Office of the Provost and Executive Vice Chancellor
900 University Avenue
4148 Hinderaker Hall
Riverside, CA 92521

January 9, 2023

To: Sang-Hee Lee, Chair of the Riverside Division

From: Ken Baerenklau, Associate Provost and Co-Chair of the TEIC
*Yingbo Hua, Professor of Electrical & Computer Engineering and Co-Chair of the TEIC
Batool Abdaljawad, undergraduate student
*Annie Ditta, Assistant Professor of Psychology, ADT member, and Co-Chair of the SET question subcommittee
Richard Edwards, Executive Director of XCITE
Jack Eichler, Professor of Chemistry and Chair of the Academy of Distinguished Teaching
*Ahmed Eldawy, Associate Professor of Computer Science & Engineering
*Long Gao, Associate Professor of Operations & Supply Chain Management
*Jacob Greenstein, Professor of Mathematics
*Rajiv Gupta, Distinguished Professor of Computer Science & Engineering
Hillary Jenks, Director of Graduate Success
*Ruhi Khan, Associate Professor of Media & Cultural Studies
*Goldberry Long, Associate Professor of Creative Writing, ADT member, and Co-Chair of the SET question subcommittee
*Morris Maduro, Professor and Chair of Biology and ADT member
Patriccia Ordonez-Kim, PhD student
*Amit Roy Chowdhury, Professor and Chair of Robotics
Omar Safie, Director of Evaluation and Assessment
*Wesley Sims, Assistant Professor of Education
*Elaine Wong, Associate Professor of Management
** denotes Senate-appointed members*

Cc: Cherysa Cortez, Executive Director
Dan Jeske, Vice Provost for Academic Personnel
Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Update and request for feedback on draft work products from the Joint Senate-Administrative Teaching Evaluation Implementation Committee

Dear Sang-Hee,

The joint Senate-Administrative Teaching Evaluation Implementation Committee (TEIC) continues to make progress on its charge to implement the recommendations contained in the January 2021 report from the Senate Ad Hoc Committee on Evaluation of Teaching. Details of this charge are provided in the October 19, 2021 memo from Provost Watkins to Senate Chair Stajich. The purpose of this memo is to update the Senate on eight core elements of the charge:

1. Re-design the current iEval Student Evaluation of Teaching (SET) instrument to produce a more equitable and useful tool for evaluation of teaching effectiveness and pedagogical improvement.
2. Prepare and equip students to participate in the evaluation of teaching.
3. Communicate to UCR faculty and P&T evaluating bodies the importance of additional forms of evidence of teaching effectiveness that supplement the iEval SET.
4. Modify eFile to make evidence submission easier.
5. Modify eFile to enforce submission of multiple forms of evidence.
6. Re-introduce student participation incentives (e.g. early access to grades).
7. Review comments and suggestions on the ad hoc committee report that were received from Senate committees.
8. Clarify shared governance responsibilities for our teaching evaluation policies and processes.

The TEIC welcomes the Senate's constructive suggestions in each of these areas to help us fulfill our charge to implement revisions to the existing evaluation instrument and process.

1. Re-design the current iEval Student Evaluation of Teaching (SET) instrument to produce a more equitable and useful tool for evaluation of teaching effectiveness and pedagogical improvement.

This work was led by two members of the committee who are professors of teaching and subject matter experts. Their subcommittee used an evidence-based approach, including peer-reviewed literature and surveys of practices at comparable universities, to develop a new SET structure and content that solicits specific, usable feedback on observable instructional practices. This work is summarized in two documents that are endorsed by the full committee: a new SET instrument (appendix 1) and a report that describes the development process and motivates/explains the instrument (appendix 2). It is helpful to read the report first, before reviewing the instrument.

2. Prepare and equip students to participate in the evaluation of teaching.

As a temporary solution, and prior to this committee's convening, the iEval preamble was revised to include a brief statement about the possibility of bias and how preconceptions may affect a student's perspective of an instructor. This revised preamble is currently in place. As a more permanent solution, the TEIC considered implementing a required training but decided this would be challenging to implement on an ongoing basis, would deter student participation in the evaluation process, and would be of limited effectiveness based on a review of related research. Instead, the TEIC has drafted a new preamble (attached as appendix 3) and has deliberately designed the new SET instrument to reduce bias and improve the value of feedback received (see report in appendix 2).

3. Communicate to UCR faculty and P&T evaluating bodies the importance of additional forms of evidence of teaching effectiveness that supplement the iEval SET.

APM 210-1(d)(1) states that "more than one kind of evidence shall accompany each review file." The APM also gives examples of "significant types of evidence" (e.g. opinions of peers, opinions of students, opinions of graduates, number and caliber of students mentored in research, and pedagogical innovation) but does not place strict limits on what is acceptable. The CALL (section III.U) also specifies the requirement for at least two kinds of evidence of teaching effectiveness, and highlights mentoring and student evaluations, but directs candidates to the APM for guidance on other sources of evidence. Consistent with the APM and the CALL, the TEIC has drafted multiple resources to help faculty satisfy the requirement to submit multiple forms of evidence in their personnel files. These include:

- **Student Evaluations of Teaching (SETs).** The APM and the CALL require student evaluations "from most, if not all" of the courses taught by the candidate since the last review. The TEIC expects that most faculty will continue to use SETs (currently administered through iEval) to satisfy this requirement, and has re-designed the survey instrument (see appendices 1 and 2).
- **Canvas-based analysis of learning outcomes.** As part of the Canvas implementation, XCITE is developing tools and trainings that will enable assessment of student achievement of specific program-level and course-level learning outcomes in Canvas. A small group of faculty is currently piloting these tools. A summary of XCITE's plan is attached as appendix 4.
- **Peer observation of classroom teaching and learning.** The TEIC has drafted a template and guidelines for conducting peer observation of classroom activities, based on an approach already in use in UCR's Department of Chemistry. Observations could be conducted by a member of the Academy of Distinguished Teaching if an instructor prefers not to have a close peer observe their classroom. The guidelines are attached as appendix 5.
- **Student self-assessment of learning gains.** The customizable Student Assessment of Learning Gains (SALG) instrument was originally developed by researchers at the University of Colorado at Boulder to evaluate outcomes from two NSF-funded projects on undergraduate chemistry instruction. The instrument was later revised to be appropriate for a broader range of disciplines. More information is available here. The TEIC has created three SALG instrument templates and a set of instructions for accessing and using them. The instructions are attached as appendix 6.
- **Guidance for writing a student mentoring statement.** The CALL already includes a paragraph about the opportunity to submit a one-page mentorship statement as an additional form of evidence. The TEIC has drafted additional guidance intended to help faculty write an informative and effective statement. The guidelines are attached as appendix 7.

- **Guidance for developing a teaching portfolio**. A teaching portfolio is a consistent set of materials and work samples with reflective statements, created by faculty, that represents their teaching practice related to student learning. Beginning in Fall 2022, XCITE is offering a workshop series focused on creating effective teaching portfolios. A summary of the series is attached as appendix 8.

The TEIC envisions that all of these resources would be maintained on the XCITE website, and that XCITE would work with Academic Personnel and the Academic Senate (see #8 below) to ensure the resources remain up-to-date and consistent with campus policies and processes.

4. Modify eFile to make evidence submission easier.

The TEIC has shared the ad hoc committee's recommended modifications with the Academic Personnel Office, and has begun the process of formally requesting changes to eFile. Academic Personnel is currently working to "mock up" the changes to show specifically how eFile could be modified. Due to the ongoing campus financial system replacement and other high-priority IT projects, including other requested modifications to eFile that are currently on hold, the expected completion date is summer 2023 (prior to the next CALL).

5. Modify eFile to enforce submission of multiple forms of evidence.

The TEIC discussed this recommendation with Academic Personnel, and learned that the office rarely sees a file come through with only one form of evidence. When this happens, the file is returned with a request for additional forms of evidence. Academic Personnel felt that this oversight process is effective, and that additional modifications to eFile would not be worthwhile. The TEIC concurs.

6. Re-introduce student participation incentives (e.g. early access to grades).

The TEIC has learned that when the campus adopted the Banner student information system, we lost the technical capability to easily control student access to grades. The old system had a single access point that could be easily controlled whereas Banner has multiple access points that would require a significant custom programming effort to control. As an alternative incentive, the TEIC is considering the possibility of priority registration for a randomly selected group of students who complete all of their evaluations. This approach would be technically possible, and even straightforward, if the iEval interface were replaced with a modern tool (see #7 below). However, the TEIC believes this potential new incentive would require review and approval by the Academic Senate – specifically the Committee on Educational Policy (CEP) which owns the Priority Registration Policy. The TEIC would welcome an initial, informal review of this idea by CEP, indicating whether it would be worthwhile to proceed with a formal proposal.

7. Review comments and suggestions on the ad hoc committee report that were received from Senate committees.

A subcommittee of the TEIC reviewed all of the written comments and suggestions received on the ad hoc committee report. A small number of additional issues were identified and discussed by the full TEIC. The committee determined that the main issues had already been adequately captured in the committee charge, and declined to further expand the charge with one exception.

The ad hoc committee's numerous recommended changes to iEval led to a discussion about whether it should be fully replaced rather than modified. According to UCR ITS, iEval is overdue for replacement and carries a significant failure risk due to its outdated technology platform. Also, currently available third-party tools offer numerous advantages compared to iEval that would be challenging for UCR ITS to match with a bespoke system – especially if the new SET structure is adopted. Examples of these tools include Qualtrics' Course Evaluation (formerly known as QClassroom) and Watermark's Course Evaluations & Surveys (formerly known as EvaluationKIT).

Representatives from ITS, UE, the Registrar, and the Provost's Office (two of whom are on the TEIC) viewed preliminary demonstrations of these products and believe they would accommodate the new SET structure and serve the campus well. Additional demonstrations will be scheduled in early 2023. Senate faculty will be invited to attend these or watch the recordings, and opportunities for feedback will be provided before finalizing a recommendation.

