

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
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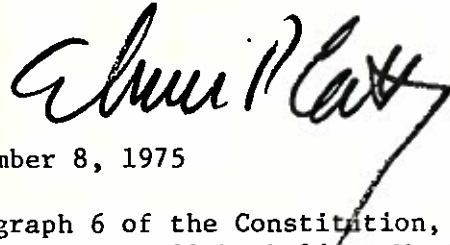
August 17, 1975

MEMORANDUM

TO: All Faculty Members

FROM: E. Paul Catts, Vice President
University Faculty Senate

SUBJECT: Regular Senate Meeting, September 8, 1975



In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 8, 1975 at 4 PM in Room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of Minutes of the last regular Senate meeting on May 5, 1975 and of two Special Senate meetings on May 12 and May 28, 1975.
- III. Announcements.
- IV. Old Business - Proposal from the Committee on Committees to form an Ad Hoc Committee to the Faculty Senate on Retrenchment (Attachment 1).
- V. New Business

- A. Final report from the Ad Hoc Committee on Teaching Effectiveness (Attachment 2).

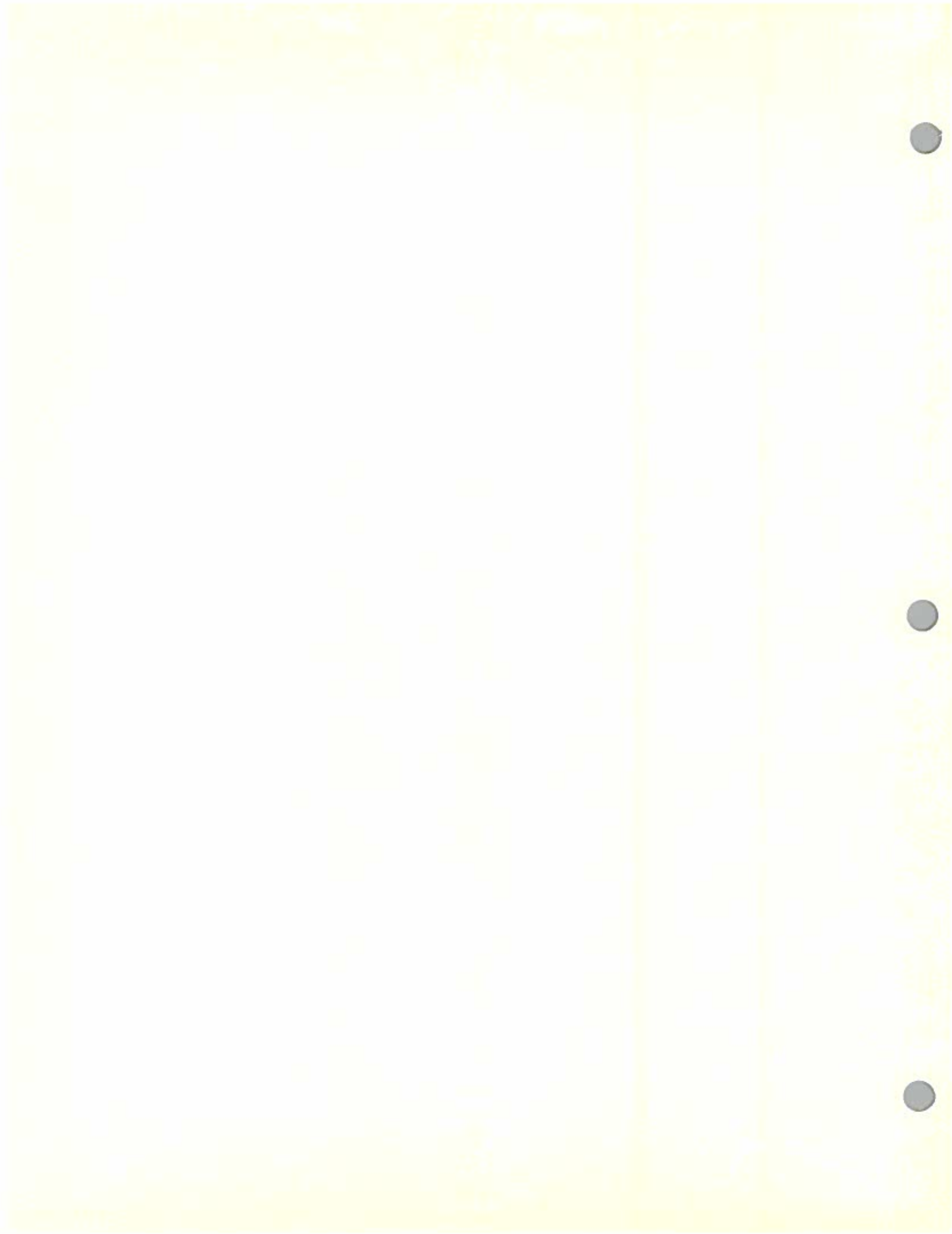
NOTE: The full final report is lengthy. To economize, six copies were sent to the College of Arts and Science and one copy for each of the other college-level units.

