



RUTGERS

Teaching: The What Before the Evaluation



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Responsibilities:

- End-of-course surveys (SIRS)
- Pedagogical support
- Assessment support
- Teaching Evaluation support

Quick Question

What indicators of effective teaching does the evaluation of teaching at your institution include?

- Only student end-of-course surveys
- Only peer review observations of teaching
- Only material submitted by the candidate
- Only learning outcome data
- Two of the above
- Three of the above
- All of the above
- Not sure



Rutgers University



- Large, public, unionized, land grant, R1 university in New Jersey
- 4 campuses, 3 locations
- 29 schools and colleges
- ~ 8,000 full and part time faculty

Initiatives to Improve Evaluation of Teaching

- National movement to improve teaching evaluation
- Teaching Quality Framework developed through TEVAL
 - A way to integrate many types of evidence and overcome limitations

Quick Question

What do you think the top three characteristics of a good teacher?

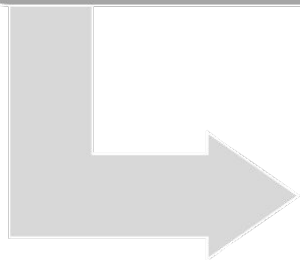


To evaluate begin with definition of effective teaching

General Process

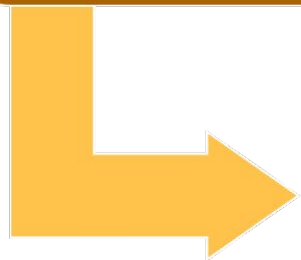
Define
Effective
Teaching

- Dimensions of quality teaching from literature



Define
Indicators

- Student perceptions
- Peer observations
- Reflections/teaching portfolios



Map
Indicators to
Definition

- Appropriateness of indicator for evaluation of dimension

2018-2019

Improving the
Evaluation of
Teaching Initiated

Units can customize
SIRS (retain Q9, 10)

Department training
for peer review

2020-2021

Tenure instructions include
requirement of "...additional
pieces of evidence of
effective teaching"

PTL contract
requires peer
review

Training for peer
review of online
classes

2022-2023

Guidelines for
Teaching Evaluation
based on TQF
framework adopted

PTL contract requires
"Holistic evaluation of
teaching"

Training on creating
dept teaching
evaluation plans

Overviews of Evaluation of Teaching & Instructor training on teaching portfolios

Working Group to Construct Guidelines

- 2021-2022
- Consisted of representation from all 4 chancellor-led units
- Contain:
 - Definition of Effective Teaching
 - Requirement of multiple indicators
 - Requirement of department plans

Quick Question

What do you think the biggest barrier encountered in this process was?





- Variety of instruction
 - What is effective teaching?
- Concerns regarding amount of time to put packets together and review



- Defined “teaching” broadly
- “Teaching portfolios” not broadly required



- Concerns of use of student feedback
- Variety of disciplines & dept cultures



- Acknowledge concerns but provide examples of how students uniquely positioned
- Few university-wide specific requirements - department plan

Instructions: Evidence of Teaching Effectiveness

“Candidates are required to include evidence of effective teaching and mentoring in applications for tenure and/or promotion.

Quantitative data from the Student Instructional Ratings Survey (SIRS) are considered an essential component of this evidence but are not sufficient to satisfy this requirement. One or more additional pieces of evidence of effective teaching must be provided. Examples include, but are not limited to: peer review, mentoring, scholarship of learning, statement of teaching philosophy, and/or a teaching portfolio.”



Department Plans

“Departments/schools are required to establish modes of evaluation of teaching. These teaching evaluation plans should include protocols for evaluating and providing feedback on teaching effectiveness, including peer review of teaching, student feedback, and evidence presented by the candidate.”

“In these teaching evaluation plans, each department or school should be clear about: (1) what aspects of teaching should be considered important for evaluation, and (2) what information candidates are expected to include in their files.”

Example of Department Plan (Part 1)

- Determine categories of effective teaching that are appropriate for department
- In each category, determine the sources of evidence

	Highlight aspects of teaching that are relevant in the discipline, add additional as needed	Sources of evidence you will collect (Highlight Most Important or Add)		
Categories	Desired Competency for Instructor	Candidate	Peer	Student
1. Instructional Modality, Goals, Content, and Alignment	<p>1a. Course or educational experience goals are well-articulated, high quality, up-to-date, and appropriate</p> <p>1b. Materials and content are aligned with goals and seem likely to lead to the achievement of goals</p>			

Example of Department Plan (Part 2)

- Determine who is responsible for collecting & reviewing material (ie, Department Chair, Candidate, Teaching Evaluation Committee)

Material	When is it collected?	Who collects it?	Who reviews it?
Teaching Portfolio			
SIRS			
Other Student Feedback			
Other Materials from Instructor included in Packet			
Peer Review of Teaching			

Thank you for attending!

Teaching: The What Before the Evaluation

Presentation available at:



Rutger's Evaluation of Teaching Working Group

<https://academicaffairs.rutgers.edu/evaluation-teaching-working-group>