8. Clarify shared governance responsibilities for our teaching evaluation policies and processes.

Per the committee charge and the May 2, 2022 memo from Chair Stajich to Provost Watkins and Associate Provost Baerenklau, the TEIC has been granted a window of time during which we may implement changes to UCR's teaching evaluation system, consistent with our charge, and informed by consultation with the Academic Senate and other stakeholders. Part of our charge is to clarify existing policy and process ambiguities, and to recommend a governance structure for teaching evaluation policy and process oversight after this window closes.
The TEIC has addressed the following ambiguities:

- **Opting-out of SETs (iEval).** Previously it was unclear whether a faculty member could unilaterally opt-out of iEval, or choose not to include an iEval report in their personnel file. The TEIC consulted with Academic Personnel and determined, because of the language in APM 210, that iEval should be available to students in all courses, but faculty may remove individual reports from their personnel files in consultation with their Chair. The 2022 CALL now addresses these situations: the instructor "must discuss the reasons why with the Chair so that they can be adequately explained in the department letter."
- **Redacting iEval reports.** Previously it was unclear whether a faculty member could unilaterally request a redaction/revision of an iEval report (e.g. in cases where

inappropriate comments were made, or bias was apparent). The TEIC consulted with Academic Personnel and determined that these cases should be treated similarly to opting-out: the instructor should discuss the rationale with the Chair so they can be explained in the department letter. The 2023 CALL will be modified to include this clarification.

In the longer term, the TEIC recommends that both Academic Personnel and the Academic Senate assume greater oversight of teaching evaluation policies and processes. New situations will arise, evaluation instruments will need to be revisited, the APM will change, and decisions will need to be made. Currently, the campus lacks clear ownership of the policies that govern student evaluations of teaching. A simple rule might be that Academic Personnel should be consulted on anything related to APM 210; but reality is more complex, as evidenced by the breadth and depth of work of this joint ad hoc committee and the previous Senate ad hoc committee. Moreover, establishing occasional ad hoc committees to do this work seems inefficient and second-best given that the nature of the work is ongoing. It also means the Senate and the administration cannot be as responsive as we could be to requests from faculty to adjust our policies and processes: rather than referring requests to an existing office or standing committee, requests are effectively deferred until sufficient support for a new ad hoc committee materializes. This is frustrating for faculty seeking change and improvement to a process that affects them personally.

The TEIC proposes that Academic Personnel should have oversight of issues that are "rule based" in nature, require interpretation of the APM, and/or relate to the operation of the academic personnel review process. The Academic Senate should have oversight of issues that relate to how the campus evaluates instructional quality – similar to its role in reviewing the quality of academic programs and consistent with its purview over the content of the curriculum. Importantly, the specific purview that has been temporarily granted to the TEIC would transition to the Academic Senate at the conclusion of the committee's charge – perhaps to be shared by the Committee on Educational Policy and the Graduate Council. The Office of Evaluation and Assessment, which is responsible for running the iEval process, would continue to be responsible for operationalizing policies but would have greater clarity on where to seek guidance in novel situations. Academic Personnel, the Academic Senate, and the Office of Evaluation and Assessment would necessarily need to work together to further clarify roles and responsibilities, but the TEIC believes this general outline provides the appropriate starting point.

Appendix 1: Student Evaluation of Teaching instrument

General Instructions: Please answer the following questions about the course thus far. It should take you a few minutes to complete.

Part I: Administered early in the quarter (i.e., Weeks 2-3).

Course Foundations Check

All of the following provide a framework for learning in this course. These items may be found in the syllabus, on Canvas, and/or in handouts. Are they present in at least one of these places?

1. A clear description of what you should be able to do or know by the end of the course (learning outcomes).
   Yes/No
2. A clear description of the grading system for this class
   Yes/No
3. Information on how to ask for help (for example: office hours, email, Zoom appointments, etc.)
   Yes/No
4. Information on how to ask for accommodations/support from the university (for example: Contact information for SDRC, Title IX office, CAPS, ARC, etc.)
   Yes/No
5. A list of course topics
   Yes/No
6. Assignment due dates
   Yes/No
7. Guidelines for academic integrity
   Yes/No
8. Course materials (may include: readings, software, textbooks, recordings, and other resources)
   Yes/No
9. Were the above items compiled in an accessible location (e.g., a document, a Canvas page, or other format)?
   Yes/No
10. Are you enrolled in a lab for this course? IF NO, skip 11.
    Yes/No
11. IF YES: have you received instructions for taking appropriate safety measures in lab settings?
    Yes/No

Part II: Administered late in the quarter (i.e., Weeks 9-10).

General Instructions: The following evaluation has four sections. It should take you approximately 8-10 minutes to complete.

A) Course Foundations Check

You were asked about most of these earlier in the quarter. The instructor may have changed items in response to your feedback, so the questions are repeated here. These items may have been found in the syllabus, on Canvas, and/or in handouts. Were they present in at least one of these places?

1. A clear description of what you should be able to do or know by the end of the course (learning outcomes).
   Yes/No
2. A clear description of the grading system for this class
   Yes/No
3. Information on how to ask for help (for example: office hours, email, Zoom appointments, etc.)
   Yes/No
4. Information on how to ask for accommodations/support from the university (for example: Contact information for SDRC, Title IX office, CAPS, ARC, etc.)
   Yes/No
5. A list of course topics
   Yes/No
6. Assignment due dates
   Yes/No
7. Guidelines for academic integrity
   Yes/No
8. Course materials (may include: readings, software, textbooks, recordings, and other resources)
   Yes/No
9. Were the above items compiled in an accessible location (e.g., a document, a Canvas page, or other format)?
   Yes/No
10. Are you enrolled in a lab for this course? IF NO, skip to 12.
    Yes/No
11. IF YES: have you received instructions for taking appropriate safety measures in lab settings?
    Yes/No

12. Did the instructor announce changes to the structure of the course (e.g., due dates, dropping assignments, etc.) in a timely manner?
    Yes/No/ N/A–No changes were made to the course structure.
13. What modifications, if any, to the list above would benefit <u>FUTURE STUDENTS</u>?

B) <u>Class Experiences</u>

In the following questions, the phrase "class experiences" refers to things in the class context like lectures, group work, discussions, activities, fieldwork, lab work, guest speakers, videos, etc.

1. Did the instructor establish a **clear relationship** between **class experiences** and **what you should be able to do or know by the end of the course** (learning outcomes)**?**
   i. Absolutely/Somewhat/Not Really
   ii. How useful was this to your learning?
   (Not Useful/Useful/Very Useful)
2. Did the instructor provide **opportunities for student engagement** during class experiences (chances to ask questions, polls, etc)?
   i. Absolutely/Somewhat/Not Really
   ii. How useful was this to your learning?
   (Not Useful/Useful/Very Useful)
3. Did the instructor create a **respectful classroom environment**? For example, did they use appropriate language, and were they responsive to questions?
   i. Absolutely/Somewhat/Not Really
   ii. How useful was this to your learning?
   (Not Useful/Useful/Very Useful)
   (Not Useful/Useful/Very Useful)

Comment Box: If you found any of these aspects of the instructor's approach to **class experiences** Useful, please share why. If you found any aspects Not Useful, what could the instructor improve or change about **class experiences** to better support future students' learning?

C) <u>Assessment</u>

In the following questions, the phrase "graded work" refers to any graded class component. For example: exams, quizzes, projects, homework assignments, student presentations, performances, papers, etc.

1) Did the instructor provide **clear directions** for how to complete each piece of **graded work**?
    i) Absolutely/Somewhat/Not Really
    ii) How useful was this to your learning? (Not Useful/Useful/Very Useful)
2) Did the instructor **link** the **graded work** to **what you should be able to do or know by the end of the course** (learning outcomes)?
    i) Absolutely/Somewhat/Not Really
    ii) How useful was this to your learning? (Not Useful/Useful/Very Useful)
3) Did the instructor provide **rubrics/grading criteria** for graded work?
    i) Absolutely/Somewhat/Not Really
    ii) How useful was this to your learning? (Not Useful/Useful/Very Useful)
4) Did the instructor **return graded work** to you in a **timely manner**?
    i) Absolutely/Somewhat/Not Really
    ii) How useful was this to your learning? (Not Useful/Useful/Very Useful)
5) Did the instructor **provide feedback on graded work**?
    i) Absolutely/Somewhat/Not Really
    ii) How useful was this to your learning? (Not Useful/Useful/Very Useful)

Comment Box: If you found any of these aspects of the instructor's approach to **assessment** Useful, please share why. If you found any aspects Not Useful, what could the instructor improve or change about **assessment** to better support future students' learning?

D) <u>Learning Support</u>

"Learning support" refers to instructor actions (beyond class experiences and assessment of graded work) that help students succeed, especially when they are struggling. These often involve a student requesting support from the instructor, and the instructor responding.

Appendix 1: Student Evaluation of Teaching instrument

1. Did the instructor provide **a way to ask for help** that was accessible to you (for example, office hours, scheduled appointments, emails, etc.)?
    - **i.** Absolutely/Somewhat/Not Really
    - ii. How useful was this to your learning? (Not Useful/Useful/Very Useful)
2. Did the instructor connect you to **optional supplementary materials** when you requested them (for example, additional readings, video tutorials, etc.)?
    - **i.** Absolutely/Somewhat/Not Really/ NA–I did not request supplementary materials.
    - ii. How useful was this to your learning? (Not Useful/Useful/Very Useful)
3. Did the instructor **respond to your accessibility, disability, and/or accommodation needs** (for example, SDRC-required accommodations, providing screen-reader compatible documents, captions on videos, etc.)?
    - i. Absolutely/Somewhat/Not Really/ NA–I did not request such accommodations.
    - ii. How useful was this to your learning? (Not Useful/Useful/Very Useful)

Comment Box: If you found any of these aspects of the instructor's approach to **learning support** Useful, please share why. If you found any aspects Not Useful, what constructive advice do you have for the instructor about what they could improve or change about **learning support** to better support future students' learning?

