



Provost's Evidence of Teaching Effectiveness Initiative Communication 2020

Executive Summary for 2019-2020

The Provost's Evidence of Teaching Effectiveness Initiative at Oakland University was created three years ago to explore and examine best research-based practices for the evaluation of teaching (formative and summative). Formative evaluation provides information for ongoing growth and improvement for faculty. Summative data can be used for decision-making purposes such as tenure and promotion, reappointment, and other personnel decisions.

During 2019-2020 we attempted to move forward with both Task Force 1 and 2. Unfortunately, in early spring 2020, Academic Affairs indicated that the Teaching Effectiveness Initiative will need to be postponed until COVID conditions improve, the budget situation is resolved, and a new Provost is in place. We know the urgency to move forward on this and hope to reconvene as soon as possible.

The goals of this five-year project are to:

Task Force 1 – Redesign “Course Evaluation.” Develop recommendations using research-based practices in designing and implementing “end-of-course student feedback surveys” (currently referred to most frequently as “course evaluations”).

Task Force 2 – Design Other Measurements for Teaching Effectiveness. Develop recommendations for the use of multiple measures and triangulation of other evidence for teaching effectiveness for formative and summative evaluation.

In September 2018, [Task Force 1 presented a list of recommendations to the Provost for review.](#) These recommendations have been discussed with Academic Affairs, however, no formal response has been provided from Academic Affairs.

The following summarizes the key recommendations:

1. Course Evaluations will be called End-of-Course Student Feedback Surveys (ESFs) as students do not evaluate courses or instructors; rather provide feedback on their satisfaction.
2. Multiple methods of evidence will be used to determine teaching effectiveness; ESFs will be one of several types of evidence and will be triangulated with other samples.

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3. ESFs will be moved to one online system.
4. Best practices in increasing online response rates are included.
5. There will be a [core set of campus-wide questions](#) (instructor- and course-related questions) and then additional customized questions can be added.
6. The core set will include both rated questions (5 being the highest, 1 being the lowest) and open-ended comments.
7. It is recommended that the online system has the capability to allow faculty the opportunity to immediately respond to the data online through a contextual narrative (brief explanation of the results from their perspective).
8. Best practices in reducing bias and interpreting results appropriately will be established.

An implementation team was created (Anica Bowe, Jennifer Heisler, Darrin Hanna) to assist in the RFP review and then to field and pilot test the system with the tentative core questions. Initial progress was made, however, due to COVID no final recommendations were developed.

Due to financial limitations, the Task Force did not receive approval to move forward with the selection of an online system until the winter of 2019. An RFP was developed in the winter and six vendors submitted proposals. During fall 2019, a team including professional staff from UTS, Purchasing, e-LIS, CETL, and Institutional Assessment reviewed all proposals and invited three to meet and provide demonstrations. An evaluation rubric was developed based on our criteria. After evaluating each presentation and accompanying documentation, the team made an initial selection. A proposal was submitted to Academic Affairs in early winter requesting funding needed for the platform and additional funding needed for staff resources to implement the project. Due to COVID and the ongoing Provost search, the request has been put on hold.

Task Force 2

In the spring of 2019, the Provost appointed Michelle Piskulich (Associate Provost) and Judy Ableser (CETL Director) to co-chair Task Force 2. Research and best practice models for “triangulation of evidence on teaching effectiveness” have been reviewed. Faculty from the college and each school who have been involved in PTR (Promotion, Tenure, and Review) committees and professional staff have been asked to join this task force. The work of this team commenced in fall 2019.

In early fall, the Task Force held a retreat to explore and discuss how we define teaching effectiveness and what types of evidence should be used to demonstrate teaching effectiveness. Conversations continued with the team and faculty throughout the year on these issues. Monthly meetings occurred between September and February. The tasks included conducting a series of focus groups with faculty to hear their voices. We collected and analyzed all unit tenure documents to identify similarities and differences on how teaching effectiveness is valued and evaluated across campus.

Highlights and Summary of 2019-2020

Goal: To move forward with the Provost's Evidence of Teaching Effectiveness including Task Force 2: focusing on other types of evidence of teaching effectiveness and ways in which teaching is recognized and valued at Oakland.

