Inventory of Evaluation of Teaching

Description: This survey is being conducted for the Teaching, Learning, and Assessment Committee in support of their charge to review the evaluation of teaching process.
Date Created: 2/2/2016 2:24:58 PM
Date Range: 2/11/2016 11:00:00 AM - 3/2/2016 6:59:00 AM
Total Respondents: 33

Q1. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - We do not evaluate teacher effort and effectiveness			
Count	Respondent %	Response %	
4	66.67%	20.00%	Annual evaluations
4	66.67%	20.00%	Tenure (third year and final) review
4	66.67%	20.00%	Promotion to full professor review
4	66.67%	20.00%	Post-tenure review
4	66.67%	20.00%	Adjunct review
6	Respondents		
20	Responses		

Q2. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Student evaluations of course and instructor			
Count	Respondent %	Response %	
27	87.10%	21.26%	Annual evaluations
26	83.87%	20.47%	Tenure (third year and final) review
26	83.87%	20.47%	Promotion to full professor review
22	70.97%	17.32%	Post-tenure review
26	83.87%	20.47%	Adjunct review
31	Respondents		
127	Responses		

Q3. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Peer classroom observations			
Count	Respondent %	Response %	
2	8.00%	2.82%	Annual evaluations
25	100.00%	35.21%	Tenure (third year and final) review
22	88.00%	30.99%	Promotion to full professor review
10	40.00%	14.08%	Post-tenure review
12	48.00%	16.90%	Adjunct review
25	Respondents		
71	Responses		

Q4. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Review of course material (e.g. syllabi, homework assignments, exams)				
Count	Respondent %	Response %		
9	32.14%	11.25%		Annual evaluations
24	85.71%	30.00%		Tenure (third year and final) review
22	78.57%	27.50%		Promotion to full professor review
10	35.71%	12.50%		Post-tenure review
15	53.57%	18.75%		Adjunct review
28	Respondents			
80	Responses			

Q5. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Review of student generated products (e.g. term papers)				
Count	Respondent %	Response %		
4	26.67%	11.43%		Annual evaluations
13	86.67%	37.14%		Tenure (third year and final) review
11	73.33%	31.43%		Promotion to full professor review
5	33.33%	14.29%		Post-tenure review
2	13.33%	5.71%		Adjunct review
15	Respondents			
35	Responses			

Q6. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Grade distribution or average course grade				
Count	Respondent %	Response %		
7	63.64%	23.33%		Annual evaluations
6	54.55%	20.00%		Tenure (third year and final) review
5	45.45%	16.67%		Promotion to full professor review
4	36.36%	13.33%		Post-tenure review
8	72.73%	26.67%		Adjunct review
11	Respondents			
30	Responses			

Q7. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Other measures of student performance				
Count	Respondent %	Response %		
7	58.33%	21.88%		Annual evaluations
10	83.33%	31.25%		Tenure (third year and final) review
9	75.00%	28.13%		Promotion to full professor review
3	25.00%	9.38%		Post-tenure review
3	25.00%	9.38%		Adjunct review
12	Respondents			
32	Responses			

Q8. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Statement of teaching philosophy				
Count	Respondent %	Response %		
2	8.70%	3.51%		Annual evaluations
23	100.00%	40.35%		Tenure (third year and final) review
22	95.65%	38.60%		Promotion to full professor review
8	34.78%	14.04%		Post-tenure review
2	8.70%	3.51%		Adjunct review
23	Respondents			
57	Responses			

Q9. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Requirement of a formal teaching portfolio				
Count	Respondent %	Response %		
2	14.29%	5.56%		Annual evaluations
14	100.00%	38.89%		Tenure (third year and final) review
13	92.86%	36.11%		Promotion to full professor review
6	42.86%	16.67%		Post-tenure review
1	7.14%	2.78%		Adjunct review
14	Respondents			
36	Responses			

Q10. Please indicate the strategies you employ for evaluation of teacher effort and effectiveness at various stages of faculty review: - Other

Count	Respondent %	Response %	
2	100.00%	22.22%	Annual evaluations
2	100.00%	22.22%	Tenure (third year and final) review
2	100.00%	22.22%	Promotion to full professor review
2	100.00%	22.22%	Post-tenure review
1	50.00%	11.11%	Adjunct review
2	Respondents		
9	Responses		

Q11. Please explain the 'other measures of student performance' that you use.

Count	Percent
10	100.00%

Count	Percent	
1	10.00%	Faculty work with students in research and other high impact practices.
1	10.00%	How well students do in subsequent courses. The quality of any undergrad research done.
1	10.00%	Major Field Test
1	10.00%	Mentoring of students with respect to undergraduate research and student success in competing for NCUR, for example.
1	10.00%	NA
1	10.00%	National certification exam student's last term.
1	10.00%	national credentialing pass rates compared to similar schools
1	10.00%	outcomes with patient treatment evaluated in the dental hygiene clinic as they provide services to patients
1	10.00%	Student performances in juries, student recitals, master classes and competition. Also composition, choreography, directing and design exhibited in juries or performances.
1	10.00%	We have a specific rubric for their practicums and student teaching. It is based on the state's teacher evaluation rubric and was designed in cooperation with the USOE and some of other teacher education programs in the state (approximately 5 other programs besides Weber).

