

Discussion Sessions: Student Evaluation of Teaching

Introductions

Formative vs. Summative Evaluations

Student evaluations of teaching (SETs) may be developed for formative and for summative purposes and these two forms of evaluations should be viewed as mutually exclusive. Formative evaluations are done solely for the purpose of providing a faculty member with classroom feedback to be utilized to improve teaching. Summative evaluations are designed to be used for the evaluation of faculty teaching by some Administrative group.

First, the Task Force proposes that creation of an SET that is entirely formative in nature to be created, distributed, tallied, and summarized in-house. This formative evaluation would be a 'just-in-time' format available to the faculty member throughout the semester with a turnaround time from request to result of two weeks or less. This form would be the sole private property of the faculty member. Faculty would have continuous access to a menu of questions designed to elicit the feedback the faculty member deems as necessary for improvement. The faculty need to feel that this formative information is their private property if it is to be utilized for improvement.

Second, the Task Force proposes that the University purchase access to an evaluation designed for summative purposes. Once available the Vice President for Academic Affairs, in consultation with the Deans, in consultation with the Faculty Senate and faculty, a core of questions to be utilized for summative / evaluative purposes. These evaluations would be given only at the end of the semester and the results would be distributed to the faculty member, the faculty member's Dean, and the faculty member's Department Chair. The tabulation, distribution, and summarization of these forms would be done within the Office of the Vice President for Academic Affairs.

*From USI Student Evaluation of Teaching Task Force Position Statement
<http://www.usi.edu/f-senate/Student%20Evaluation%20of%20Teaching.asp>*

Evidence of Teaching Effectiveness Exercise

This exercise is intended to help faculty identify and rank attributes that we feel students can appropriately evaluate. We intend to collect and tabulate the results of all of the surveys.

We are also interested in specific faculty comments that address what should be included or excluded from student evaluations of faculty and courses. Please make sure that these comments are recorded so that they can be passed along to the committee and considered as we select a new instrument for student evaluations of faculty.

USI Faculty – Evidence of Teaching Effectiveness Exercise

In general, to what extent are (1) students, (2) peers/colleagues, and (3) instructors capable of evaluating the instructor/course attributes given below? The attributes come from a survey of the literature on teaching effectiveness.

Please use the following rating scale:

4 = Very capable, 3 = capable, 2 = marginally capable, 1 = not capable

Attributes	Ratings		
	Students	Peers/Colleagues	Instructors
1. Instructor’s Subject Content Mastery	_____	_____	_____
2. Instructor’s Commitment to Teaching	_____	_____	_____
3. Instructor’s Organization of Course Materials	_____	_____	_____
4. Currency of Material Being Taught	_____	_____	_____
5. Instructor’s Concern and Respect for Students	_____	_____	_____
6. Instructor’s Communication Skills/Clarity	_____	_____	_____
7. Pace of Course	_____	_____	_____
8. Overall Course Satisfaction	_____	_____	_____
9. Instructor’s Enthusiasm	_____	_____	_____
10. Instructor’s Ability to Stimulate Learning	_____	_____	_____
11. Instructor Availability (outside of class)	_____	_____	_____
12. Assessment of Student Learning	_____	_____	_____
13. Appropriateness of Instructor’s Standards/Rigor	_____	_____	_____
14. Desire of Instructor to Teach	_____	_____	_____
15. Instructor’s Adaptability/Flexibility	_____	_____	_____
16. Instructor’s Consistency/ Perceived Fairness	_____	_____	_____
17. Usefulness of Course Examples	_____	_____	_____
18. Instructor’s Motivation for Continuous Improvement	_____	_____	_____
19. Appropriateness of Material Being Taught	_____	_____	_____
Please add items that you feel are omitted from the above list and rate them using the above scale.			
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Thank you for your time and effort.