- B. Resolution from the Committee on Student and Faculty Honors concerning college responsibility for criteria used in selecting all honors degree recipients (Attachment 3).
- C. Resolution from Leroy V. Svec calling for dissolution of the University Faculty Senate Committee on Promotions and Tenure (Attachment 4).
- D. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

Attachments are in the hands of your Senators. Distribution also includes one copy for each ten faculty members of each department.

EPC/dpe

Attachments



RESOLUTION FROM THE COMMITTEE ON COMMITTEES CONCERNING RETRENCHMENT

RESOLVED, that the Senate establish an ad hoc committee to formulate for Senate consideration and forwarding to the Board of Trustees, policies and procedures as they affect faculty appointments in a situation of financial exigency.

AD HOC COMMITTEE ON RETRENCHMENT

CHARGE

To formulate for Senate consideration and forwarding to the Board of Trustees, recommended appropriate procedures as they affect faculty appointments because of financial exigency.

These recommendations should include consideration of the following:

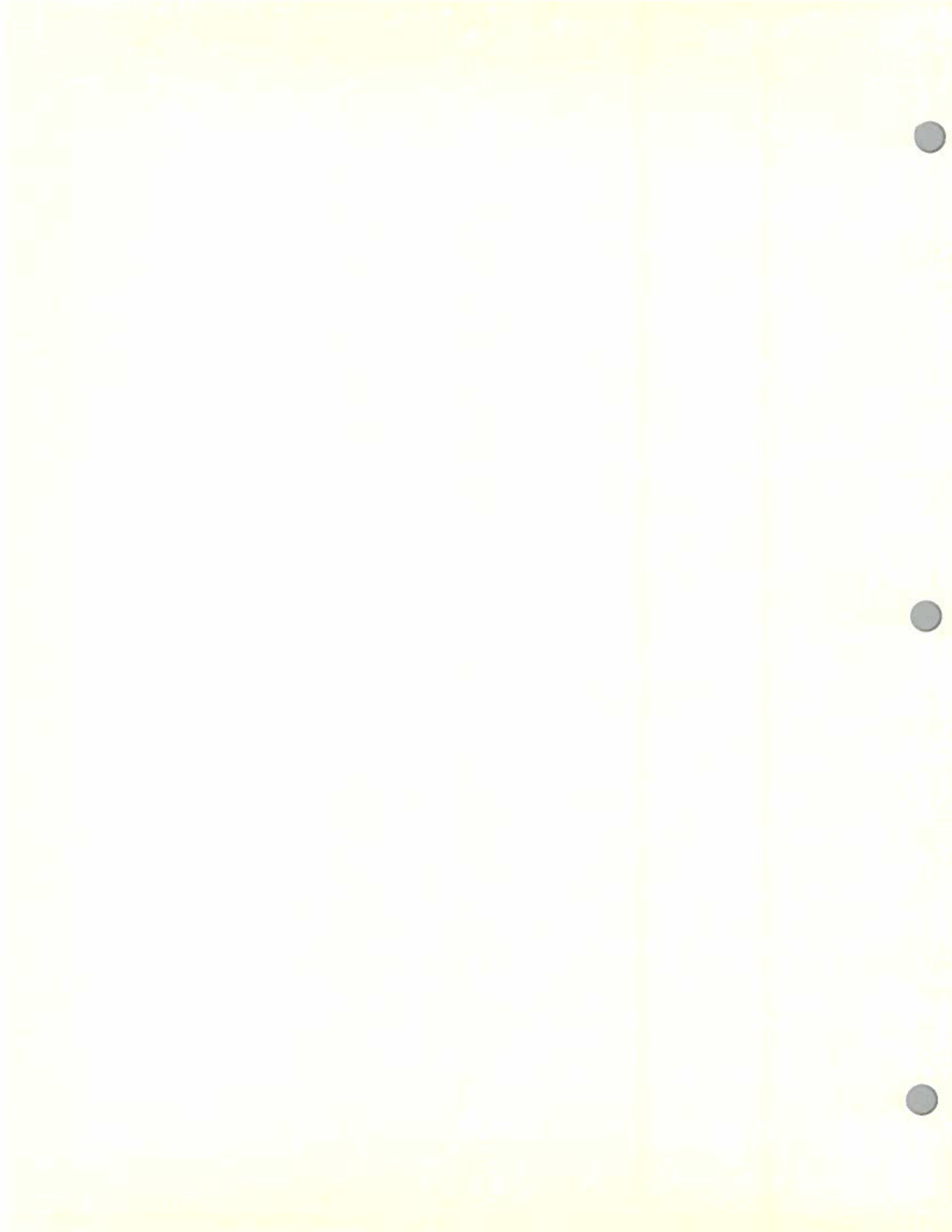
1. Definition of financial exigency.
2. Procedures for determining financial exigency.
 - a. Faculty role in decision process
 - b. Information necessary to make decision and the existence of financial exigency.
3. Due process for affected faculty members (grievance and appeal).
4. Severance benefits, retraining, replacement and outside placement procedures in the case of termination of appointment.
5. Relation of all procedures to collective bargaining contract.

Report to be delivered to Senate at its regularly scheduled meeting in November or December, 1975.

MEMBERSHIP

1. One member of the Senate Committee on Faculty Welfare and Privileges.
2. Three elected faculty senators, one of whom shall be Vice President of the Senate.
