measure of the student's perception of the learning experience should be one of multiple sources of the evaluation of teaching or course quality. The evaluation of teaching effectiveness and course quality should include two additional metrics, to represent the three relevant perspectives of teaching and learning- 1) peers or content expert, 2) student experience as a learner, and 3) self (instructor). Specifically, evaluation tools representing these broad categories could include peer evaluation/observation, alumni letters, exit exams or success on professional licensure exams, student exit interviews, and/or mid or periodic course reviews. All sources of evaluation should include a described process of self-reflection because substantive change is contingent on this iterative practice. Standardized rubrics or templates for self-reflection and peer observation should be adapted by a unit.*
5. *Students should be offered resources on providing constructive feedback.*
6. *Instructors should be provided with resources on interpreting students' evaluation of the learning experience and approaches to improve teaching.*
7. *To the greatest extent possible, the university unit should surveil and delete student feedback relaying inappropriate or abusive comments and personal attacks prior to providing the course evaluations to instructors.*

8. *In the case of response rates that do not meet the threshold for reporting survey results, aggregated data by instructor and course over time should be made available to faculty. These results are important for multiple reasons including but not limited to, the improvement of courses and teaching.*
9. *Mechanism to improve the response rates for the survey of the student's perception of the learning experience (proposed SSLE) should be integrated into courses. A not exhaustive list includes: 1) reinforcing the value of the survey by providing examples of positive course changes that resulted from student feedback, 2) reminder systems, 3) dedicated class time to complete surveys, and 4) a clear description of the purpose and directions for completion of the survey how the survey results are used at multiple time points in the semester. The consideration of survey distribution platforms that are easily accessible and user friendly should be used.*
10. *Work on improving the evaluation of the student learning experience should continue and should involve all stakeholders.*

In addition, the consensus among the committee is that, considering the importance of evidence-based continual improvement of teaching to the mission of the university, and its relevance to academic policy, a new section of the Senate Rules is warranted to deal with course and teaching evaluation.

Accordingly, the committee recommends that a new section of Senate Rules be developed and titled "**Evaluation of Courses and Teaching**", and that that rule should state that the evaluation of teaching effectiveness and course quality shall include the three perspectives of teaching and learning: 1) peers or content expert, 2) student experience as a learner, and 3) self (instructor). Implementation shall be tailored to meet the needs of colleges/unit.

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1.0 COMMITTEE CHARGE

The charge to the committee is as follows:

> *The Senate Council has appointed this subcommittee to undertake a two-part activity related to UK's teacher-course evaluations. First, the committee is charged with reviewing aspects such as (but not limited to) the following:*
> - *past relevant faculty reports on teacher-course evaluations*
> - *the current TCE survey instrument*
> - *potential new software for TCE survey distribution*
> - *appropriate uses of TCE results*
> - *national standards*
>
> *The second part of the activity is for the committee to provide recommendations, based on national best practices, to improve UK's teacher-course evaluation process broadly, including suggestions to decrease bias.*

OF NOTE: TCE refers to the currently used version of student survey of the instructor and course titled "Teacher Course Evaluations". UK refers to the University of Kentucky.

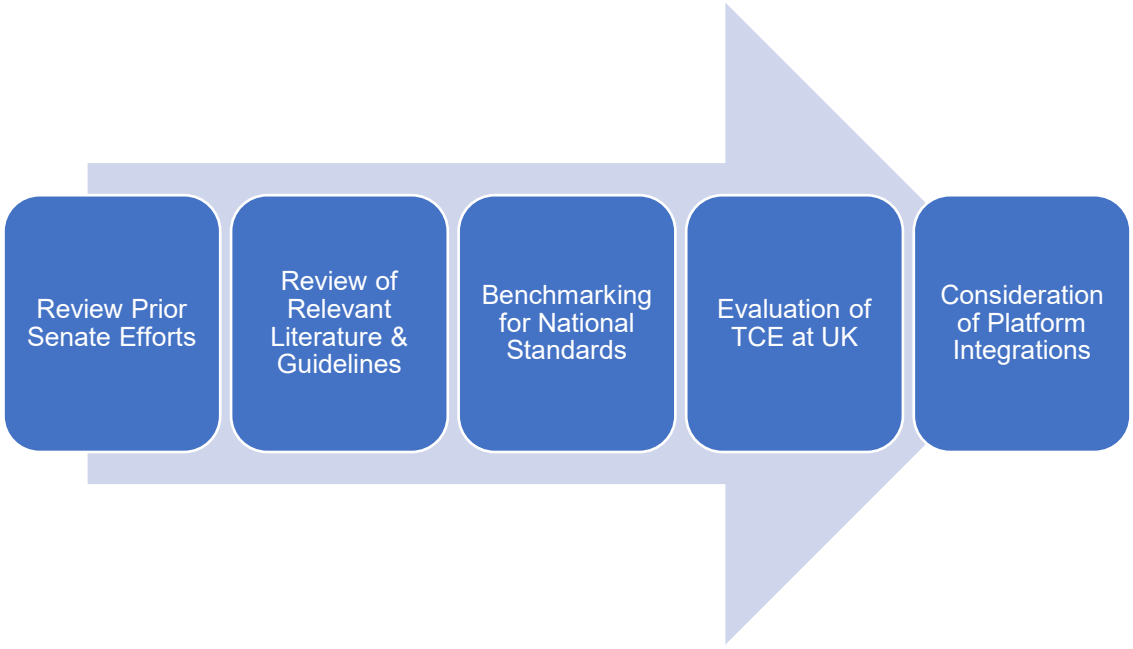
2.0 RATIONALE FOR COMMITTEE CHARGE

In recent years significant efforts have been made to improve the evaluation of teaching among 1) institutions of higher education and 2) organizations representing U.S. research institutions.[1,2] These efforts are based on the recognized limitations of the historical use of metrics, most notably the student evaluation of teaching.[2] Specifically, recognized as a student survey, the student evaluation of teaching has been widely recognized as a biased metric (i.e., racial, ethnic and gender bias, non-responses bias and measurement bias).[3-7] Similarly, teaching evaluation has not been systematically evaluated by a Senate committee since 2017.

3.0 APPROACH TO CHARGE

A multipronged approach was used by the committee to address the charge (Figure 1). First, the committee reviewed the recommendations proposed by the Senate Ad Hoc Teaching Evaluation Committee appointed in 2016 with careful consideration of the recommendations proposed versus those approved by Senate. Second, we reviewed relevant literature. Due to the extensive literature on teaching evaluation, our review was narrowed to systematic reviews and guidelines. Third, we completed a review of the processes and procedures along with efforts to revise teaching evaluations at peer institutions. Fourth, we embarked on a two-pronged approach to evaluate TCEs at the UK. Finally, we considered the integration of available platforms for the administration of the current UK version of the student evaluation (TCE).

Figure 1. Approach to Recommendations.



4.0 CURRENT TEACHER COURSE EVALUATION (TCE)

In 2015 a standard set of TCE questions were approved by Faculty Senate. There are four student information items asking:

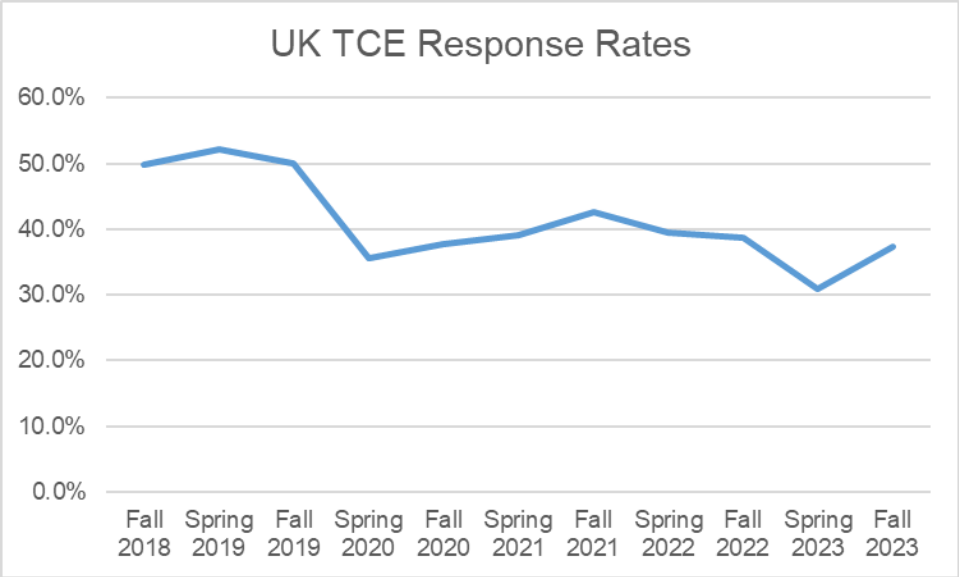
- student's *classification* (i.e., *Freshman, Sophomore, Junior, Senior, Graduate or Professional*);
- *main reason for taking the course* with select all options of it is a *required course*, is *an elective*, and/or *covers a topic I am interested in*;
- *expected grade* in the course is an additional item (response options: *pass/audit, I, E/Fail, D, C, B, A*);
- *the hours spent per week in the course (excluding class time)* with response options of *<1 hour, 2 hours, 3 hours, 4-5 hours, 6-7 hours, 8 hours or more*.

There are six course specific items which use a 6-point Likert-type scale with options of *Strongly Disagree*, *Disagree*, *Neither Disagree or Agree*, *Agree*, *Strongly Agree* or *Choose not to Rate*. The six items included the stems: 1) *the course was well organized*; 2) *class meetings contributed to my learning of the course content*; 3) *grading in the course was fair*; 4) *assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material*; 5) I *understand how the final grade will be calculated in the course*; and 6) *I consider [S$NAME] to be a quality course*. There are also two open response options asking 1) *Which aspects of the course were most helpful? Why?* and 2) *Which aspects of the course would you change? How and Why?*

There are seven multiple choice items and two open response questions assessing the quality of the instructor. Because instructor assessment is outside of the scope of the committee charge, further detail is not provided in this report but can be found at the UK TCE Webpage.

When considering the current state of teaching evaluation at UK, the response rate of the currently used tool, the TCE, was a relevant consideration. The response rates for TCE participation by college and semester were obtained. The university TCE response rate for Fall 2023 was 37.4%. From 2018-Spring 2020, the overall UK TCE response rates were approximately 50%. In the COVID-19 affected time-period (Spring 2020-Fall 2023), UK TCE response rates were notably lower than the unaffected time period with a range from 30.9% to 42.5% (Figure 2). TCE response rates are highly variable by college/unit (range: 12.6%-100%; See Appendix 1).

Figure 2. Trend of TCE Response Rates



5.0 HISTORICAL EFFORTS TO ADDRESS TEACHING EVALUATION

In 1994, the Senate approved (28 in favor, 26 opposed, and three abstaining) a motion stating: “To pertain to the undergraduate courses of the University of Kentucky. Course and teaching evaluations will be administered as they have been in previous years and the results, with the exception of written comments, will be made available in a form most accessible to all students.” After the 1994 vote, the Senate Rules and Elections Committee (SREC) interpreted the above to mean that the “written comments” on course evaluations are not to be made available by the University to third parties. The SREC also opined that the University Senate’s policy for release of numerical course ratings only applied to undergraduate courses.

In 2015, the Senate passed a motion (50 in favor, 9 opposed and 3 abstaining): 1) accepted the report by the ad hoc Committee on Teacher-Course Evaluations; 2) endorsed the mandate that these questions will be the common questions that all programs will use on their

TCE with exceptions made for courses with certain characteristics; and 3) requested that the implementation, which must be endorsed by the Senate, of the new questions be effective as soon as practically possible.

In 2016, a motion was approved (67 in favor and 3 opposed) that made the numerical scores from TCE available to students and faculty (i.e., no written comments). Intramural access to TCE results concerning either course academic content or instructor performance continued to be managed in accordance with existing academic policy of the University Senate and administrative faculty personnel policy (AR 2:1), with the recommendation that course instructors with a supervisory role in a course (course directors, course coordinators) and the department chairs and the college deans of the unit housing the course had access to both numerical and written comments of instructor performance for all instructors in that course. To safeguard student anonymity and comply with FERPA, any results (numerical ratings and written comments) for classes with < 5 TCE responses were not available to anyone. However, results were included in the aggregated UK, College, and Departmental TCE means.

6.0 POTENTIAL NEW SOFTWARE DISTRIBUTION PLATFORMS

In January 2023 the committee was informed that the UK contract with the currently used software platform was soon to expire and the university was pursuing product demonstrations to evaluate the features of other vendors of teaching evaluation distribution software. The chair of the Senate Ad Hoc Teaching Evaluation Committee attended the demonstrations to consider product features that relate to the committee charge. Administration actively sought feedback from the committee chair after evaluating the products which was provided in both written and verbal form. The features of the software programs were considered when developing the recommendations below.

7.0 POTENTIAL USES OF TCE RESULTS

The committee developed this document to align with the committee's charge as written. For this section, the committee will refer to the Recommendations (Section 10) for the committee's recommendation regarding TCE use based on our approach to the committee's charge as described above.

8.0 BENCHMARKS INSTITUTIONS/NATIONAL STANDARDS

The committee completed a thorough review of benchmark universities. The committee used *University Benchmarks* list provided by the *Institutional, Research Analytics and Decision Support* (IRADS) office and the *Office of Strategic Planning and Institutional Effectiveness*.[8,9] In addition to this list, we met with the Claire Berg the Higher Education Project Assistant for the *Association of American Universities* which has developed a learning community to address teaching evaluation at research institutions of higher education (Claire Berg personal communication). During this conversation, additional institutions using innovative approaches to teaching evaluations were identified and included in our Benchmark Table (Appendix 2). In total, 40 institutions were included in our review. The committee highlighted the key aspects of the institution's approach to evaluation and identified significant innovations for consideration of the committee for recommendation development.

9.0 ANALYSIS OF TEACHER COURSE EVALUATION SCORES

9.1 Overview and Introduction. The committee recognized the importance of fully characterizing the state of TCE at UK. As such, the committee used two approaches to evaluate and describe TCE at the university (aim of this portion of our charge) which we will describe methodologically below. First, the committee used the resources and data available from the office of IRADS. IRADS is a UK entity which provides data and analytic support to students, faculty, staff, and administrators. For this purpose of this committee's work, IRADs provided the data and analytics to "anticipate, read and react to institutional trends and optimally position the University to achieve strategic plan goals and utilize data throughout the decision-making process."[10] Specifically, the TCE data and SAP HANA Employee (instructor) data was merged and analyzed by IRADS. IRADS then provided deidentified results to the committee to consider as they developed recommendations. Second, the committee identified potential gaps in the available IRADS data such as some relevant demographic characteristics (e.g., instructors whose first language is not English). Consequently, the committee solicited input from three key stakeholders (students, instructors, and administrators) using a mixed methods approach.

9.2 IRADS TCE Analysis.

9.2.1. Methods/Data Analysis.

Data was extracted by IRADS Provost Assistant Senior and Institutional Research Analyst. The data extracted (Table 1) was approved by the committee in consultation with the committee's biostatistician.

Table 1. Table of IRADS Data Extracted

1. Academic Term
a. Academic Year and Academic Term ID as separate columns also works
b. Would like to have Fall and Spring Terms for the past five years (2018-19 to 2022-23), if possible in order to look at pre- and post-pandemic
2. Class
a. Include Object ID if possible
3. Section
a. Include Object ID if possible
4. TCE Score
a. Would prefer one row per Academic Term, Class and Section and Student for Course Quality and Teaching Quality in order to potentially look at the count and distribution of responses
i. If not available, will utilize Course Quality Mean and Teaching Quality Mean and have one row per Academic Term, Class and Section
5. Instructor
a. Include Person ID if possible (for joining purposes)
6. Class College
7. Class Department
8. Class CIP Code
9. Class Level
10. Class Credits
11. Class Section Location (e.g. Main Campus)
12. Class Section Delivery Mode (i.e. Modality)
13. Class Section Building
14. Class Section Capacity
15. Class Section Enrollment

16. Class Section Weekly Schedule (e.g. MWF)
17. Class Section Begin Time
    a. Will develop hierarchy to select the "Primary" Event (e.g. Lecture vs. Lab, etc.)
18. Class Section – Part of Term (Y or N)
19. Class Section – Utilizes Canvas (Y or N)
20. Instructor College
21. Instructor Department
22. Instructor Employee Group (Faculty, Staff, Students)
23. Instructor Position
24. Instructor Position Begin Date
25. Instructor Rank
26. Instructor Title Series
27. Instructor Highest Degree Level
28. Instructor DOE Instruction %
29. Instructor Gender
30. Instructor Age
31. Instructor Ethnicity
32. Instructor Residency Status

Descriptive statistics, including means and standard deviations or frequency distributions, were used to summarize the variables. TCE item data relevant to the committee charge was reported. Specifically, the first item was question 10 on the TCE (Q10)- "I consider this to be a quality course" which used a 5-point Likert scale with 1=*Strongly Disagree* and 5=*Strongly Agree*. The second item was question 19 on the TCE (Q19)- "The instructor provided quality teaching" using a 5-point Likert scale (1=*Strongly Disagree* and 5=*Strongly Agree)*. Parsimony in the nuanced data available was considered in the analytic approach; as such, when reporting the descriptive statistics of the variables included in the analysis, some variables were collapsed into natural stratifications.

To identify factors predicting TCE scores, linear mixed modeling was used (PROC MIXED [Version 9.4 of SAS]). Covariates were examined one at a time. ANOVA main effects terms without interaction were used with random effects terms estimating a variance component to account for correlations in multiple TCE scores from the same instructor. Interactions were considered but not tested; they could be included following this initial stage of modeling. Missing data was coded as a unique level of the class variables where appropriate, and remaining missing data was excluded via listwise deletion. Variable selection was performed in a forward stepwise manner using the Bayesian information criterion (BIC).