10 Respondents

Q12. Please explain the 'other' strategies you employ when evaluating teacher effort and effectiveness. Please indicate for which review level you incorporate these strategies.

Count	Percent
1	100.00%

Count	Percent	
1	100.00%	The quality of presentations at WSU, used at all levels indicated when available.

1 Respondents

Q13. Relative to other means of of evaluating faculty teaching, how much are student evaluations of teaching counted? (please enter a number between 0 and 100 that represents the percentage).

Count	Percent	
29	100.00%	

Count	Percent	
1	3.45%	100
4	13.79%	30
4	13.79%	33
3	10.34%	40
1	3.45%	45
1	3.45%	49
1	3.45%	5
7	24.14%	50
4	13.79%	60
2	6.90%	80
1	3.45%	90

29 Respondents

Q14. Do you think your current instrument used for student evaluations of teaching is meaningful?

Count	Percent	
11	35.48%	Yes
16	51.61%	No (please explain)

Count	Percent	
1	6.25%	asks questions that students cannot realistically evaluate (i.e., content knowledge)
1	6.25%	I believe that Professors that use very easy exams, grade easily or teach to the test can be rated high by students. Professors that have higher standards can be rated low by students.
1	6.25%	I believe there isn't a fully satisfactory instrument yet; it keeps evolving.
1	6.25%	It's fairly meaningful because it provides certain kinds of data, but I do not know whether the measurement instrument has been validated. I also know a lot of research exists about whether these instruments are meaningful and the findings are mixed.
1	6.25%	It's not the instrument itself; it's how the instrument is used. The students rate on a defined numerical scale with descriptors for the numbers, e.g. 7 = excellent, 4 = average. For most of the questions, the rating is independent of comparison to other faculty. The evaluation documents focus on ratings in comparison to other faculty. Everyone in the department needs to be above the department average, according to the policies.
1	6.25%	Its the students' opinion generating only. It could query their learning some other way too
1	6.25%	Once the evals went online, response rates dropped very low; they're virtually meaningless.
1	6.25%	Since they are delivered only online, we have stopped giving them much weight since the student response is so much lower. Consequently, the responses to us are fairly meaningless, given that only a tiny, and usually non-representative sample responds The administration should provide enough ipads for our largest classes which have 100 students. That way the evals could be administered in class and we'd get a higher response rate

1	6.25%		Student evaluations tend to measure how much students "liked" a professor or a course, not how much they learned.
1	6.25%		system lets faculty evaluate all courses and then lets them choose which evaluation to share with the chair or dean. Obviously pretty useless
1	6.25%		The data are ordinal and we're presented with means. This very fact suggests that the data are not being accurately evaluated. The data are used comparatively across all courses when some course are inherently more difficult than others. There is a significant relationship between teaching evaluations and grades, so professors that require the most minimal of work and inflate grades inherently receive higher evaluations. In short, the way that student evaluations are utilized in faculty evaluations are a joke.
1	6.25%		The University one does not provide enough detailed information of how to improve. So, I have created my own eval in conjunction to the University's and find much more informative information with mine.
1	6.25%		There are some good questions but we could align questions better with the university mission/department mission/college mission.
1	6.25%		Way too many questions that simply confuse and muck things up
1	6.25%		We currently have problems collecting data from students who are taking private music lessons. Since we have more than one instructor teaching the same course and section, we are unable to link course evaluations to a particular instructor.
1	6.25%		Yes if used properly but the common use as described in the PPM is improper, so there is a common practice across campus to use scored incorrectly and, quite frankly, inappropriately. This disenfranchises students and opens the door for misrepresentation of faculty scores, which should not be allowed and should be a concern for all faculty and for administrators interested in legitimate and fair evaluation. The main issue is that surveys are not intended for comparison of averages between courses or professors. Calculating averages is inappropriate for the categorical nature of the data. Comparing averages removes the actual score that students provided and makes teaching a competitive sport. In other words, comparing scores means there must always be a "loser" even if all professors are highly rated by students. The reverse scenario is that there must also always be a "winner" even if all professors are rated poorly. This is a statistical absurdity caused by inappropriate use of the data.