3. Two additional faculty members who are not senators.
4. The Assistant Provost for Budget Planning and Evaluation (non-voting member).

The chairperson of the Committee shall be an elected senator. At least one of the voting Committee members shall be a woman; at least one of the voting Committee members shall be a former administrator.



Committee on Committees' nominees for membership to the Committee:

Stephen Finner, Chairperson

Stephen Finner) Elected Senators
George Cicala)

Paul Catts, Vice President of the Faculty Senate

Gordon Bonner, Member, Committee on Faculty Welfare and Privileges

Anthony Graziano, Assistant Provost for Budget Planning and Evaluation

Heywood Brock) Non-senator faculty members
Carol Hoffeecker)

8/17/75



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June 11, 1975

MEMORANDUM

TO: Dr. Theodore Braun, President
University Faculty Senate

FROM: Ad Hoc Committee on Teaching Effectiveness

John Burmeister
William E. Cashin
Betty J. Haslett
William Latham, Chairman *W. Latham*
Charles Marler
Wayne Stoltzfus

SUBJECT: Final Report of Committee

Attached is the final report and recommendation of the Ad Hoc Committee on Teaching Effectiveness. It contains a recommendation that a centralized, University-wide student course/instructor evaluations system be implemented along with discussion of the recommendation and related recommendations. Attached as appendices are: (1) an extension of the discussion of the recommendation, (2) research references pertaining to it, (3) a previously-issued report on student ratings of teaching which supports the Committee's report, (4) a sample evaluation instrument, (5) a discussion of some problems involved in attempting to define teaching effectiveness, (6) a previously-issued report on the activities of a 1969 Committee on the Evaluation of Teaching Effectiveness which this Committee endorses, and (7) a copy of this Committee's previous report to the Senate.