9.2.2 Results.

The sample included academic years 2018-2023. In total, 618,821 teacher course evaluations were included in the analysis. The averages and standards deviations for Q10 and Q19 are included in Tables 2-3 and Appendix 3.

When controlling for other variables in the model predicting the TCE item of “I consider this to be a quality course”, developmental/remedial and program-required courses were evaluated less favorably, while professional and graduate courses (or mixed undergraduate and graduate courses) tended to be evaluated more favorably. Of the variables considered, course level was the most useful variable for predicting course scores. Evaluations in academic years 2023 and 2020 tended to be very slightly more favorable than those in other recent academic years. Distance learning courses (except hybrid) tended to be evaluated slightly less favorably than traditional or off-campus courses. There is variation across colleges, both in terms of which colleges are hosting the courses and which colleges are employing the instructors. There is a slight tendency for evaluations to be less favorable for instructors who are not citizens. Some instructors appear to obtain consistently higher course scores than others. A so-called "instructor effect" is estimated to have standard deviation about 0.39. The unpredictable of the variables considered is recognized with a "prediction error" estimated to have standard deviation about 0.94.

When controlling for other variables in the model predicting the TCE item of “the instructor provided quality teaching”, instructors of developmental/remedial and program required courses tended to be evaluated less favorably, while instructors of professional and graduate courses (or mixed undergraduate and graduate courses) tended to be evaluated more favorably. Course level is perhaps the most useful variable for predicting instructor scores, among the variables considered. Distance learning courses (except hybrid) tended to be evaluated slightly less favorably than traditional or off-campus courses. There is some tendency for evaluations to be less favorable for instructors who are not citizens or who are racial/ethnic minorities. There is some variation across colleges, in terms of which colleges are hosting the courses. Evaluations from the most recent academic years tended to be very slightly more favorable than those from a few years back. Older instructors tended to receive very slightly less favorable evaluations. There is slight variation associated with instructor credentials (highest degree). Some instructors appear to obtain consistently higher instructor scores than others. A so-called "instructor effect" is estimated to have standard deviation about 0.39. The unpredictable of the variables considered is recognized with a "prediction error" is estimated to have standard deviation about 0.87.

Table 2. Overall Sample.

	Academic Term Id		
Academic Year	Fall	Spring	Grand Total
2018-19	80,149	69,758	149,907
2019-20	81,374	52,586	133,960
2020-21	57,142	52,583	109,725
2021-22	62,963	55,271	118,234
2022-23	62,566	44,429	106,995
Grand Total	344,194	274,627	618,821

Table 3. Class College

Class College	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Ag, Food and Environment	31,267	4.32	0.93	4.46	0.86
Arts and Sciences	256,390	4.02	1.08	4.22	1.03
Business & Economics	51,872	4.17	0.99	4.30	0.98
Communication and Infor..	37,317	4.27	0.93	4.42	0.89
Design	5,614	4.19	1.03	4.28	1.03
Education	30,167	4.38	0.89	4.51	0.83
Engineering	57,692	4.03	1.04	4.22	0.98
Fine Arts	29,154	4.40	0.88	4.52	0.81
Graduate School	2,814	4.37	0.89	4.50	0.84
Health Sciences	18,425	4.28	0.93	4.45	0.84
Medicine	38,638	4.19	0.94	4.35	0.86
Nursing	23,961	4.23	0.94	4.43	0.86
Public Health	11,192	4.18	1.01	4.37	0.93
Social Work	10,913	4.18	1.00	4.25	1.02
Undergraduate Education	6,967	4.00	1.05	4.52	0.77
Grand Total	612,383	4.13	1.02	4.31	0.96

NOTE: Q10- "I consider this to be a quality course"; Q19- "The instructor provided quality teaching" using a 5-point Likert scale (1=*Strongly Disagree* and 5=*Strongly Agree)*

9.3 TCE Analysis- Student, Instructor and Administrator Survey Approach

The survey data approach to understanding TCE at UK aimed to:
1) understand the use of TCE by faculty, students, and administrators to improve instruction and courses and
2) determine if instructor, course, or college characteristics predict a high or low TCE score (course evaluation survey only).

9.3.1 Design, Sample, Recruitment and Data Collection Procedures.

The committee determined that in addition to the IRADS TCE analysis approach additional data was required to be responsive to the charge. As such a mixed methods approach was used to collect data from the three key stakeholders of TCE- students, faculty, and instructors.

Course Evaluation. Due to the data collected in our Course Evaluation Data Collection Survey, Institutional Review Board approval was required (IRB # 86516). REDCap ® version 13.11.1 was used for data collection and management of the Course Evaluation survey distributed to instructors via email using the University Senate list serve. The REDCap® econsent framework was used during the informed consent process where risks and benefits of project participation were explained to potential participants. Items from the Course Evaluation Data Collection Tool are presented in Appendix 4.

Instructor Evaluation. An additional data collection tool was developed by the committee and directed at the use of TCE by administrators. The results presented in this report will pertain to the committee charge. This survey was distributed using a University Senate list serve of

administrators. Qualtrics® software was used for data collection. See Appendix 4 for the survey items.

Student Evaluation. An additional data collection tool was developed by the committee and directed at the use of TCE by students. This survey was distributed by our Student Government Association representatives using their list serve. Qualtrics® software was used for data collection. See Appendix 4 for the survey items.

9.3.2 Qualitative Data Analysis

The written responses to the questions 42-44 were included in the qualitative data analysis (Appendix 4). During data analysis, all written responses were coded using constant comparative analysis.[11] Priori codes were developed based on prior research in the area of uses of student evaluations of teaching by instructors. An example of an a priori code is "written feedback" and an example of a code that emerged from the data was "low response rates." Initially, line-by-line coding to identify substantive codes was used during data analysis.[12] Next, the data was categorized using constant comparative methods.[13] Finally, codes were collapsed into central themes.[13] In total there were 48 themes alone which are included in Tables 5-8. Direct quotes from participants are provided in the findings to ensure that the essence of the responses is reflected in the report of the survey findings.[14]

9.3.3 Quantitative Data Analysis

Descriptive statistics, including means and standard deviations or frequency distributions, were used to summarize the study variables**.** Descriptive of the Course Evaluation survey sample are at the instructor level. The analysis of TCE results is by course.

To obtain the p-values, PROC MIXED (Version 9.4 of SAS) was used to fit linear mixed models and one-way ANOVA's in which average course score and average instructor score were permitted to change with different covariate values. Covariates were examined one at a time. However, because some survey participants reported more than one course TCE score, which goes against the assumption of independent observations for a one-way ANOVA, the linear mixed models were permitted to include random intercepts for survey participants. ANOVA main effects models without interactions terms were used with random effects for respondents to account for correlations in multiple self-reports from the same respondent. Interactions were considered but following this initial stage of modeling.

Variable selection was performed in a forward stepwise manner using the Akaike Information Criterion. The Akaike Information Criterion (AIC) is a score assigned to a model which balances the model's fit to the present data versus its ability to generalize to future data. Mathematically, the AIC is proportional to the negative log likelihood plus the number of parameters in the model. Missing data was excluded from this analysis. The results were then based on 137 observations from 62 distinct people. The AIC decreased from 166.8 (no variables) to 153.2 (adding perception of difficulty in understanding) to 146.0 (adding typical class size) to 144.3 (adding teaching professional students) to 143.8 (adding race).

Regarding the instructor rating an ANOVA main effects models with interactions were used. Some two-way interactions were noted. First selected variables were selected for main effects. The AIC decreased from 144.3 (no variables) to 123.3 (adding perception of difficulty in understanding) to 115.2 (adding typical class size) to 112.3 (adding race) to 109.5 (adding age) to 108.2 (adding time teaching in higher education) to 107.5 (adding teaching professional students). When two-way interactions were considered, including interaction between typical

class size and age improved the AIC to 103.9. Also including interaction between age and time teaching in higher education improved the AIC to 102.5. SAS©, version 9.4 (Cary, NC) was used during data analysis. An alpha of .05 was used to determine statistical significance for inferential testing.

9.3.4 Quantitative Results

The sample consisted of TCE results from a host of colleges with College of Arts and Sciences (22.2%) and Engineering (11.1%) highly represented. There was an even distribution of instructor responses between the age groups of 35-44, 45-54 and 55-65 years of age. Similarly, the years taught in higher education and UK were evenly distributed between groups. The majority were in the regular title series (67.5%). Although some faculty taught both graduates and undergraduates, the majority did instruct an undergraduate course (79.5%). The highest percentage of instructors taught courses with a class size of 10-30 students (43.9%). Additional demographic information of respondents is described in Table 4.

Table 4. Description of Sample.

College	N (%)
College of Agriculture, Food and Environment	13 (8.5%)
College of Arts and Sciences	34 (22.2%)
Gatton College of Business and Economics	9 (5.9%)
College of Communications and Information	12 (7.8%)
College of Dentistry	1 (0.7%)
College of Design	2 (1.3%)
College of Education	6 (3.9%)
College of Engineering	17 (11.1%)
College of Fine Arts	13 (8.5%)
College of Health Sciences	5 (3.3%)
J. David Rosenburg College of Law	1 (0.7%)
College of Medicine	15 (9.8%)
College of Nursing	9 (5.9%)
College of Pharmacy	4 (2.6%)
College of Public Health	6 (3.9%)
College of Social Work	4 (2.6%)
Lewis Honors College	2 (1.3%)
Age	
< 35 years	14 (9.3%)
35-44 years	44 (29.3%)
45-54 years	44 (29.3%)
55-65 years	36 (24.0%)
> 65 years	11 (7.3%)
Prefer not to answer	1 (0.7%)
Years taught at the University of Kentucky	
< 5 years	37, 24.0%
5-9 years	40, 26.0%
10-19 years	46, 29.9%
20-29 years	25, 16.2%
>30 years	6, 3.9%
Years you have taught higher education courses.	
<5 years	18 (11.6%)

5-9 years	21 (13.5%)
0-19 years	57 (36.8%)
20-29 years	42 (27.1%)
>30 years	17 (11.0%)
Title Series	
Regular Title series	104, (67.5%)
Special Title series	24 (15.6%)
Clinical Title series	3 (1.9%)
Lecture Title series	20 (13.0%)
Research Title Series	2 (1.3%)
Extension Faculty Title Series	1 (0.6%)
Librarian Faculty Title Series	0 (0.0%)
Teaching Graduate versus Undergraduate Student	
Undergraduate	124, 79.5%
Graduate	103, 66.0%
Professional	21, 13.5%
Nondegree seeking	10, 6.4%
Class Size	
<10 students	11 (7.1%)
10-30 students	68 (43.9%)
30-50 students	33 (21.3%)
50-70 students	10 (6.5%)
70-100 students	8 (5.2%)
100-150 students	12 (7.7%)
150-200 students	5 (3.2%)
>200 students	8 (5.2%)
Terms best express how you describe your gender identity	
Man	69 (44.2%)
Woman	79 (50.6%)
Other (Non-binary, Trans man/Transgender Man/FTM, Trans woman/Transgender Woman/MTF, Genderqueer, Genderfluid, Gender variant, Questioning or unsure of your gender identity)	2 (1.2%)
Prefer not to answer	8 (5.1%)
Best represents how you think of yourself	
Straight	130 (83.3%)
Other (bisexual, lesbian, queer, polysexual, omnisexual, sapiosexual or pansexual, asexual)	16 (10.1%
Prefer not to answer	11 (7.1%)
Identified Race	
White - for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.	126 (83.4%), 5 (3.3%)
Black or African American (Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)	7 (4.6%)
Chinese	12 (8.0%)
Other (American Indian or Alaska Native, Filipino, Asian Indian, Vietnamese, Korean, Japanese, Other Asian - Pakistani, Cambodian, Hmong, Native Hawaiian - Samoan, Chamorro, Other Pacific Islander - Tongan, Fijian, Marshallese, etc., American Indian or Alaska Native American Indian or Alaska Native, Other not specified)	
Prefer not to answer	6 (4.0%)
Impression that people here find the way you speak difficult to understand?	
Yes	27 (17.4%),
No	128 (82.6%),
Prefer not to answer	0 (0.0%)

"What do you think the reason is (above item)	
My first language is not English, I have a non-native accent in English	11 (13.9%)
Other (My first language is English, but not American English, I have a regional accent [Appalachian, Southern, New York, etc.], My race or ethnicity, My gender, My sexuality, I do not know	10 (12.7%)
My rate of speech (too fast, too slow)	11 (13.9%)
Not applicable	51 (64.6%)
Do you currently use teaching course evaluation (TCE) results to improve your teaching or course?	
YES- I do use items, comments or total scores.	131 (84.0%)
NO- I do not use TCE to improve teaching or courses.	25 (16.0%)

9.3.4.1 Predictive models

Linear mixed modeling was used to predict the course rating from a subset of the following variables (age [≥45 years of age vs. ≤ 44 years of age], typical class size [≤ 30 vs. > 30], college [health care college vs. otherwise], time at the University of Kentucky [≥10 year vs. ≤ 9 years], time teaching in higher education [≥ 10 years vs. ≤ 9 years], title series [regular vs. other], rank [assistant; associate; full; lecturer/senior lecturer], student population [undergraduates graduate professional, non-degree students], gender [male, female, prefer not to say], whether the person perceived others to have difficulty in understanding their speech [yes/no], race [Asian, Black or African American, prefer not to say, White], course number [100 or 200, 300 or 400, 500 and above], and sexual identity [straight, LGBTQ, prefer not to say]. The ANOVA main effects models excluded missing data and included 137 observations from 62 distinct persons. Variable selection was performed in a forward stepwise manner using the AIC. The AIC decreased from 166.8 (no variables) to 153.2 (adding perception of difficulty in understanding) to 146.0 (adding typical class size) to 144.3 (adding teaching professional students) to 143.8 (adding race).

The main effects of TCE course scores for the variables- perception of instructor speech, class size, student population and race- were included in the predictive models. Specifically, the expected course score is estimated to be .345 higher when an instructor did not perceive that others do not have difficulty understanding their speech when compared to those who did not. The TCE course scores were approximately .276 higher if an instructor's typical class size includes fewer than 30 students. TCE course scores were .358 lower if the instructor taught professional students. Similarly, the TCE scores were .345 lower is the instructor was Asian, .055 lower if they were Black/African American, and .261 lower if they preferred not to answer. If one uses the model to make a prediction for course rating, about 66% of the predictions will be good to within 0.394. It should be recognized that the 66% prediction is potentially overestimated because it disregards uncertainty in the parameter estimates (e.g., 0.345).

The main effects of TCE instructor scores for the variables- perception of the instructor speech, class size, age, student population, instructor teaching experience in higher education, and race- were included in the predictive model. Specifically, the expected instructor score is estimated to be .38 higher when an instructor did not perceive that others do not have difficulty understanding their speech when compared to those that did not. If an instructor was less than 45 years of age, their TCE instructor scores were .423 higher and then .082 higher if the instructor typically taught courses less than 30 students. If the instructor taught in higher education for more than 10 years, the instructor score was 0.212 points lower. If an instructor

was older than 45 years of age and the typical class size taught was less than 30 students, the instructor TCE score was .421 points higher. The score was an additional 0.07 point if the instructor had been teaching in higher education for less than 10 years. The instructor score was 0.263 point lower if the instructor taught professional students. The scores were 0.381 points lower if the instructor identified as Asian; 0.061 points lower if they identified as Black/African American; and 0.245 if they preferred not to answer. The standard deviation of the model was 0.32.

In summary, course ratings could be predicted using models and the variables of faculty perception of speech, class size, student population and race. Similarly, the instructor score could be predicted by the variables of faculty perception of speech, class size, age, student population, and race. Of note, the instructor scores were slightly more predictable than course scores, yet recognized as not highly predictable.

9.3.5 Qualitative Findings.

Common themes among the three key stakeholder groups were identified. Specifically, low response rates, the utility of qualitative feedback versus the numeric scores, personally attacking comments, need for additional mechanisms to measure the quality of teaching and learning, and the limited ability of a student to evaluate teaching and learning while in the course being evaluated.