4	12.90%	Don't know
31	Respondents	

Q15. In interpreting student evaluations of teaching, do you compare the numerical score with (check all that apply)

Count	Respondent %	Response %	
20	64.52%	24.10%	Instructor averages over time
18	58.06%	21.69%	Other sections of the same course
12	38.71%	14.46%	Other courses with the same subject matter
25	80.65%	30.12%	Overall departmental averages
2	6.45%	2.41%	A minimum score determined by the department
1	3.23%	1.20%	None of the above
5	16.13%	6.02%	Other (please explain)

Count	Percent	
1	20.00%	Again, we are paying decreasing attention to them, given our concerns about accuracy, representation, sample size, and frankly, we also question whether students are the best judges of teaching.
1	20.00%	As already mentioned, calculating an average in inappropriate for categorical data. Comparing distributions (i.e. medians, percentiles) is appropriate. Comparing instructor distributional patterns over time would make sense to track stability or improvement. Comparing sections or professors to each other is nonsense as this is not what students evaluate. This takes student ratings out of context from the questions actually asked on student evaluation forms. A minimum score is nonsense because, again, the same "average" can represent widely different distributions of student-rating scores.
1	20.00%	our department is very diverse, so I wish the comparison from chi tester was relative to courses with the same subject matter (vs overall departmental averages)

1	20.00%		The qualitative data are important as well. It is in these data that we expect instructors reflect on what they can do to make the course and their teaching better.
1	20.00%		Why would we look at averages when the data are ordinal, and means or averages are a completely inappropriate measure of central tendency?

31 Respondents

83 Responses

Q16. Would you like access to different kinds of comparable student evaluation data than currently available?

Count	Percent	
13	41.94%	Yes (please explain)

Count	Percent	
1	7.69%	broken by pre-fix of classes (we use two different course pre-fixes in the same department - also upper- and lower course comparisons might be useful.
1	7.69%	College and University averages
1	7.69%	Establish base line for student evaluations
1	7.69%	Grade distribution, assessment or some measure of whether students learned something as opposed to liked the class or the instructor.
1	7.69%	Grades in subsequent courses that have the course as a prerequisite.
1	7.69%	I am sure there might be other types of data but am unsure what that data might consist of.
1	7.69%	I wish it was defined how student course evaluations were weighted in the tenure/promotion process
1	7.69%	No, present students scores simply need to be used in context and in a statistically appropriate manner. If scores aren't felt to be meaningful, then survey questions or formats should be revised to develop appropriate and useful surveys.
1	7.69%	Program level comparisons are needed. Separating out masters programs from undergraduate programs within the department is needed.
1	7.69%	system is too difficult to use - poorly designed
1	7.69%	The appropriate metrics would be medians and semi-interquartile ranges. Or confidence intervals at a bare minimum.

18	58.06%	No

31 Respondents

Q17. Within your department, how do you decide which courses are to be evaluated?

Count	Percent	
13	44.83%	Student evaluations are administered every semester for every course and are shared with the department chair.
11	37.93%	The faculty member decides which two courses are to be evaluated during the year.
1	3.45%	The department chair decides which two courses are to be evaluated during the year.
4	13.79%	We have a defined process of determining the courses that are to be evaluated. (please explain)

Count	Percent	
1	25.00%	Faculty members can decide which courses are evaluated (two or more). If the chair does not think these are a good representation, there would be some negotiation. Usually faculty have all of their general education and upper division courses evaluated.

1	25.00%	Student evaluations are available to students for every course, but faculty can choose which two to submit with their annual review.
1	25.00%	The faculty member and the department chair/program coordinator make the determination.
1	25.00%	We follow the PPM.

29 Respondents

Q18. When considering which courses to evaluate, please describe the timing of the decision during the academic year.

Count	Percent
25	100.00%

Count	Percent	
1	4.00%	Ad hoc
1	4.00%	after the evaluations are done the faculty chooses the best one to share with the chair.
1	4.00%	all courses
1	4.00%	All courses are evaluated, tenured faculty determine with the chair which courses to include in their professional teaching file
1	4.00%	All courses are evaluated.
1	4.00%	As the decision is made by professor, it probably varies.
1	4.00%	At the time of evaluation
1	4.00%	Chairs are typically given access by the faculty member during the faculty annual review period.
1	4.00%	Each faculty member decides at the end of the semester. Tenure track faculty may have all their courses evaluated but only submit two/year to the chair. Adjuncts have to evaluate all their courses every semester.
1	4.00%	Faculty decide during fall semester.
1	4.00%	Faculty generally evaluate the same courses, unless they are teaching a new course.
1	4.00%	i decide
1	4.00%	It is department culture to have every class evaluated every semester; however, technically a tenured faculty member can choose to have only two courses evaluated during the year. When that happens, it is in consultation with the chair.
1	4.00%	mid-semester
1	4.00%	na
2	8.00%	NA
1	4.00%	The decision is made prior to the evaluations being conducted.
1	4.00%	There is no set time now. We recognize that a formal process should be in place
1	4.00%	Toward the end of each semester, all courses are evaluated via electronic means
1	4.00%	we do all courses
1	4.00%	We do student evaluation of every course every semester, no exceptions.
1	4.00%	we encourage all instructors to have all courses evaluated all semesters. Most if not all agree to do so.
1	4.00%	We evaluate all courses taught every semester. No determination needs to be made.
1	4.00%	Which courses will be evaluated is determined around mid-semester. Students complete the course evaluations during the end of the

	semester.

