

## Evaluation of Teaching

### Background

SPEA has a long-standing tradition of evaluation of teaching by peers who serve as administrators rather than by colleagues, and it has relied primarily on the end of semester course evaluation as the tool for evaluation of teaching. At SPEA IUPUI, the Program Directors are responsible for evaluating teaching for full-time faculty, including clinical and lecturer positions, in their respective areas. The Director of Academic Affairs is responsible for evaluating the teaching of Program Directors. The directors provide the Associate Dean with written comments and placement in categories of assessment (excellent, highly satisfactory, satisfactory, fair, unsatisfactory) for the faculty member's contributions to teaching. The Associate Dean reviews the comments and synthesizes these into the larger annual review. The Associate Dean may adjust the rankings upward or downward.

### Procedure

The director is responsible for evaluating contributions to teaching based on SPEA's guidelines in this policy. The information used to make these evaluations includes the report of the faculty member's contributions in the annual faculty report, the student course evaluations, and other information of contributions provided by faculty and/or others, as appropriate (for example, student letters, committee chair recognitions, awards, etc.).

Before the conclusion of a course, each faculty member is responsible for ensuring that students in his/her course have the opportunity to complete the course evaluation. The Faculty Secretary, working with the Director of Academic Affairs, is responsible for providing the faculty with the course evaluations in a timely manner. In those situations where problems arise beyond the faculty member's control (for example, issues at the testing center), the faculty member is not penalized for a lack of course evaluations.

At the conclusion of a semester, the Faculty Secretary distributes the completed course evaluations, including student comments, to the faculty and the program directors, who receive course evaluations in their respective program areas. The program directors also receive a summary table of key indicators (discussed below).

Before the directors make final decisions about ranking teaching, the directors meet to discuss in general terms their approach to assigning individual ranking categories. The purpose of this discussion is to benchmark the evaluation process and ensure equitable evaluation across the programs.

A faculty member who has questions about the evaluation of teaching should raise these with the Associate Dean during the annual review. The Dean of the School retains final authority for decisions.

### *Areas of Consideration for Evaluating Contributions to Teaching*

Areas to be considered for evaluating a faculty member's contributions to teaching include teaching; advising, placement, and mentoring; contributions to pedagogy; and additional contributions to the teaching mission of the school. These areas reflect, but do not reproduce exactly, the criteria provided in SPEA's *Guidelines for Promotion and Tenure Dossiers* (2005). Differences, to the extent they exist, reflect the different purposes of the annual review (a shorter-term, more immediate performance evaluation) and evaluation for promotion and tenure (performance evaluation over a longer time span). Candidates for tenure and promotion should also carefully review the *Guidelines* to ensure they understand the criteria for tenure and promotion with respect to teaching.

The focus of the evaluation of teaching is primarily on the quality of teaching; however, the challenges of special course situations (for example, laboratory courses, large class sizes, experiential courses) may also be considered when evaluating the faculty member's contributions to teaching.

The following types of evidence will be considered in each of the areas:

- Teaching
  - Student course evaluations, evaluations/observations by the Center for Teaching and Learning or peers for documenting teaching or improving teaching;
  - For undergraduate courses, statements of student learning outcomes, the PULs emphasized by the course, and the ways in which the course addresses the PULs;
  - For graduate courses, statements of student learning outcomes and how core competencies are addressed by the course; and
  - Evidence of grade inflation or deflation
- Advising, Placement, and Mentoring
  - Academic advising; efforts to assist in placement of students in internships, graduate programs, jobs; mentoring of a significant nature (beyond routine academic advising); supervision of internships, laboratory work, and field work; supervision of independent study; and advising masters and doctoral students concerning their research theses
  - Mentoring and advising resulting in publications or grants received by students
- Contributions to Pedagogy
  - Development of new courses or substantive revisions and updates of existing courses
  - Grants received to develop new courses or revise existing courses
  - Teaching awards and other recognition attributable to course preparation and delivery
  - Articles in peer-reviewed journals about curricular development, innovative teaching methods, new sources or techniques utilized in teaching
  - Presentations at conferences about curricular development, new courses, innovative teaching methods or techniques utilized in teaching
  - Leadership and/or major contributions to the development of new degrees, programs of study, certificates and areas of study
- Additional Contributions to Support SPEA's Teaching Mission
  - Flexibility and cooperation in support of the scheduling to meet the teaching needs of the program
  - Support of co-curricular activities sponsored by SPEA to support student learning and development (for example, Undergraduate Induction, Graduate Orientation, Undergraduate Student Success Seminar, other events in the annual participation calendar)

### ***Course Learning Outcomes and PULs***

SPEA recognizes that a standard best practice for quality teaching is the development of course learning outcomes, at both the undergraduate and graduate levels, and that course learning outcomes must be linked in a logical and appropriate way to the assessment of student learning in the course. SPEA faculty members are expected to identify course learning outcomes for each of their courses. In addition, for undergraduate courses, faculty members are responsible for including statements of how the PULs emphasized in the course are addressed. The PULs, which were first adopted by the IUPUI faculty in 1998 and revised and approved in 2007, provide the campus framework for undergraduate education at IUPUI (see attachment 1). The faculty in each school is responsible for implementation of the PULs in its programs, curricula, and courses. In SPEA, the campus PULs are linked to outcomes for each major and course, and collectively the learning outcomes and PULs emphasized in each course articulate the knowledge, skills and abilities that SPEA students will master upon successful completion of a course in SPEA.