One faculty member commented, “TCEs limit my ability to innovate in my course and influence the choices I make about teaching. If I try something that students find challenging, even if it increases their learning, it will negatively affect my TCE scores. This is something I have to consider and limits what I feel I can do in the classroom…”

Table 5. Instructor Thoughts on TCE Qualitative Response Themes (N = 144)

• Comments are of use (seems to be a driver of the use scores) • Faculty are soliciting feedback outside of the TCE • Response rate is a concern/poor sampling • Concerns about validity of the measure • Not a measure of teaching quality or learning, impact or skills obtained • In-person administration might improve response rates • Self-reflection and peer observations equally important tools to improve teaching • Course difficulty affects scores • Bias (gender, race/ethnicity, sexual identity; response) • Unit specific teaching evaluation development • Standards-based approach • TCE disincentivizes challenging assignments	• More effective tools to improve course (self-learning assessments) • Should be allowed to complete after final grades • Students are unable to assess “quality” for a course or instruction • Highly impacted by the grade the student will receive in the course • Triangulation (student surveys should not be the only metric) • Exiting surveys are used • Contradictory scores • Numeric scores are of little value • Some comments are personal and attacking • Incentivized student completion • Measure of customer satisfaction • Small class sizes/no TCE results • Should not be used for performance evaluation

Table 6. Instructor Use of TCE Results (N = 142)	
• Identify themes for improvement and change delivery, course design, syllabus, readings, exercises, transparency, new ideas, resources, structure of Canvas, course content, assignment timing (due dates), teaching style, identify challenging content areas for students, or assessments • Ensure students are "cared for" • Identify themes of areas done well • Unit requires below average unit scores to be reviewed with administrator • Comments are used for course adjustments • Do not use numeric scores • Use of comments	• Faculty are providing students with direction on effective feedback from the instructor perspective • Patterns and trends (numeric and repetitive comments) • Numeric values as an indication of satisfaction • Use as part of self-reflection • Guides the "student experience and engagement opportunities"

Table 7. Instructor Perception of Reservations About TCE- Qualitative Response Codes/Themes (*n* =130)
• Low response rates • Contradictory comments • Bias (bias towards specific instructor demographic characteristics AND response bias) • Lack of anonymity • No results provided for low census courses/Availability • Scoring system/Issues with items • Students as an evaluator/Reflection of student experience • Feedback is not useful (not feasible, not content or learning related, confusion on instructor role [TA vs. faculty]) • Reliability/Validity of the data • Timing of TCE is poor

Table 8. Instructor Recommendations About TCE- Qualitative Response Codes/Themes (*n* = 118 recommendations and 87 context of recommendation comments)	
Item Revision	
• Decrease the number of items • Increase the number of items • Increase opportunity for comments • Items on course difficulty • Anonymity • Student self-identification • Quality of course/teacher • Pre/Post evaluation • Discipline/Unit specific items	• TCE for clinical course/section • Potential for modification • Assess instructor success and addressing DEI in the course • Itemized scores • Student reflection on own investment in learning • Separate questions for DL • Do not have separate questions for DL • Challenge of course • Professional level items
Response Rates	
• Mandatory completion • Withholding grades until completion • Bubble sheets/Paper	

• In-person TCE completion • Marketing • Timing of TCE • Student incentives • Less onerous for student • Build as part of students' routine processes	
Other	
• Do not use TCE for PE or limit their weight • Student training on TCE and bias • Address outliers and normalize TCE scores • Remove personal comments about faculty • Report final average course grade • Report trend for faculty member • Report on student challenges as well as TCE	• Do not use TCE • Links from TCE to resources/gamified learning modules • Address small class issues- lack of receipt of TCE • Small focus groups • Mid-semester TCE (from CELT) • Improve return time to faculty • Address on-line specific issues • Outcomes focused • Restyle to student satisfaction or measure of learning experience • Self-reflection (from Context) • Recognition of significant course disruption (Context) • Self-Reflection • Observation • Peer observation • Observation by trained evaluators

10.0 RECOMMENDATIONS

This section will "*provide recommendations, based on national best practices, to improve UK's teacher-course evaluation process broadly, including suggestions to decrease bias"* as specified in the committee charge. The committee's recommendations are formatted in sections delineating the recommendation with rationale/justification. The recommendations are based on 1) strength of the evidence from the literature broadly, 2) statements from professional organizations, 3) benchmark universities, and 4) our analysis of teaching evaluation at the University of Kentucky as applicable. Methodologies for our approach to the analysis of teaching evaluation are described in detail in the respective report sections described in detail in the preceding and respective sections of the report, also aligning with the committee charge.

RECOMMENDATION 1. This recommendation is in alignment with the committee charge to identify "best practices" toward the improvement of "UK's teacher-course evaluation process broadly".

> **The current instrument, known as the Teacher-Course Evaluations (TCE), should be considered only a measurement of the student perception of the learning experience and titled accordingly. Similarly, the TCE should include items that are able to produce a valid and reliable measure of student perception.**

.

Rationale/Justification.

Literature. Dennin et al. (2018) stated that departments should be empowered to employ "agreed-upon metrics that go beyond student satisfaction surveys for each faculty member."[1]

Guidelines or Professional Organization Statements. In 2019 the *American Sociological Association* put forth their "Statement on the Student Evaluation of Teaching," which was endorsed by 23 national or international profession organizations. Their statement states that student evaluation of teaching questions "should focus on student experiences, and the instruments should be framed as an opportunity for student feedback, rather than an opportunity for formal ratings of teaching effectiveness."[2]

Benchmark Universities. Our committee reviewed the teaching evaluation process used by 40 universities. Of those who have recently considered their approach to teaching evaluation, the majority (e.g., University of Oregon, Vanderbilt University, University of Iowa, Penn State, University of Missouri) have recognized the students' evaluations of teaching (equivalent to UK TCE) as a measure of the student's learning experience as opposed to a measure of actual instructional effectiveness. Most compelling when formulating these recommendations was that of universities who received funding from national institutes (National Science Foundation, TEval) to identify best practices in teaching evaluation. The theme commonly identified by these universities is reflected in the quotes from Stanford University Evaluation and Research:

- *Students are well-positioned to speak of their satisfaction with their experience in a course (e.g., difficulty of content, engagement, or boredom) but are much less capable of assessing an instructor's teaching quality, effectiveness, and breadth of knowledge and scholarship.*
- *Research consistently fails to find evidence of a compelling correlation between measures of student learning and ratings of teaching quality and effectiveness.[3]*

Analysis of TCE at the University of Kentucky. In our qualitative approach to evaluation of TCE at the University of Kentucky from the perspective of the instructor to improve teaching, nearly 20% (25 of the 130 written comments) felt that students who have not yet completed the specified course were not in a position to accurately evaluate course quality or teaching effectiveness. This was a significant theme in both the survey item on reservations to the use of TCE results and on instructor thoughts on TCE. Specifically, one instructor commented, "TCE give students the ability to make anonymous comments about something they are not experts in (pedagogy)." Another instructor stated, "Students are not well-positioned generally to evaluate the quality of teaching or the quality of a course. They are in a good position to provide information about what happened or didn't happen in a course."

In our qualitative approach to evaluate TCE from the perspective of administrator evaluating faculty, one administrator stated, "TCE's are not a measure of student learning, they are a measure of student opinion (we have no measures that correspond to student learning)."

OF NOTE: Appendix 6 includes a Crosswalk of Current TCE items relative to validated scales of the student evaluation of teaching used at benchmark institutions.

RECOMMENDATION 2. This recommendation is in alignment with the committee charge to identify "best practices" toward the improvement of "UK's teacher-course evaluation process broadly".

The committee recommends that the survey of the student's evaluation of the learning experience be titled Survey of the StudentLearning Experience (SSLE).

OF NOTE: Other titles that were well received by the committee included Student Perception of Learning Survey (SPLS) and Student Perception of Learning and Teaching (SPOTaL).

Justification and Rationale.

The rationale of Recommendation 2 is based on the justification and rationale for Recommendation 1. Eight titles were developed with careful consideration of the accompanying acronym, which were ranked by the committee from most preferred to least preferred (1=most preferred and 8= least preferred). A total score based on the rank was calculated.. The scores with the least scores are represented above.

RECOMMENDATION 3. This recommendation is in alignment with the committee charge to identify "best practices", and to improve "UK's teacher-course evaluation process broadly", and a "suggestion to reduce bias".

The measure of the student's perception of the learning experience should be one of multiple sources of the evaluation of teaching or course quality. The evaluation of teaching effectiveness and course quality should include two additional metrics, to represent the three relevant perspectives of teaching and learning- 1) peers or content expert, 2) student experience as a learner, and 3) self (instructor).[4] Specifically, evaluation tools representing these broad categories could include peer evaluation/observation, alumni letters, exit exams or success on professional licensure exams, student exit interviews, and/or mid or periodic course reviews.[5] All sources of evaluation should include a described process of self-reflection because substantive change is contingent on this iterative practice.[5] Standardized rubrics or templates for self-reflection and peer observation should be created or adapted by a unit.[4]

Justification and Rationale.

Literature. Recommendation 3 is supported by the literature on teaching evaluation broadly.[6-10] A recent review of the literature identified over 100 articles conducted over the past 30 years.[10] Bias in SET are well-defined and involve various types bias including racial, gender and ethnicity bias [6-10], non-responses bias [11] and measurement bias defined as bias related to course characteristics such class time or the course is outside of a student's major.[10] As such, students' evaluation of the learning experience should not be used in isolation to evaluate course quality and/or teaching effectiveness.[6-9]

Guidelines or Professional Organization Statements. In 2019 the *American Sociological Association*'s "Statement on the Student Evaluation of Teaching states: "SET should not be used as the only evidence of teaching effectiveness."[2]

Benchmark Universities. In recent years universities throughout the U.S. have revised their approaches to teaching evaluation to address the recognized limitations of using an evaluation approach solely or heavily weighted on the student's evaluation of teaching or the equivalent of the UK TCE. Our team benchmarked over 40 universities. The overwhelming theme of those who have made recent revisions and, importantly, have participated in learning communities addressing teaching evaluation in higher education, have moved to triangulated models of teaching evaluation which include student evaluation or feedback, peer evaluation and self-reflection.[4 12-14] Notably the TEval group (University of Colorado Boulder, University of Massachusetts Amherst, and University of Kansas) has done work in this area for decades and supports this triangulated approach.[4] The peer evaluation rubrics, mid-term evaluations, and self-reflection documents used by benchmark universities are included in Appendix 7.[4 12-14]

Analysis of TCE at the University of Kentucky. Using qualitative analytic approach to evaluate our TCE survey responses, the recommendations and reservation's major themes describe the implications of low response rates, the recognized bias (gender and nonresponse). Specifically, one instructor stated, "It (teaching evaluation) should be supplemented with non-invasive and periodic observation by trained teaching evaluators with a focus on critical analysis and balanced (unbiased by design) evaluation." Another instructor stated, "I prefer peer (within and outside the department) observations of teaching. I think the observer as well as the observed learn from such evaluations." Our analysis of TCE using surveyed data suggests that age (instructor only), class size, speech, student population and race predict TCE course and instructor scores with minority races and older persons being negatively affected.

RECOMMENDATION 4. This recommendation is in alignment with the committee charge to identify "best practices" and to improve "UK's teacher-course evaluation process broadly".

> **Students should be offered resources on providing constructive feedback (e.g., Specific suggestions that could improve your learning; See Appendix 7) on their learning experience in the courses taken at the University of Kentucky.**

Rationale/Justification.

Literature. Benchmark universities have adopted the recommendations put forth by Svinicki (2001) the chapter titled "Encouraging your students to give feedback" in the book *New Directions for Teaching and Learning.* In this text, Svinicki suggests that students are often not educated on the development of feedback that assists instructors on improving course materials. She directs students to provide specific comments on observed behavior and its effect with identification of both positive and negative attributes of the learning experience. She also directs student to avoid personal or derogatory comments.[15]

Benchmark Universities. Many benchmark universities offered students resources on "the type of feedback that was useful for instructors".[16 17] Specifically, in 2018 the University of Iowa initiated the Ask, Consider, and Engage Task Force supported by the Executive Vice President and Provost.[18] The task force developed and recommended student resources on developing constructive feedback. Vanderbilt University's Center for Teaching also suggests that faculty discuss evaluations with students specifically addressing the type of feedback that is useful towards substantive change in a course.[16] They reference the resource developed by

the University of Michigan's Center for Research on Learning and Teaching *Providing Helpful Feedback to Your Instructors*. [5 16]

Analysis of TCE at the University of Kentucky. In our qualitative approach to TCE analysis in the item asking identified this need suggesting that embedding resources in platforms that students regularly access would improve student retention of the content communicated in the resources.

RECOMMENDATION 5. This recommendation is in alignment with the committee charge to identify "best practices" and to improve "UK's teacher-course evaluation process broadly".

> **Instructors should be provided with resources on interpreting students' evaluation of the learning experience and on improve teaching.**

Justification and Rationale.

Literature. The use of innovative pedological approaches are improved with strategic approaches and models targeting faculty-engagement.[19]

Benchmark Universities. Self-reflection is a commonly used approach used by benchmark universities. [4 12-14] Yet, self-reflection can be limited by lack of knowledge of innovative pedological approaches. The Ohio State University engaged 3600 faculty in their Teaching Support Program, a provost led initiative to improve teaching at the university. Through this program faculty completed the Teaching Practice Inventory [20] and then worked with experts in instructional design at the Michael V. Drake Institute for Learning and Teaching to identify approaches to address pedological approaches to effectively instruct in varying disciplines.[21]

Analysis of TCE at the University of Kentucky. Using our qualitative approach to TCE survey analysis, item responses commonly supported the faculty resources on mechanisms to improve teaching. Our student evaluations and conversations with those leading the Student Government Association Teacher Course Evaluation committee have provided feedback that instructor efforts to remediate identified areas for growth would improve their learning experience at the UK (personal communication, SGA present and TCE committee chair).

RECOMMENDATION 6. This recommendation is in alignment with the committee charge to identify "best practices" and to improve "UK's teacher-course evaluation process broadly".

> **To the greatest extent possible, the university unit should filter student feedback relaying inappropriate or abusive comments and personal attacks prior to providing the course evaluations to instructors.**

Justification and Rationale.

Literature. Heffernan (2023) reported that 59% of instructors of the international sample of 674 instructors reported abusive comments on their student evaluations.[22]

Analysis of TCE at the University of Kentucky. Using our qualitative approach to TCE survey analysis, a common theme of receiving personally attacking information was relayed.

RECOMMENDATION 7. This recommendation is in alignment with the committee charge to identify "best practices" and to improve "UK's teacher-course evaluation process broadly".

> **In the case of response rates that do not meet the threshold for reporting survey results, aggregated data by instructor and course over time should be made available to faculty. These results are important for multiple reasons including but not limited to, the improvement of courses and teaching.**

Justification and Rationale.

Committee Consensus Informed by Faculty Survey. The committee could not identify best practices regarding low census courses and the use of aggregated data over time for one course or per instructor over a specified time period. Yet, the committee felt that aggregated data could be useful to faculty to identify areas for growth in teaching and strategies to improve the learning experience. As such, these results should be made available to faculty upon request.

RECOMMENDATION 8. This recommendation is in alignment with the committee charge to identify "best practices" and to improve "UK's teacher-course evaluation process broadly".

> **Mechanism to improve the response rates for the survey of the student's perception of the learning experience (proposed SSLE) should be integrated into courses. A not exhaustive list includes: 1) reinforcing the value of the survey by providing examples of positive course changes that resulted from student feedback, 2) reminder systems, 3) dedicated class time to complete surveys, and 4) a clear description of the purpose and directions for completion of the survey how the survey results are used at multiple time points in the semester.[15,16] The consideration of survey distribution platforms that are easily accessible and user friendly should be used.**

Justification and Rationale.

Literature and Benchmarks. From our review of benchmark universities and the literature broadly there was consensus among committee that mechanisms to encourage participation should be encouraged such as 1) allowing class time to complete evaluations, 2) clear explanations at the beginning of the course as to changes in the course that have resulted from prior students' feedback, 3) clear explanation of the use of the survey prior to the evaluation period.[15,16] The committee also felt that evaluation platforms that are integrated into existing platforms (e.g., Canvas) that students regularly access would likely improve responses rates. Software features such a reminder and lists of uncompleted evaluations would also be a mechanism to improve response rates. Future initiatives should include consultation with student success and CELT to develop options for incentives to encourage student participation and in turn, improve response rates.

RECOMMENDATION 9.

> **Items of the SSLE should be applicable to all teaching modalities (i.e., in-person, online, hybrid, asynchronous, etc.) and phrased accordingly. Future**

efforts should evaluate and adapt current items to accommodate this recommendation.

Justification and rationale.

Factors that influence the effectiveness of a course and/or instructor (i.e., course organization, assessments that reflect course materials, or instructor preparedness, etc.) are not quantified by course modality. According to a report summarizing analyses performed on IDEA student ratings of instruction collected in traditional versus online courses, students "identify good teaching when they see it, whether it occurs online or face to face". Report results indicate more similarities than meaningful differences between student ratings in traditional and online courses.[17] Current TCE questions at the University of Kentucky associate students' experiences to an in-person learning environment; however, not all students have experience with an in-person learning environment for context. Items that assess students' learning experiences (course- and instructor-related issues) should be flexible to apply across multiple course modalities – or – written specific to the course modality in which the student experienced.

Benchmark Universities. The University of Michigan Ann Arbor (#1 in Appendix 2) utilizes eight (8) mandatory core questions with options for departments and instructors to add questions, inclusive of all teaching modalities. Similarly, Texas A&M University utilizes ten (10) standardized items for responses. University of Florida (#11 in Appendix 2) utilizes three main question sets with optional supplemental questions for online courses.

RECOMMENDATION 10.

Work on improving the evaluation of the student learning experience should continue and should involve all stakeholders.

11.0 SENATE RULES RECOMMENDATIONS

The committee crafted the above recommendations and then considered the appropriateness of codifying into Senate Rules. The committee felt that some of the recommendations are best practices for implementation of teaching evaluation and would not be appropriate as a Senate Rule. Yet, the committee did feel that a new section of Senate Rules to address teaching and course evaluation is necessary considering that is one of the three missions of the university and University Senate determines broad academic policy. The committee felt that teaching evaluation is a core academic function to improve teaching and learning and thus a policy should exist. As such, we have provided the two recommendations below to be considered for codification as Senate Rules.

We recommend the following text be included as part of a new proposed Seante rule:

SENATE RULE RECOMMENDATION 1.

The committee recommends that a new section of Senate Rules be developed and titled "Evaluation of Courses and Teaching".

SENATE RULE RECOMMENDATION 2.

The evaluation of teaching effectiveness and course quality should be comprised of three distinct perspectives of teaching and learning- 1) peers or content expert, 2) student experience as a learner, and 3) self (instructor).[4] Implementation should be tailored to meet the needs of colleges/unit.