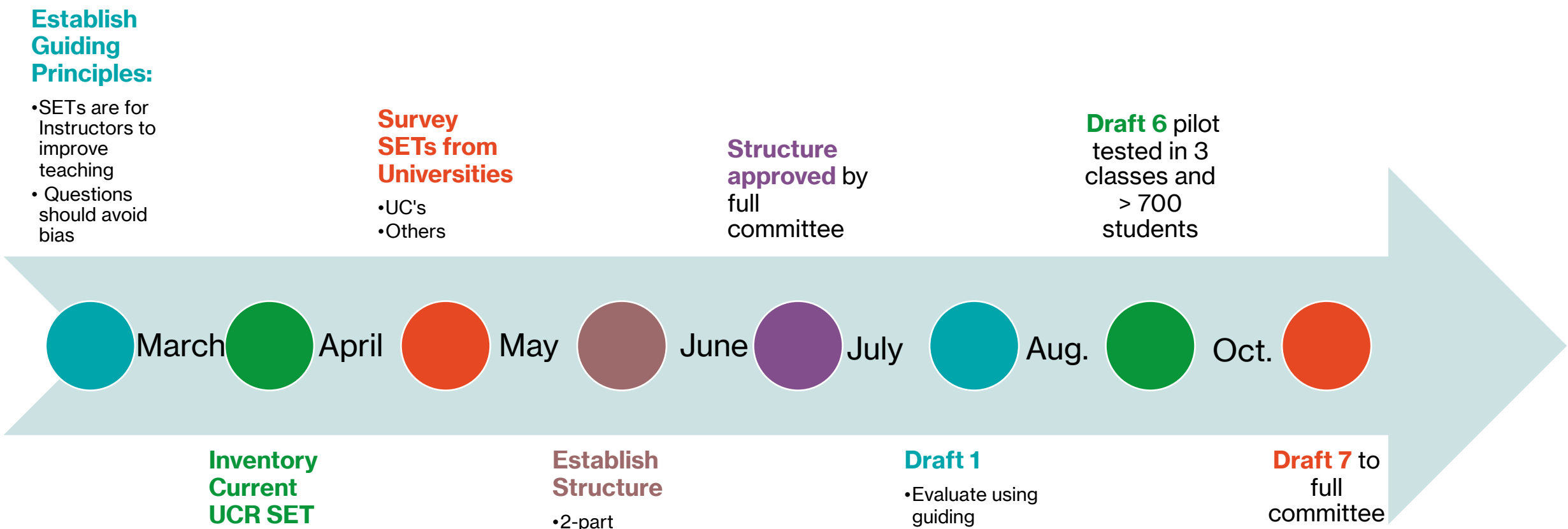
Appendix 2

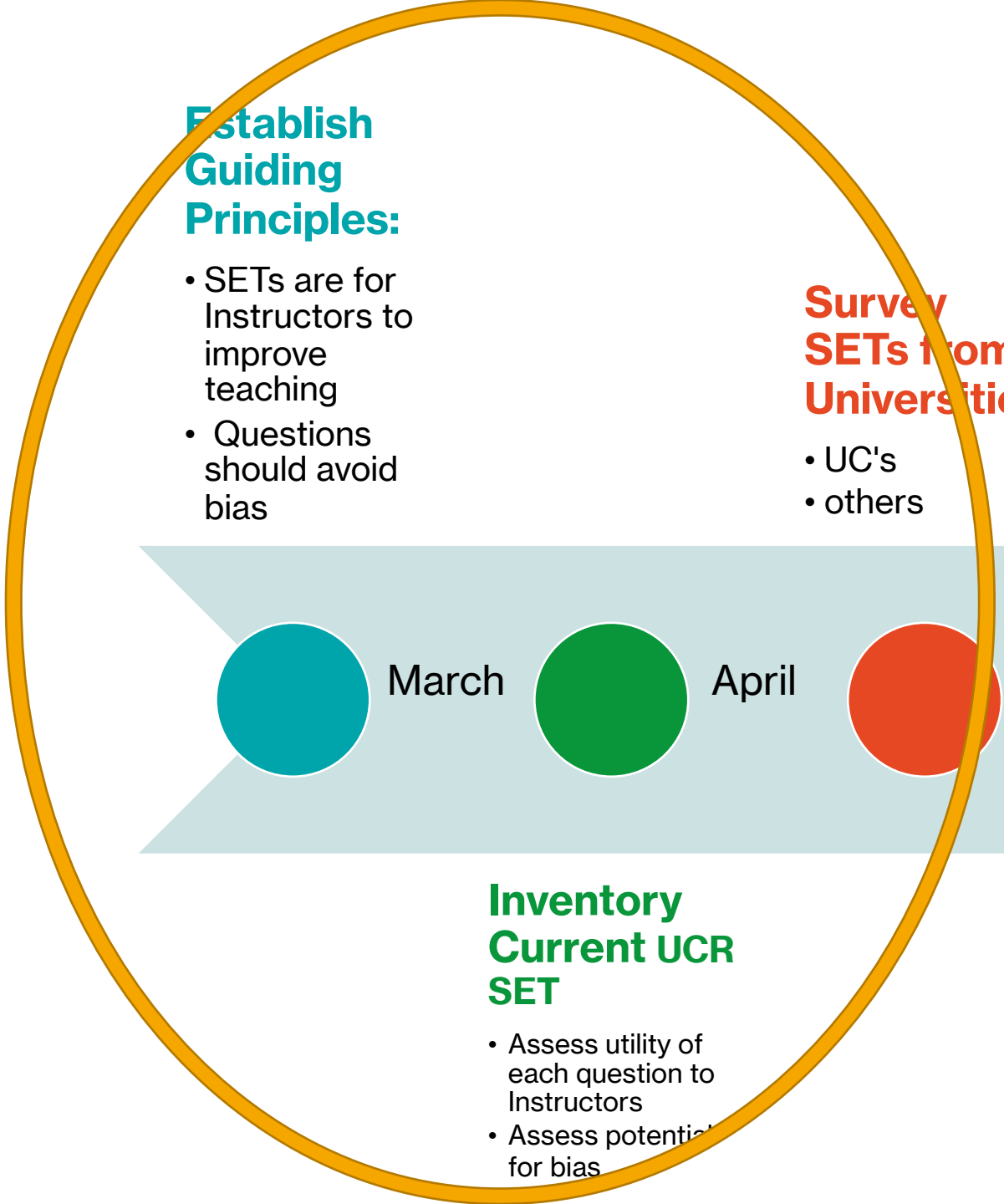
Report on the Creation of the New Instrument for SETs

Prepared by the Question Wording Subcommittee of the
Teaching Evaluation Implementation Committee (TEIC)

Co-chaired by: Annie S. Ditta & Goldberry Long

Members: Ahmed Eldawy, Hillary Jenks, Omar Safie, Patriccia Ordonez-Kim, & Batool Abdaljawad


Establish Guiding Principles:
•SETs are for Instructors to improve teaching
• Questions should avoid bias
Survey SETs from Universities
•UC's
•Others
Structure approved by full committee
Draft 6 pilot tested in 3 classes and > 700 students
March
April
May
June
July
Aug.
Oct.
Inventory Current UCR SET
•Assess utility of each question to Instructors
•Assess potential for bias
Establish Structure
•2-part deployment
•4 domains based on surveyed SETs and literature
•2-part questions
•open comments in each domain
Draft 1
•Evaluate using guiding principles
•Rewrite where necessary
•Draft 2, 3 - repeat process
•Draft 4 to full committee
Draft 5, 6
Draft 7 to full committee



Establish Guiding Principles:

- SETs are for Instructors to improve teaching
- Questions should avoid bias

Survey SETs from Universities

- UC's
- others

Structure approved by full committee

March

April

May

June

July

Inventory Current UCR SET

- Assess utility of each question to Instructors
- Assess potential for bias

Establish Structure

- 2-part deployment
- 4 domains based on surveyed SETs and literature

Draft 1

- Evaluate u guiding principles
- Rewrite w necessary
- **Draft 2, 3** repeat

Guiding Principle 1:

SETs are for Instructors to improve their teaching

1

SETs should **give feedback** on instructional practices

2

This feedback should be **usable for improving teaching**

3

Questions that don't meet these 2 criteria should not be included

Guiding Principle 2:

Questions should avoid bias by:

1

Focusing **on instructor behavior** and **curriculum,** not student feelings

2

Relying on best practices for evaluation by addressing items that are **specific, observable, and achievable**
(Stiggins, 1987)

3

Avoiding vague, subjective, personality-based items that invite emotions or value judgments, which are prone to bias*

*Examples of bias found in Kreitzer & Sweet-Cushman (2022)

Some examples of "vague, subjective, personality-based items"

Enthusiastic

- Some instructor's enthusiasm **may not be observable** for cultural or personality reasons
- Evidence suggests **enthusiasm is not associated** with increased learning

Prepared

- Extensive preparation **may not be observable** by students, especially in active-learning modes

Caring

- Making a student feel cared for **might not be achievable**, especially if they aren't doing well in the class
- Caring is **not always observable**

Organized

- **Not specific**; includes many behaviors and actions,
- Hard to know what behavior to change.
- e.g., if student says an instructor is disorganized, that might mean:
  - Poor communication or responsiveness
  - Lacking course foundations
  - Unclear deadlines and course schedule
  - Didn't return assessments in a timely manner

Some examples of specific, observable, achievable items

Did the instructor provide. . .

- Criteria for grading
- Due dates
- Modes of communication
- Opportunities to participate in classroom discussion

These criteria are described in Graham et al. (2001)

Establish Guiding Principles:

- SETs are for Instructors to improve teaching
- Questions should avoid bias

Survey SETs from Universities

- UC's
- others

Structure approved by full committee

Draft 6 pilot test in > 700 students

March | April | May | June | July | Aug. | Oct.

Inventory Current UCR SE

- Assess utility of each question to Instructors
- Assess potential for bias

Establish Structure

- 2-part deployment
- 4 domains based on surveyed SETs and literature
- 2-part questions
- open comments in each domain

Draft 1

- Evaluate using guiding principles
- Rewrite where necessary
- **Draft 2, 3 -** repeat process
- **Draft 4** to full committee

Draft 5, 6

Timeline of Evaluations

Part 1
Administered in Weeks 2-3

A) Course Foundations 1

- **Course structure** that should be present at start of a class -- syllabus, grading scheme, etc.
- **Students asked** if items are present
- **Gives instructor a chance** to update/improve course
- **Shows students** that their SETs feedback is used

Part 2
Administered in Weeks 8-9

A) Course Foundations 2
results replace Part I results

B) Class Experiences

C) Assessment

D) Learning Support

- **Same list** as part 1 except 2 Q's:
- Did instructor inform you of any changes to this list in a timely manner?
- What, if anything, on this list would you suggest the instructor change for learning of future students?

