

with the University's mission and General Education Program, and desire to support junior faculty.

- b. Optimal size for groups is no larger than 6 (7 with facilitator).
5. As part of the annual review process, supervisors are expected to engage in regular face-to-face meetings with junior faculty to discuss effective teaching strategies and practices.

Ad Hoc Committee on Student Evaluations of Faculty Teaching Committee

Appendix A: SET Literature Summary

For every complex problem there

- A more recent meta-analysis of nearly 100 multi-section studies indicates that SET /learning correlation is small ($r = 0.12$). When prior student ability is considered, the correlation is zero ($r = -0.06$). (Uttle, 2017)
- A 2016 study of 23,000 SET scores from 4,423 first year students in 1,177 sections in France found the correlation between SET and final exam scores to be $r = 0.04$. Of note, SET were compulsory, so the student response rate was nearly 100%, and the students had been unable to self-select into different sections. (Boring, 2016).

SET are consistent, in that evaluations for a given instructor positively correlate within the same course

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Appendix B: Alternatives to SET Literature Summary, SET Best Practices, and Recommendations

Alternatives to traditional student/course evaluations in evaluating faculty teaching

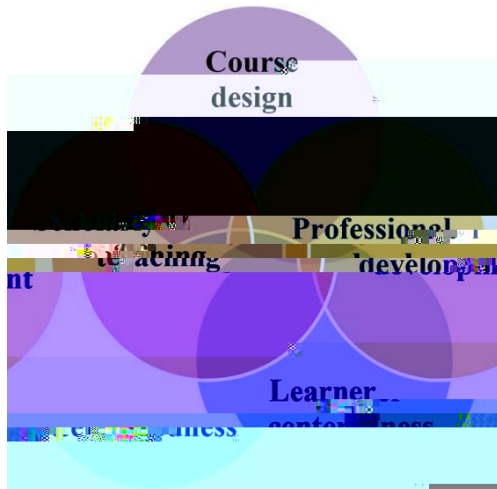
I. Mitigating Student Evaluation Influence

Studies concur on the importance of student evaluation. However, the evaluation of

our overall performance or status to decide about our annual merit pay, promotion, and tenure. However, SES is the single type evidence the SU faculty handbook requires faculty to include in a tenure and promotion dossier. In addition, many departments require faculty to include or reference SES as part of the annual review process. It is also problematic to privilege SES because of the potential biases that influence them; these are summarized by another subcommittee. Therefore, SU should not privilege SES as one of the most important tools for evaluating teaching (Berk, 2005; Carpenter, Witherby, & Tauber, 2020; Simonson, Earl, & Frary, 2022; Shao, Wroblewski, Ahlering, & Brill, 2007). Because it does not

II. Rethinking Faculty Evaluation Methods

Simonson, Earl, and Frary (2022) suggest that the evaluation of faculty teaching needs to involve methods that also make possible the assessment of student learning. They consider the complexity of **teaching and learning**, developed a four-element teaching effectiveness tool, shown in the following figure:



Source: Figure 2. Simonson, S. R., Earl, B., & Frary, M. (2022). Establishing a framework for assessing teaching effectiveness. *College Teaching*, 70(2), 164-180.

They too develop a rubric and suggest a comprehensive approach to the types of evidence that can be used to demonstrate student learning as well as other elements of teaching effectiveness. They suggest using **syllabi, course assignments, student work samples, and course design tables** to assess course design. They suggest teachers implement evidence-based practices to demonstrate scholarly teaching, which can be assessed using, for example, **peer evaluation, and class observation**. Similarly, **syllabi, course assignments, and peer observation** can be used to assess if the teaching uses a learner-centered approach. They also point out to use of, for example, **mid-term survey, and reflection on course evaluation** as evidence for continuous teaching improvement. A complete rubric is shown in Figure 3 in this research. Perhaps faculty handbook and department T & P policies should provide a more detailed list of suggested items for demonstrating teaching effectiveness to ensure that faculty consider including materials that speak to course design and learning.

Like Simonson, Earl, and Frary, several other researchers asserted that the demonstration and discussion of learning outcomes might provide more accurate information regarding a effectiveness. To this end, Anders proposed using **focus groups and role-play** to solicit more candid and detailed reflections from students about their learning in a course. Borch, Sandvoll, and Risor advocated a similar type of tool by suggesting that faculty collaborate with students to create “**dialogue-**

comments but the information users need to get trained when interpreting this information; 3) completing evaluations at multiple times throughout the semester to limit the negative effect of faulty memory by the end of semester.

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Appendix C: Best Practices – Teaching Portfolios

Washington State University:

[Teaching Portfolio | Office of the Provost | Washington State University \(wsu.edu\)](#)

Examples of Teaching Portfolios

[Examples of Teaching Portfolios | Faculty | Washington State University \(wsu.edu\)](#)

DePaul University – Teaching Commons

[Teaching Portfolios | Reflective Practice | Teaching Guides | Teaching Commons | DePaul University, Chicago](#)

Vanderbilt University

[Teaching Portfolios | Center for Teaching | Vanderbilt University](#)

Colorado State University (University of Dayton Teaching Portfolio Guidelines)

[University-of-Dayton-Teaching-Portfolio-Guide.pdf \(colostate.edu\)](#)