25 Respondents

Q19. Do you adjust the Chi Tester settings to match the process described above?

Count	Percent	
11	37.93%	Yes
18	62.07%	No

29 Respondents

Q20. In administering all student evaluations of teaching (for all faculty), do you have departmental practices that encourage higher response rates by students?

Count	Percent	
18	62.07%	Yes (please explain)

Count	Percent	
1	5.56%	faculty may give incentives, but this is left to each faculty member (with some encouragement to talk to others who have used incentives)
1	5.56%	Give students time during class to scan the qr code and use their handhelds to access the evaluation form. Talking about evaluations and their importance for feedback.
1	5.56%	Instructors take students to our computer lab to complete the evaluations.
1	5.56%	Many of our courses we still use in-person paper. Particularly for courses too large to take to a computer lab.
1	5.56%	Most of us use class time in either our departmental computer lab or bring the set of iPads to class. That helps
1	5.56%	put in Canvas as an "assignment"
1	5.56%	Since the advent of online evaluations, there has been very poor response, so in many courses bonus points are offered to students to encourage participation.
1	5.56%	small class sizes and personal attention
1	5.56%	Some faculty are more proactive than others in getting students to complete the course evaluations.
1	5.56%	Some faculty provide extra credit for completing the evaluation; credit is given by the completion list.
1	5.56%	some give assignments and credit for screen capture of the completion screen
1	5.56%	Students re offered alternative credit for completing evaluations.
1	5.56%	Take class time to fill out evals.
1	5.56%	We are trying to have "points" for credit if they complete the evaluations.
1	5.56%	We encourage the students to evaluate faculty and explain why.
1	5.56%	We have a drawing for the Bookstore where we put in all names of students who answered the valuation.
1	5.56%	We have instructors request students to complete the evaluation while in a classroom setting. Asking students to do it on their own has shown to have poor completion rates.
1	5.56%	We request the faculty to remind students of the significance student evaluation and provide some class time, if possible, to do the evaluation.

11	37.93%	No

29 Respondents

Q21. In light of research such as 'An Evaluation of Course Evaluations' do you think that instructor gender, ethnicity and age should be taken into account when interpreting student evaluations of teaching?Note - if you select the link to view the article, use the browser 'back button' to return to the survey.

Count	Percent	
5	17.24%	Yes
13	44.83%	Maybe
11	37.93%	No
29	Respondents	

Q22. Please explain your answer:

Count	Percent
19	100.00%

Count	Percent	
1	5.26%	After many years of looking at course evaluations of teaching, it is clear that students evaluate the instructor characteristics as well as teaching. It is important for review teams to recognize this and to try to pull apart teaching performance from characteristics that students react to. That is where trained peer-review would be the most useful.
1	5.26%	Diversity does not play a role in teacher evaluations, except in the case of mastery of the English language.
1	5.26%	Each category (age, ethnicity, gender) may or may not have advantages or disadvantages, so I am not sure why we would control for them.
1	5.26%	Given the fact that you can take evaluations for any class and find at least one saying "this was the greatest class ever," and another saying "this was the worst class ever" suggests evaluations should be analyzed for thematics rather than simply comparatively.
1	5.26%	Granted that some evaluations of teachers could be biased, in general what matter is the efffectiveness of the teacher in deliveriing the instruction. Teachers' background shouldn't matter.
1	5.26%	I did not have time to read the article, but have seen similar data. Again, I think that evaluations tend to measure how much a student likes an instructor or a course, over how much they actually learn.
1	5.26%	I feel that such items should not be taken in account, but realize that some students are biased.
1	5.26%	I think the reasons are self-evident, given that students are people.
1	5.26%	I was unable to read the research cited above.
1	5.26%	I would need to read more research on the topic. One study does not sway me.
1	5.26%	I'm familiar with research on this from years back, so the more recent findings are not at all surprising. Women and minorities are judged harder than white male professors who embody the prototype of "professor."
1	5.26%	If it can be done in a quantitative and defensible manner and is protective of faculty and representative of student then it would be appropriate.
1	5.26%	It appears that the evaluations are not necessarily evaluating what they are indented for; quality and/or effectiveness of instruction and the course.
1	5.26%	it's mimportant
1	5.26%	It's not necessary.
1	5.26%	Most of our students are male - I'm unsure of how the interactions between male and female faculty affect evaluations
1	5.26%	Research does show that women tend to get lower evaluations than men. I would also assume that some older faculty get lower evaluations than younger faculty.
1	5.26%	What does effective teaching have to do with gender, age, and/or ethnicity? Good teachers have learned and practice effective instructional

			techniques. Poor teachers need to learn and practice effective techniques. Teaching skills need to be learned no matter the gender, ethnicity, and/or age of someone.
1	5.26%		While biases are present, we have not found them to be significant in terms of the scores various faculty receive, compared with our own assessment of faculty teaching.
19	Respondents		

Q23. Is the peer review committee always the same committee as the department rank and tenure committee?