For domains B,C,D, **each question** follows this 2-part format:

1. **Instructor's Responsibility for item**:.
   "Did instructor provide X?"
   Absolutely/Somewhat/Not Really

2. **Student experience** of course item:
   "Was this useful to your learning?"
   Not Useful/Useful/Very Useful

At the end of each domain, students are asked for **Advice**: (open-ended) about that domain.

Why these 4 domains?

- **Inventory of previous SETs** revealed 4 themes that align with literature* (Graham et al., 2022; Patrick & Smart, 1998; Tinto, 2012)
- **Report to instructor** will group data in 4 categories of best practice
- **Allows instructors** to target specific areas for improvement

A) Course Foundations 2
results replace Part I results

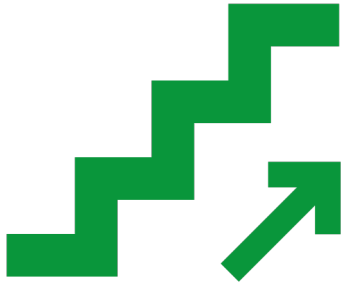
B) Class Experiences

C) Assessment

D) Learning Support

*Except in cases where such items may introduce bias due to not being observable (e.g., “organization” as previously described)

Why are Domain A items called “Course Foundations?”



Items involve organization, materials, clarity of expectations, goals, and modes of communication, all needed at the start of class

Evidence suggests that providing these early optimizes student learning (Tinto, 2012)

Are you telling me what to do in my class?

- Good evaluation uses clearly defined standards
- This SET is meant to evaluate good teaching practice
- All items are best teaching practices that evidence suggests should be present for students to achieve optimum learning (Lang, 2021)
- Relying on concrete, evidence-based criteria gives the best chance of avoiding bias
- All items are specific, observable, measurable, and achievable; you choose whether to include them

Part 1
Administered in Weeks 2-3

A) Course Foundations 1

- **Course structure** that should be present at start of a class -- syllabus, grading scheme, etc.
- **Students asked** if items are present
- **Gives instructor a chance** to update/improve course.
- **Shows students** that their SETs feedback is used

Why administer Part 1 early?

- To show students that their feedback is valuable and contributes to observable change in teaching (Chen & Hoshower, 2003)
- To give instructors the best chance to demonstrate their excellence in teaching by responding to feedback

<u>Part 1: Course Foundations Check</u>: *All of the following provide a framework for learning in this course. These items may be found in the syllabus, on Canvas, and/or in handouts. Are they present in at least one of these places?*

1. A clear description of what you should be able to do or know by the end of the course (learning outcomes). Yes/No
2. A clear description of the grading system for this class Yes/No
3. Information on how to ask for help (for example: office hours, email, Zoom appointments, etc.) Yes/No
4. Information on how to ask for accommodations/support from the university (for example: Contact information for SDRC, Title IX office, CAPS, ARC, etc.) Yes/No
5. A list of course topics Yes/No
6. Assignment due dates Yes/No
7. Guidelines for academic integrity Yes/No
8. Course materials (may include: readings, software, textbooks, recordings, and other resources) Yes/No
9. Were the above items compiled in an accessible location (e.g., a document, a Canvas page, or other format)? Yes/No
10. Are you enrolled in a lab for this course? IF NO, skip 11. Yes/No
11. IF YES: have you received instructions for taking appropriate safety measures in lab settings? Yes/No

Why a yes/no answer for Course Foundations?

- These are concrete items that are either present or they are not
- Students can’t provide further feedback this early in the quarter

No

Yes

Instructor will receive a Part 1 report early in the quarter

- Percentage of items present
- Instructor is free to change course items in response to feedback (i.e., address omissions of critical course components early)
- Part 2 results will overwrite Part 1
  - Allows the feedback to not be punitive by becoming a part of the official evaluation

Part 2: Administered week 8-9

A)
Course Foundations 2
results replace Part I results

B)
Class Experiences

C)
Assessment

D)
Learning Support

For domains B,C,D, **each question** follows this 2-part format:

1. **Instructor's Responsibility for item**:.
   "Did instructor provide X?"
   Absolutely/Somewhat/Not Really

2. **Student experience** of course item:
   "Was this useful to your learning?"
   Not Useful/Useful/Very Useful

At the end of each domain, students are asked for **Constructive Advice** (open-ended) about that domain.

Why the two-part question?

- Research suggests students aren't very good at evaluating their own learning (Carpenter et al., 2021)
- We are separating the *presence of the evidence-based practice* from the *students' perception* of whether it was useful
  - Allows more nuance when interpreting and using the results

Why are you using a 3-point instead of a 5-point Likert scale?

- “working with fewer scale values increases the reliability of an instrument” (Spooren et al., 2007)

- To use the SET as a tool to improve teaching**, instructors need to know if an item was useful** for students’ learning
- Instructor will keep an item that is ***useful*** or ***extremely useful***; a more fine-grained numeric scale won’t change that choice
- If something is ***not useful***, the instructor will consider changing it; the instructor doesn’t need to know if it is ranked 0, 1 or 2 of ”not useful”
- The most important information is ***what percentage of students*** said an item was not useful

Why the informal language in the response options?

- Familiar language allows students to intuitively understand questions
- Therefore, familiar language is most likely to capture accurate responses

Why an open-ended question at the end of each domain?

- Linking open comments to specific, observable teaching practices limits chances of ad hominem attacks
- Comments can be grouped by domain, allowing for instructor to identify key areas that need revision

Why aren’t you asking students how hard they worked?

Instrument is for instructors	• This instrument assesses teaching, not student behavior • Students are not very good at assessing their own level of work, especially if they find the class challenging • Instructors are not able to change the level of work students do, which means they can’t act on the information
Instrument should avoid bias	• While a question about how hard they worked may seem to debias students, it might actually increase bias by engaging emotions like frustration and anger
Questions should be specific and observable	• Students’ perception of work level is not observable or specific

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Appendix 3: New SET Preamble

Please read the following before filling out this evaluation form.

Your feedback matters. The information collected from UCR students about their learning experiences is used by instructors to improve their teaching effectiveness. It is also used in the performance appraisal process for UCR instructors. For these reasons, it is imperative that you provide fair and thoughtful feedback, similar to how you would like your own work to be evaluated.

Keep in mind that we are all prone to bias. Biased preconceptions may cause a person to be prejudiced for or against another person based on any number of personal characteristics, such as race, gender identity, age, and sexual orientation. You should make a conscious effort to overcome this tendency for bias and to focus your feedback on your learning experience in the course. The questions in this evaluation form have been deliberately designed to help reduce the potential impact of bias.

Not all feedback is equally helpful. Try to give feedback that describes specific behaviors by your instructor, rather than your own inferences about the instructor as an individual. Provide specific examples about what worked well, and what didn't work well, why, and how it might be improved. Avoid emotionally charged language which tends to undermine the effectiveness of your feedback. Also avoid evaluating personal traits which are not relevant to learning outcomes and the quality of instruction. Consider these examples:

Less helpful comments*	**More helpful comments***
This instructor was awesome.	This instructor gave us lots of activities to do in the classroom, which helped me really understand the material rather than only memorizing stuff for a quiz.
This professor gave terrible lectures.	I had trouble understanding all the jargon in many of the lectures. It would have helped me if the professor spoke in more accessible language.
This professor doesn't care about students.	It would have been helpful if the professor had talked to the class like he was teaching people and not just the content. For example, it would have helped my learning if the professor had checked for understanding at certain points in the lecture.
The instructor just talked at us in the lecture.	It would have been more beneficial to my learning if we could have done more group work to discuss and test out new ideas with our peers.
This TA was motivating.	This TA told us stories about how she collected data for her research and helped us see the actual application of the content we were learning. The TA made me enthusiastic about doing research in the field.
The TA never went over the homework.	It would have helped my learning if the TA had incorporated a few of the homework problems into the section so that we could have

Appendix 3: New SET Preamble

	worked on problem-solving and clarified any points where we didn't understand the problem.
The TA really cared about the students.	I appreciated the way this TA stayed after class to answer questions, responded to my emails in a timely manner, and held productive group office hours.

*Adapted from UC Santa Cruz.

Your participation in this process will remain anonymous to the instructor. After grades have been posted, a summary of the categorical responses along with the written comments will be sent to the instructor and to the chairperson of the instructor's department, and will be made available to the instructor's peers during the instructor's next personnel review. The data also may be used for campus-approved analysis and research, and will require that the identity of the participants be protected.

Although the responses are anonymous to the instructor, students are expected to adhere to the Standards of Conduct at all times. Responses alleged to be in violation of the Standards, including but not limited to offensive, discriminatory or harassing language, may be referred to Student Conduct for further review.

[student acknowledgement of having read the preamble – required before proceeding to the evaluation]

Appendix 4: Canvas-based assessment of course learning outcomes

Learning Outcomes Deployment
UC Riverside
July 7, 2022

The Outcomes feature in Canvas enables faculty and departmental/assessment leads to track students' progress as measured by pedagogical goals or desired student learning outcomes. The Outcomes feature in Canvas can help faculty and department leads track valuable student learning data across both course and program levels. Outcomes can provide us with mastery data i.e "Are UCR students achieving the student learning outcomes by completing their assessments?" Canvas allows us to track achievement of outcomes at both the course level and at the account level. Both levels can help us get information on how learning mastery is achieved for each student and/or as an aggregate at the course, program, and institutional levels.

Assessments created to test student knowledge or specific skills as evidence resulting from a learning activity can be aligned to learning outcomes using rubrics, which are then simultaneously used for grading.

Grading student work automatically collects and compiles data on student progress for these outcomes. The data is available for reporting to support teaching improvement, identify at-risk students, and to support the accreditation process. This approach to use Canvas to track achievement of learning outcomes dramatically reduces the need for manual work for assessment and tracking of outcomes achievement using, i.e., Excel spreadsheets.

