Faculty Evaluation

Tools, Techniques, Processes

Presented On: May 14th, 2019

Presented By:
Dr. Laura Treanor, Provost

Vincennes University Faculty Affairs Committee
Faculty Evaluation

Reflective Teaching & Growth Mindset....

*Presented By:*
*Dr. Laura Treanor*
*Provost – Vincennes University*
Reflective Thinking
Reflective Thinking
Reflective Thinking

In what ways is this problem similar to other problems I've solved?

What are various ways I might approach the problem?

Is my strategy working?

Is there another way to solve the problem?

www.astutehoo.com
Reflective Thinking
Reflective Thinking

**TAXONOMY OF REFLECTION**

**Creating**
What should I do next?

**Evaluating**
How well did I do?

**Analyzing**
Did I see any patterns in what I did?

**Applying**
Where could I use this again?

**Understanding**
What was important about it?

**Remembering**
What did I do?
Reflective Teaching Practice

There is MAGIC in asking YOURSELF the same QUESTIONS
Reflective Teaching Practice

"It sort of makes you stop and think, doesn't it."
Reflective Thinking

In what ways is this problem similar to other problems I've solved?

What are various ways I might approach the problem?

Is my strategy working?

Is there another way to solve the problem?

www.astutehoot.com
Reflective Thinking
Reflective Thinking

**TAXONOMY OF REFLECTION**

- **Creating**
  - What should I do next?

- **Evaluating**
  - How well did I do?

- **Analyzing**
  - Did I see any patterns in what I did?

- **Applying**
  - Where could I use this again?

- **Understanding**
  - What was important about it?

- **Remembering**
  - What did I do?
We do not learn from experience...we learn from reflecting on experience.

John Dewey

meetville.com
Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.

Attitudes Integral to Reflective Practice

- Wholeheartedness
- Directness
- Openmindedness
- Responsibility
Reflective Teaching Practice

Brookfield’s Four Lenses for Reflection

SCHOLARSHIP
How does it inform your practice, beliefs, experiences? Consider exploring outside of your discipline. Conduct your own teaching and learning research study.

SELF/TEACHER
What are your beliefs about teaching? What did you experience - what do you think worked, what didn’t? What are you curious about? Write it down as soon as possible.

STUDENTS
Invite feedback from your students, establish a routine and simple system, ask what works, what doesn’t? Be prepared to receive the feedback.

PEERS/COLLEAGUES
What do you want to know? How do you want to explore your teaching? Invite feedback, share experiences, find a mentor, join a peer-learning group (or start one).

REFLECTIVE PRACTICE
Feedback, reflection, study and practice with the intent of: Self-Awareness, Action, Change, Development, Improvement

Figure 2: A question-based reflective practice model that incorporates Brookfield’s four lenses for reflection: self, peers, students, and scholarship. Adapted from Brookfield (1995), and Dawson (2012).
Reflective Teaching Practice
Benefits of Reflective Teaching Practice

1. Raises awareness of teaching and learning processes
2. Fosters teacher development
3. Allows teachers to act as agents of innovation
Growth Mindset
"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.
Growth Mindset

“Think about your intelligence, talents and personality. Are they just fixed or can you develop them?”