- Created Task Force 2- Michelle Piskulich and Judy Ableser- co-chairs, members- Amy Banes-Bercelli (CAS), Gary Barber (SECS), Carrie Buch (SON), Dave Dulio (CAS), Liang Fu (SBA), Douglas Gould (SOM), Darlene Groomes (SEHS), Melissa Hoag (CAS, MTD), John Krauss (SHS), Suha Kridli, (SON) Scott Tiegs (CAS)
- Held Retreat to explore and discuss “defining teaching effectiveness”, are there consistent criteria or qualities in effective teaching
- Explored and reviewed a range of types of evidence of teaching effectiveness
- Subcommittee conducted several focus group interviews to determine how faculty define teaching effectiveness and what types of evidence to demonstrate effectiveness should be used.
- Compared and analyzed all tenure documents to determine patterns (consistencies and differences) in how teaching is evaluated
- Meetings and progress were put on hold during COVID
- Task Force 1- created committee to select a vendor for an online student survey
 - Developed RFP with all requirements
 - Six vendors submitted applications
 - Committee reviewed all and selected three for demonstrations
 - Held vendor demonstrations
 - Follow-up questions and clarifications
 - Team rated and ranked 3 vendors
 - Selected top vendor
 - Develop request for funding including vendor costs and costs of staff resources
 - Submitted to Provost's office for approval
 - Provost's office indicated that due to budget constraints as a result of COVID they could not move forward with the request to secure an online feedback system at this point
 - Provost office put request and selection on hold due to COVID
- Recommendation from Provost's Office is to put the Task Force on hold due to COVID and new Provost search.

Task Force 2

- Selection of team, letter of invitation and confirmation in summer 2019
- A selection of articles and resources were shared with team prior to first retreat
- Retreat in August 2019: Introduce charge of team, process and to explore how we define and determine what is “effective” or “exemplary” teaching
- Monthly large group meetings and smaller team meetings during fall 2019

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- Analyzed current unit tenure documents for patterns and trends
- Discussed different types of evidence to demonstrate teaching effectiveness
- Discussed reflective narratives
- Discussed and reviewed a range of models that categorized “effective teaching” into different domains

Implementation Review Team for Online Student Feedback Survey System

- Request for proposals (RFP) developed by team and call was sent out for bids
- Six vendors responded with proposals and bids
- Implementation Review Team reviewed all documents and initially identified three vendors for bid presentations
- Requested additional information from vendors including reference checks
- Finalizing selection of system
- Developed a five-year total cost plan
- Developed plan for implementation

Implementation Pilot-Test Team of Campus-Wide Core Questions

- In fall 2019, developed a process to pilot-test the core campus-wide questions (10 instructors and four course questions)
- Pilot test was implemented in six courses at the end of fall 2019
 - A verbal and written explanation was provided to students so they would understand why they were being asked to complete the pilot test
 - Students were given the original course evaluation for their course, then given the 14 new questions through an online survey
 - Students were then asked to respond to questions about their preferences and concerns about the surveys
 - Faculty were also asked for feedback on the new questions

Future Steps - When we are able to reconvene

- Introduce and discuss Initiative with new Provost and determine revised plan
- Preferred vendor will be contacted once five-year budget plan has been approved
- Further review and selection of Feedback Survey questions will be explored and selected questions will be confirmed
- Process for Survey implementation will be determined
- Task Force 2 will hold “town hall” meetings with faculty and students to explore how they define “effective teaching”

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- Task Force 2 will continue to meet and explore how to best define, describe and demonstrate teaching effectiveness
- Recommendations for selecting and documenting evidence of teaching evidence will be developed
- Ongoing communication on Provost's Initiative will continue

Team Lists

Task Force 2 Membership

Task Force 2 membership is comprised of diverse faculty and administrators from the college and each school who have had experience in serving on the Committee on Appointment and Promotion (CAP) or Faculty Rehire and Promotion Committee (FRPC) review teams.

- Michelle Piskulich, Senior Associate Provost and Co-chair
- Judy Ableser, Director of CETL and Co-chair
- John Krauss, Professor in SHS
- Suha Kridli, Professor in SON
- Darlene Groomes, Associate Professor in SEHS
- Gary Barber, Professor in SECS
- Liang Fu, Associate Professor in SBA
- Douglas Gould, Professor in SOM
- Melissa Hoag, Associate Professor in SMTD
- Dave Dulio, Professor in Political Science, CAS
- Scott Tieggs, Associate Professor in Biology, CAS
- Amy Banes-Berceli, Associate Dean in CAS
- Carrie Buch, Associate Dean in SON

Implementation Review Team: Online System for Student Feedback Surveys

- Judy Ableser, Director of CETL
- Shaun Moore, Director of e-LIS
- John Coughlin, e-LIS
- Song Yan, Director of OIRA
- Reuben Ternes, Assistant Director of OIRA
- Teri Abbo, Director IT Services Alliance in UTS
- Paula Reyes, Director of Purchasing
- Anica Bowe, Assistant Professor in SEHS, Chair
- Jennifer Heisler, Associate Professor in CAS
- Darrin Hanna, Associate Professor in SECS

Implementation Team: Pilot-Test Core Campus-Wide Questions for Student Feedback Survey

- Anica Bowe, Assistant Professor in SEHS, Chair
- Jennifer Heisler, Associate Professor in CAS
- Darrin Hanna, Associate Professor in SECS