Office of
FACULTY
ADVANCEMENT

Helping People To Grow Better.
Together.

A quick overview of our office &

TEACHING ASSESSMENT TO ADVANCE YOUR CAREER

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OUR OFFICE

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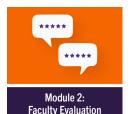Office Coordinator

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FOCUS AREAS FOR OUR OFFICE

MID-CAREER FACULTY MENTORING

Faculty mentoring is a core component of faculty success and professional advancement. The Faculty ADVANCEment Office will examine trends in mentoring research and best practices as well as organize and lead an existing university-wide network of senior faculty mentors to support mid- and later-career faculty.

**Module 1:
Faculty Mentoring**

BEST PRACTICES IN FACULTY REVIEW

Decision-making processes and systems supporting faculty evaluations are critical contributors of faculty success across career stages, opportunities, and spaces. Clemson University works to develop and deploy systems and decision-making processes that utilize best practices and research informed principles in all areas of faculty review. This focus area team will build upon the work of the TIGERS Advance Senior Advocates and the TPR pilot workshop programs to produce programming and university communication on faculty review systems. Programs will focus first on the evaluations of teaching effectiveness, goal-setting and annual reviews, and tenure-promotion-reappointment (TPR).

**Module 2:
Faculty Evaluation**

TEACHING EVALUATION

**Module 3:
Faculty Resources**

WHAT WE USED TO DO

Student Assessment of Instruction: One of the simplest and most widely used tools to evaluate teaching performance in higher education. They are cost-efficient, provide direct feedback from stakeholders, and have formative aspects that can be leveraged by instructors to adjust and improve their teaching skills.

However, these surveys often…

- Represent student opinions of teaching capability, instead of being a valid measure of faculty instructional effectiveness and/or student learning.

- Show low statistical validity due to low response rate
  - overall response rate at Clemson is around 55% and only 43% of the courses taught in Fall 2023 provided enough responses to consider the survey statistically significant

- Can be influenced by a number of factors that are unrelated to the instructor's teaching effectiveness:
  - Course (subject, time, room) and students' own interpretation of the questions
  - Instructor's attractiveness, personality, gender identity, race, accent, and attire
  - Incentives in place - from chocolates to grade inflation

BEST PRACTICES IN FACULTY REVIEW (TEACHING)

**Module 3:
Faculty Resources**

NOT-SO-RECENT CHANGES

Clemson eliminated Q10 (Overall, the instructor is an effective teacher)

- Recommendation form the Scholastic Policies Committee (01/2019)
- Faculty Senate Resolution (01/2020)

Clemson reworded several questions to center them on the course and not the instructor (07/2023)

Current Faculty Manual (08/2023) includes a model where the evaluation of teaching must include:

- course evaluation forms completed by students and
- feedback from instruction from at least two additional methodologies

The guiding principle is that a more diverse approach to evaluate teaching effectiveness will minimize biases and provide opportunities to get credit for activities that support the teaching mission of the university

BEST PRACTICES IN FACULTY REVIEW (TEACHING)

Module 2:
Faculty Evaluation

ADDITIONAL METHODOLOGIES, AS LISTED IN THE HANDBOOK:

- Evidence-based measurements of student learning (such as pre- and post-testing or student work samples) that meet defined student learning outcomes
- Evaluation (by peers and/or administrators) of course materials, learning objectives, and examinations
- In-class visitation by peers and/or administrators
- A statement by the faculty member describing the faculty member's methods and/or a teaching philosophy
- Exit interview/surveys with current graduates/alumni
- Additional criteria as appropriate for the discipline and degree level of the students
- A faculty statement that describes and documents how feedback from student course evaluations or other feedback mechanisms were used to improve teaching

Collectively, these packages are also known as teaching portfolios

DOCUMENTING TEACHING EFFECTIVENESS

**Module 3:
Faculty Resources**

TEACHING PORTFOLIOS

Provide evidence of teaching effectiveness from a variety of sources and context to interpret such evidence