- Carol Dweck
**Growth Mindset and Teaching**

<table>
<thead>
<tr>
<th>FIXED MINDSET</th>
<th>GROWTH MINDSET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS</strong></td>
<td>• COME FROM HARD WORK.</td>
</tr>
<tr>
<td>• SOMETHING YOU’RE BORN WITH</td>
<td></td>
</tr>
<tr>
<td>• FIXED</td>
<td>• CAN ALWAYS IMPROVE</td>
</tr>
<tr>
<td>• SOMETHING TO AVOID</td>
<td></td>
</tr>
<tr>
<td>• COULD REVEAL LACK OF SKILL</td>
<td></td>
</tr>
<tr>
<td>• TEND TO GIVE UP EASILY</td>
<td>• SHOULD BE EMBRACED</td>
</tr>
<tr>
<td>• UNNECESSARY</td>
<td>• AN OPPORTUNITY TO GROW.</td>
</tr>
<tr>
<td>• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</td>
<td>• MORE PERSISTANT</td>
</tr>
<tr>
<td>• GET DEFENSIVE</td>
<td>• ESSENTIAL</td>
</tr>
<tr>
<td>• TAKE IT PERSONAL</td>
<td>• A PATH TO MASTERY</td>
</tr>
<tr>
<td><strong>EFFORT</strong></td>
<td><strong>FEEDBACK</strong></td>
</tr>
<tr>
<td>• USEFUL</td>
<td>• SOMETHING TO LEARN FROM</td>
</tr>
<tr>
<td>• SOMETHING TO LEARN FROM</td>
<td>• IDENTIFY AREAS TO IMPROVE</td>
</tr>
<tr>
<td>• IDENTITY AREAS TO IMPROVE</td>
<td>• IDENTIFY AREAS TO IMPROVE</td>
</tr>
</tbody>
</table>
Growth Mindset and Teaching

GROWTH MINDSET
THE BELIEF THAT WE CAN WORK HARD AND IMPROVE.

I want to learn from criticism.

I find lessons and inspiration in other people's success.

I am comfortable making mistakes.

I have a positive internal dialogue e.g. 'I am getting better'.

I say 'I can't do it yet!'

WWW.KATHERINELYNAS.COM
Growth Mindset and Teaching

**Mission**
To develop people and enhance communities through high-quality educational programs

**Values**
Personal growth and academic excellence for our students, faculty and staff

**Ethos**
Embrace of Continuous Quality Improvement efforts to improve academic programs and improve student success
Growth Mindset and Teaching
Growth Mindset and Teaching

INHALE
confidence
EXHALE
doubt
Faculty Evaluation

Tools

Presented By:
Dr. Ivana Peralta
Associate Professor of Chemistry
Survey Dig (Course Evaluations)

Completed by our Students at the End of Each Semester

<table>
<thead>
<tr>
<th>University Core Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor's presentation of instruction was well planned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The syllabus accurately described the class content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Expectations for this class were clearly outlined in the syllabus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The grading criteria were clearly explained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor graded my work consistently with evaluation criteria.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor was available outside of class through office hours, email, phone, or appointment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Required class activities improved my skills and thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The feedback I received on my work will help me with future assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I was actively engaged in this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Open ended questions. These are optional.

10. What did you like most about this class? Enter text here...
Faculty run Summary Reports at the end of each semester.
Course Improvement Plan

Completed by Faculty Using Data from Survey Dig
Faculty Evaluation Plan

VINCENNES UNIVERSITY

FACULTY EVALUATION PLAN

Completed by Faculty Using Data from Course Improvement Plan
Professional Growth Plan

Completed by Faculty Using Data from Evaluation
Techniques

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University
Course Improvement Plan

Faculty/Adjunct Evaluation Plan

Professional Growth Plan

Survey Dig
Not isolated Islands of Information.
Survey Dig

Course Improvement Plan

Faculty/Adjunct Evaluation Plan

Professional Growth Plan
Example 1 – Upper

> Greater than 50% of responses

Strongly Agree

**Presented By:**
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University
How Does it Work?

Survey Dig (Required class activities improved my skills and thinking.):

| Class activities | 40 | 30 (75%) | 5 (13%) | 4 (10%) | 1 (3%) | 4.60 0.78 U |

Student Comment:

All things considered, the information presented throughout this course was well-organized and fairly easy to understand. Also, I feel that I gained a considerable amount of knowledge regarding different disaster recovery methods and data security on the whole.

Great instructor and helped me improve my skills and thinking.

Course Improvement Plan:

1. Identify the questions for which you are consistently ranked high in most or all sections you teach. What are your processes and activities that you think produce your high results for these questions?