We believe that our report can provide a basis for wide discussion of the evaluation of teaching effectiveness and of the specific recommendations in the report. We hope that in the discussion of evaluating teaching effectiveness, the goal of improving teaching effectiveness will not be overlooked. We also believe that the evaluation of teaching effectiveness cannot rely solely upon student input through a course-instructor evaluation form.

The need to implement the recommendations of this committee, the need to expand the scope of the evaluation process, and the need to continually encourage improvement in teaching effectiveness leads us to recommend the establishment of a standing committee on teaching effectiveness.

WL/dpe

Attachment



RECOMMENDATION FOR A STUDENT COURSE/INSTRUCTOR EVALUATION PROGRAM

A University-wide Course/Instructor evaluation program based upon student ratings should be developed and continuously directed by a standing committee of the Faculty Senate which should include significant representation from the student body.

DISCUSSION OF THE RECOMMENDATION

Based upon the research results available (Costin, et. al., 1971; Menges, 1973) the Committee rejects the contention that students cannot contribute meaningfully to the evaluation of teaching. However, this information must be collected systematically and continuously to be useful. At the same time the Committee recognizes that many problems remain, and reemphasizes that student ratings should be only one of many sources of information about teaching effectiveness. (See Committee report of November 21, 1974, Appendix 7).

The overall goal of the proposed program is to improve instruction at the University of Delaware by providing different kinds of information to different audiences:

1. Providing information to teachers useful for the improvement of their instruction.
2. Providing information to academic departments useful for the improvement of their own courses.
3. Providing information to students to help them select particular courses and individual instructors.
4. Providing information to chairpersons and administrators upon which they can base decisions concerning courses and instructors.

This program should be administered by regular University personnel from one of the University's established offices (e.g., the Instructional Resource Center). The program being proposed would differ from the past efforts of the student government in two essential respects; it would be a University-wide effort under the direction of the Faculty Senate, and it would be administered by personnel whose primary responsibility was working for the University rather than pursuing their own education.

To be effective, any program of student course/instructor evaluation, let alone development, will require a significant commitment of time and other resources, which ultimately means funds. It is unrealistic, if not unreasonable, to expect students whose primary obligation is to their studies to be able to devote the time required to make such a program operate effectively, let alone efficiently.

One of the major limitations of past efforts at the University to evaluate courses and instructors has been the "sometime" nature of the efforts. The

Committee recommends that, if the program is to be implemented, mechanisms be developed to insure that all courses (at least in the target group, e.g., under graduate courses) be evaluated during the evaluation period, and that all students taking those courses respond. Such procedures will undoubtedly require considerable study by the standing committee of the administrative and ethical questions involved, as well as of the considerable cost factor. Student evaluations can probably be collected earlier in the semester than has been the practice in the past (Kohlman, 1973) and so avoid some of the problems involved in taking them all in the last class or at the final exam (Carrier, et. al., 1974). The Committee recommends that different portions of the data collected be given to the different audiences, depending upon their needs and the use they can reasonably make of the information given to them.

The Committee recommends that questionnaires be developed by departments or other units which contain some common items to be used for all courses and instructors, but which also would permit instructors and departments considerable flexibility in evaluating aspects of their courses which may be fairly unique. The following types of items should be included:

1. Course identification data.
2. Student demographic and background data.
3. A few general summary items evaluating course (unweighted).
4. Additional items evaluating course (weighted by instructor).
5. A few general summary items evaluating instructor (unweighted).
6. Additional items evaluating course (weighted by instructors).
7. Items on students' learning progress (weighted by instructor).
8. Items on students' effort (weighted by instructor).
9. Open-ended questions permitting free response.
10. Items developed by instructor or department for his or her individual course.