Count	Percent	
7	24.14%	Yes
22	75.86%	No
29	Respondents	

Q24. Does the peer review committee regularly contain faculty members from another department within your college?

Count	Percent	
16	55.17%	Yes
13	44.83%	No
29	Respondents	

Q25. Does the peer review committee regularly contain faculty members from another college?

Count	Percent	
5	17.24%	Yes
24	82.76%	No
29	Respondents	

Q26. In evaluating teaching effectiveness, which of the following do members of the peer review committee typically use? (Check all that apply)

Count	Respondent %	Response %	
1	3.45%	0.58%	We do not evaluate teaching effectiveness
20	68.97%	11.70%	Student evaluations of course and instructor
20	68.97%	11.70%	Peer classroom observations - one observation per reviewer
12	41.38%	7.02%	Peer classroom observations - several observations over the course of the semester per reviewer
26	89.66%	15.20%	Review of course material (e.g. syllabi, homework assignments, exams)
16	55.17%	9.36%	Review of student generated products (e.g. term papers, CCEL)
5	17.24%	2.92%	Grade distribution or average course grade
3	10.34%	1.75%	Other measures of student performance (please explain)

Count	Percent	
1	33.33%	Each peer reviewer observe each candidate in their lower and upper level courses.

1	33.33%		student performances, private lessons, choreography, design work, directing.
1	33.33%		There may be some review of products, but not systematic or consistent. Depends largely on what a given professor provides.

20	68.97%	11.70%	Statement of teaching philosophy
13	44.83%	7.60%	Requirement of a formal teaching portfolio
15	51.72%	8.77%	Focus on effective use of technology
19	65.52%	11.11%	Use of specific teaching strategies (e.g. different pedagogies, teaching innovations)
1	3.45%	0.58%	Other (please explain)

Count	Percent	
1	100.00%	All peer review committee members must observe at least two classes or private lessons. They strive to see a diversity of teaching situations.

29 Respondents

171 Responses

Q27. Please describe the process for selecting peer reviewers for your department or program.

Count	Percent
25	100.00%

Count	Percent	
1	4.00%	As per the PPM, the members are determined by chair and faculty to be reviewed.
1	4.00%	based on senority in the department. All of our full professors get to serve.
1	4.00%	By appointment and volunteering.
1	4.00%	Candidate selects committee contingent on department chair approval.
1	4.00%	Chair selects the committee
1	4.00%	Discussion between dept chair and candidate with a lot of weight given to candidate preferences with respect to outside candidates - at least 2 members from within dept.
1	4.00%	each year annual performance evaluations with chair and each third yr/ formal peer review
1	4.00%	faculty generally select their own peer review committee
1	4.00%	For 6th year it is tenured faculty. For 5th, 3rd, and 2nd reviews it is typically up to the faculty member to choose their committee with approval by the Chair so these review committees are often containing a mix of tenured and tenure-track faculty within the Department and College.
1	4.00%	I work in a small dept. The peer-review committee is typically a significant subset of the faculty not under review. We then try to identify outside members from across the campus who are known for their teaching excellence.
1	4.00%	negotiation between candidate and dept chair
1	4.00%	Our department document says the candidate picks one member, the chair another and the faculty another.
1	4.00%	The committee is chosen by the person up for review in consultation with the department chair.
1	4.00%	The faculty being reviewed compiles the list of reviewers on the committee - the chair approves it, provides feedback to the compilation of the committee
1	4.00%	The faculty member along with the department chair selects the peer reviewers.

1	4.00%		The faculty member being evaluated selects their peer review committee members.
1	4.00%		The individual under review guides the selection of these members in conjunction with the department chair.
1	4.00%		The peer review committee is the department rank & tenure committee by default (these are volunteers of appropriate rank) or it can be selected specifically by the professor under review.
1	4.00%		the person going up for review decides who he or she would like on the committee
1	4.00%		we bvote
1	4.00%		We don't use peer review.
1	4.00%		We follow the PPM.
1	4.00%		We follow the PPM: the committee is determined with the faculty member under review and the dept chair. Then the faculty member asks the members to serve.
1	4.00%		We have a document that describes the peer review process in our department. We following the guidelines in the PPM. Since we are a department of music, dance and theatre, all peer review committees must have at least one person in their discipline and one person not in their discipline. For example, if you are a dance professor, you need to have at least one faculty member that teaches dance, and one that is not a dance instructor (could be from within or without the department). This policy, however, has been maintained by the Department Chairs. It has not been placed into our written policy. As the PPM states, peer review committees must be approved the the Chair.
1	4.00%		We have a small department. Anyone qualified to serve on the committee does.

