

Update from Advancement of Teaching Committee

Faculty Senate Meeting
December 6, 2018

What have we been up to?

- We met regularly January-June 2018
- Reviewed existing documentation
- Conversations with...APA(A), Ann Taylor (Penn State), OSU advocacy stakeholders (President's Commission on the Status of Women), OSU survey expert (John Edwards, Psychology)

Review: Stated Intended Purposes of OSU's eSETs

1. To provide perspective of student experience in a course
2. To improve teaching
3. To be used with instructor self assessment and peer review
4. To identify teaching excellence
5. To identify areas of teaching that need attention
6. To compare faculty across OSU for promotion, tenure, awards and merit based pay
7. Validate teaching performance at OSU for accreditation

After careful consideration, we find OSU's eSETs are:

- Part of a much bigger system of teaching assessment
- A means of providing students with a voice in the P&T process but students don't know this
- An inadequate tool for summative assessment of instruction
- Inappropriately executed for the purpose of improving teaching as it happens
- Lacking substantive policy regarding their use and privacy
- Variable in terms of how faculty read/use these

Meanwhile at University of Oregon...

- Reached similar conclusions and [moved forward](#)
- Proposed, Senate Passed & Piloted:
 - A [Mid-term Student Experience Tool](#) “...for continuous teaching improvement, but not formal evaluation.”
 - A [10-Minute Instructor Reflection Tool](#) “...provides a new mechanism for the instructor’s own voice to inform evaluators’ interpretation of student feedback.”
 - End of term [Student Experience Survey](#), a summative, *non-numerical* end of term tool.
- Drafted a [Teaching Evaluation Framework](#), including policy for P&T, contract renewal, merit raises that incorporates above

FUTURE: Next Steps and Action Items

- Phase I** Gather data from departments on summative and formative assessment purposes, practices, and uses
- Phase II** Gather data from other institutions on summative and formative assessment purposes, practices, uses, and processes of change
- Phase III** Recommend changes for instructors and students that allows useful feedback to inform instruction
- Phase IV** Pilot changes, collect & analyze data

Who to contact for feedback, questions, concerns: AOT Committee (ended July 2018)

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