The first nine types of items could be printed on a University-wide form. Types 1, 2, 3, and 5 would be treated the same for all courses. The Committee is divided regarding the desired number of such items and their content. Types 4, 6, 7, 8, and 9 would be analyzed according to the weighting assigned by the instructor. For example, three items related to:

1. Effectiveness of the lectures.
2. Effectiveness of the discussion groups.
3. Effectiveness of the labs, might be weighted 1, 2, and 0 respectively in a lecture-discussion course where there are no labs and the discussions were more important than the lectures.

Type 10 items could be added by each instructor or department to suit individual needs. These items could be automatically analyzed by a computer program and summary data could be supplied to the instructor along with statistical information concerning the relationship of the individual items to the "standard" items. The open-ended items, if the students were specific enough in their comments, could provide diagnostic information to the instructor concerning specific strengths and weaknesses. Supervision by the Faculty Senate Committee charged with the task would ensure that data would not be distributed to individuals for whom it is not intended.

The different types of information obtained could be used by different audiences, depending upon their needs. The Committee recommends that the open-ended information be solely for the instructor's use, because to be accurately interpreted, all of the comments of the entire class must be studied in some detail. Usually only the instructor has the time and motivation to do this. Perhaps the instructors should not even be permitted to select any of this information to be included in their dossiers.

The data from the individually developed items should also go only to the instructor, but with the option of being included in the instructor's dossier as long as the data concerning the relationship of these items to the general items were included.

Data concerning the effectiveness of the course should be available to the chairperson as well as the instructor. Depending upon the structure of the course, some of these items might also be included in the instructor's evaluation if the instructor was free to determine this aspect of the course. If not, these items should be excluded from the instructor's evaluation. An example of the latter would be students' evaluations of the textbook where a common textbook is required to be used in all sections of a course.

Items related to the instructor's evaluation should go both to the instructor and to the chairperson. Excepting the general summary items and possibly factor scores (if later research indicates that some meaningful scores can be developed), the Committee recommends that detailed information about both instructors and courses should not be routinely sent to promotion committees and administrators outside of the department, but rather should be summarized by the department. This is because of the considerable time required to read and interpret the detailed information. The department is in the best position to meaningfully summarize and interpret the details. Only in specific cases where an extra-departmental committee or administrator requests additional information to answer specific questions does it seem appropriate to provide all of the detailed analyses.

The general summary items (and possibly factor scores) seem to be the information most useful to students in choosing courses and instructors and for evaluations outside of the individual departments. In addition to such summary information based upon ratings, the faculty should supply to the student government brief descriptive course information concerning such things as format, number and type of assignments, examinations, and the like.

CONCLUSION: In the judgment of the Committee it is possible to develop a University-wide program which will permit instructors and departments consider-

able flexibility in individualizing evaluations of their courses and their teaching within the framework of a fairly standard administrative structure, so that the individual instructor or department would not have to assume all the administrative responsibilities of such an evaluation. The centralization of most of the administrative work would permit the University some economies of scale as well as assuring everyone of program continuity and technical support. But most importantly, in the judgment of the Committee, such a program would permit all of the University constituencies to obtain more accurate and more meaningful information of the type they wish.

Finally, although the Committee strongly supports the recommendations made, it recognizes that considerable work remains. The Committee's strongest recommendation, if the Senate votes to pursue it further, is that all of the groups who would use this information be given the opportunity to provide input and become involved in the development of this program.

Attached to this report are references (Appendix 2) and a report on student ratings of teaching prepared by Dr. Cashin (Appendix 3) and an example of an evaluation instrument which might be used (Appendix 4). An understanding of the contents of the former is essential before discussing specifics of any instrument; the instrument is purely illustrative and the Committee attaches no normative significance to it. Appendix 1 contains some further discussion of this report and Appendix 5 contains a discussion of some of the problems involved in attempting to define teaching effectiveness.