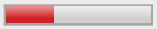
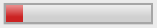
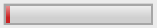
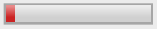
25 Respondents

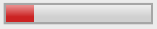
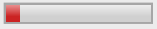
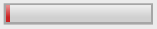
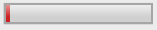
Q28. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Student evaluations of course and instructor

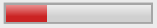
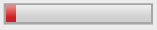
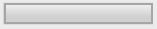
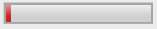
Count	Respondent %	Response %	
24	96.00%	57.14%	Department Chair
2	8.00%	4.76%	Department Committee
1	4.00%	2.38%	College Committee
13	52.00%	30.95%	Dean
2	8.00%	4.76%	N/A
25	Respondents		
42	Responses		

Q29. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Peer classroom observations

Count	Respondent %	Response %	
6	24.00%	21.43%	Department Chair
2	8.00%	7.14%	Department Committee
1	4.00%	3.57%	College Committee
1	4.00%	3.57%	Dean
18	72.00%	64.29%	N/A
25	Respondents		
28	Responses		

Q30. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Review of course material				
Count	Respondent %	Response %		
11	44.00%	33.33%		Department Chair
4	16.00%	12.12%		Department Committee
1	4.00%	3.03%		College Committee
2	8.00%	6.06%		Dean
15	60.00%	45.45%		N/A
25	Respondents			
33	Responses			

Q31. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Review of student generated products				
Count	Respondent %	Response %		
6	24.00%	19.35%		Department Chair
3	12.00%	9.68%		Department Committee
1	4.00%	3.23%		College Committee
1	4.00%	3.23%		Dean
20	80.00%	64.52%		N/A
25	Respondents			
31	Responses			

Q32. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Grade distribution/Average course grade				
Count	Respondent %	Response %		
8	32.00%	28.57%		Department Chair
2	8.00%	7.14%		Department Committee
0	0.00%	0.00%		College Committee
1	4.00%	3.57%		Dean
17	68.00%	60.71%		N/A
25	Respondents			
28	Responses			

Q33. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Teaching Philosophy Statement				
Count	Respondent %	Response %		
3	12.00%	10.71%		Department Chair
1	4.00%	3.57%		Department Committee
1	4.00%	3.57%		College Committee
1	4.00%	3.57%		Dean
22	88.00%	78.57%		N/A
25	Respondents			
28	Responses			

Q34. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Formal Teaching Portfolio				
Count	Respondent %	Response %		
2	8.00%	7.14%		Department Chair
1	4.00%	3.57%		Department Committee
1	4.00%	3.57%		College Committee
1	4.00%	3.57%		Dean
23	92.00%	82.14%		N/A
25	Respondents			
28	Responses			

Q35. Please Indicate which entities typically participate in the following practices for the Annual Review below. Check all that apply. - Faculty Annual Report				
Count	Respondent %	Response %		
20	80.00%	50.00%		Department Chair
2	8.00%	5.00%		Department Committee
1	4.00%	2.50%		College Committee
11	44.00%	27.50%		Dean
6	24.00%	15.00%		N/A
25	Respondents			
40	Responses			

Q36. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Student evaluations of course and instructor				
Count	Respondent %	Response %		
20	80.00%	39.22%		Department Chair
7	28.00%	13.73%		Department Committee (peers)
4	16.00%	7.84%		College Committee
1	4.00%	1.96%		University Committee
14	56.00%	27.45%		Dean
5	20.00%	9.80%		N/A
25	Respondents			
51	Responses			

Q37. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Peer classroom observations				
Count	Respondent %	Response %		
3	12.00%	10.71%		Department Chair
6	24.00%	21.43%		Department Committee (peers)
0	0.00%	0.00%		College Committee
0	0.00%	0.00%		University Committee
0	0.00%	0.00%		Dean
19	76.00%	67.86%		N/A
25	Respondents			
28	Responses			

Q38. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Review of course material				
Count	Respondent %	Response %		
8	32.00%	21.62%		Department Chair
7	28.00%	18.92%		Department Committee (peers)
2	8.00%	5.41%		College Committee
1	4.00%	2.70%		University Committee
3	12.00%	8.11%		Dean
16	64.00%	43.24%		N/A
25	Respondents			
37	Responses			

Q39. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Review of student generated products			
Count	Respondent %	Response %	
5	20.00%	15.63%	Department Chair
5	20.00%	15.63%	Department Committee (peers)
0	0.00%	0.00%	College Committee
1	4.00%	3.13%	University Committee
1	4.00%	3.13%	Dean
20	80.00%	62.50%	N/A
25	Respondents		
32	Responses		

Q40. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Grade distribution/Average course grade			
Count	Respondent %	Response %	
3	12.00%	10.71%	Department Chair
2	8.00%	7.14%	Department Committee (peers)
0	0.00%	0.00%	College Committee
0	0.00%	0.00%	University Committee
1	4.00%	3.57%	Dean
22	88.00%	78.57%	N/A
25	Respondents		
28	Responses		

Q41. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Teaching Philosophy Statement			
Count	Respondent %	Response %	
5	20.00%	17.24%	Department Chair
2	8.00%	6.90%	Department Committee (peers)
0	0.00%	0.00%	College Committee
0	0.00%	0.00%	University Committee
1	4.00%	3.45%	Dean
21	84.00%	72.41%	N/A
25	Respondents		
29	Responses		