Training and Deployment Plan:

There are two best practices to integrate outcomes in courses and programs through Canvas. It involves embedded assessment vs. a centrally managed approach. The centrally managed approach may affect faculty academic freedom and is not suitable for UC Riverside (See Reference 2). The embedded assessment approach is considered best practice. In this approach, outcomes are created at an account level (a program level within Canvas). XCITE staff can work with academic department representatives to set this up and provide instructions. After this, outcomes at the account level will be seen by faculty under the respective department who can then use these program outcomes to tag in their own courses anywhere their assessments align to the respective outcomes, and then grade the students on the extent to which outcomes were met to track mastery and outcomes achievement. During this time, XCITE staff will guide instructors and department personnel on best practices on how to set up program outcomes within Canvas, and how to align them to courses. If the departments are not yet ready for the program-level approach, then the second option is to have faculty set up Outcomes at course level.

Appendix 4: Canvas-based assessment of course learning outcomes

XCITE staff can provide training on best practices for setting up outcomes in Canvas at the course level, and then once the department is ready, XCITE staff can assist with the embedded assessment approach. Here is a list of steps outlining the process:

1. Provide an overview to stakeholders
2. Writing learning outcomes
3. Create outcomes in Canvas
4. Create rubrics and tag outcomes to rubrics
5. Tag outcomes to assessments (Assignments, Quizzes, and Discussions)
6. Conduct process analysis
7. Extract reports

Training is divided into two options, depending on departmental readiness and interest in adoption at a program level:

Option A - Program-level (departmental) approach.

For departments ready to implement program-level outcomes, XCITE staff can work with the department leads and their faculty separately to provide workshops on how to set up outcomes at program level, and tag outcomes at the course level to assessments, and then grade students using Outcomes

Option B - Course-level outcome approach (for departments not yet ready)

Workshops will be provided on how to set up outcomes on Canvas at the course level, i.e., how to tag assessments, and how to grade students using Outcomes. Workshops will be based on best-practices. A detailed support site will be created for faculty information and guidance.

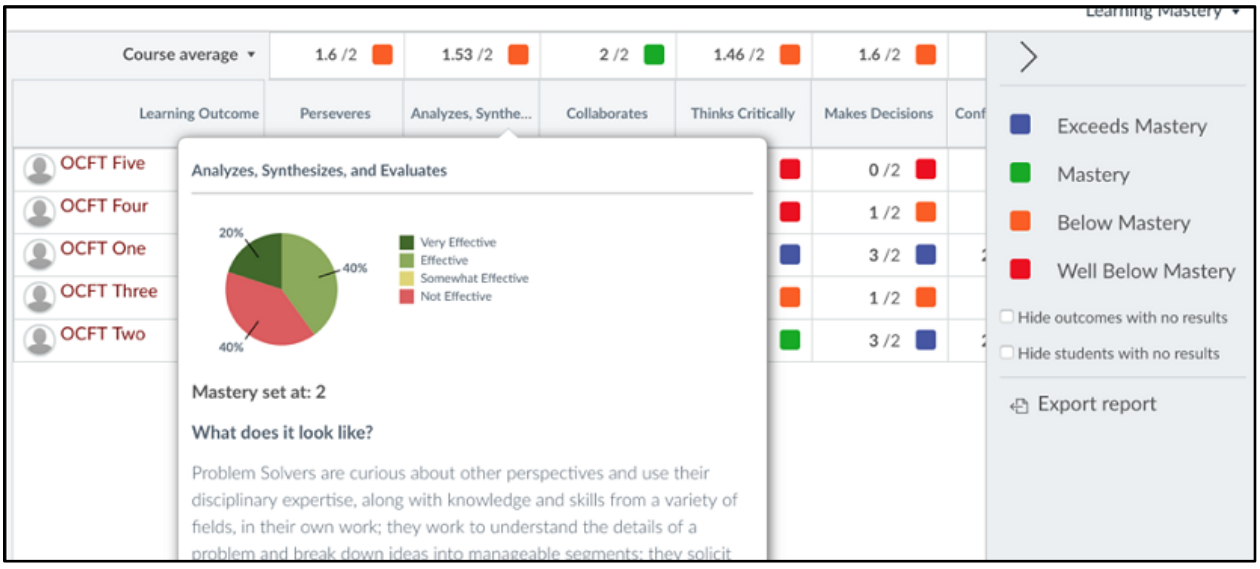
This training will involve how to run reports and get valuable data once the Outcomes feature has been implemented in Canvas. XCITE staff can train faculty on how to run reports on Outcomes results for each student across courses/programs and how to run reports in aggregate for all students, to get assessment data for each course or for an overall program.

Appendix 4: Canvas-based assessment of course learning outcomes

Learning Mastery Gradebook:

Below are screenshots on what faculty will be able to see about their students once they implement outcomes in their courses. This kind of data can help faculty track whether students are achieving student learning outcomes, and collect evidence for accreditation, course improvements, and teaching effectiveness.

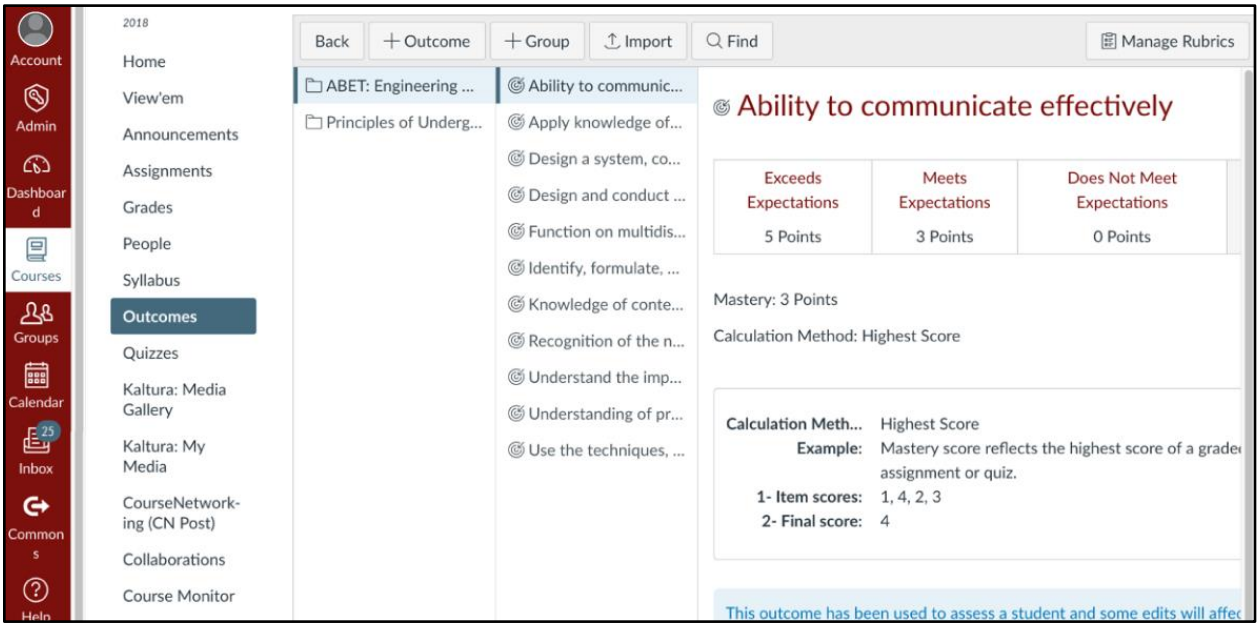
Source: (https://canvas.chapman.edu/courses/6685/pages/outcomes?module_item_id=68316)



Source: https://kb.iu.edu/d/awaw

Appendix 4: Canvas-based assessment of course learning outcomes

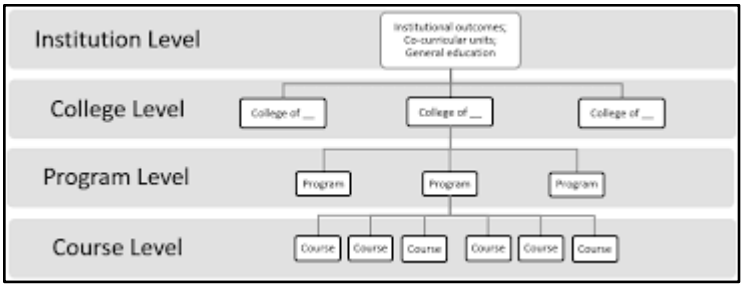
The screenshot below shows how Outcomes can be organized in groups for each program/department, and how they can be made accessible to only those faculty who are under that particular sub-account in Canvas.



Source: https://app.teaching.iu.edu/tools/canvas-outcomes

Phase II - College and Institutional Learning Outcomes

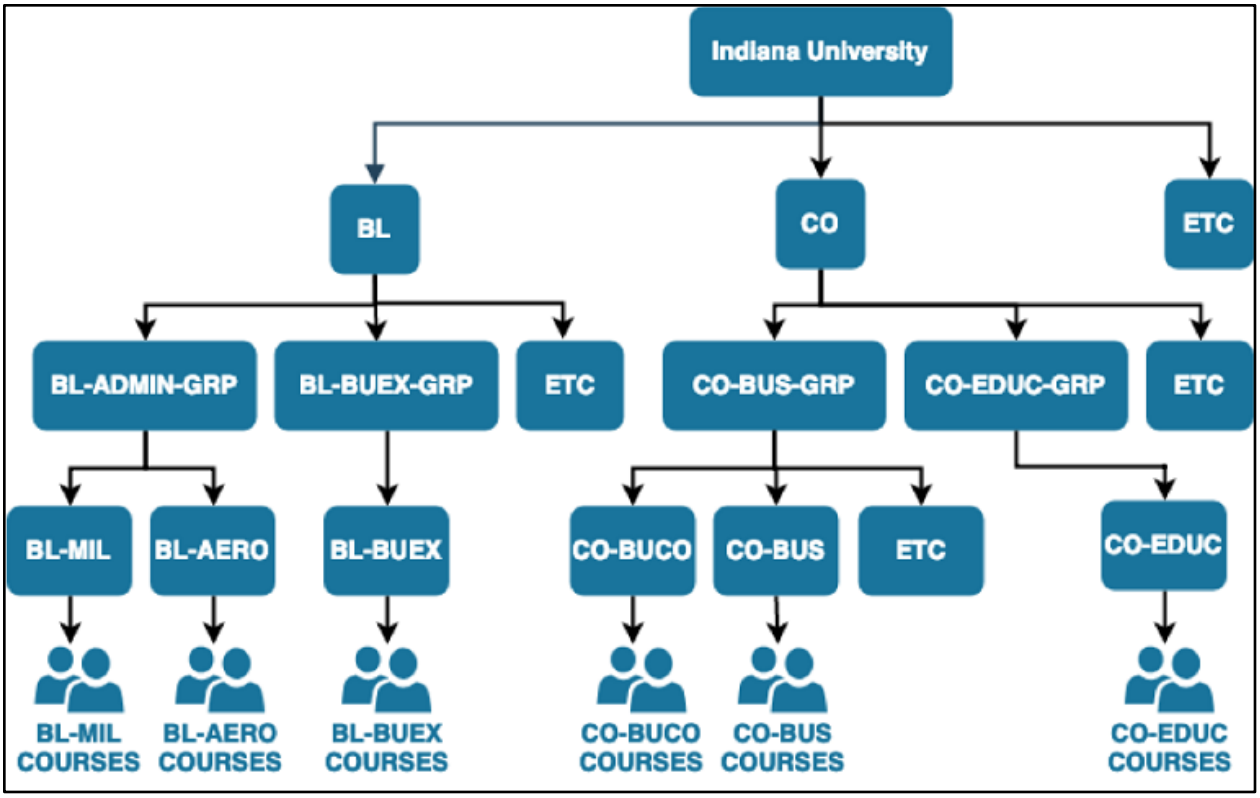
At the completion of Phase 1, there is a possibility to move Canvas Outcomes implementation beyond a program or a course level. This feature in Canvas can be implemented to further track departmental and/or institutional-level or university-level outcomes across UC Riverside or across all UC's. Below is a screenshot representing the hierarchy.