Attached as Appendix 6 is a status report on the implementation of the recommendations of a previous Committee on the Evaluation of Teaching Effectiveness. These recommendations were made on April 30, 1969, and this Committee endorses them and wishes to call attention to the lack of progress in effecting the twenty-eight recommendations of that committee during the past six years. We believe that this situation as well as the need to pursue the recommendations in this report justifies the establishment by the Senate of a standing committee on Teaching Effectiveness.

Appendix 1

FURTHER DISCUSSION OF THE RECOMMENDATION

The Committee is not unreservedly certain of the wisdom of a University-wide student course/instructor evaluation. However, on balance, the advantages of University-wide evaluation seem to outweigh the disadvantages.

Among the advantages of a University-wide evaluation are the economies of scale possible from centralized administration of the evaluations. Duplication and processing costs can be significantly reduced. More useful summaries can also be prepared when a larger number of users makes the necessary computer programming worthwhile. From the viewpoint of the department, the centralization of the evaluation process would also reduce the cost of obtaining useful evaluation information. The centralization of a large quantity of evaluation data also enhances the possibilities for research on teaching evaluation so that the results may be more useful and more accurately interpreted. Finally there may be some possibilities for valid University-wide comparisons based upon common evaluations.

There are, of course, many disadvantages to a University-wide evaluation system. The gain in commonality might be offset by the loss of departmental differences, except in those items developed by each department for inclusion on the particular forms used by only that department. Also the confidence which departments or colleges place in an evaluation instrument may be reduced to the extent that the design of such an instrument is not directly under their control. A related problem may be that when departments are not forced to produce their own evaluations they are not required to consider the evaluation of teaching as explicitly or as intensively as when they must develop their own evaluations.

As the preceding implies and the discussion in Appendix 5 makes clear the use of evaluation devices without explicit recognition of the impact on the evaluation of perceived learning of a large number of variables not under the control of the instructor is unacceptable in an enlightened academic community. The possibility, or probability in the view of many, that evaluation devices such as student course/instructor evaluations will be used in an unenlightened manner continues to be one of the greatest disadvantages to such devices. Any attempt to impose a single University-wide procedure without specific assurances regarding who will get the results, how the results will be used, and how the results will be modified before use to account for unique aspects of individual departments and courses might justifiably produce a faculty rejection of a common procedure. The Committee believes, nevertheless, that there are considerable advantages to some degree of commonality in the process of evaluating teaching effectiveness. This is especially true for a student course/instructor evaluation program. It is essential that this proposal, or any other similar proposal, be circulated widely among the faculty, administration, and students, so that whatever program is finally decided upon has the benefit of substantial input from all of the groups who will be involved in the program. The Committee recommends that discussion of and comments on any proposed program be solicited both through open forums and through written surveys of faculty, administration, and students which provide a medium for anonymous comment.

Appendix 2

RESEARCH LITERATURE

Research on student ratings of teacher effectiveness has been extensively reported in the educational and psychological literature. No attempt will be made here to cover that literature, but four recent review articles are cited which have bibliographies that provide excellent coverage of the relevant research literature. In addition to these four general references, specific recent references (1970 or later) are given for some questions which are often raised concerning student ratings of teaching effectiveness. For each question a general summary statement is given about the trend of the research findings; however, since there are often inconsistencies in the findings, the interested reader is urged to consult the studies themselves, including the four general references. Our review of the recent literature has not been exhaustive. We are aware of several recent references which we have not read.

GENERAL REFERENCES--Costin et al (1971), Eble (1970), Kulik and Kulik (1974), and Menges (1973).

RELIABILITY--Student ratings tend to be reliable--Bausell and Magoon (1972b), Harvey and Barber (1970), Spencer and Aleamoni (1970).