## *Student Course Evaluations*

The course evaluation completed by students at the conclusion of a course is an important tool for evaluating teaching.<sup>1</sup> The evaluation form includes key indicators and provides students with an opportunity to offer written comments about the instructor and the course.

Key indicators for course evaluations along with numbers of students who completed the evaluation and provided comments, average course grades, and reports of the DFW rate (when available) form the minimum basis for evaluating the quality of teaching in the classroom. The six key indicators are:

- This course syllabus was clear, organized, and easy to follow.
- This course was rigorous.
- My instructor was well-prepared for class meetings.
- My instructor explained the material clearly.
- My instructor encouraged students to participate in their learning.
- I learned a lot in this course.

The key indicators for 3-credit hours courses are supplemented by an additional 27 standard items related to course information, instructor characteristics, and overall ratings.

The six key indicators for 1-credit hour and practicum courses are supplemented by an additional ten items that focus on instructor qualities and the student's participation and reaction to the course. These additional items include:

Items for instructor qualities:

- My instructor has an effective style of presentation.
- My instructor shows respects for the various points of view represented in this class.
- My instructor holds students to high academic standards.

Items for the student's participation in the course:

- I feel that I perform up to my potential in this course.
- I always prepare before coming to class.
- I keep up with the reading assignments for this course.
- Successful performance in this course requires that I understand the material.

Items for the student's reaction to the course:

- I would recommend this course to other students with career goals similar to mine.
- This course increased my interest in the subject matter.
- This course effectively challenges me to think.

The 1-credit course evaluation forms also ask the student to provide an assessment of the extent to which the student has mastered the learning outcomes for the course.

The overall ranking of the student course evaluations for a given course is based on the directors' judgments of how each faculty member's numerical rankings compare to SPEA faculty, and it is based primarily on the key indicators, supplemented by student comments and additional standard items. Student comments are used to provide insight into perceptions of the faculty member's strengths and potential areas for improvement.

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<sup>1</sup> As noted above, faculty are also encouraged, but not required, to seek peer evaluations and observations of teaching such as those provided by the IUPUI Center for Teaching and Learning (see IUPUI Center for Teaching and Learning (see [http://www.iupui.edu/administration/acad\\_affairs/cls/](http://www.iupui.edu/administration/acad_affairs/cls/)). To the extent possible, these evaluations should also address the key indicators, as appropriate. When available, these evaluations/observations will also be considered in the evaluation of teaching.

### ***Determination of Contributions to Teaching***

The appropriate director is responsible for judging a faculty member's contributions to teaching according to the following guidelines.

'Excellent' Teaching Requires the Following, if Applicable, to be True:

- Student course evaluations indicate that the scores are very positive in the six key indicators identified above and among the highest in the school; student comments are supportive of these very positive indicators.
- Peer evaluation indicates teaching effectiveness an excellent level.
- The faculty member's undergraduate syllabus provides each of the following: thoughtful statements of student learning outcomes, the PULs emphasized by the course, and the ways in which the course addresses the PULs.
- The faculty member demonstrates exceptional contributions to advising, student placement, or mentoring.
- The faculty member demonstrates exceptional contributions to course and/or curriculum development or makes contributions to pedagogy that are recognized by IUPUI and/or beyond the campus. Articles related to teaching in peer-reviewed journals and participation in conferences provide evidence of excellence in teaching.
- The faculty member willingly supports SPEA's teaching mission by participating in a substantial number of the school's co-curricular activities to advance student learning and development. The faculty member demonstrates initiative and cooperation in support of scheduling courses to meet the needs of the program.

'Satisfactory' Teaching Requires the Following, if Applicable, to be True:

- Student course evaluations indicate that the faculty member is performing at an acceptable level based on the scores in the six key indicators; student comments are generally supportive, but may indicate potential areas of improvement.
- Peer evaluation indicates that teaching effectiveness is at a clearly acceptable level.
- The faculty member's undergraduate syllabus provides all of the following: thoughtful statements of student learning outcomes, the PULs emphasized by the course, and the ways in which the course addresses the PULs.
- If problems with teaching have been previously identified, the faculty member has taken steps to address the problems and assess the effectiveness of the changes.
- The faculty member willingly contributes his/her share of the advising and makes the normally expected contributions to student placement and mentoring.
- The faculty member makes the normally expected contributions to curriculum and course development and pedagogy.
- The faculty member willingly supports SPEA's teaching mission by participating in a fair share of the school's co-curricular activities to advance student learning and development. The faculty member demonstrates flexibility and cooperation in support of scheduling courses to meet the needs of the program.