Source: https://journals.flvc.org/assessment/article/view/125129

Appendix 4: Canvas-based assessment of course learning outcomes

Below is a sample screenshot that shows how Indianna University has used this feature in Canvas to track outcomes across all their campuses, departments and programs.



Source: (https://kb.iu.edu/d/awaw

References:

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3. https://app.teaching.iu.edu/tools/canvas-outcomes
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5. https://journals.flvc.org/assessment/article/view/125129

Appendix 5

Classroom Peer Observation Protocol

Name of instructor: _____ **Name of observer:** _____

Course observed: _____

Note on use of this protocol: This is an optional process, and this observation protocol is intended to act as an additional source of evidence to supplement the institutional end-of-course student evaluations of teaching. Instructors are encouraged to modify this form as needed to ensure the evaluation criteria adequately match the types of teaching/learning that take place in their particular course. A final, post-observation meeting between the instructor and the observer also is encouraged.

Pre-observation preparation

It is strongly recommended that the instructor and observer have a preliminary meeting to discuss the broader structure of the course (syllabus, assignments, assessments, etc.), the instructor's goals for the course, and how the instructor plans to achieve those goals.

Brief summary of the pre-observation meeting:

Specific aspects of the course/class meeting that the instructor wishes to get feedback on:

For the observer: using the information obtained at the pre-visit conference, describe and evaluate the instructor's plan for this course.

Evaluation: (NA=Not Applicable, 1= needs improvement; 2 = adequately developed; 3 = highly developed; 4 = exceptional

Syllabus provides clear expectations for students	NA	1	2	3	4
Syllabus is supportive of students*	NA	1	2	3	4
Students have opportunities for formative assessment	NA	1	2	3	4
Course learning outcomes (LO's) are clearly defined	NA	1	2	3	4
Planned activities are well organized and designed to achieve LO's	NA	1	2	3	4
Summative assessments match to LO's	NA	1	2	3	4
Instructor has clear channels of communication with students	NA	1	2	3	4

*The course is structured in a way that provides opportunities for students to demonstrate mastery of LO's and fosters a growth mindset.

Classroom observation

Course enrollment: _____ If synchronous, number of students in attendance: _____

Brief summary of classroom activities:

Instructor:

Students:

Appendix 5

For the observer: rate the class period in the following areas.

Evaluation: (NA=Not Applicable, 1= needs improvement; 2 = adequately developed; 3 = highly developed; 4 = exceptional

Objectives for the day were identified	NA	1	2	3	4
Prior knowledge was activated/reviewed	NA	1	2	3	4
All students were asked to engage in some form	NA	1	2	3	4
A significant proportion of students were engaged in discussion and/or articulation of thinking when appropriate	NA	1	2	3	4
Instructor encouraged student questions	NA	1	2	3	4
Formative assessment of learning was carried out	NA	1	2	3	4
Instructor demonstrated command of the subject matter	NA	1	2	3	4
Classroom activities were well-organized and support achievement of LO's	NA	1	2	3	4
Instructor created an inclusive classroom environment*	NA	1	2	3	4

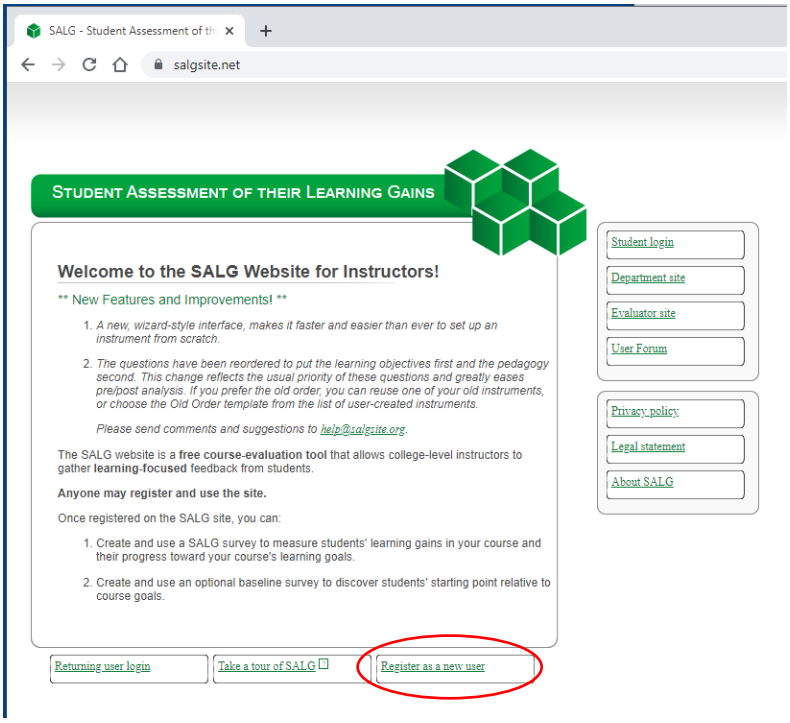
*For example, use of course materials/activities that center a wide variety of human identities and experiences; use of appropriate language; etc.

Constructive Feedback/Overall Summary:

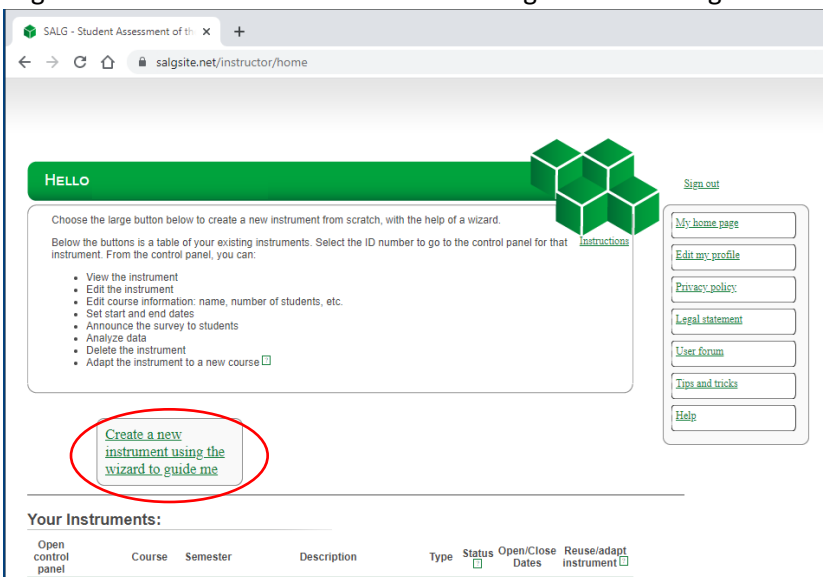
Appendix 6: Instructions for creating a Student Assessment of Learning Gains (SALG) survey

Follow these instructions to create a customized survey to elicit self-reported learning gains from your students. Numerous templates are available as starting points, including three recommended templates developed by the UCR Office of Evaluation and Assessment: one for an early-term (baseline) survey, and two for late-term (outcomes) surveys. Templates are semi-flexible and allow instructors to insert specific course-level learning outcomes. Results may be used as an additional form of evidence of teaching effectiveness in merit/promotion files.

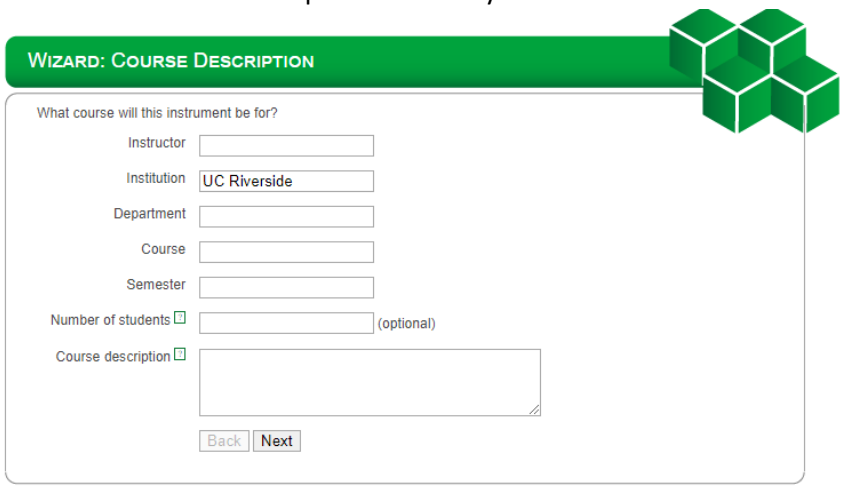
1. Go to https://salgsite.net/ and click "Register as a new user".