Required class activities improved my skills and thinking -

I believe that I produced high results in the “Required class activities improved my skills and thinking”, because I keep my curriculum updated with current and relevant content. This is accomplished by completing training courses and earning industry certifications. With the new skills I learn, and am able to incorporate numerous hands-on activities and exercises that allow students to learn job ready skills. Students learn how to troubleshoot and think beyond completing a tutorial.

Faculty Reflection
I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)

☑ have met the university’s faculty expectations. See page 7 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths beyond faculty expectations. (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

C. Curriculum Development:

8. Maintain currency of the curriculum and reading materials

- I completed an industry course and passed the certification exam authorizing me to teach the content. With the new skills, I updated an out of date course for on campus and online delivery. The new content allows students to learn industry relevant knowledge and skills.
II. PROFESSIONAL DEVELOPMENT

GOAL

A. Personal Advancement in the Discipline – A. Maintain professional certification

Objective(s)

Earn certification in IOT (Internet of things) to allow incorporation of IOT skills and knowledge into the current curriculum.

Resources Needed

Access to IOT training course (free), and funding for tools and materials. I will be submitting grant for tools and materials.

Assessment Method

Earn certification and maintain score of Upper on Survey Dig for the category of Required class activities improved my skills and thinking.

Results. Fill out and turn in on March 22nd of the following evaluation year.
Example 2 – Middle
Middle is default

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University
2. Identify the questions for which you are consistently ranked in the middle. For each question, what improvements might you make to produce an upper level ranking?

I was actively engaged in this class

I believe that I produced medium results in the “I was actively engaged in this class”, due to group projects that most students enjoy, but some became frustrated with. This is based on student comments indicating that the group projects were a fun part of the learning process, while others found it difficult to complete due to lack of participation from some students. Other comments indicated that the students had difficulty assigning work amongst the group. To improve on this ranking, I plan to research best practices for designing group projects, to determine how I can address the student feedback.
How Does it Work?

Faculty Evaluation:

I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)

- have met the university’s faculty expectations. See page 7 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths beyond faculty expectations. (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

B. Instructional Delivery:

4. Incorporate group-learning activities where applicable

- Incorporation of group learning for the final project for the course. To make the course materials come alive, students were divided up into teams to complete the final project. This allowed students to apply the skills learned in the course. Students commented that this was what was liked the most about the course.

The actual process of planning the final project after we have worked the case study. It is different from learning about it, but another to actually complete it.

The topics covered, access to a number of project management document templates, as well as the hands on experience in project management made for an excellent learn environment.

The final project for this class was actually fun!

We had to do all a running case for a project and put ourselves in the shoes of a project manager and got to research details about what to do in certain situations whether it being ahead of schedule behind schedule or even progress in the project on whether we are finishing on time or late.
I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK

GOAL

Improve upon student Survey Dig scores for the category I was actively engaged in this class.

Objective(s)

Research best practices for designing group projects. Evaluate current group project assignments to determine how to improve the experience. Specifically, determine how to improve engagement of all students on the teams.

Resources Needed

Online resources that provide best practices for group projects.

Shadow other Professors to get ideas on how to improve my group project assignments.

Obtain information from CTL on how Blackboard can be used to help teams communicate and collaborate.

Assessment Method

Improved score on Survey Dig from students for the category I was actively engaged in this class.

Results - Fill out and turn in on March 22nd of the following evaluation year
Example 3 – Low

 Greater than 20% of responses Disagree or Strongly Disagree

Presented By:
Jaci Lederman
Associate Professor and IT Department Chair – Vincennes University
How Does it Work?

Survey Disk: (The instructor graded my work consistently with evaluation criteria.):

Student Comment: The lack of Grading

Faculty Reflection

Course Improvement Plan:

3. Identify the questions for which you are consistently ranked low. Describe your plan for improving those results, if you deem appropriate.

The instructor graded my work consistently with evaluation criteria.