Appendix 1: Response Rates by College

Fall 2018

College	Responses	Invited	Response Rate
Ag, Food and Environment	3699	7403	50.0%
Arts and Sciences	26652	52938	50.3%
Business & Economics	5430	13790	39.4%
Communication and Information	4826	7887	61.2%
Design	612	1362	44.9%
Education	3478	7334	47.4%
Engineering	5795	10213	56.7%
Fine Arts	3104	7139	43.5%
Graduate School	271	502	54.0%
Health Sciences	1832	3654	50.1%
Lewis Honors College	577	935	61.7%
Medicine	1581	2609	60.6%
Nursing	1856	2973	62.4%
Public Health	1075	1947	55.2%
Social Work	599	1980	30.3%
Undergraduate Education	1567	3699	42.4%
Overall	**62954**	**126365**	**49.8%**

Spring 2019

College	Responses	Invited	Response Rate
Ag, Food and Environment	2952	6173	47.8%
Arts and Sciences	22611	41535	54.4%
Business & Economics	5526	12935	42.7%
Communication and Information	4245	7018	60.5%
Design	506	989	51.2%
Education	3296	6857	48.1%
Engineering	5004	8275	60.5%
Fine Arts	2811	6524	43.1%
Graduate School	194	417	46.5%
Health Sciences	2047	3944	51.9%
Lewis Honors College	436	676	64.5%
Medicine	1621	2606	62.2%
Nursing	1535	2720	56.4%
Public Health	995	1679	59.3%
Social Work	569	1889	30.1%
Undergraduate Education	175	373	46.9%
Overall	**54523**	**104610**	**52.1%**

Fall 2019

College	Responses	Invited	Response Rate
Ag, Food and Environment	3752	7209	52.0%
Arts and Sciences	25548	49096	52.0%
Business & Economics	5507	13008	42.3%
Communication and Information	4202	7380	56.9%
Design	512	1393	36.8%
Education	3434	7044	48.8%
Education Abroad	16	114	14.0%
Engineering	5510	9573	57.6%
Fine Arts	2947	6908	42.7%
Graduate School	283	518	54.6%
Health Sciences	1980	4013	49.3%

Spring 2020

College	Responses	Invited	Response Rate
Ag, Food and Environment	2601	6693	38.9%
Arts and Sciences	15034	46730	32.2%
Business & Economics	4580	14015	32.7%
Communication and Information	2925	7218	40.5%
Design	317	1085	29.2%
Education	2486	6614	37.6%
Education Abroad	15	276	5.4%
Engineering	4261	8997	47.4%
Fine Arts	2211	7067	31.3%
Graduate School	212	424	50.0%
Health Sciences	1529	2968	51.5%

Lewis Honors College	865	1148	75.3%
Medicine	1437	2760	52.1%
Nursing	1388	2982	46.5%
Public Health	975	1885	51.7%
Social Work	780	2254	34.6%
Undergraduate Education	1326	3488	38.0%
Overall	**60462**	**120773**	**50.1%**

Lewis Honors College	445	884	50.3%
Medicine	1034	2494	41.5%
Nursing	1013	2756	36.8%
Public Health	761	1852	41.1%
Social Work	626	2544	24.6%
Undergraduate Education	76	315	24.1%
Overall	**40126**	**112932**	**35.5%**

Fall 2020

College	Responses	Invited	Response Rate
Ag, Food and Environment	2826	7188	39.3%
Arts and Sciences	17511	48422	36.2%
Business & Economics	4947	14021	35.3%
Communication and Information	3319	7391	44.9%
Design	442	1654	26.7%
Education	2408	6763	35.6%
Education Abroad	2	14	14.3%
Engineering	4218	9224	45.7%
Fine Arts	2461	6797	36.2%
Graduate School	321	591	54.3%
Health Sciences	1468	3136	46.8%
Lewis Honors College	668	1133	59.0%
Medicine	1192	2473	48.2%
Nursing	904	3221	28.1%
Public Health	858	2159	39.7%
Social Work	791	3214	24.6%
Undergraduate Education	1001	2901	34.5%
Overall	**45337**	**120302**	**37.7%**

Spring 2021

College	Responses	Invited	Response Rate
Ag, Food and Environment	2390	6421	37.2%
Arts and Sciences	15931	42740	37.3%
Business & Economics	5278	14218	37.1%
Communication and Information	3069	7101	43.2%
Design	478	1342	35.6%
Education	2074	6257	33.1%
Engineering	4173	8147	51.2%
Fine Arts	2226	6128	36.3%
Graduate School	237	460	51.5%
Health Sciences	1441	3054	47.2%
Lewis Honors College	464	723	64.2%
Medicine	1215	2490	48.8%
Nursing	1231	3217	38.3%
Public Health	962	1959	49.1%
Social Work	1026	3721	27.6%
Undergraduate Education	84	287	29.3%
Overall	**42279**	**108265**	**39.1%**

Fall 2021

College	Responses	Invited	Response Rate
Ag, Food and Environment	2793	6771	41.2%
Arts and Sciences	18380	44650	41.2%

Spring 2022

College	Responses	Invited	Response Rate
Ag, Food and Environment	2206	6388	34.5%
Arts and Sciences	15747	38512	40.9%

Business & Economics	5689	14551	39.1%
Communication and Information	3522	7570	46.5%
Design	699	1894	36.9%
Education	2728	6930	39.4%
Engineering	5161	9359	55.1%
Fine Arts	2730	6387	42.7%
Graduate School	320	579	55.3%
Health Sciences	1560	3362	46.4%
Lewis Honors College	721	1144	63.0%
Medicine	1379	2623	52.6%
Nursing	1439	3668	39.2%
Public Health	1156	2041	56.6%
Social Work	1799	5584	32.2%
Undergraduate Education	775	2585	30.0%
Overall	**50851**	**119698**	**42.5%**

Business & Economics	5038	14144	35.6%
Communication and Information	3025	7132	42.4%
Design	594	1431	41.5%
Education	2203	6448	34.2%
Engineering	4383	8094	54.2%
Fine Arts	2029	5855	34.7%
Graduate School	272	447	60.9%
Health Sciences	1429	3290	43.4%
Lewis Honors College	493	909	54.2%
Medicine	1808	4689	38.6%
Nursing	1024	3620	28.3%
Public Health	996	1803	55.2%
Social Work	1839	6260	29.4%
Undergraduate Education	86	320	26.9%
Overall	**43172**	**109342**	**39.5%**

Fall 2022

College	Responses	Invited	Response Rate
Ag, Food and Environment	2742	7510	36.5%
Arts and Sciences	18480	46942	39.4%
Business & Economics	4676	14491	32.3%
Communication and Information	3645	8399	43.4%
Design	648	1761	36.8%
Education	2670	7541	35.4%
Engineering	5118	9314	54.9%
Fine Arts	2547	6518	39.1%
Graduate School	305	606	50.3%
Health Sciences	1479	3750	39.4%
Lewis Honors College	746	1220	61.1%
Medicine	1430	3199	44.7%
Nursing	1174	3901	30.1%
Public Health	1105	1973	56.0%
Social Work	1723	7838	22.0%
Undergraduate Education	930	3115	29.9%
Overall	**49418**	**128078**	**38.6%**

Spring 2023

College	Responses	Invited	Response Rate
Ag, Food and Environment	2137	7019	30.4%
Arts and Sciences	13543	40887	33.1%
Business & Economics	3859	14383	26.8%
Communication and Information	2629	8022	32.8%
Design	422	1493	28.3%
Education	1926	6866	28.1%
Education Abroad	22	174	12.6%
Engineering	3526	7984	44.2%
Fine Arts	1692	5948	28.4%
Graduate School	186	466	39.9%
Health Sciences	934	3168	29.5%
Lewis Honors College	455	913	49.8%
Medicine	1093	3118	35.1%
Nursing	662	3680	18.0%
Office of the Provost	1	1	100.0%
Public Health	781	1734	45.0%
Social Work	1326	7959	16.7%

Undergraduate Education	79	270	29.3%
Overall	**35273**	**114085**	**30.9%**

Fall 2023

College	Responses	Invited	Response Rate
Ag, Food and Environment	3030	7985	37.9%
Arts and Sciences	18473	48927	37.8%
Business & Economics	5023	16343	30.7%
Communication and Information	3860	9208	41.9%
Design	875	1999	43.8%
Education	2516	7753	32.5%
Engineering	5066	9355	54.2%
Fine Arts	2707	6858	39.5%
Graduate School	332	613	54.2%
Health Sciences	1778	4280	41.5%
Lewis Honors College	709	1117	63.5%
Medicine	1150	2619	43.9%
Nursing	1083	4235	25.6%
Office of the Provost	968	3317	29.2%
Public Health	1209	2190	55.2%
Social Work	1669	7997	20.9%
Undergraduate Education	20	60	33.3%
Overall	**50468**	**134856**	**37.4%**

Appendix 2: Benchmark Table

Benchmark Universities Identified by Strategic Planning and Institutional Development https://ospie.uky.edu/training-resources	
University	**Major findings**
1. University of Michigan - Ann Arbor	• https://ro.umich.edu/faculty-staff/teaching-evaluations • Blue Teaching Evaluation System starting 2018, by all appearances administered by the Registrar • Reduction of mandatory core questions to 8 • Revised language to eliminate ambiguous judgment re: amount learned in course • Departments add up to 12 questions, instructors up to 5 • SETs warehoused from 10 years prior to system transition, available by request prior to that • Evaluations ordered for the first month of the new term. Instructors receive email 1-2 weeks prior to evaluation period, at which point they can add their own questions (up to 5). Start and end date of evaluations for courses can edited by SET administrators (unclear if department/college or central)
2. University of Pittsburgh - Pittsburgh	• https://teaching.pitt.edu/omet/ • Holistic "assessment of teaching" approaches compiled and linked on OMET site: https://teaching.pitt.edu/assessment-of-teaching/ • Optional midterm survey similar to CELT's mid-semester feedback, but this one seems delivered through the same system as the end-of-term SETs, which is a big difference in terms of the approach/philosophy for the midterm student feedback process. • Instructors can add questions to their SETs until the day before the surveys launch for students. • On the OMET website there are a couple of guides naming the biases in SETs but they are fairly buried in the site/page structure and are brief and, IMO, a bit clinical in tone. • Tips for increasing the response rate are offered on the OMET site. Perhaps on the new TCE site CELT can collaborate on a similar guide. Additionally, some of these tips address the *quality* of student feedback as well. Other efforts have been documented as to how students might best be situated to give useful feedback on SETs and UK might also venture into this area. • 2019 institutional report and recommendations on state of evaluation of teaching at Pitt: https://www.provost.pitt.edu/sites/default/files/Assessment%20of%20Teaching%20SEPC%20Presentation%2018%20May%202020.pdf
3. University of California - Los Angeles	• https://teaching.ucla.edu/eip/ • Email seems to be the means by which students are contacted to complete evaluations. From the other group looking at technical platforms, something much more difficult to miss (e.g., LMS popups) would likely be better for response rates.

	• Similar guidance is offered to increase response rates, though it is commonplace. • The form asks students for demographic and personal information that could just as easily be automated for us from SAP-HANA, rendering it much more reliable and reducing the number of questions students need to answer. • Many of the "course characteristics" on the SET instrument may not be something students are well positioned to assess. I am wondering, though, what an SET instrument might look like if it incorporated more self-reflective items that asked students to consider their own beliefs and (level of) effort. Other institutions, I believe, have incorporated this practice at least for a small number of survey items. • UCLA seems to rely on Box as a key part of the SET infrastructure. A bit clunky, IMO. Email seems to be the primary method of communicating with students about completing the SETs. • On the EIP landing page there are videos from a student, a grad TA, and a professor attesting to the value of the SETs. I wonder what we could arrange at UK; I've worked with a researcher, for example, who was wondering about the difference between how messages about studying would be received if delivered by instructor in writing versus delivered by students via shortform video, e.g., Tiktok.
4. University of Illinois - Urbana-Champaign	• https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices) • Includes "myths and misperceptions" of SETs page but it is, at best, problematic in tone, and at worst I question the accuracy of the statements. IMO, the page evinces a bias towards SETs and against those skeptical of SETs. • Faculty must fill out a request for their longitudinal profile, e.g., for dossiers and tenure and promotion • Timing of delivery of results to instructors seems like UK's, i.e., about a month after final grades submitted. • A list of "Teachers Ranked as Excellent by their Students" is maintained on the SET website and published in the student newspaper during registration windows. However, it is an incomplete list for several reasons including an instructor choosing not to opt into the list. • Optional summative student focus group feedback is facilitated (by the CITL?) and "informal early student feedback" (with questions like CELT's mid-semester feedback) is another optional component though it seems administered by the instructor themselves and not the CITL.
5. University of Washington - Seattle	https://www.washington.edu/assessment/course-evaluations/ • Optional mid-semester feedback
6. University of Texas - Austin	https://testingservices.utexas.edu/cis • lots of resources for students, faculty, and departments • Multiple forms under faculty resources

7. University of California - Berkeley	https://rtl.berkeley.edu/services-programs/course-evaluations • There's a 2022 updated policy (from the 2015 one) and it includes 3 mandatory items.
8. University of California - Davis	https://teaching.ucla.edu/eip/ • Tons of teaching resources available.
9. University of Wisconsin - Madison	AEFIS: Assessment, Evaluation, Feedback, Intervention System: Cloud-based management system that facilitates the collection and application of learning assessment data. Used for course evaluation surveys, program assessment plans, course syllabi and direct assessment of student learning. Administration and delivery of digital course evaluation surveys – and viewing of course eval survey results and reports is part of this system. UW-Madison Student Learning Assessment incorporates course evaluations within additional metrics that culminate as the "Wisconsin Experience": https://assessment.wisc.edu/wp-content/uploads/sites/92/2020/06/UW-Madison-Student-Learning-Assessment-Framework-2.pdf UW-Madison's list of sample course evaluation question as well as practices to increase response rate are described here: https://assessment.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/
10. Pennsylvania State University - University Park	PennState refers to the SRTE (Student Rating of Teaching Effectiveness) in its websites. In fall 2020, a university-wide experimental SRTE short-form with new items was implemented. Through this revision, PennState requires four questions as "Part A" {A1-A4} plus two open-ended questions across the university and offers up to 177 additional questions that faculty can add in "Part B". A1. Are you taking this course as an elective? (If uncertain, omit.) A2. What grade do you expect to earn in this course? A3. Rate the overall quality of this course. A4. Rate the overall quality of the instructor. Open 1: What helped you learn in this course? Open 2: What changes would improve your learning? https://www.srte.psu.edu/ http://www.srte.psu.edu/srte_items/
11. University of Florida	- University of Florida's "GatorEvals" directs instructors to include a statement on the syllabus regarding the importance of student feedback, with links that lead to guidelines on how to give constructive feedback including examples (links here): *"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through*

	the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/." - GatorEvals have 3 main categories: student self-evaluation, instructor evaluation, and course evaluation. Supplemental questions for Online courses are provided for use at the instructor's discretion: - https://gatorevals.aa.ufl.edu/resources--policies/question-set/ - https://gatorevals.aa.ufl.edu/
12. Texas A&M University	Ten (10) University-wide standardized items for responses; objective questions that students rank. "This course helped me learn concepts or skills as stated in course objectives/outcomes."; "The instructor's teaching methods contributed to my learning." Texas A&M University assembled a Student Course Evaluation Task Force and their final recommendations were made available in April 2020: https://dof.tamu.edu/dof/media/DOF-Media/Documents/Task%20Forces/Student-Course-Evaluation-Task-Force-Final-Recommendations.pdf https://assessment.tamu.edu/Menu/Student-Course-Evaluations Uses AEFIS to collect responses for student surveys.
13. Ohio State University - Columbus	• Use SEI (Student Evaluation of Instruction). Offer some guidance to students on what SEI is for and how to make useful comments. https://registrar.osu.edu/sei/index.html • Great page for documenting teaching effectiveness https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development/documenting-teaching-effectiveness • Great page on Pear evaluation an EEET https://lod.cfaes.ohio-state.edu/evaluation-and-reporting/eeets
14. University of Virginia	Seems to rely heavily on SET: https://virginia.service-now.com/its/?id=itsweb_kb_article&sys_id=d0c4914bdbf01bc44f32fb671d9619cc An FAQ for Students includes reasons why student should complete the SET and what they are used for. Center for teaching and excellence has resources (e.g. reflective teaching statements: https://cte.virginia.edu/resources/reflective-teaching-statement-resources)
15. University of Minnesota - Twin Cities	University Policy on teaching https://policy.umn.edu/education/teachingevaluation (requires peer evaluation and SET—seems both are required only for untenured faculty, although I could be wrong about that). I was also struck by their policies to initiate a "special review" of underperforming faculty that can lead to salary reduction or even termination procedures. https://policy.umn.edu/hr/tenure-proc01#VI
16. University of	Offer options for teaching evaluation (optional), including: • Peer review • Mid-course evaluation

Maryland - College Park	• CAUTION that student survey should not be used alone https://tltc.umd.edu/instructors/feedback-teaching/interpreting-student-feedback • Resources for administrators in regards to SET • Class observation • Resources on interpreting student feedback • Instructional Coaching • Most resources housed in Teaching and Learning Center https://tltc.umd.edu/instructors/feedback-your-teaching
17. University of California - San Diego	Seems to rely on SET
18. Purdue University - West Lafayette	Rely heavily on SET. Provost page is saved (Elizabeth Jump drive- references from 1997)
19. University of North Carolina - Chapel Hill	- Provost report of what each college does (in Teams folder) - Highly variables between colleges - One of AAU funded schools. Promoting integration of evaluation regularly as opposed to primarily around the promotion time period
20. Rutgers the State University of NJ - New Brunswick	Have a Canvas page for Faculty with Peer evaluation resources, reflective practices and mid course evaluations
SEC Universities Not Included Above (https://www.uky.edu/irads/benchmark-institutions)	
21. University of Alabama	https://oira.ua.edu/new/soi/ • SOI system on Banner implemented in 2010 after pilot program • A common set of University approved evaluative questions are provided for all courses. This consistency in the evaluation instrument allows for cross-comparisons within a college or campus wide as part of the reports generated. In addition to the campus-wide common data collected, the individual schools and colleges have specific questions that are helpful to their ongoing efforts to improve teaching and learning. • Open last 2 weeks of class • Classes must have enrollment of 5 students for inclusion
22. University of Arkansas	https://provost.uark.edu/course-evaluations.php https://provost.uark.edu/faculty-handbook/2-academic-responsibilities/10.php https://provost.uark.edu/policies/140515.php • Administered through the CoursEval system • Scheduled for last week of classes • Used for classes only with 5 or more students enrolled