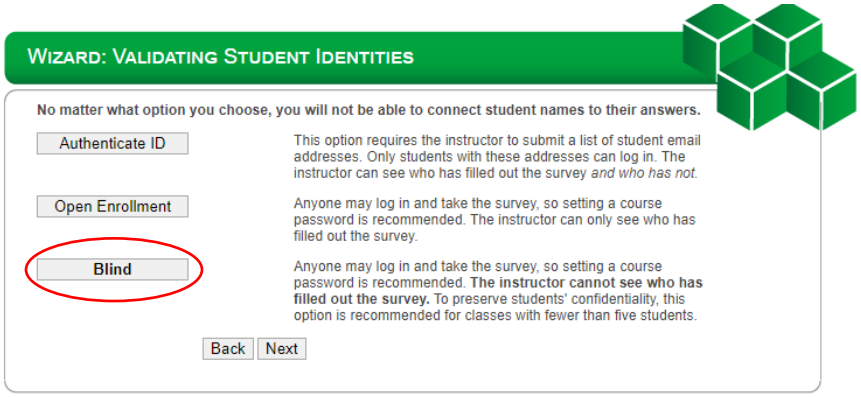
2. Enter requested information. For "institution" use "UC Riverside".
3. Login and click "create new instrument using the wizard to guide me".



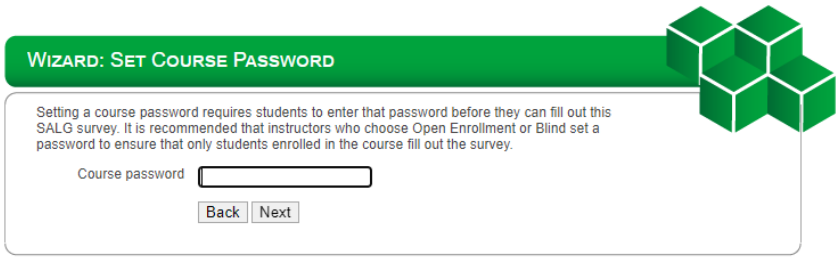
4. Enter course information. Hover over the boxed question marks for more information about each item. Leave the optional field "Number of students" blank if you anticipate that not all enrolled students will complete the survey. Click "Next".



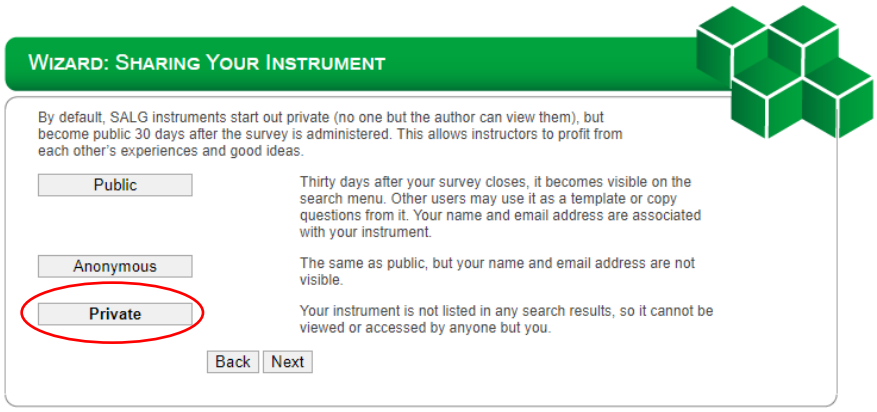
5. Select an option for validating student identities. "Blind" is the recommended setting.



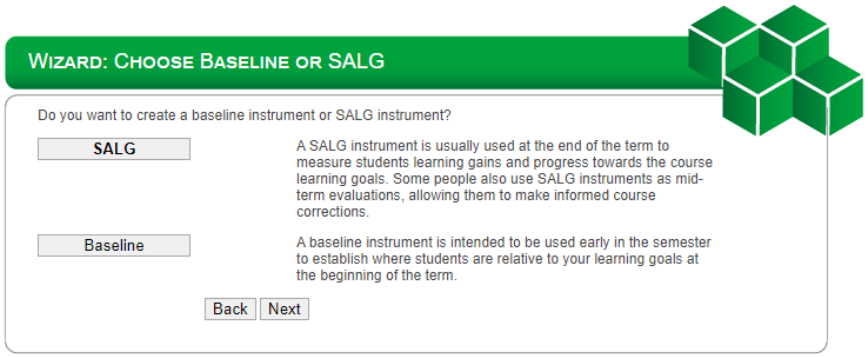
6. Enter an optional course password. Click "Next".



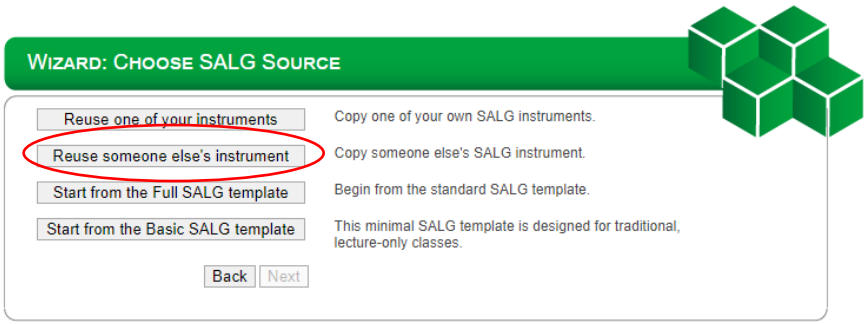
7. Select an option for sharing the instrument. “Private” is the recommended setting. Note that this applies to the instrument, not the survey results. Survey results are always kept private.



8. Select “baseline” for an early-term assessment or “SALG” for a late-term assessment.

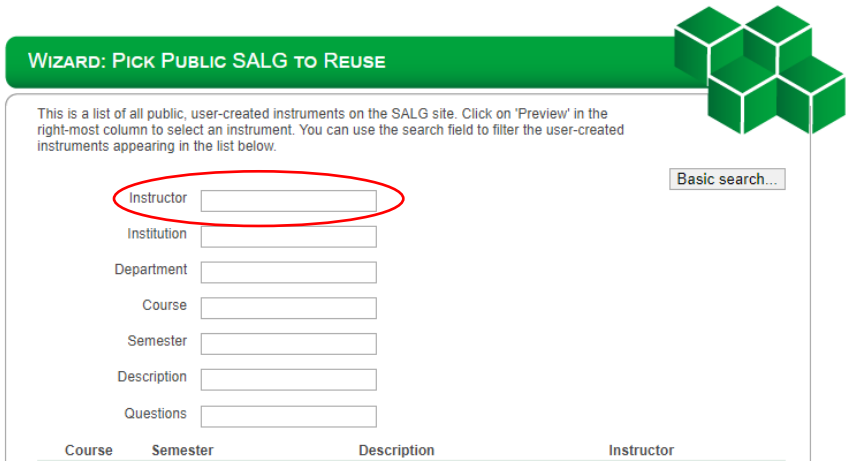


9. Select “Reuse someone else’s instrument”.

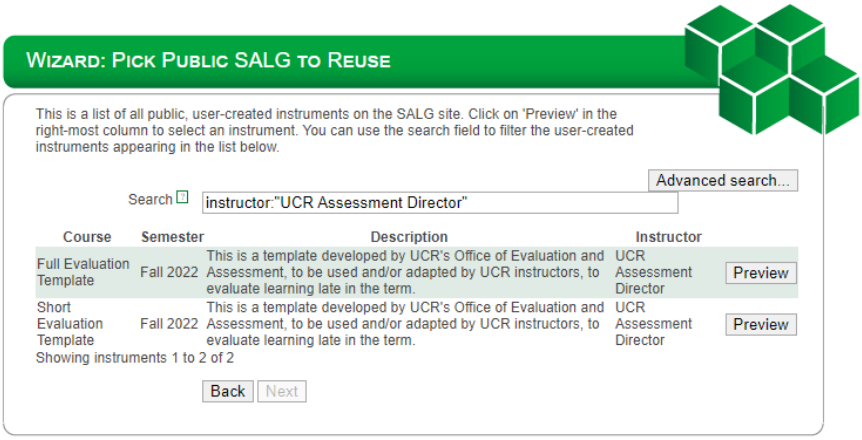


Appendix 6: Instructions for creating a Student Assessment of Learning Gains (SALG) survey

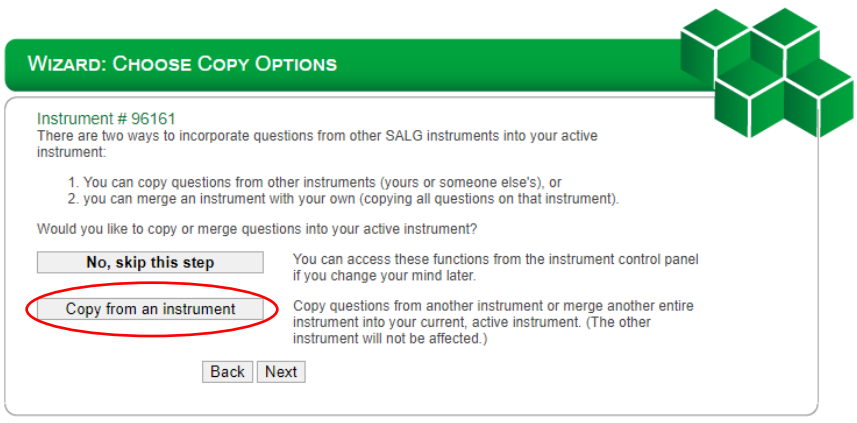
10. Select “Advanced Search”, type “UCR Assessment Director” into the Instructor box that appears on the next screen, and hit enter/return.



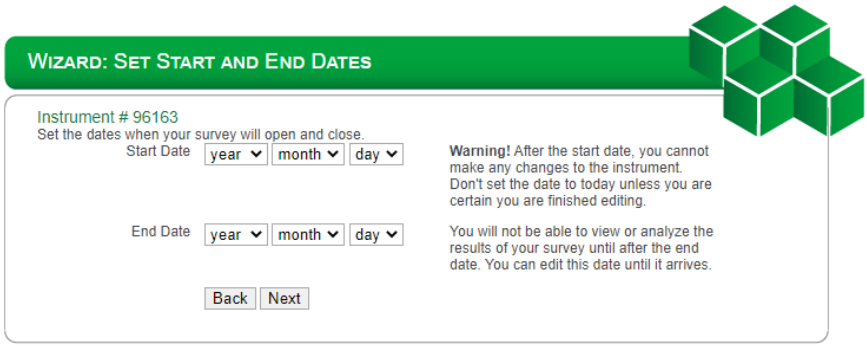
11. Select “Preview” next to the instrument you want to reuse and then click “Next”.