'Unsatisfactory' Teaching Is Characterized by Two or More of the Following:

- Student course evaluations indicate that the faculty member is performing at an unacceptable level based on the scores in the six key indicators; student comments make significant complaints about course organization, delivery, and/or teaching effectiveness.
- Peer evaluation does not confirm that the faculty member is teaching at a clearly acceptable level.
- The faculty member's undergraduate syllabus is lacking one or more of the following: thoughtful statements of student learning outcomes, the PULs emphasized by the course, and the ways in which the course addresses the PULs.
- If problems with teaching have been previously identified, the faculty member has been either unwilling or unable to craft responses to address the problems, there is a discernable lack of improvement, and/or inability to bring the teaching up to a clearly acceptable level on a regular basis.

- The faculty member does not make the normally expected contributions to student advising and placement and does not demonstrate the ability to be an effective mentor.
- The faculty member does not make effective contributions to curriculum and course development and pedagogy.
- The faculty member demonstrates a lack of willingness to support SPEA's teaching mission by participating in fewer than his/her fair share school's co-curricular activities to advance student learning and development. The faculty member is not cooperative in support of scheduling courses to meet the needs of the program.

In the case where the faculty member is determined to be better than 'Satisfactory,' but does not meet all of the criteria for a rating of 'Excellent,' that faculty member will be rated 'Highly Satisfactory.'

In the case where the faculty member does not meet the standards for 'Satisfactory,' but is not determined to be 'Unsatisfactory,' the faculty member will be rated 'Fair.'

## IUPUI PRINCIPLES OF UNDERGRADUATE LEARNING

May 7, 1998 (Approved FC980507); Revised December 6, 2005; Revised March 2007; Approved May 1, 2007

Academic Affairs Committee recommends that the IUPUI Faculty Council adopt the following descriptions of the Principles of Undergraduate Learning. These descriptions include brief definitions and the general ways in which the principles can be demonstrated.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

### Core Communication and Quantitative Skills

**[Definition:]** The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

**[Outcomes:]** Core communication and quantitative skills are demonstrated-by the student's ability to

- a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
- b. comprehend, interpret, and analyze ideas and facts;
- c. communicate effectively in a range of settings;
- d. identify and propose solutions for problems using quantitative tools and reasoning;
- e. make effective use of information resources and technology.

**Critical Thinking**

**[Definition:]** The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

**[Outcomes:]**

The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to

- a. apply,
- b. analyze,
- c. evaluate, and
- d. create

knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**Integration and Application of Knowledge**

**[Definition:]** The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

**[Outcomes:]** Integration and application of knowledge are demonstrated by the student's ability to

- a. enhance their personal lives;
- b. meet professional standards and competencies;
- c. further the goals of society; and
- d. work across traditional course and disciplinary boundaries.

**Intellectual Depth, Breadth, and Adaptiveness**

**[Definition:]** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

**[Outcomes:]** Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

- a. show substantial knowledge and understanding of at least one field of study;
- b. compare and contrast approaches to knowledge in different disciplines;
- c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

### **Understanding Society and Culture**

**[Definition:]** The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

**[Outcomes:]** Understanding society and culture is demonstrated by the student's ability to

- a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- b. analyze and understand the interconnectedness of global and local communities; and
- c. operate with civility in a complex world.

### **Values and Ethics**

**[Definition:]** The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

**[Outcomes:]** A sense of values and ethics is demonstrated by the student's ability to

- a. make informed and principled choices and to foresee consequences of these choices;
- b. explore, understand, and cultivate an appreciation for beauty and art;
- c. understand ethical principles within diverse cultural, social, environmental and personal settings.

### **Implementation of the Principles of Undergraduate Learning**

**Implementation.** The faculty in each school is responsible for implementation of the Principles of Undergraduate Learning [PULs] in its programs, curricula and courses. Students will typically be introduced to the PULs in First-Year Experience courses and Learning Communities, continue to develop PUL-related knowledge and skills in coursework, with demonstration of baccalaureate-level competencies expected in the capstone course/s or culminating experience/s students complete in the school.

**Assessment.** The faculty in each school is responsible for establishing and implementing an assessment plan related to the Principles of Undergraduate Learning. Schools report on the opportunities for and progress toward expected learning outcomes in general education [PULs] and in the major in the assessment template they prepare annually for the IUPUI Office for Planning and Institutional Improvement. An evaluation of general education will typically be part of the campus program review process.

**Revisions.** Recommendations for revisions to the PULs will be directed to the Executive Committee of Indianapolis Faculty Council. The Committee will work with the Office of Planning and Institutional Improvement and the Dean of Faculties to devise a process for considering revision recommendations.