- Copies of all course materials (syllabus, lectures, assignments, tests, communications, examples of student work, Canvas page, etc)
- Profile of students (enrollment, the type of student taking the class: concentrators, first-year students, non-specialists, graduate students, etc.)
- Documentation of alternative teaching approaches and special efforts invested to improve learning outcomes

- Evidence-based measurements of student learning
- Teaching statement (or teaching philosophy)
- Faculty development efforts related to the course
- Peer-evaluations (materials and/or teaching)
- Additional evidence-based teaching activities (*e.g.* inclusion of previous feedback, development of new courses, flipped courses, inclusion of course modules that support the goals of Clemson Elevate (integrating activities aimed at highlighting inclusive excellence, global engagement, service and/or experiential learning, *etc.*)

DOCUMENTING TEACHING EFFECTIVENESS

**Module 3:
Faculty Resources**

EVIDENCE-BASED MEASUREMENTS OF STUDENT LEARNING

The goal is to provide evidence related to the learning process, showing your impact

You may consider:

- Stating specific learning outcomes in the syllabus of the course and aligning those to course assignments or test questions (providing a rationale for the interpretation of the results)
- Using pre/post standardized tests (externally validated instruments with questions that have been widely utilized across a discipline) to assess the preparation of the students for a course *vs* the knowledge gained after the course
- Analysis of student independent work (writing assignments, presentations, essay questions, etc.)

- Documenting student engagement (attendance, trends in learning, etc.)
- Results of in-class via interactive response systems (*iClicker*)
- Analyzing grade distribution vs historical numbers (valid within the context of the course)

DOCUMENTING TEACHING EFFECTIVENESS

**Module 3:
Faculty Resources**

TEACHING STATEMENT (OR TEACHING PHILOSOPHY)

Provide a rational and critical assessment that can explain to others your values, goals, methodologies, and expectations for a course. These statements often reflect on specific components of your teaching style and pedagogy and can provide a framework to understand how your teaching practices fit in other aspects of your academic life.

- Your values and core beliefs related to teaching and learning in your courses (*why you* teach)

- A summarized description of your teaching practices, why you teach that way, and if/when/how those practices have evolved

- What alternative/innovative approaches you have adopted into your courses and why

- Any comments related to a difficult topic (to teach or to learn) and how this issue was addressed in the class

- A description of how these activities provide a contribution to the students' development, to the field, to the institution, and to the community

- Additional data: What courses you have taught, how many students have been in your classes, how much help you have received over the years, what policies you have used (referencing to examples of course syllabi), grade distribution (if relevant), and teaching evaluations.

DOCUMENTING TEACHING EFFECTIVENESS

FACULTY DEVELOPMENT EFFORTS

- Receiving peer-evaluation training and participating in peer-review evaluation of other faculty members across the college and university
- Mentoring other faculty members in pedagogy, course organization, student engagement and other relevant teaching approaches
- Teaching scholarship (teaching publications, participation in teaching workshops, development of teaching materials, *etc.*)
- External, expert evaluations (teaching portfolios, teaching methodologies, teaching materials)
- Learning outcome measures, formative assessments, or evidence of inclusion of research-supported teaching and active learning methods
- Teaching awards

DOCUMENTING TEACHING EFFECTIVENESS

Module 3: Faculty Resources

PEER-OBSERVATION OF TEACHING

Some faculty may be inclined to "just use a template"

In collaboration with OTEI we are developing the tools to train faculty so they can perform this exercise, provide formative feedback, and minimize potential biases

- We are proposing a more comprehensive model
  - Pre-observation meeting
  - Observation
  - Feedback should be formative and beyond the content of the course
  - Post-observation meeting
  - Opportunity to teach the same class again to show progress