I did get behind in grading a couple of my courses this semester. To improve, I plan to sync all my course assignment due dates so that I can schedule a dedicated time to grade all my course assignments at the same time each week. Currently assignments are due different time of the week making it difficult to keep up with which assignments are due in which class. I will be updating my 16 Week schedules and Blackboard sites to reflect this change.
I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)

☑ have met the university’s faculty expectations. See page 7 for a list of faculty expectations.

Grading students fairly and consistently:

- The “L” on the Survey Dig in the “Th instructor graded my work consistently with evaluation criteria” is an opportunity for improvement.

Using bullet points, describe in sufficient detail your strengths beyond faculty expectations. (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

- “I created polls to assess the comfort level of the class before moving on to the next content area.” Students feel comfortable indicating they have questions using technology, instead of the “raise your hand” method. I have found using these polls is a good way to keep everyone on the same page, and builds confidence within the students that they will get help no matter what the question or issue.

See student comment below from Survey Dig:

Like most: How the professor would check on students making sure everyone was ready to move on before starting a new lesson.
# Professional Growth Plan:

I. Teaching Effectiveness & Performance of Assigned Task

**Goal:**

Improve upon student Survey Dig scores for the category - Grading Consistency.

**Objective(s):**

- Evaluate student assignments to determine and implement an improved system for consistently grading student assignments in a timely manner.

**Resources Needed:**

- Obtain training from CTL on assignment grading options (self-grading quizzes, rubrics, and creative assignment creations).
- Shadow other Professors to get ideas on how to improve grading consistency.
- Sync due dates across classes so that I can plan a consistent day/time each week to grade.

**Assessment Method:**

- Improved score on Survey Dig from students for the category - Grading Consistency.

**Results:** Fill out and turn in on March 22nd of the following evaluation year.
Growth Mindset and Reflective Teaching: What it means to us

Presented By:
Greg Hirsch, Assistant Professor of Information Technology,
Ivana Peralta, Associate Professor of Chemistry
Jacqueline Klueh, Assistant Professor of English as an Additional Language
Overview of Breakout Opportunities

Presented By:
Curt Coffman
Dean of Science, Engineering, and Math
## Vincennes Campus Professional Development Sessions

[https://www.vinu.edu/web/professional-development-committee](https://www.vinu.edu/web/professional-development-committee)

### Tuesday May 14, 2019
Shircliff Humanities Building Professional Development Sessions

8:10 - 8:25 Coffee and Refreshments - Shircliff Lobby

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:15</td>
<td>Large Group Session - Shircliff Auditorium</td>
<td>Shircliff Auditorium</td>
<td>Overview of components of faculty evaluation (Survey Dig, Adjunct Faculty Evaluation form, Course Improvement Plan, Professional Growth Plan)</td>
</tr>
<tr>
<td>Presenters</td>
<td>Provost Treanor, Jaci Lederman, Greg Hirsch, &amp; Ivana Peralta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:45</td>
<td>Break-Out Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D109</td>
<td>Option 1: Survey Whaaaat??</td>
<td></td>
<td>Retrieving your Survey Dig Aggregate Report and Compositing your Course Improvement Plan (for faculty)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Danny Raist, Ivana Peralta, Greg Hirsch</td>
</tr>
<tr>
<td>E128</td>
<td>Option 2: DIG-ing Deeper</td>
<td></td>
<td>Reviewing your Aggregate Report, Composing your Course Improvement Plan and Thinking Strategically about your PGF (for faculty)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jaci Lederman, Jennifer Hensley, Jacqueline Klueh</td>
</tr>
<tr>
<td>E228</td>
<td>Option 3: Making the Dean’s List</td>
<td></td>
<td>Evaluation Process Basics (for Chairs and Deans)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dean Coffman, Dean Raleigh, Dean Miller, Dean Puckett, Jill Alsman and Amber Dinkens</td>
</tr>
</tbody>
</table>

11:00 - 12:15 Lunch - Jefferson Union - Taco Bar

12:30 - 2:45