	• Faculty may choose 5 questions from the PICES Item Catalog in addition to the pre-determined University, College, and Department questions.
23. Auburn	https://www.auburn.edu/academic/provost/evaluate-fac/ • 7 questions presented with a ranked scale (Strongly Disagree to Strongly Agree) and one free-form question (questions below) • Departments can request questions be changed, but questions are customized by department • Evaluations open last week of class and close day before finals. 1. I was encouraged to interact with the instructor regarding course content (electronically, during office hours, in class, etc.). 2. I was provided opportunities to cooperate with other classmates about course material (electronically, inside or outside of class, etc.). 3. I was informed of the instructor's high expectations for my work in this course. 4. I was provided with an evaluation of my academic progress at regular intervals during the semester. 5. I was provided with ample opportunities to apply my learning in this course. 6. I was prompted to think critically about course material. 7. I was provided an environment that supported my learning. 8. Please provide additional actionable feedback related to instruction (strengths or areas of improvement).
24. University of Georgia	No info provided online other than faculty or student login to system. Have emailed Dr. Bill Vencill in the Office of Instruction to find more information. • Told by colleague in the School of Music that they bundle courses for them with limited enrollment that don't meet threshold for system • From Bill Vencill - "We have a new policy approved in February 2022 (attached) that outlines a three way approach to measuring teaching effectiveness from a student's view (new set of end-of-course questions), peer view for a system to provide peer-evaluation of teaching, and a self-view of teaching effectiveness. We have purchased the AEFIS system from Heliocampus (I believe UK has the same system) that we will use to have online course evaluations done across campus for the first time. However, because of other components of the AEFIS implementation, we will not have this system go live until Fall 2024."
25. Louisiana State University	https://www.lsu.edu/testing/evaluation/instructor.php https://grok.lsu.edu/article.aspx?articleid=19779 Students will out the Course Evaluations via the interface, similar to MyUK portal. Based on the student's instructions, the questions look similar. Instructors can view the results and response rates from the Course Evaluation software, which is incorporated into myLSU portal.
26. University of Mississippi	https://technews.olemiss.edu/teacher-evaluations-benefit-teachers-and-students/ Teacher Evaluations become available to students a month before the final exam. Although the window closes during the final exam week, it reopens after the last

	day of the exam week until the grade due date. Students are given two types of incentives to fill out the evaluation: those who have submitted ALL their evaluations before the final day of grade submission can: (a) view their own grades 12 hours earlier than those who did not; and (b) register a day early for the following Fall or Spring term. Students who have not completed ALL evaluations can complete evaluation submission AFTER they receive their final grades.
27. Mississippi State	See the attached final report from Mississippi State University's Task Force on Evaluation of Teaching Performance (fall 2020). This Task Force's work is similar to what we are trying to do. There are very useful resources at the end of the report. The final report is also available under "File" on this Team.
28. University of Missouri	Instructors launch course evaluations via the evaluation.missouri.edu website. Instructors can add questions and set the evaluation period. There are several sections: technology, writing/media, seminar/discussion, creative/applied practice, labs/focused practice, and multiple instructor. U of Mizzou's report, Course Evaluation General Information, and Standard Form are included. Based on the report, the evaluation questions are similar to ours. These documents are also available on our shared folder under "File" on this Team.
29. University of South Carolina	Faculty Handbook on criteria for P&T: "Procedures for the evaluation of classroom teaching must require peer and student evaluations, conducted periodically throughout the faculty member's tenure-track or tenured appointment at the university." Other types of evidence "may" be included. Annual evaluations required for all faculty, "The review on teaching must incorporate student evaluations. Peer evaluations will be included for non-tenured faculty." Policy and procedure on student feedback (PDF doc)
30. University of Tennessee	Introduced 8-question "End of Course Evaluation" form in Fall 2016. Questions seem pretty standard. I could not find info on how the survey is administered, or response rates, but they have a whole Teaching & Learning Innovation website
31. University of Arizona	"The Student Course Survey (SCS, formerly Teacher-Course Evaluation (TCE)) system is the University of Arizona's centrally-supported service for collecting end-of-term feedback from students about UArizona courses and faculty... In Fall 2019, a new set of core questions, designed by faculty and administrators at the University of Arizona, was implemented as part of an effort to increase formative use of students' responses, decrease response time, increase response rates, and to move toward a multi-modal evaluation of teaching effectiveness." 11 Likert-scale questions, 3 open-response Q's (what did you like, suggestions for improvement, anything else). No public info about response rates, etc.
32. University of Florida	See row 11 above.
33. West Virginia University	• Seems to be student evaluation primarily
Other Not Specified Above but Part of Teaching Evaluation Learning Communities	
34. Michigan State University	• Have a FAQ webpage for Students and Department on their "Student Instructional Rating System" • Received the Association of American Universities $100K grant. The Chemistry Department is adding a reflective component to their evaluation of teaching.

35. University of Oregon	• Holistic teaching evaluation • Self Reflection • Survey of Student Experience • Peer Review NOTE: Some of their documents are on teams folders. The process and timeline are in PP.
36. University of Colorado/ University of Kansas/Yale/University of Massachusetts (TEval) NSF; DUE-1726087	• Peer Evaluation • Self-reflection • Student feedback "class climate" • SEE FRAMEWORK BELOW • Developed documents and resources on webpage
37. Dartmouth	• Peer evaluation • Self reflection • Student feedback • Mentoring
38. University of Iowa	• Assessing Classroom Activity (ACE) Task Force (Spring 2018 initiated) Executive Report • Executive report provides 6 broad recommendations including integrating summative and formative assessments and peer evaluation with self-reflection effectively • Formative assessment strategies including best practices and examples of midterm evaluations • Resources to reduce bias and improve response rates. • Revised items to decrease the number of items and solicit qualitative responses from students • Provides a framework for peer observation • A series of videos including an overview of ACE and implicit bias training.
39. PennState	• Has developed a web page with a host of resources including resources for faculty on how to improve response rates • Self-reflection, peer observation and student evaluation are the core components.
40. University of Missouri	• Task force was initiated in 2019 and recommendations were forthcoming in 2021 • Webpage developed and available to faculty. • Model of Inclusive and Effective Teaching • Triangulated model used with peer observation, self-reflection and student evaluation

Appendix 3. IRADS Results

Table 1. Class Level

Class Level	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Courses Numbering 1 and 2 Hundred Level	328,656	4.05	1.05	4.26	0.99
Courses Numbering 3 and 4 Hundred Level	160,344	4.19	1.00	4.34	0.95
Developmental/Remedial Course	698	4.05	1.09	4.43	0.86
First Professional	10,064	4.34	0.85	4.46	0.79
Graduate Professional	1,462	4.28	0.89	4.39	0.90
International or National Exchange	22	4.23	0.87	4.14	0.77
Open only to Graduate Students	60,222	4.31	0.92	4.44	0.87
Professional-Other	10,888	4.26	0.92	4.47	0.80
Program Required Course	807	3.90	1.16	4.29	0.86
Undergraduate and Graduate Credit	45,536	4.23	0.98	4.39	0.91
Grand Total	618,699	4.14	1.02	4.32	0.96

Table 2. Class Credits

Class Credits Group	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
0 to 2	74,944	4.05	1.09	4.36	0.92
3	415,716	4.17	1.00	4.34	0.95
4 or more	128,122	4.06	1.03	4.23	1.01
Grand Total	618,782	4.14	1.02	4.32	0.96

Table 3. Class Section Location

Location Group	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Distance Learning Multi Site	95,274	4.16	1.00	4.29	0.96
Main Campus - Lexington	506,282	4.13	1.02	4.32	0.96
Other	5,680	4.16	0.99	4.37	0.89
Grand Total	607,236	4.14	1.02	4.32	0.96

Table 4. Class Section Delivery Mode

Section Delivery Mode	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Distance Learning - Compressed video	5,402	4.18	0.96	4.41	0.84
Distance Learning - Hybrid	30,941	4.08	0.96	4.30	0.95
Distance Learning - Internet, web-based	107,250	4.11	1.00	4.28	0.98
Internet, web-based	4	4.50	0.58	4.75	0.50
Off-Campus Course	3,763	4.20	0.98	4.38	0.89
Traditional	471,422	4.14	1.03	4.32	0.96
Grand Total	**618,782**	**4.14**	**1.02**	**4.32**	**0.96**

Table 5. Class Section Capacity

Class Section Capacity	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
0 - 49	403,575	4.16	1.01	4.36	0.94
50 - 99	87,809	4.13	1.02	4.28	0.98
100 - 199	60,656	3.98	1.08	4.16	1.03
200 - 299	29,180	4.06	1.04	4.20	1.02
> 300	37,412	4.18	0.97	4.27	0.93
Grand Total	**618,632**	**4.14**	**1.02**	**4.32**	**0.96**

Table 6. Class Section Enrollment

Class Enrollment	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
0 - 49	429,177	4.16	1.01	4.36	0.94
50 - 99	85,896	4.10	1.02	4.25	0.99
100 - 199	52,266	3.99	1.09	4.16	1.04
200 - 299	28,825	4.09	1.04	4.21	0.99
> 300	22,606	4.23	0.91	4.31	0.90
Grand Total	**618,770**	**4.14**	**1.02**	**4.32**	**0.96**

Table 7. Class Section Weekly Schedule

Weekly Schedule	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
F	6,377	4.16	1.03	4.40	0.88
FS	3	4.33	0.58	4.33	0.58
M	25,163	4.06	1.07	4.33	0.93
MF	1,941	4.15	0.85	4.23	0.87
MR	11	4.73	0.47	4.73	0.47
MT	1,434	4.38	0.89	4.50	0.89
MTF	23	4.39	0.94	4.52	0.90
MTR	14	3.79	1.37	4.21	1.19
MTRF	158	4.16	0.86	4.36	0.86
MTW	10	3.00	0.00	3.80	0.79
MTWR	3,052	4.50	0.81	4.61	0.77
MTWRF	1,079	4.26	0.93	4.43	0.87
MW	67,372	4.15	1.00	4.36	0.92
MWF	165,754	4.12	1.01	4.28	0.99
MWR	229	4.41	0.72	4.52	0.67
R	18,439	4.14	1.03	4.37	0.92
S	351	4.60	0.73	4.72	0.61
T	23,548	4.12	1.06	4.34	0.93
TF	32	4.25	0.76	4.53	0.67
TR	205,309	4.12	1.03	4.30	0.98
TW	111	4.50	0.55	4.56	0.70
TWR	183	4.19	1.04	4.50	0.82
TWRF	56	4.61	0.53	4.55	0.69
U	1	4.00		4.00	
W	23,685	4.08	1.08	4.40	0.89
WF	1,996	4.34	0.86	4.50	0.75
WR	582	4.39	0.88	4.67	0.68
WRF	9	5.00	0.00	5.00	0.00
Grand Total	**546,922**	**4.13**	**1.02**	**4.32**	**0.96**

Table 8. Class Section Begin Time

Class Section Begin Time	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
8:00AM - 9:59AM	121,638	4.13	1.01	4.31	0.96
10:00AM - 11:59AM	144,286	4.11	1.03	4.30	0.98
12:00PM - 1:59PM	131,424	4.14	1.02	4.32	0.95
2:00PM - 3:59PM	110,267	4.12	1.03	4.33	0.96
4:00PM - 7:59 AM	39,724	4.17	1.04	4.35	0.94
Grand Total	**547,339**	**4.13**	**1.02**	**4.32**	**0.96**

Table 9.

Is Part Of Term Section	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
N	587,589	4.13	1.02	4.31	0.96
Y	31,193	4.21	0.99	4.39	0.91
Grand Total	618,782	4.14	1.02	4.32	0.96

Table 10. Utilizes Canvas

Instructor Canvas	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
N	4,444	4.25	0.95	4.36	0.90
Y	537,432	4.16	1.01	4.33	0.96
Grand Total	541,876	4.16	1.01	4.33	0.96

Table 11. Instructor College

Instructor College (Class Section Event Schedule Instructor1)	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Ag, Food and Environment	32,917	4.31	0.93	4.45	0.86
Arts and Sciences	247,330	4.02	1.07	4.22	1.03
Business & Economics	51,488	4.17	0.99	4.31	0.97
Communication and Information	36,102	4.27	0.94	4.43	0.88
Dentistry	354	4.36	0.82	4.56	0.73
Design	5,846	4.19	1.02	4.29	1.02
Education	28,435	4.39	0.88	4.52	0.83
Engineering	56,611	4.02	1.04	4.22	0.98
Fine Arts	29,286	4.39	0.88	4.52	0.81
Graduate School	3,204	4.30	0.93	4.37	0.90
Health Sciences	14,766	4.26	0.95	4.44	0.86
Honors College	4,874	4.29	0.97	4.64	0.71
Law	90	4.07	0.95	4.42	0.86
Medicine	42,256	4.19	0.94	4.36	0.86
Nursing	20,982	4.22	0.95	4.42	0.86
Pharmacy	721	4.45	0.92	4.55	0.85
Public Health	10,426	4.18	1.01	4.38	0.93
Social Work	7,381	4.18	0.99	4.26	1.02
Undergraduate Education	803	4.03	1.08	4.37	0.83
Grand Total	593,872	4.14	1.02	4.31	0.96

Table 12. Instructor Employee Group

Instructor Employee Type (Class Section Event Schedule Instructor1)	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
External	160	4.18	1.11	4.29	1.01
Faculty	428,866	4.17	1.00	4.34	0.96
Staff	41,112	4.09	1.05	4.34	0.95
Student	138,336	4.05	1.05	4.24	0.97
Grand Total	608,474	4.14	1.02	4.32	0.96

Table 13. Instructor Position Date

Time in Position	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
0 - 10 years	455,935	4.14	1.01	4.33	0.94
10 - 20 years	93,960	4.14	1.03	4.30	0.99
20 - 30 years	60,729	4.08	1.06	4.21	1.06
>30 years	3,358	3.97	1.18	4.14	1.13
Grand Total	613,982	4.13	1.02	4.32	0.96

Table 14. Instructor Rank

Instructor Rank (Class Section Event Schedule Instructor1)	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Assistant Professor	90,791	4.25	0.95	4.41	0.90
Associate Professor	91,631	4.16	1.03	4.32	0.99
Instructor	63,025	4.16	1.02	4.31	0.97
Lecturer	79,851	4.15	0.99	4.38	0.91
Librarian I	18	4.11	1.02	4.50	0.51
Librarian II	29	3.83	1.17	4.34	0.90
Librarian III	5	5.00	0.00	5.00	0.00
Librarian IV	25	4.32	1.03	4.12	1.27
Professor	91,799	4.13	1.03	4.27	1.00
Senior Lecturer	43,806	4.17	0.98	4.35	0.93
Grand Total	460,980	4.17	1.00	4.34	0.96

Table 15. Instructor Title Series

Instructor Title Series (Class Section Event Schedule Instructor1)	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Adjunct	7,089	4.10	1.05	4.30	0.99
Clinical	11,832	4.31	0.93	4.42	0.91
Extension	2,770	4.26	0.96	4.41	0.91
Lecturer	122,518	4.16	0.98	4.37	0.92
Library	77	4.13	1.08	4.35	0.96
Military	1,008	4.50	0.72	4.58	0.69
Part-Time	53,473	4.17	1.01	4.33	0.97
Post-Retirement	1,428	4.23	0.94	4.31	0.95
Regular	195,534	4.14	1.03	4.29	1.00
Research	1,104	3.93	1.16	4.18	1.08
Special	54,046	4.30	0.92	4.47	0.84
Temporary	7,775	3.97	1.11	4.14	1.07
Visiting	2,084	4.31	1.01	4.40	0.98
Voluntary	242	4.33	0.72	4.41	0.79
Grand Total	460,980	4.17	1.00	4.34	0.96

Table 16. Highest Degree Level

Degree Level Highest	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
ASSOC	38	4.13	1.36	4.21	1.26
BACH	6,202	4.29	0.94	4.56	0.79
CERT	44	4.66	0.48	4.75	0.58
DOCT	348,290	4.14	1.02	4.32	0.97
MAST	100,050	4.25	0.95	4.41	0.91
PROF	7,827	4.26	0.97	4.35	0.96
SPEC	25	4.92	0.28	5.00	0.00
Grand Total	462,476	4.17	1.00	4.34	0.96

Table 17. Distribution of Effort Instruction Percentage

Distribution Of Effort Total Percent Instruction (bin)	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
0-9.99	6,628	4.17	1.00	4.38	0.88
10-19.99	14,632	4.20	0.97	4.42	0.85
20-29.99	29,080	4.18	1.01	4.34	0.96
30-39.99	39,103	4.19	1.00	4.36	0.94
40-49.99	78,109	4.10	1.05	4.25	1.03
50-59.99	34,667	4.25	0.97	4.38	0.96
60-69.99	24,489	4.18	1.01	4.36	0.96
70-79.99	62,535	4.14	1.02	4.32	0.98
80-89.99	33,010	4.25	0.93	4.39	0.88
90-99.99	37,075	4.22	0.94	4.43	0.86
100	10,413	4.17	0.98	4.42	0.87
Grand Total	369,741	4.17	1.00	4.34	0.95

Table 18. Instructor Gender

Gender	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
Female	301,329	4.18	0.99	4.37	0.92
Male	313,438	4.09	1.04	4.26	1.00
Grand Total	614,767	4.13	1.02	4.32	0.96

Table 19. Instructor Age

Age Group	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
< 30	114,465	4.03	1.06	4.26	0.96
30 - 39	156,099	4.19	0.98	4.38	0.92
40 - 49	145,640	4.18	0.99	4.36	0.93
>= 50	198,563	4.11	1.04	4.26	1.01
Grand Total	**614,767**	**4.13**	**1.02**	**4.32**	**0.96**

Table 20. Instructor Ethnicity

Ethnicity Race Ipeds	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
American Indian or Alaskan Native	697	4.31	0.90	4.06	1.11
Asian	40,739	4.04	1.09	4.17	1.07
Black or African American	22,060	3.97	1.12	4.17	1.06
Hispanics of any race	20,551	4.09	1.04	4.26	0.99
Native Hawaiian or Pacific Islander	289	4.41	0.79	4.53	0.69
Nonresident Alien	46,411	3.88	1.12	4.04	1.09
Race and Ethnicity unknown	1,360	4.14	1.07	4.27	1.01
Two or more races	5,287	4.12	1.01	4.32	0.96
White	477,373	4.18	0.99	4.37	0.93
Grand Total	**614,767**	**4.13**	**1.02**	**4.32**	**0.96**

Table 21. Instructor Residency Status

Residency Status	Count	Avg. Q10	Std. dev. of Q10	Avg. Q19	Std. dev. of Q19
CM-Resident	11	4.36	0.92	4.36	1.03
HR-Citizen	513,076	4.17	1.00	4.35	0.94
HR-Non-resident Alien	46,445	3.88	1.12	4.04	1.09
HR-Protected Status	425	3.61	1.25	3.85	1.23
HR-Resident Alien	52,593	4.03	1.06	4.18	1.03
Grand Total	**612,550**	**4.13**	**1.02**	**4.32**	**0.96**

Of note: Class Department and Class Cipcode data available upon request.