  - Currently running a pilot program

Peer_Observation_of_Teaching
Peer_Observation_of_Teaching
Workgroups

Peer Evaluation Form For Classroom Visits

Course # / Name:_____Time:_____Location:_____

Class Description: ☐Case-based ☐Lecture ☐Experiential – exercise or problem-solving based ☐Other
Instructor's name:_____Observer's name:_____
Date of observer's visit:_____
Students Numbers:_____# Registered;_____# In Attendance;_____# Arrived Late

Class started on time? ☐ Yes ☐ No (If a late start, how late?_____minutes)

#	Attributes	Strongly Disagree				Strongly Agree	
1.	Evidences appropriate class-plan preparation	1	2	3	4	5	N/A
2.	Summarizes key objectives (beginning) or take-aways (end) of class	1	2	3	4	5	N/A
3.	Presents material in a well-organized fashion	1	2	3	4	5	N/A
4.	Employs presentation methods (e.g., AV, board) effectively	1	2	3	4	5	N/A
5.	Manages subject matter transitions and class pace successfully	1	2	3	4	5	N/A
6.	Motivates the importance of subject matter	1	2	3	4	5	N/A
7.	Articulates concepts and ideas clearly	1	2	3	4	5	N/A
8.	Demonstrates knowledge/expertise about the subject matter	1	2	3	4	5	N/A
9.	Uses examples, cases or other illustrative materials effectively	1	2	3	4	5	N/A
10.	Relates subject matter to other relevant subjects or disciplines	1	2	3	4	5	N/A
11.	Cites relevant literature, other supporting references as necessary	1	2	3	4	5	N/A
12.	Shows enthusiasm about subject matter	1	2	3	4	5	N/A
13.	Knows and engages students as individuals	1	2	3	4	5	N/A
14.	Holds student attention throughout class	1	2	3	4	5	N/A
15.	Encourages a non-threatening learning environment	1	2	3	4	5	N/A
16.	Seeks student participation/questions/reasoning	1	2	3	4	5	N/A
17.	Welcomes the exchange of ideas and opinions	1	2	3	4	5	N/A
18.	Attentive to student difficulty or confusion	1	2	3	4	5	N/A
19.	Attentive to classroom distractions and responds correctly	1	2	3	4	5	N/A
20.	Is professional in appearance and conduct	1	2	3	4	5	N/A

DOCUMENTING TEACHING EFFECTIVENESS

Module 3: Faculty Resources

OTHER FEEDBACK ABOUT YOUR TEACHING

Evaluation of course materials, learning objectives, and examinations by peers and/or administrators

- Teaching portfolios
- Clemson Canvas pages (or printouts of the sites)
- In-class visitations (be careful about this)
  - Invited seminar speakers can provide an external opinion on teaching without imposing additional financial burdens on the department
  - Clemson University has a panel of certified evaluators that can provide objective opinions about the pedagogical approaches used in the course. This evaluation could be complemented by peers from the same department, who will focus their comments on the contents delivered

DOCUMENTING TEACHING EFFECTIVENESS

**Module 3:
Faculty Resources**

WHAT METHODOLOGIES ARE THE BEST ONES TO USE?

- It is advised that you have this conversation with your supervisor (Chair, Director, and/or TPR Committee)
- The selection of tools should fit your teaching style, the assigned courses, your students, and the needs of the department/college
- As long as you get approval from your supervisor, you can choose how to tell your own story
- Just like any other project, you can get more data

HOW SOON TO WE NEED TO WORK ON THIS?

- ASAP, simply because you want to have as much data as you possibly can
- You may want to have the opportunity to teach these classes again and implement any feedback

DOES IT APPLY FOR THOSE GOING UP FOR PROMOTION THIS YEAR?

- Clemson is currently in a transitional period, so those faculty members going up for promotion are not yet required to provide additional metrics (but this could help them)

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Want to learn more?

https://clemson.instructure.com/enroll/TC6EDP

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