Q42. Please Indicate which entities typically participate in the following practices for post-tenure review below. Check all that apply. - Formal Teaching Portfolio			
Count	Respondent %	Response %	
6	24.00%	18.75%	Department Chair
4	16.00%	12.50%	Department Committee (peers)
0	0.00%	0.00%	College Committee
1	4.00%	3.13%	University Committee
3	12.00%	9.38%	Dean
18	72.00%	56.25%	N/A
25	Respondents		
32	Responses		

Q43. From the list below, please identify the teaching challenges that seem to be most prevalent for faculty in your department or program. Check all that apply.			
Count	Respondent %	Response %	
3	10.34%	3.53%	Consistently experiences student behavior problems
12	41.38%	14.12%	Unengaged students (bored, off-task, asleep)
8	27.59%	9.41%	Poor student performance in class and on assessments
2	6.90%	2.35%	Gives vague instructions for seatwork, projects, and activities
1	3.45%	1.18%	Fumbles through subject matter during instruction
3	10.34%	3.53%	Is unresponsive to student cues that the delivery of instruction is ineffective
7	24.14%	8.24%	Lacks variety in instructional methods used
2	6.90%	2.35%	Has difficulty individualizing instruction
3	10.34%	3.53%	Fails to incorporate technology
0	0.00%	0.00%	Overuses paper and pencil tasks
3	10.34%	3.53%	Uses outdated material or terminology
4	13.79%	4.71%	Fails to implement needed changes pointed out by peers or supervisors
2	6.90%	2.35%	Tells students to "know the material"
4	13.79%	4.71%	Does not apply current research-based strategies or best practices
0	0.00%	0.00%	Uses improper English
0	0.00%	0.00%	Transitions slowly between activities or lessons
2	6.90%	2.35%	Interacts very little with students during instruction
3	10.34%	3.53%	Provides little time for students to interact with each other during the lesson
2	6.90%	2.35%	Is unprepared to begin the lesson at the beginning of class or during transitions
5	17.24%	5.88%	Pacing of the lesson is either too slow or too fast, not taking into account the developmental and ability levels of students
5	17.24%	5.88%	Does not state or clarify the objective during the lesson

3	10.34%	3.53%	Does not summarize learning at the end of the lesson
11	37.93%	12.94%	Other

Count	Percent	
1	9.09%	encouraging productive discussions on controversial topics
1	9.09%	I don't believe any of these are prevalent, nor do I believe all represent "teaching challenges," necessarily.
1	9.09%	I don't think anyone in my Department has a problem with any of these.
1	9.09%	I think "Failure to incorporate technology," listed above, assumes that tech is always good which it is not. This is a rather strange list.
1	9.09%	none of these seem particularly relevant.
1	9.09%	None that I know.
1	9.09%	Not staying in the target language.
1	9.09%	students without the prerequisite knowledge and skills
1	9.09%	The faculty in our department seem to do well, overall
1	9.09%	These are only for one single faculty. Most faculty are completely invested in being the best teacher he/she can.
1	9.09%	We are teacher educators. None of these plague our department as a whole.

29 Respondents

85 Responses

Q44. From the behaviors identified above, please rank the top five most common challenges. - Consistently experiences student behavior problems

Count	Percent	
2	66.67%	1
0	0.00%	2
1	33.33%	3
0	0.00%	4
0	0.00%	5

3 Respondents

Q45. From the behaviors identified above, please rank the top five most common challenges. - Unengaged students (bored, off-task, asleep)

Count	Percent	
8	72.73%	1
1	9.09%	2
1	9.09%	3
1	9.09%	4
0	0.00%	5

11 Respondents

Q46. From the behaviors identified above, please rank the top five most common challenges. - Has poor student performance in class and on assessments		
Count	Percent	
0	0.00%	1
4	57.14%	2
3	42.86%	3
0	0.00%	4
0	0.00%	5
7	Respondents	

Q47. From the behaviors identified above, please rank the top five most common challenges. - Gives vague instructions for seatwork, projects, and activities		
Count	Percent	
1	50.00%	1
0	0.00%	2
0	0.00%	3
1	50.00%	4
0	0.00%	5
2	Respondents	

Q48. From the behaviors identified above, please rank the top five most common challenges. - Fumbles through subject matter during instruction		
Count	Percent	
1	100.00%	1
0	0.00%	2
0	0.00%	3
0	0.00%	4
0	0.00%	5
1	Respondents	

Q49. From the behaviors identified above, please rank the top five most common challenges. - Is unresponsive to student cues that the delivery of instruction is ineffective		
Count	Percent	
0	0.00%	1
1	50.00%	2
0	0.00%	3
1	50.00%	4
0	0.00%	5
2	Respondents	

Q50. From the behaviors identified above, please rank the top five most common challenges. - Lacks variety in instructional methods used		
Count	Percent	
1	12.50%	1
1	12.50%	2
1	12.50%	3
4	50.00%	4
1	12.50%	5
8	Respondents	