Appendix 4. Data Collection Survey (Course Evaluation Survey)

University Senate Ad Hoc Teaching Evaluation Committee

Please complete the survey below.

Thank you!

1)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course prefix for course #1 (or the first course you would like to provide TCE results; Example **NUR**).	_____
2)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course level for course #1 (or the first course you would like to provide TCE results).	◯ 100 level ◯ 200 level ◯ 300 level ◯ 400 level ◯ 500 level ◯ 600 level ◯ 700 level ◯ 800 level ◯ 900 level
3)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the TCE course score for course #1.	_____
4)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the instructor score for course #1.	_____
5)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the hours spent in the course according to your TCE report for course #1.	_____
6)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course prefix for course #2 (or the second course you would like to provide TCE results; Example **NUR**).	_____
7)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course level for course #2 (or the second course you would like to provide TCE results).	◯ 100 level ◯ 200 level ◯ 300 level ◯ 400 level ◯ 500 level ◯ 600 level ◯ 700 level ◯ 800 level ◯ 900 level
8)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the TCE course score for course #2.	_____
9)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the instructor score for course #2.	_____
10)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the hours spent in the course according to your TCE report for course #2.	_____
11)	For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course prefix for course #3 (or the third course you would like to provide TCE results; Example **NUR**).	_____

12) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course level for course #3 (or the third course you would like to provide TCE results).

◯ 100 level ◯ 200 level
◯ 300 level ◯ 400 level
◯ 500 level ◯ 600 level
◯ 700 level ◯ 800 level
◯ 900 level

13) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the TCE course score for course #3.

_____

14) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the instructor score for course #3.

_____

15) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the hours spent in the course according to your TCE report for course #3.

_____

16) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course prefix for course #4 (or the fourth course you would like to provide TCE results; Example NUR).

_____

17) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the course number for course #4 (or the fourth course you would like to provide TCE results).

◯ 100 level ◯ 200 level
◯ 300 level ◯ 400 level
◯ 500 level ◯ 600 level
◯ 700 level ◯ 800 level
◯ 900 level

18) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the TCE course score for course #4.

_____

19) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the instructor score for course #4.

_____

20) For the Spring, Summer, Fall and Winter 2022 semesters, please provide the hours spent in the course according to your TCE report for course #4.

_____

21) What is your age in years.

◯ < 35 years ◯ 35-44 years
◯ 45-54 years ◯ 55-65 years
◯ > 65 years ◯ Prefer not to answer

22) What terms best express how you describe your gender identity? (Check all that apply)

☐ Man ☐ Woman ☐ Non-binary
☐ Trans man/Transgender Man/FTM
☐ Trans woman/Transgender Woman/MTF
☐ Genderqueer ☐ Genderfluid
☐ Gender variant ☐ Questioning or unsure of your gender identity
☐ Prefer not to answer

23)	Which of the following best represents how you think of yourself?	☐ Gay ☐ Lesbian ☐ Straight; that is, not gay or lesbian, etc. ☐ Bisexual ☐ Queer ☐ Polysexual, omnisexual, sapiosexual or pansexual ☐ Asexual ☐ Other ☐ Don't know the answer ☐ Prefer not to answer
24)	Do you identify as Hispanic, Latino, or Spanish origin?	◯ No, not of Hispanic, Latino, or Spanish origin ◯ Yes, Mexican, Mexican Am., Chicano ◯ Yes, Puerto Rican ◯ Yes, Cuban ◯ Yes, another Hispanic, Latino, or Spanish origin - for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ◯ Prefer not to answer
25)	What is person 1's race? Mark one or more boxes.	☐ White - for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ☐ Black or African American (Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.) ☐ American Indian or Alaska Native ☐ Chinese ☐ Filipino, Asian Indian, Vietnamese, Korean ☐ Japanese ☐ Other Asian - Pakistani, Cambodian, Hmong ☐ Native Hawaiian - Samoan, Chamorro ☐ Other Pacific Islander - Tongan, Fijian, Marshallese, etc. ☐ Some other race ☐ Prefer not to answer
26)	Have you ever been given the impression that people here find the way you speak difficult to understand?	◯ Yes ◯ No ◯ Prefer not to answer
27)	If yes, what do you think the reason is?	☐ My first language is not English, I have a non-native accent in English ☐ My first language is English, but not American English ☐ I have a regional accent (Appalachian, Southern, New York, etc) ☐ My race or ethnicity ☐ My gender ☐ My sexuality ☐ My rate of speech (too fast, too slow) ☐ I don't know ☐ Not applicable
28)	Please provide the name of your home college.	◯ College of Agriculture, Food and Environment ◯ College of Arts and Sciences ◯ Gatton College of Business and Economics ◯ College of Communications and Information ◯ College of Dentistry ◯ College of Design ◯ College of Education ◯ College of Engineering ◯ College of Fine Arts ◯ College of Health Sciences ◯ J. David Rosenburg College of Law ◯ College of Medicine ◯ College of Nursing ◯ College of Pharmacy ◯ College of Public Health ◯ College of Social Work ◯ Lewis Honors College

29) Please provide the number of years you have taught at the University of Kentucky.

- ◯ < 5 years
- ◯ 5-9 years
- ◯ 10-19 years
- ◯ 20-29 years
- ◯ >30 years

30) Please provide the number of years you have taught higher education courses.

- ◯ < 5 years
- ◯ 5-9 years
- ◯ 10-19 years
- ◯ 20-29 years
- ◯ >30 years

31) Please provide your academic rank.

_____

32) Please provide your title series.

- ◯ Regular Title series
- ◯ Special Title series
- ◯ Clinical Title series
- ◯ Lecture Title series
- ◯ Research Title Series
- ◯ Extension Faculty Title Series
- ◯ Librarian Faculty Title Series

33) Do you teach graduate or undergraduate students?

- ☐ undergraduate
- ☐ graduate
- ☐ professional
- ☐ nondegree seeking

34) Please provide the class size that is typical for the courses you teach.

- ◯ < 10 students
- ◯ 10-30 students
- ◯ 30-50 students
- ◯ 50-70 students
- ◯ 70-100 students
- ◯ 100-150 students
- ◯ 150-200 students
- ◯ >200 students

35) Do you currently use teaching course evaluation (TCE) results to improve your teaching or course?

- ◯ YES- I do use items, comments or total scores.
- ◯ NO- I do not use TCE to improve teaching or courses.

36) Please describe how you use the results from Teaching Course Evaluations (TCE) to improve your teaching.

_____

37) Please describe your thoughts on TCE and its utility in improving your teaching and course.

_____

38) Please indicate your response to the below items using the sliding scale with 0 (not at all) and 100 (as much as possible).

I use TCE to improve assignments in my course.

(Place a mark on the scale above)

39) Please indicate your response to the below items using the sliding scale with 0 (not at all) and 100 (as much as possible).

Use of TCE has facilitated innovation in addressing the course learning objectives.

(Place a mark on the scale above)

40) Please indicate your response to the below items using the sliding scale with 0 (not at all) and 100 (as much as possible).

I find the TCE valuable in the evaluation of my course.

(Place a mark on the scale above)

41) Please indicate your response to the below items using the sliding scale with 0 (not at all) and 100 (as much as possible).

TCE results are helpful to me when I prepare for my annual or biennial performance evaluation.

(Place a mark on the scale above)

42) Please describe any reservations you have to using TCE results to improve your teaching or course.

43) Please share any recommendations you have for improving teaching evaluation and/or TCE.

44) Please describe contextual factors from your experience for the committee to take into consideration along with your recommendations.

Student Perception of Teaching Course Evaluations

Start of Block: Default Question Block

Q5 Please indicate your student status.

- ○ Graduate (1)
- ○ Undergraduate (2)
- ○ Professional (4)
- ○ Other (non-degree seeking) (5)

Q8 Please indicate the number of semesters you have completed at the University of Kentucky.

- ○ <1 semester (6)
- ○ 1-2 semesters (1)
- ○ 3-4 semesters (2)
- ○ 5-6 semesters (3)
- ○ 7-8 semesters (4)
- ○ 9-10 semesters (5)
- ○ > 10 semesters (7)

Q6 Please specify the College in which you are pursuing a degree, certificate or badge.

- ○ College of Agriculture, Food and Environment (1)
- ○ College of Arts and Sciences (2)
- ○ Gatton College of Business and Economics (3)
- ○ College of Communication and Information (4)
- ○ College of Dentistry (5)
- ○ College of Design (14)
- ○ College of Education (6)
- ○ College of Engineering (7)
- ○ College of Fine Arts (8)
- ○ College of Health Sciences (9)
- ○ J. David Rosenburg College of Law (10)
- ○ College of Medicine (11)
- ○ College of Nursing (12)
- ○ College of Pharmacy (13)
- ○ College of Public Health (15)
- ○ College of Social Work (16)

Q1 I have completed the Teacher Course Evaluation (TCE) survey for ___ of the courses that I have taken at the University of Kentucky.

- ○ All (or nearly all) (1)
- ○ About 75% (2)
- ○ About 50% (3)
- ○ About 25% (4)
- ○ 0-25% (5)

Q9 If you have not completed a TCE in the past, please describe the rationale for not doing so.

_____

_____

_____

_____

_____

Q3 Do you feel the questions asked on the TCE are useful in communicating your feedback in regards to the courses you have taken?

- ○ YES (1)
- ○ NO (2)
- ○ Unsure (3)

Q2 Please describe how you think the results of TCE should be used to evaluate the course.

_____

Q10 How do you perceive that TCE results are used?

_____

Q7 Please describe how you think the results of TCE should be used to evaluate course instructors.

_____

_____

_____

_____

_____

Q4 Please provide your recommendations on how course quality should be considered from the student perspective.

_____

End of Block: Default Question Block

Use of TCE for Instructor Evaluation

Start of Block: Default Question Block

Q6 Please provide the name of the college in which you serve as an administrator.

- ○ College of Agriculture, Food and Environment (4)
- ○ College of Arts and Sciences (5)
- ○ Gatton College of Business and Economics (6)
- ○ College of Communication and Information (7)
- ○ College of Dentistry (8)
- ○ College of Design (9)
- ○ College of Education (10)
- ○ College of Engineering (18)
- ○ College of Fine Arts (11)
- ○ College of Health Sciences (12)
- ○ J. David Rosenburg College of Law (13)
- ○ College of Medicine (14)
- ○ College of Nursing (15)
- ○ College of Pharmacy (16)
- ○ College of Public Health (17)
- ○ College of Social Work (19)
- ○ Lewis Honors College (20)

Q7 Please provide the number of years you have served as an administrator.

_____

Q12 Do you currently use Teaching Course Evaluations (TCE) to evaluate faculty instruction?

- ○ Yes (1)
- ○ No (2)

Display This Question:

If Do you currently use Teaching Course Evaluations (TCE) to evaluate faculty instruction? = Yes

Q2 Please describe your use of the current Teaching Course Evaluation (TCE) in the evaluation of faculty performance including considerations specific to tenure and nontenure tracked positions.

_____

_____

_____

_____

_____

Display This Question:

If Do you currently use Teaching Course Evaluations (TCE) to evaluate faculty instruction? = Yes

Q11 Please describe any factors (e.g., response rates) taken into consideration when using TCE results in your evaluation of faculty performance.

_____

_____

_____

_____

_____

Display This Question:

If Do you currently use Teaching Course Evaluations (TCE) to evaluate faculty instruction? = Yes

Q5 Please respond using the sliding scales below with 0 (not at all) and 100 (as much as possible)

	0 10 20 30 40 50 60 70 80 90 100
I find the TCE useful in evaluating instructor teaching. ()	

Q8 Please describe any reservations you have had in using the TCE in the evaluation of faculty instruction.

_____

_____

_____

_____

_____

Q9 Please share any recommendations you have for improving teaching evaluation and/or TCE.

_____

_____

_____

_____

_____

Q3 Please describe additional (contextual or identity-based) factors from your experiences that should be taking into consideration with use of the TCE.

_____

_____

_____

_____

_____

End of Block: Default Question Block

Appendix 5. Tables of Survey Results

Figures 1-3. Figure of Sliding Scale Items on TCE Use Among Instructors

Figure 1. Scatterplot of responses on the item reflecting instructors use of TCE to improve assignments in the courses (sliding scale 0 [not at all] -100 [as much as possible]).

Mean 54.17 ± 31.63 (standard deviation); median = 61; range 0-100

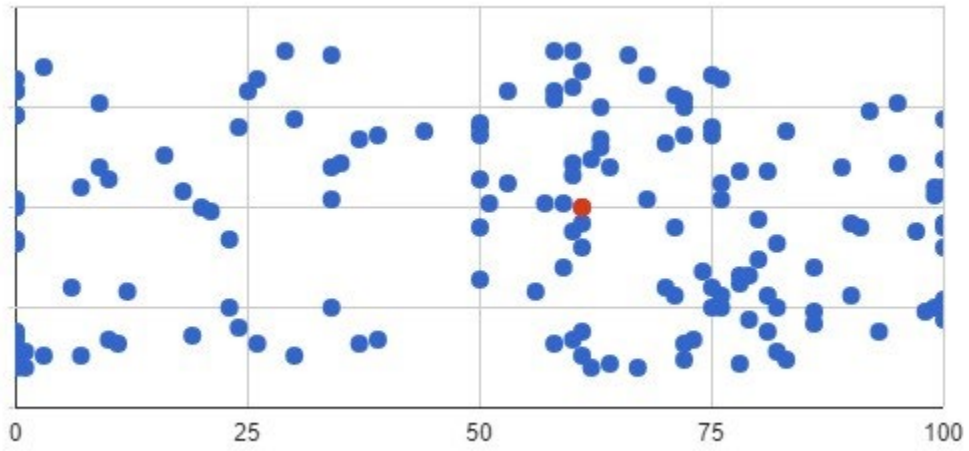


Figure 2. Scatterplot of responses on the item reflecting instructor's use of TCE to facilitate innovation in addressing the course learning objectives (sliding scale 0 [not at all] -100 [as much as possible]).

Mean 33.45 ± 29.2 (standard deviation); median = 29.5; range 0-100

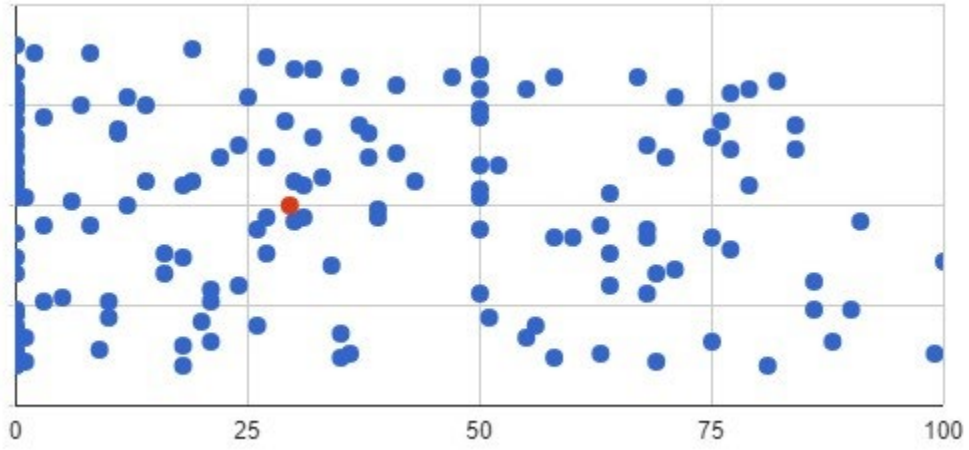


Figure 3. Scatterplot of responses on the item reflecting instructor's perception of TCE value in the evaluation of my course (sliding scale 0 [not at all] -100 [as much as possible]).

