

## Teaching Evaluation Task Force

### Executive Committee

- Erin Fehskens, Associate Professor, English
  - Cindy Ghent, Associate Professor, Biological Sciences
  - Desirée Rowe, Associate Professor, Communication Studies
1. **Student Feedback/Evaluation Subcommittee:** This group will inherit the preliminary measures developed by the Task Force, finalize the measures, and pilot the measures with volunteer departments.
    - Chair: Ron Hermann, Professor Physics, Astronomy and Geosciences
    - Mark Flores, Lecturer, Management
    - Alhena Gadotti, Professor, History
    - Sel Hwahng, Assistant Professor, Women's and Gender Studies
    - Stacey Lobst, Assistant Professor, Nursing
  2. **Peer Feedback/Evaluation Subcommittee:** This group will inherit the preliminary documents from the Task Force, align them with mentoring best practices, and pilot the document.
    - Chair: Jennifer Kaplan, Associate Professor, Religious Studies
    - Beth Clifford, Professor, Sociology, Anthropology & Criminal Justice
    - Koushikee Dutta, Assistant Professor, Management
    - Nancy Hannafin, Clinical Associate Professor, Nursing
  3. **Instructor Reflection Subcommittee:** This group will inherit the preliminary documents from the Task Force and align them with best practices and PTRM expectations.
    - Chair: Cole Reilly, Associate Professor, Elementary Education
    - Isabel Castro-Vázquez, Professor, Languages, Literatures, & Cultures
    - Jeff M. Kenton, Associate Professor, Educational Technology & Literacy

### History

#### Charge of the Committee:

Established at our 23 October 2019 meeting, the task force began work to respond to Provost Perreault's request for a solution to our current teaching evaluation system, including revisions to student and peer teaching evaluations. We began with the core principle that teaching evaluations should be used to improve teaching.

**Membership of First Task Force:**

|                                    |                                       |                       |
|------------------------------------|---------------------------------------|-----------------------|
| Cynthia Ghent, <i>Chair</i> (FCSM) | Erin Fehskens, <i>Secretary</i> (CLA) | Jennifer Caplan (CLA) |
| Phillip Collister (COFAC)          | Martin Freedman (CBE)                 | Chaodong Han (CBE)    |
| Patrick Herbert (CHP)              | Ronald Hermann (FCSM)                 | Cole Reilly (COE)     |
| Desiree Rowe (COFAC)               | Chetna Sethi (CHP)                    | Richard Vatz (COE)    |

**Statement of Principles:**

Teaching is a layered and nuanced activity, making gathering information on teaching effectiveness complicated. Reframing this information away from the language of evaluation and towards that of feedback more clearly centers our goal, which is to improve teaching practice. Voices from all parties should be heard, including students, peers, and the instructor. Changes to what and how data are collected through student feedback on teaching should be concurrent with changes to what and how data are collected through peer feedback on teaching.

**Summary of Recommendations of First Task Force:**

We propose a triangulated approach to continuous improvement that involves student feedback, peer observation, and faculty self-reflection. We strongly suggest continuing our committee’s revision of the complete process, using a mentoring framework, focusing on details of the components.