VALIDITY--There is support for the validity of student ratings--Bausell and Magoon (1972b), Doyle and Whitely (1974), French-Lazovik (1974), Frey (1973), Gessner (1973), McKeachie et al (1971), Sullivan and Skanes (1974).

COURSE CHARACTERISTICS--There is some evidence that class size, required vs. elected courses, and subject material do affect student ratings--Bausell and Magoon (1972b).

INSTRUCTOR CHARACTERISTICS--Results are mixed concerning whether the instructor's rank or personality influence student ratings--Bausell and Magoon (1972b), Costin and Grush (1973), Grush and Costin (1975).

STUDENT CHARACTERISTICS--Results are mixed concerning the degree of influence, if any, the student's sex and year level have upon ratings--Bausell and Magoon (1972b), Elmore and LaPointe (1974), Kohlan (1973), McKeachie et al (1971).

GRADES, GRADE POINT AVERAGES, AND EXPECTED GRADES--The evidence is mixed on whether there is any relationship between grades or grade point averages, and student ratings; there is a suggestion of a relationship for expected grades--Bausell and Magoon (1972a), Granzin and Painter (1973), Kohlan (1973), Rosenshine et al (1973).

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Appendix 3

STUDENT RATINGS OF TEACHING

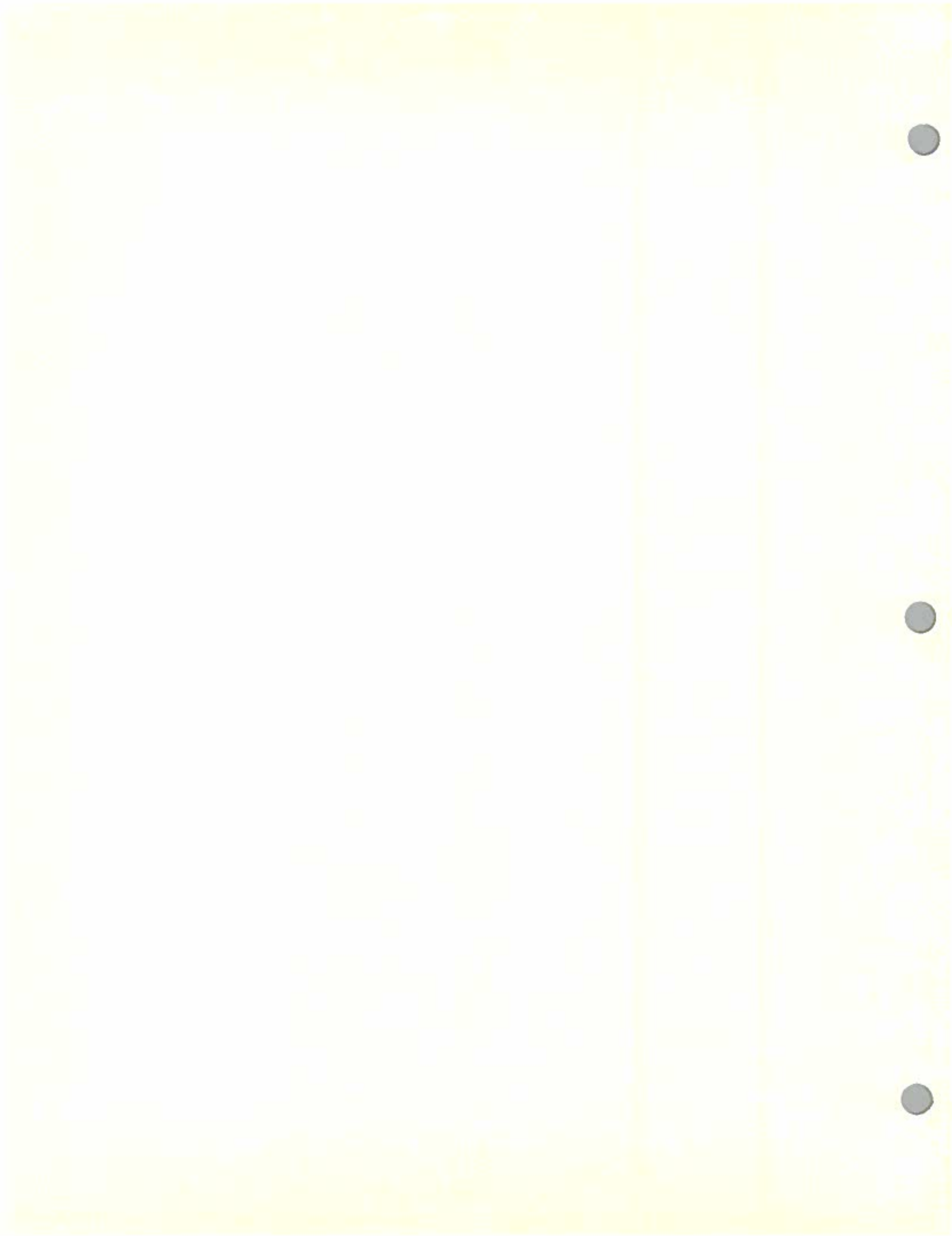
William E. Cashin

The purpose of this memorandum is to provide a usable introduction to the research on student ratings of teaching effectiveness for faculty and departments who wish to develop questionnaires.

The research on student ratings indicates that they are reliable, i.e., yield consistent ratings. More importantly, the research suggests that student ratings are valid, i.e., are related to such characteristics of effective teaching as instructor preparedness, clarity, and intellectual stimulation. In general student ratings have little or no relationship to student characteristics such as sex, GPA, obtained grades, or expected grades, (although some studies have found exceptions, e.g., a study at the University of Delaware found a definite relationship between expected grades and student ratings). The memorandum also reviews some studies which have attempted to discover the dimensions which underlie many student rating forms. Several common areas were identified, e.g., organization, clarity, stimulation, interaction with students, grading and evaluation. Several examples of items for each area are given for consideration in developing questionnaires. There is also a brief discussion of some distinctions which might be made in using student ratings for instructor evaluation versus course evaluation.