Mean 47.37 ± 30.64 (standard deviation); median = 51; range 0-100

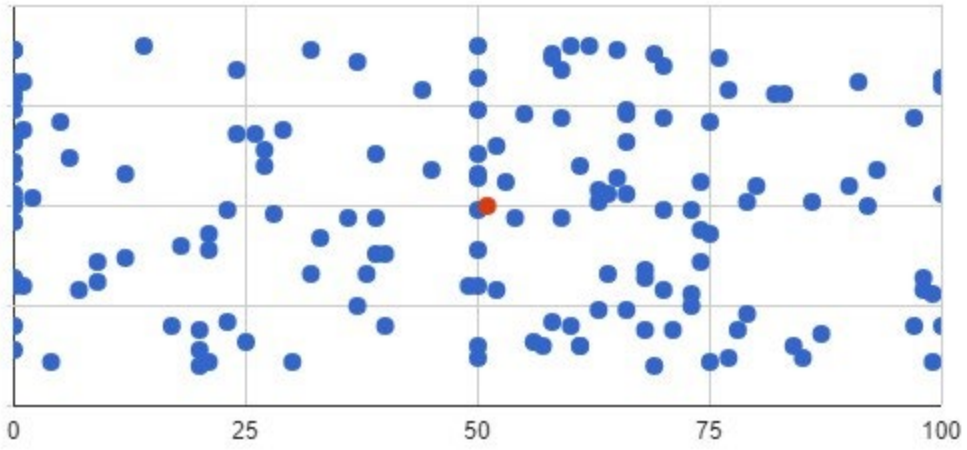


Table 1. TCE Scores by Age	
TCE Scores by Age (Sample or Subsample N)	**Mean ± Standard Deviation/p value**
Overall (N = 153)*	
Course	4.33 ± .48/ *p* = 0.109)
Instructor	4.49 ± .48/ *p* = 0.017)
<35 years (n = 20)	
Course	4.48 ±.33
Instructor	4.70 ± .30
35-44 years (n = 43)	
Course	4.52 ± .34
Instructor	4.69 ± .26
45-54 years (n = 37)	
Course	4.23 ± .47
Instructor	4.29 ± .53
55-65 years (n = 41)	
Course	4.25 ± .57
Instructor	4.47 ± .50
>65 years (n = 6)	
Course	4.15 ± .33
Instructor	4.32 ± .31

*5 participants were missing data as such the sum or the age groups and the missing 5 accounts for the 153 participants with data analyzed.
OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome

Table 2. TCE Scores by Class Size (p-value addresses the null hypothesis of no association between the present potential predictor and the outcome	
TCE Scores by Class Size (Subsample N)	**p value or mean ± Standard Deviation**
Class Size	
Course	*p* = 0.006
Instructor	*p* = 0.008
<10 students (n = 7)	

Course	4.59 ± .27
Instructor	4.67 ± .46
10-30 students (n = 65)	
Course	4.51 ± .37
Instructor	4.68 ± .31
30-50 students (n = 36)	
Course	4.11 ± .60
Instructor	4.22 ± .63
50-70 students (n = 12)	
Course	4.30 ± .25
Instructor	4.52 ± .27
70-100 students (n = 11)	
Course	4.16 ± .44
Instructor	4.33 ± .40
100-200 students (n = 12)	
Course	4.38 ± .41
Instructor	4.46 ± .35
>200 students (n = 10)	
Course	3.92 ± .48
Instructor	4.22 ± .65

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 3. TCE Scores by College with Adequate Sample Representation	
TCE Scores by College (Subsample N)	**p-value or mean ± Standard Deviation**
UKY College	
Course	*p* = 0.001
Instructor	*p* = 0.018
Martin-Gatton College of Agriculture Food and Environment (n = 10)	
Course	4.57 ± .29
Instructor	4.65 ± .41
College of Arts and Sciences (n = 36)	
Course	4.17 ± .46
Instructor	4.39 ± .50
Gatton College of Business and Economics (n = 7)	
Course	3.87 ± .43
Instructor	3.99 ± .51
College of Communication and Information (n = 24)	
Course	4.57 ± .31
Instructor	4.67 ± .26
College of Education (n = 6)	
Course	4.77 ± .23
Instructor	4.87 ± .21
Stanley and Karen Pigman College of Engineering (n = 23)	
Course	4.01 ± .57
Instructor	4.20 ± .59
College of Health Sciences (n = 9)	
Course	4.60 ± .48
Instructor	4.79 ± .18
College of Medicine (n = 6)	
Course	4.22 ± .32
Instructor	4.33 ± .45

College of Public Health (n = 8)	
Course	4.60 ± .26
Instructor	4.80 ± .16

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 4. TCE Scores by Years Taught at the University of Kentucky	
TCE Scores by Years Taught at the University of Kentucky (Subsample N)	**p value or mean ± Standard Deviation**
Years Taught at the University of Kentucky	
Course	$p = 0.052$
Instructor	$p = 0.071$
< 5 years (n = 47)	
Course	4.31 ± .44
Instructor	4.49 ± .45
5-9 years (n = 34)	
Course	4.52 ± .30
Instructor	4.68 ± .28
10-19 years (n = 36)	
Course	41. ± .44
Instructor	4.53 ± .42
≥ 20 years (n = 34)	
Course	4.10 ± .63
Instructor	4.28 ± .64

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 5. TCE Scores by Years Taught in Higher Education	
TCE Scores by Years Taught in Higher Education (Subsample N)	**p-value or mean ± Standard Deviation**
Years Taught at in Higher Education	
Course	$p = 0.042$
Instructor	$p = 0.052$
< 5 years (n = 26)	
Course	4.18 ± .46
Instructor	4.32 ± .51
5-9 years (n = 21)	
Course	4.46 ± .34
Instructor	4.67 ± .21
10-19 years (n = 47)	
Course	50. ± .32
Instructor	4.64 ± .36
20-29 years (n = 45)	
Course	4.26 ± .64
Instructor	4.37 ± .64
≥ 30 years (n = 14)	
Course	4.06 ± .32
Instructor	4.41 ± .23

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 6. TCE Scores by Title Series	
TCE Scores by Title Series (Subsample N)	**p-value or mean ± Standard Deviation**
Title Series Course Instructor	 p = 0.205 p = 0.454
Regular Title Series (n = 91) Course Instructor	 4.36 ± .49 4.50 ± .49
Special Title Series (n = 24) Course Instructor	 4.51 ± .42 4.65 ± .37
Lecturer Title Series (n = 36) Course Instructor	 15. ± .46 4.34 ± .52

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 7. TCE Scores by Instructor Rank	
TCE Scores by Instructor Rank (Subsample N)	**p-value or mean ± Standard Deviation**
Instructor Rank Course Instructor	 p = 0.116 p = 0.112
Assistant Professor (n = 29) Course Instructor	 4.45 ± .36 4.63 ± .30
Associate Professor (n = 42) Course Instructor	 4.51 ± .37 4.62 ± .37
Professor (n = 41) Course Instructor	 4.22 ± .59 4.38 ± .59
Lecturer (n = 21) Course Instructor	 4.17 ± .44 4.37 ± .49
Senior Lecturer (n = 15) Course Instructor	 4.08 ± .48 4.34 ± .59

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 8. TCE Scores by Student Population	
TCE Scores by Student Population (Subsample N)	**p-value or mean ± Standard Deviation**
Teaches Undergraduate Students Course Instructor	 p = 0.561 p = 0.621
Teaching Undergraduate Students (n = 131) Course Instructor	 4.32 ± .50 4.41 ± .50
No Teaching of Undergraduate Students (n = 20)	

Course	4.42 ± .32
Instructor	4.57 ± .38
Teaches Graduate Students	
Course	*p* = 0.503
Instructor	*p* = 0.835
Teaching Graduate Students (n = 90)	
Course	4.36 ± .45
Instructor	4.48 ± .46
No Teaching of Graduate Students (n = 63)	
Course	4.29 ± .53
Instructor	4.49 ± .52
Teaches Professional Students	
Course	*p* = 0.232
Instructor	*p* = 0.357
Teaching of Professional Students (n = 7)	
Course	4.13 ± .33
Instructor	4.34 ± .36
No Teaching of Professional Students (n = 146)	
Course	4.34 ± .48
Instructor	4.49 ± .49
Teaches Non-degree Students	
Course	*p* = 0.099
Instructor	*p* = 0.439
Teaching Non-Degree Seeking Students (n = 10)	
Course	4.65 ± .39
Instructor	4.65 ± .42
No Teaching of Non-Degree Seeking Students (n = 143)	
Course	4.31 ± .48
Instructor	4.48 ± .48

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 9. TCE Scores by Identified Gender	
TCE Scores by Identified Gender (Subsample N)	**p-value or mean ± Standard Deviation**
Identified Gender	
Course	*p* = 0.683
Instructor	*p* = 0.522
Man (n = 58)	
Course	4.29 ± .51
Instructor	4.45 ± .52
Prefer Not to Answer (n = 9)	
Course	4.24 ± .57
Instructor	4.25 ± .53
Woman (n = 86)	
Course	37. ± .45
Instructor	4.53 ± .45

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 10. TCE Scores by Participant Perception of Their Speech	
TCE Scores by Participant Perception of Their Speech Being Difficult to Understand (Subsample N)	**Mean ± Standard Deviation**

Participant Perception of Their Speech Being Difficult to Understand Course Instructor	 $p = 0.001$ $p < 0.001$
Difficult (n = 26) Course Instructor	 3.93 ± .53 4.01 ± .56
Not Difficult (n = 127) Course Instructor	 4.41 ± .43 4.58 ± .40

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 11. TCE Scores by Course Level	
TCE Scores by Course Level (Subsample N)	**p-value or mean ± Standard Deviation**
Course Level Course Instructor	 $p = 0.430$ $p = 0.785$
100 Level (n = 29) Course Instructor	 4.25 ± .49 4.43 ± .50
200 Level (n = 21) Course Instructor	 4.33 ± .33 4.58 ± .25
300 Level (n = 26) Course Instructor	 4.39 ± .40 4.53 ± .41
400 Level (n = 24) Course Instructor	 4.20 ± .68 4.33 ± .67
500 Level (n = 12) Course Instructor	 4.53 ± .43 4.69 ± .38
600 Level (n = 31) Course Instructor	 4.35 ± .44 4.51 ± .44
700 Level (n = 9) Course Instructor	 4.53 ± .41 4.49 ± .63

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 12. TCE Scores by Identified Instructor Race	
TCE Scores by Identified Instructor Race (Subsample N)	**p-value or mean ± Standard Deviation**
Identified Race Course Instructor	 $p = 0.104$ $p = 0.044$
Asian (n = 9) Course Instructor	 3.72 ± .66 3.84 ± .71
Black or African American (n = 9) Course	 4.38 ± .29

Instructor	4.56 ± .41
Prefer Not to Answer (n = 8)	
Course	4.16 ± .55
Instructor	4.17 ± .51
White (n = 125)	
Course	4.38 ± .44
Instructor	4.55 ± .43

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Table 13. TCE Scores by Sexual Identity	
TCE Scores by Sexual Identity (Subsample N)	**p-value or mean ± Standard Deviation**
Sexual Identity	
Course	*p* = 0.697
Instructor	*p* = 0.761
LGBTQ+ (n = 13)	
Course	4.48 ± .27
Instructor	4.59 ± .30
Prefer Not to Answer (n = 10)	
Course	4.30 ± .57
Instructor	4.30 ± .52
Straight (n = 130)	
Course	32. ± .49
Instructor	4.49 ± .49

OF NOTE: The p-value addresses the null hypothesis of no association between the present potential predictor and the outcome.

Appendix 6: Crosswalk of TCE Items and IDEA Items

TCE Items	Response Option	IDEA Items	Responses
General Information			
My classification is:	Freshman Sophomore Junior Senior Graduate Professional Other		
My main reason(s) for taking this course is that it: (Select all that apply)	Is a required course Is an elective Covers a topic I am interested in Choose not to rate	I really wanted to take this course regardless of who taught it. (IDEA Teaching Essentials Survey and Learning Essential Instrument)	I really wanted to take this course regardless of who taught it.
My expected grade in this course	Pass or audit I E/Fail D C B A		
Hours per week spent on the course (excluding class time)	2 hour or less 3 - 4 hours 5 - 7 hours 8 - 10 hours 11 - 15 hours 16 hours or more	As a rule, I put forth more effort than other students on academic work. (IDEA Teaching Essentials Survey and Learning Essential Instrument)	Definitely False More False than True In Between More True than False Definitely True
		As a rule, I put forth more effort than other students on academic work. (IDEA Teaching Essentials Survey and the Learning Essential Instrument)	Definitely False More False than True In Between More True than False Definitely True

		My background prepared me well for this course's requirements. (IDEA Teaching Essentials Survey)	Definitely False More False than True In Between More True than False Definitely True
Course Specific			
I consider this course to be a quality course.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree	Overall, I rate this course as excellent. (IDEA Teaching Essentials Survey and the Learning Essential Instrument and the Learning Essential Instrument)	Definitely False More False than True In Between More True than False Definitely True
The course was well organized.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
Class meetings contributed to my learning of the course content.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
Grading in the course was fair.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
I understand how the final grade will be calculated in the course.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
		Gaining a basic understanding of the subject (e.g., factual	No Apparent Progress Slight Progress Moderate Progress

		knowledge, methods, principles, generalizations, theories) (IDEA the Learning Essential Instrument)	Substantial Progress Exceptional Progress
		Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Learning to apply course material (to improve thinking, problem solving, and decisions) (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Acquiring skills in working with others as a member of a team (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress

		Developing skill in expressing myself orally or in writing (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Learning how to find, evaluate, and use resources to explore a topic in depth (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Developing ethical reasoning and/or ethical decision making (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Learning to analyze and critically evaluate ideas, arguments, and points of view. (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Learning to apply knowledge and skills to benefit others or serve the public good (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
		Learning appropriate methods for collecting, analyzing, and interpreting numerical information (IDEA the Learning Essential Instrument)	No Apparent Progress Slight Progress Moderate Progress Substantial Progress Exceptional Progress
Comments		Comments	
Instructor			
The instructor provided quality teaching.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree	Overall, I rate this instructor an excellent teacher (IDEA Teaching Essentials Survey and the Learning Essential Instrument)	Definitely False More False than True In Between More True than False Definitely True
The instructor was prepared for class.	Strongly Disagree Disagree Neither Disagree nor Agree Agree		

	Strongly Agree		
The instructor presented material clearly.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree	Explained course material clearly and concisely (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
The instructor responded to questions in a manner that aided my understanding of the material.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree	Found ways to help students answer their own questions (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
The instructor provided material at an appropriate pace.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
The instructor treated students with respect.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree		
The instructor asked questions that stimulated deep consideration of the course content.	Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree	Introduced stimulating ideas about the subject (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
		Displayed a personal interest in students and their learning (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
		Inspired students to set and achieve goals which really challenged them (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
		Made it clear how each topic fit into the course (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always

		Demonstrated the importance and significance of the subject matter (IDEA Teaching Essentials Survey)	Hardly Ever Occasionally Sometimes Frequently Almost Always
Comments		Comments	
Distance Learning Related Questions			
Interacting with the instructor	Easier than other courses I've Taken About the same as other courses I've taken		
Interacting with other students in the class	Easier than other courses I've taken About the same as other courses I've taken Harder than other courses I've taken		
Interacting with the course content	About the same as other courses I've taken Harder than other courses I've taken		
Using the library and library services	About the same as other courses I've taken		
Arranging accommodations for a disability	About the same as other courses I've taken Not Applicable		
Getting help from the ITS Customer Services	About the same as other courses I've taken Not Applicable		
Completing group projects	Easier than other courses I've taken About the same as other courses I've taken		

	Harder than other courses I've taken		
Participating in web conferences	About the same as other courses I've taken Harder than other courses I've taken Not Applicable		
Taking exams and quizzes	Easier than other courses I've taken About the same as other courses I've taken Harder than other courses I've taken		
Comments			

https://courseevaluationsupport.campuslabs.com/hc/en-us/articles/360038358293-Getting-Started-IDEA-Instruments-

file:///D:/Teaching%20Evaluation/Example%20items/Sample-SRI_learning-essentials-2016-updated-012419.pdf

Appendix 8: Resources Identified from Benchmark Universities

Ohio University: Peer Observation link

Rigor: *focus on how and why, not just what; focus on understanding, decision-making, implications, problems and analysis* **4** (best) 3. 2. 1	
Online Component (use one set of numbers for each evaluation)	**Comments**
Course Introductions *(includes information about instructor, overview of course content, learning outcomes expectations, etc.)* 4. 3. 2. 1	
Posted Items (*syllabus, assignments, announcements, etc. obvious and readily accessible)* 4. 3. 2. 1.	
Visual/Organizational Appeal *(aesthetically pleasing, modules well-organized and easily navigated)* 4. 3. 2. 1.	
Assignment Instructions (clear description, rubric/checklist, due dates, instructions for upload) 4. 3. 2. 1	
Discussion Topics *(uses broad- based questions that generate good discussion, including follow up questions rather than discrete answers)* 4. 3. 2. 1.	
Feedback (*timely, encouraging and supportive, responds to questions asked* 4. 3. 2. 1.	
Communication Style *(professional, grammatically correct, proper "netiquette")* 4. 3. 2. 1.	
Activity *(~3 hours/week for faculty, or as per departmental expectation)* 4. 3. 2. 1.	

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Article

The Teaching Practices Inventory: A New Tool for Characterizing College and University Teaching in Mathematics and Science

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BENCHMARKS FOR TEACHING EFFECTIVENESS

KU THE UNIVERSITY OF KANSAS
Center for Teaching Excellence

The Center for Teaching Excellence has developed a framework called Benchmarks for Teaching Effectiveness to support better methods of reviewing, documenting, and evaluating teaching. The framework is organized around a multidimensional rubric for reviewing faculty teaching. Seven rubric dimensions (below) have been designed to capture teaching in its totality. The rubric includes guiding questions and defined expectations for each dimension (see reverse). Departments are encouraged to adapt the rubric to fit disciplinary expectations and to weight areas most meaningful to the discipline.

GOALS, CONTENT, & ALIGNMENT | TEACHING PRACTICES | ACHIEVEMENT OF LEARNING OUTCOMES | CLASS CLIMATE | REFLECTION & ITERATIVE GROWTH | MENTORING & ADVISING | INVOLVEMENT IN TEACHING SERVICE, SCHOLARSHIP OR COMMUNITY

Benchmarks Goals and Objectives

1. Broaden faculty perspectives on and build consensus on effective teaching
2. Encourage the use of multiple sources of information to evaluate teaching (instructor, peers, and students)
3. Improve synthesis and representation of this information at the department or school level.

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*See reverse for complete rubric

EXPLORING APPLICATIONS OF THE FRAMEWORK

CTE has received funding from the National Science Foundation for a 5-year-project that supports department-level adaptation and use of the Benchmarks framework. With assistance from CTE, participating departments are having conversations about what effective teaching is and how it should be evaluated. As they do this, they are adapting the rubric and identifying materials that that could provide information for each category. They are sharing their efforts with colleagues in other departments and with colleagues at the University of Colorado, Boulder and the University of Massachusetts, Amherst, which have created similar programs. The goal is to develop models that can be applied in other departments and other institutions.