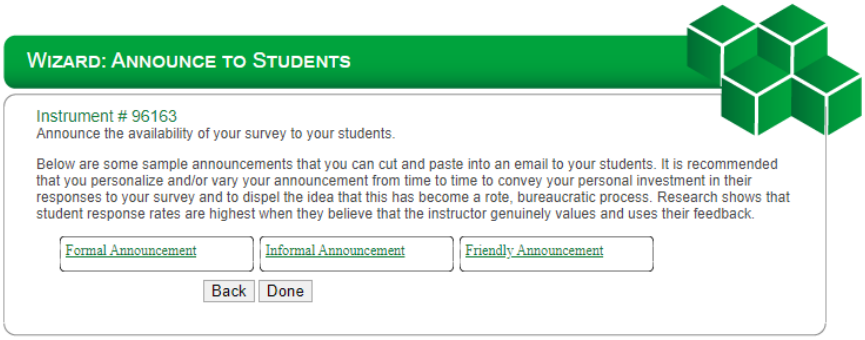
12. Select “Copy from an instrument”.



13. Edit/add/delete questions and sections as desired. Some elements of the survey are fixed, such as main section headers and some questions. Click “Save and done” when finished.
14. Set the start and end dates for your survey. You will not be able to edit the survey after the start date, and you will not be able to view or analyze results until after the end date. Click “Next”.



15. Select a suggested announcement to students and edit as desired in the pop-up window. Add email addresses and send at the appropriate time. Return to the wizard and click “Done”.



16. Click “Done” again to close the wizard. After the end date of the survey, you will be able to analyze and/or download the results. The SALG analysis works better in some browsers than others especially if trying to print. If you run into trouble, or if you want to analyze the results differently, you can download the data as an Excel file.

Appendix 7

Suggested guidelines for writing a student mentorship statement

Candidates may optionally include a one-page mentorship statement that elaborates on their philosophy of mentoring students, including high school, undergraduate, graduate students, as well as postdoctoral scholars. The statement could highlight milestones achieved by mentees and place those achievements in the context of norms for the faculty member's discipline. The statement provides the candidate an opportunity to discuss their specific role in the mentoring relationship, and an opportunity to highlight DEI contributions through mentoring engagements. Candidates should upload mentorship statements in the same area of eFilePlus where self-statements are uploaded.

Generally, a student mentoring statement should complement other information about a candidate's work with students that is present elsewhere in the file. It should not be repetitive/duplicative. It should include insights into the candidate's philosophical approach to student mentoring; highlight any particularly noteworthy contributions the candidate has made, including investments of time; and it should also highlight the most noteworthy outcomes of these efforts that demonstrate the candidate's positive impact on students.

Also consider including the following items:

- Number of PhD, Masters, and undergraduate students mentored.
- Details of advisor-advisee relationships including the types of supervision/mentoring provided, the roles/responsibilities of students, and the time commitments involved.
- Details of oversight and mentorship of graduate student Teaching Assistants, including number of TAs and a discussion of the candidate's approach to supervision and mentorship
- Details of financial support for students
- List of student publications/presentations/creative works with brief descriptions of the candidate's contributions
- List of student placements or future plans
- Description of any other student mentoring, including working with high school or community college students, outreach activities to local schools, etc.

Asking a colleague for feedback on an early draft of a mentoring statement also can be helpful for ensuring the final draft addresses the relevant topics and presents information in a way that will be helpful during the merit/promotion process.

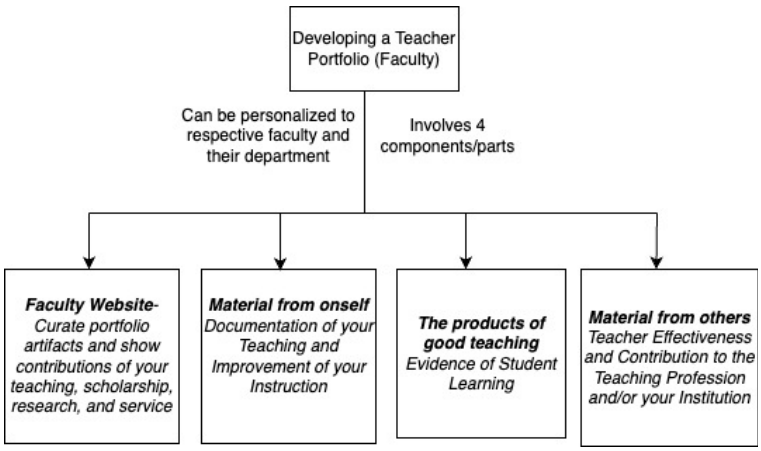
XCITE
Exploration Center for Innovative Teaching & Engagement

Teacher Portfolio Series

A teaching portfolio is a consistent set of materials and work samples with reflective statements, created by faculty that represents their teaching practice related to student learning. It includes their thoughts, philosophy, values, improvements, reflections, evidence of student learning, teaching effectiveness and contributions to their institution in relation to their teaching, research, and service..

Teacher Portfolios can help faculty see teaching as an ongoing process of inquiry, experimentation, and reflection.. As faculty build their portfolio, they reflect on their teaching and work to make improvements. It helps place responsibility for evaluation for teaching in the hands of faculty, thus, help fostering a culture of teaching

Faculty will work on the following four components for developing their teacher portfolio.



Materials from Oneself- These involve documentation of faculty teaching and how they work to improve their instruction which can include:.
Four mandatory artifacts include:

1. Creating a Teaching Philosophy Statement.
2. Creating a Diversity, Equity, and Inclusion Statement (How be inclusive of all students)
3. Writing a Mentorship Statement (In relation to mentoring and advising your students)
4. Sample course syllabi (with details on course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed OR Copies of their syllabi – annotated with notes on how effective they were and short reflections on how they have made changes to improve their courses).

Optional Materials can include: the pursuit of research contributing directly to teaching one's discipline, a list of courses taught and/or TAed with enrollments and a description of your responsibilities, video recordings of their teaching, summary of steps taken to identify students with special problems and to design teaching and assessment procedures which facilitate their learning and similar.

The Products of Good Teaching- (Evidence of student Learning). The artifacts can include any two of the following artifacts depending on faculty's choice: Students scores before and/or after a course (evidence of student learning), student lab workbooks or other kind of logs or journals, student reflection essays, student essays, creative work, and project or field work reports, publications or awards won by students in course related work, student internship experience or similar, evidence of effect of courses on student careers or career choices, evidence supporting for help given to secure employment by student(s), evidence of help given to fellow faculty colleagues on teaching improvement and similar other evidence. All student work is shared only with their authorization.

Materials from Others- Show teaching effectiveness and contributions to the teaching profession and/or their institution. Material from others can include at least two or more artifacts, for example: student course and teaching evaluation data (suggesting improvements or effectiveness or satisfaction), assessment and outcomes reporting (in consultation with MAC committee and Dr Omar Safi- Teaching Effectiveness), Statements from fellow faculty colleagues (or XCITE staff) who have reviewed the faculty classroom materials, the course syllabi, assignments, testing and grading practices, and reading lists), written comments from students on class evaluations, invitations to teach from external organizations, present a paper at a conference on teaching one's discipline or on teaching in general, publications in teaching journals, papers delivered on teaching, reviews of forthcoming textbooks, service on teaching committees, assistance to colleagues on teaching matters, work on curriculum revision or development, letters from students, preferably unsolicited, letters from course head, division head or chairperson, statements from alumni, college committee testimonials on faculty teaching, Honors, Awards, or Recognitions in Teaching, list of faculty development activities (for example: participation in XCITE faculty development program and/or similar, or external vendors like QM, OLC, OneHE) and more similar.

Faculty Website- When creating a faculty website, faculty document and/or curate all the artifacts discussed above. A faculty website is often called an Electronic Portfolio. The development process of a website helps faculty think about their teaching in different ways. Distributing a portfolio on the web makes it even more accessible to students, peers and others. Along with the portfolio artifacts shown in previous slides, faculty can also include their research, service and other publications.

XCITE Training Plan- Teacher Portfolio series will be offered every term except Summer. Faculty and TA's can attend this series. All participating faculty will be enrolled in an accompanying Canvas course with access to the needed resources. Workshops (1 hour) on the following training topics will be provided.

1. ***Developing your Teacher Portfolio*** (An overview of what the portfolio entails, all the needed artifacts, and how to think and plan for this.)
2. ***Creating your Teaching Philosophy Statement*** (How to write this statement)
3. ***Creating your Mentorship Statement*** (How to write this statement in relation to mentoring and/or advising your students)
4. ***Creating your Diversity, Equity, and Inclusivity (DEI) Statement*** (How to write the DEI statement)
5. ***How to build your Teacher Portfolio Website*** (Discuss free tools available or tools available at UC Riverside and then how to organize their artifacts on the website)
6. ***Guest Speaker Session- 'Teacher Portfolio use for Merit and Promotion in Faculty Career'*** *(Dr. Balser from University of Calgary and someone from Dr. Dan Jeske's office will show the importance of Developing your Teacher Portfolio for merit and promotion)*
7. **1:1 consultations with the XCITE Faculty Development Specialist (at least 2) to receive feedback** on their statements and provide further suggestions for the remaining items needed for the teacher portfolio). These 1:1 meetings can be scheduled based on the respective faculty's schedule.

Fall 2022 Training Schedule:

Workshop Title	Date	Time
Developing your Teacher Portfolio	Friday, September 30th, 2022	12 pm to 1 pm
Creating your Teaching Philosophy Statement	Friday, October 7th, 2022	12 pm to 1 pm
Creating your Mentorship Statement	Friday, October 14th, 2022	12 pm to 1 pm
Creating your Diversity, Equity, and Inclusivity (DEI) Statement	Friday, October 21st, 2022	12 pm to 1 pm
How to build your Teacher Portfolio Website	Friday, October 28th, 2022	12 pm to 1 pm
Guest Speaker Session- 'Teacher Portfolio use for Merit and Promotion in Faculty Career'	Friday, November 4th, 2022	12 pm to 1 pm