Q51. From the behaviors identified above, please rank the top five most common challenges. - Has difficulty individualizing instruction		
Count	Percent	
0	0.00%	1
0	0.00%	2
1	33.33%	3
2	66.67%	4
0	0.00%	5
3	Respondents	

Q52. From the behaviors identified above, please rank the top five most common challenges. - Fails to incorporate technology		
Count	Percent	
0	0.00%	1
0	0.00%	2
3	60.00%	3
1	20.00%	4
1	20.00%	5
5	Respondents	

Q53. From the behaviors identified above, please rank the top five most common challenges. - Overuses paper and pencil tasks		
Count	Percent	
0	0.00%	1
0	0.00%	2
1	100.00%	3
0	0.00%	4
0	0.00%	5
1	Respondents	

Q54. From the behaviors identified above, please rank the top five most common challenges. - Uses outdated material or terminology		
Count	Percent	
0	0.00%	1
1	50.00%	2
1	50.00%	3
0	0.00%	4
0	0.00%	5
2	Respondents	

Q55. From the behaviors identified above, please rank the top five most common challenges. - Fails to implement needed changes pointed out by peers or supervisors		
Count	Percent	
0	0.00%	1
1	33.33%	2
1	33.33%	3
0	0.00%	4
1	33.33%	5
3	Respondents	

Q56. From the behaviors identified above, please rank the top five most common challenges. - Tells students to "know the material"		
Count	Percent	
1	33.33%	1
1	33.33%	2
1	33.33%	3
0	0.00%	4
0	0.00%	5
3	Respondents	

Q57. From the behaviors identified above, please rank the top five most common challenges. - Does not apply current research-based strategies or best practices		
Count	Percent	
0	0.00%	1
1	33.33%	2
2	66.67%	3
0	0.00%	4
0	0.00%	5
3	Respondents	

Q58. From the behaviors identified above, please rank the top five most common challenges. - Uses improper English		
Count	Percent	
0	0.00%	1
0	0.00%	2
0	0.00%	3
0	0.00%	4
0	0.00%	5
0	Respondents	

Q59. From the behaviors identified above, please rank the top five most common challenges. - Transitions slowly between activities or lessons		
Count	Percent	
0	0.00%	1
0	0.00%	2
0	0.00%	3
0	0.00%	4
0	0.00%	5
0	Respondents	

Q60. From the behaviors identified above, please rank the top five most common challenges. - Interacts very little with students during instruction		
Count	Percent	
1	50.00%	1
1	50.00%	2
0	0.00%	3
0	0.00%	4
0	0.00%	5
2	Respondents	

Q61. From the behaviors identified above, please rank the top five most common challenges. - Provides little time for students to interact with each other during the lesson		
Count	Percent	
1	33.33%	1
1	33.33%	2
0	0.00%	3
0	0.00%	4
1	33.33%	5
3	Respondents	

Q62. From the behaviors identified above, please rank the top five most common challenges. - Is unprepared to begin the lesson at the beginning of class or during transitions		
Count	Percent	
0	0.00%	1
2	66.67%	2
0	0.00%	3
0	0.00%	4
1	33.33%	5
3	Respondents	

Q63. From the behaviors identified above, please rank the top five most common challenges. - Pacing of the lesson is either too slow or too fast, not taking into account the developmental and ability levels of students		
Count	Percent	
1	25.00%	1
0	0.00%	2
1	25.00%	3
0	0.00%	4
2	50.00%	5
4	Respondents	

Q64. From the behaviors identified above, please rank the top five most common challenges. - Does not state or clarify the objective during the lesson		
Count	Percent	
3	60.00%	1
1	20.00%	2
1	20.00%	3
0	0.00%	4
0	0.00%	5
5	Respondents	

Q65. From the behaviors identified above, please rank the top five most common challenges. - Does not summarize learning at the end of the lesson

Count	Percent	
0	0.00%	1
2	40.00%	2
1	20.00%	3
2	40.00%	4
0	0.00%	5
5	Respondents	

Q66. From the behaviors identified above, please rank the top five most common challenges. - Other (as you indicated above)

Count	Percent	
2	33.33%	1
0	0.00%	2
0	0.00%	3
2	33.33%	4
2	33.33%	5
6	Respondents	

Q67. Thank you for taking time to complete this survey. If you have any additional feedback about the evaluation of teaching that you'd like to share, please do so here.

Count	Percent
2	100.00%

Count	Percent	
1	50.00%	I think the number of questions on the instrument to be cut way down to just a few. Basically we just need to know: 1. In terms of style how do you rate the instructor.; 2.In terms of substance how do you rate the instructor. Maybe two or three other things (e.g., how he/she treats students, etc.) but that should be it. Having too many questions does way more harm than good since students don't take them seriously after a certain point. Too redundant.
1	50.00%	My response is based on the program I direct. Many questions in this survey are not directly relevant to my responsibilities as the director of the program.

2 Respondents