WHY WE ARE DOING THIS

Most evaluations focus on a narrow range of teaching practice and prioritize a limited source of evidence. Often, teaching is measured either through student evaluations, which contain inherent biases, or peer observations of a single class period. The Benchmarks framework provides a comprehensive, balanced view of faculty teaching contributions by broadening the types of activities that are reviewed and the sources of information on those activities. Thus, the Benchmarks aligns with KU policy, which requires multiple sources in teaching evaluation and specifies students, peers, and the faculty member as required sources in promotion and tenure and progress-toward-tenure processes.

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KU THE UNIVERSITY OF KANSAS Center for Teaching Excellence

Benchmarks for Teaching Effectiveness *posits that effective teaching involves the alignment of course goals and instructional practices, the creation of motivating and inclusive learning climates, and consistent attention to and reflection on student learning and feedback.*

(revised Oct 2020)	**Developing**	**Proficient**	**Expert**
Goals, content, and alignment *What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does content represent diverse perspectives?*	☐ Course goals are not articulated, or are unclear, inappropriate or marginally related to curriculum ☐ Content and materials are outdated or unsuitable for students in the course ☐ Range of topics is too narrow or too broad ☐ Content is not clearly aligned with curriculum or institutional expectations ☐ Content does not reflect diverse perspectives	☐ Course goals are articulated and appropriate for curriculum ☐ Content is current and appropriate for topic, students, and curriculum ☐ Course topics have appropriate range ☐ Standard, intellectually sound materials ☐ Course materials reflect diverse perspectives	☐ Course goals are well-articulated, high quality, relevant to all students, and clearly connected to program or curricular goals ☐ Content is challenging and innovative or related to current issues and developments in field ☐ Topics are well-integrated and of appropriate range and depth ☐ High-quality materials, well-aligned with course goals ☐ Course materials reflect diverse perspectives and promote critical reflection on these diverse perspectives
Teaching practices *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn? Are students engaged in the learning process?*	☐ Courses are not sufficiently planned or organized ☐ Practices are not well-executed and show little development over time ☐ Students lack opportunities to practice critical skills embedded in course goals ☐ Student engagement is generally low ☐ Assessments and assignments are at inappropriate difficulty level or not well-aligned with course goals	☐ Courses are well-planned and organized ☐ Standard course practices; follows conventions of discipline and institution ☐ Students have some opportunities to practice skills embedded in course goals ☐ Students are consistently engaged ☐ Assessments/assignments are appropriately challenging and tied to course goals	☐ Courses are well-planned and integrated, and reflect commitment to providing meaningful assignments and assessments ☐ Uses inclusive and effective or innovative methods to support learning in all students ☐ In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts ☐ Students show high levels of engagement ☐ Assessments and assignments are varied and allow students to demonstrate knowledge through multiple modalities
Class climate *What sort of climate for learning does the instructor create? What are students' views of their learning experience and how has this informed teaching?*	☐ Class climate does not promote respect or sense of belonging among all students ☐ Class climate discourages student motivation or self-efficacy ☐ Consistently negative student reports of teacher accessibility or interaction skills ☐ Little attempt to address concerns voiced by students	☐ Class climate is inclusive and promotes respect ☐ Class climate encourages student motivation ☐ No consistently negative student ratings of teacher accessibility or interaction skills ☐ Instructor articulates some lessons learned through student feedback	☐ Class climate is respectful, open, and inclusive; promotes both student-student and student-teacher dialogue. ☐ Climate fosters motivation, self-efficacy, ownership of learning ☐ Instructor models inclusive language and behavior ☐ Student feedback on teacher accessibility and interaction is generally positive ☐ Instructor seeks and is responsive to student feedback
Achievement of learning outcomes *What impact do courses have on learners? What is the evidence of student learning? Are there efforts to make achievement equitable?*	☐ Insufficient attention to student understanding; quality of learning is not described or analyzed with clear standards ☐ Evidence of inadequate learning or inequities in learning without clear attempts to improve ☐ Quality of learning is insufficient to support success in other contexts	☐ Standards for evaluating the quality of student understanding are clear ☐ Student learning meets dept. expectations ☐ Some use of evidence of student learning to inform teaching ☐ Quality of learning is not a barrier to success in other contexts	☐ Standards for evaluating understanding are clear and connected to program, curriculum, or professional expectations ☐ Consistently attends to student learning, uses it to inform teaching ☐ Quality of learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues) ☐ Efforts to support learning in all students by examining possible inequities in performance across groups and making adjustments
Reflection and iterative growth *How has the instructor's teaching changed over time? How has this been informed by student learning evidence?*	☐ Little or no indication of having reflected upon or learned from prior teaching, evidence of student learning, or peer or student feedback ☐ Little or no indication of efforts to develop as a teacher despite evidence of need	☐ Continued competent teaching, possibly with minor reflection based on input from peers and/or students ☐ Articulates some lessons learned or changes informed by prior teaching, student learning, or feedback	☐ Regularly adjusts teaching based on reflection on student learning, within or across semesters ☐ Examines student performance following adjustments ☐ Reports improved student achievement of learning goals and/or improved equity in outcomes based on past course modifications
Mentoring & advising *How effectively has the instructor worked individually with UG or grad students?*	☐ No indication of effective advising or mentoring (but expected in department)	☐ Some evidence of effective advising and mentoring *(define as appropriate for discipline)*	☐ Evidence of exceptional quality and time commitment to advising and mentoring *(define as appropriate for discipline)*
Involvement in teaching service, scholarship, or community *How has the instructor contributed to the broader teaching community, both on and off campus?*	☐ Little or no evidence of positive contributions to teaching and learning culture in department or institution ☐ Little or no interaction with teaching community ☐ Practices and results of teaching are not shared with others	☐ Some positive contributions to teaching and learning culture in department or institution ☐ Some engagement with peers on teaching ☐ Has shared teaching practices or results with others (e.g., presentation, workshop, essay)	☐ Consistently positive contributions to teaching and learning culture in department or institution (e.g., curriculum committees, program assessment, co-curricular activities) ☐ Regular engagement with peers on teaching (e.g., teaching-related presentations or workshops, peer reviews of teaching) ☐ Presentations or publications to share practices or results of teaching with multiple audiences ☐ Scholarly publications or grant applications related to teaching

How to conduct a peer review of online teaching (DRAFT)

(last updated Oct 27, 2020)

Evaluating instructors in online courses isn't much different from evaluating instructors who teach in physical classrooms. After all, online teaching requires most of the same skills as in-person teaching (i.e., organization, communication, knowledge of subject matter, creation of a welcoming, inclusive environment). This document is intended to guide you through peer review using the Benchmarks framework developed by the Center for Teaching Excellence, focusing on elements relevant to online teaching.

Where do I start?

Regardless of how a course is taught, a high-quality peer review should include a **conversation** with the instructor that is informed by a set of course materials provided in advance of or during the conversation. That conversation is crucial because it helps an evaluator understand how an instructor has approached a class and allows the instructor to articulate the thinking behind assignments, rubrics, scheduling, communication, and other aspects of a course.

Given the critical importance of course organization, interaction sites, and feedback mechanisms for online or hybrid courses, the reviewer may also wish to conduct a separate, more detailed **review of course materials** and Blackboard/LMS site.

What do I look for?

In your peer review, you will want to examine:

1. **Course learning goals**, and how these goals align with course materials and assessments.
2. **Teaching practices**, with specific focus on well-organized course management and high-quality feedback.
3. **Evidence of an engaging and inclusive class climate.**
4. **Evidence of student learning.**
5. The instructor's **reflection on their teaching** over time.

How can I evaluate someone without visiting a class?

This is the most common question departments ask when evaluating online teaching. In-person class visits can certainly provide evidence of student-instructor interaction and implementation of lesson plans. Too often, though, these visits are done in a hurried manner, and the evaluations that emerge tend to emphasize performance in a single class while overlooking much more substantive evidence of course design and student learning. The Benchmarks framework emphasizes the importance of an instructor interview and a review of course materials over a class visit to gather evidence. A class visit can be useful but often isn't necessary. A review of online teaching requires a more thorough look at the elements and interactions of a course. The Benchmarks framework can help identify aspects of the course to evaluate and relevant sources of evidence.

(Full document available upon request)

KU Benchmarks for Teaching Effectiveness

Protocol for Course Focused Peer Review (Revised Fall 2021)

Overview

Peer review of teaching should include a detailed analysis of the instructor's plan for learning, including material selection, targeted goals for students, methods of measuring learning, indicators of success in learning, and use of time with students during scheduled classes, studios and labs. Thus, a high quality course-focused peer review requires conversation between the reviewer and course instructor, organized around a portfolio of course materials. The peer review may also include observation of one or more class periods, with a conversation before and after the observation. The reviewer should produce a document that summarizes the findings of the peer review.

I. A Single Peer Review Conversation

Getting Started: Instructor provides a set of course materials (could be provided in advance) for the conversation. Essential items include (1) Syllabus; (2) Examples of assignments and criteria for assessing student performance; and (3) Examples of student work on the assignments. Instructor could also provide (in writing or through the conversation): a description of reasons for decisions about content and goals; elaboration of instructional design, reflection on students' achievements and plans for future course offerings.

Conversation: The conversation could follow the first five dimensions of the Benchmarks Rubric.

1. **Goals, content, and alignment:** What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does content represent diverse perspectives?
   Materials: Syllabus
   Possible Conversation Prompts:
   - *What are your goals for students in the course? How do these interface with department, university, or discipline goals?*
   - *What are three critical things you want students to take away by the end of the semester?*
   - *What developmental level do students need to be at to engage with course material?*
   - *Do the stated goals for the course match the needs of students with whom you are working? How is that apparent?*

- *What perspectives are represented in your course materials? How do you promote critical reflection on diverse perspectives?*
  [Materials: Syllabus]

2. **Teaching Practices:** How is in-class and out-of-class time used? What assignments, assessments and learning activities are implemented to help students reach the major learning goals? How are students engaged in the learning process?
   Materials: Sample Assignments and Learning Activities
   Possible Conversation Prompts:
   - *How do you spend your contact time with students? Lecturing, discussing, small groups, one-on-one? Share some examples. How do students respond to the contact time?*
   - *What assignments and activities do students do to prepare for and/or follow-up on class time? Share some examples.*
   - *Are there other major activities they spend time on outside of class? Why are those activities important?*

3. **Class Climate.** What sort of climate for learning does the instructor create? What are students' views of their learning experience and how has this informed teaching?
   Materials: Syllabus, Student Reflection Assignments or Surveys (if used)
   Possible Conversation Prompts:
   - *How do you encourage motivation, inclusion and a sense of belonging among your students?*
   - *What strategies do you use to communicate with students?*
   - *How do studnets interact with each other? Are there things you are doing to build a sense of community?*
   - *How has student feedback informed the way you teach this course?*

4. **Achievement of Learning Outcomes.** What impact does the course have on learners? What I the evidence of student learning? Are there efforts to make acheivement equitable?Materials: Example Assignments/Assessments, Grading Criteria/Rubrics, Sample Student Work
   Possible Conversation Prompts:
   - *Which assignments do you think are most central to the course and best illustrate student learning?*
   - *How do you evaluate student work? How do students respond to this evaluation?*
   - *Does the student work on them meet your expectations? How do you know?*
   - *Do you know if there are any inequities in student performance? If so, have you taken any steps to address them?*

5. **Reflection and Iterative Growth.** How has the instructor's teaching changed over time? How has this been informed by student learning evidence and other feedback?
   Materials: Summaries or examples of student performance/work from different semesters (if available)
   Possible Conversation Prompts:
   - *How do you use previous student work to measure progress in student outcomes?*
   - *What is your greatest challenge teaching this course?*
   - *What changes have you made in this course from previous semesters? Why? How has this been informed by evidence of your students' learning? Did the changes yield the outcome you wanted?*

Peer Review Document. Prepare a document that summarizes the peer review by being reflective about your conversation with the course instructor (and observation). The guiding questions and quality tier descriptions in the Benchmarks Rubric can be used to guide this process. Refer to the evidence and examples reviewed and discussed in your conversation to support your comments about each dimension.

II. Conversation and Classroom Visit

Conversation Prior to Class Observation: If this is your first review of this course, follow the general protocol suggested above under part I, with some additional questions about the day you will visit.

- Ask the instructor to share course materials that will be needed for you to understand the context of the classroom activities the day you will visit, such as pre-class preparatory work such as readings, discussion prompts or problem sets.
- Find out what the instructor hopes to achieve in the class period you are observing, how the day's activities are designed toward those goals, and what assessments or assignments will enable the instructor to determine whether students have achieved what was desired.

Class Observation: During the class period observation, look for evidence to support the first five course-focused dimensions of the Benchmarks Rubric:

1. Goals, content, and alignment
   - *Are the day's learning goals communicated and clear?*
   - *Are the day's learning goals appropriately challenging?*
   - *Are the day's learning goals aligned with the curriculum?*

2. Teaching practices
    - *Were the in-class activities aligned with the learning goals?*
    - *What practices were used? Lecture, discussion, group problem solving, etc..?*
    - *Were students engaged with the material?*

3. Achievement of learning outcomes
    - *Were class objectives achieved? What informal indicators and formative assessments provide evidence about this?*
    - *Was the instructor aware of students' level of understanding? If so how? What opportunities did the instructor create to gauge student understanding?*
    - *How do the classroom activities connect to more formal and summative assessments?*

4. Classroom climate and student perceptions
    - *Were students engaged with the classroom activities?*
    - *What practices were used to encourage motivation and engagement? Was the classroom climate welcoming to all students?*
    - *Did the students have a chance to provide feedback on their learning?*

5. Reflection and iterative growth (see also follow-up conversation)
    - *Did the instructor adjust teaching practices or class plans to meet students where they are?*

Follow-up Conversation. If possible, find a time to debrief with the instructor. This conversation could focus on:

- The instructors' reflections on whether the outcomes of the class period matched what the instructor intended,
- The instructor's assessments of student learning based on that class period, either from within the observed class period or on follow-up assignments
- Whether they might want to make any adjustments related to the class period in future offerings
- Feedback to the instructor: specific suggestions of things that worked well, areas that could be strengthened, and ideas that you would try in their course or ideas you would like to take from their course to try in your own courses.

Peer Review Document. Prepare a document that summarizes the peer review by being reflective about your conversation with the course instructor (and observation). The guiding questions and quality tier descriptions in the Benchmarks Rubric can be used to guide this process. Refer to the

evidence and examples reviewed and discussed in your conversation to support your comments about each dimension.

Iowa University ACE project (includes student and faculty videos and resources)

ACE questions *Likert scale 1-6 as currently exists (will not change except the addition of N/A), N/A is default option with 1-6 following in order*

Instructor

Organization—The instructor used class time well

Clarity – The instructor communicated course material clearly

Learning Focused – The instructor's teaching methods helped students learn

Course

Learning Materials—The assignments, readings, and activities facilitated student learning

Assessment— Assessments (such as quizzes, papers, and exams) aligned with course objectives

Support—Help was available for students

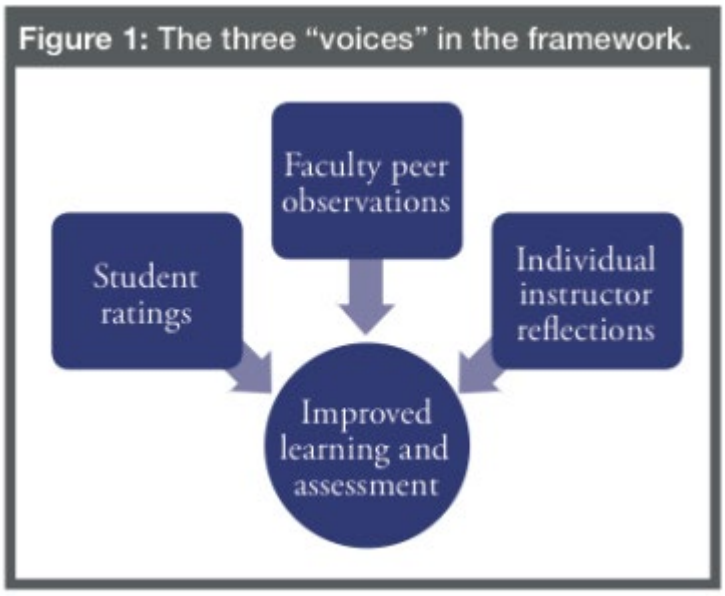
College Optional (using Likert Scale, no more than three questions)

Overall (Open Ended)

What aspects of the course were most useful for your learning?

When this class is taught again, what changes would you suggest?

What else would you like the instructor to know about your experience in this course?



University of Colorado model

Course Evaluations: Providing Helpful Feedback to Your Instructors

Instructors often find students' written comments the most valuable element of course evaluations. To help your teachers get the most out of your end-of-term feedback, please keep the following in mind:

- Remember that you are writing to your instructor. Your feedback can valuably influence the ways they teach this course and others in the future. (Unlike an online review site like "Rate My Professor," this is not a forum for saying whether or not you recommend a course to other students.)
- Specific constructive suggestions that focus on your learning are far more useful than general critiques. See below for examples of ways you can provide feedback that helps instructors understand how their instructional choices facilitated or hindered your learning. Both positive and negative feedback is most helpful when very specific.
- Comments that are not related to your learning diminish the value of your feedback. For example, it is not helpful to comment upon an instructor's appearance or to include personal insults in your feedback.

Some examples of constructive feedback:

Less helpful: Vague critique or praise	**More helpful: Specific suggestions that could improve your learning, or explanations of why the course helped you learn**
"He just lectures."	"He just lectures… "…, and a short break would help me pay attention for the full lecture." "…, but we need more time for student questions during lectures." "…, and I would learn more if I got more hands-on practice."
"The readings were redundant."	"The readings were redundant…" "…I didn't understand why we read so many different articles on the same topic." "…Could you offer more guidance on what we're supposed to look for in the readings?"
"Discussions were awesome!"	"Discussions were awesome!…" "…I loved how you created an environment where students were willing to share perspectives and disagree." "…It was really helpful that you kept notes on the board during our discussions."

CRLT *August, 2015*

University of Michigan

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