Further, the memorandum discusses some of the problems with student ratings. Typically questionnaires have concentrated on faculty and course characteristics and have been less concerned with student characteristics. Questionnaires should reflect student effort and interest as well as instructor behavior if a comprehensive measure of teaching effectiveness is to be obtained. The best designed courses taught by the most competent teachers will result in little learning unless the students also exert themselves, especially at the college level. The possibility of using some measure of student achievement, as well as of student opinion, to measure teaching effectiveness is also discussed.

Finally, the memorandum suggests some possible solutions to adapt a standard questionnaire to individual courses. For example, providing a mechanism for the instructor to key or weight items to fit his (her) course, providing space for additional items, and very importantly providing space for students to give some free responses not limited to predetermined alternatives. Such information tends to be particularly useful to instructors in improving their teaching and can provide information which the exclusive use of quantitative data does not.



STUDENT RATINGS OF TEACHING

Students have been expressing their opinions about the teaching they receive for centuries. Students in medieval universities are said to have shuffled their feet if they felt the lecture was poor. In the United States some universities have been using objective rating forms at least as far back as the 1930's. At present several universities have developed their own questionnaires and have researched them extensively. The purpose of this memorandum is to provide interested faculty with a usable summary of the major findings of the research on student ratings of college teaching. It briefly describes some studies which have attempted to discover the dimensions which underlie student ratings and lists sample items for faculty consideration in developing rating forms. Finally, the memorandum outlines some of the problems which must be answered in developing a comprehensive questionnaire and suggests some possible solutions. Hopefully all of this information can serve as a starting point for continued exploration of means of assessing teaching effectiveness and of providing data to the variety of interested parties, recognizing that different people desire different kinds of information. In the body of the memorandum a distinction is made between data which is appropriate in evaluating a course and data to be used to evaluate the teacher. Often both of these kinds of data provide very limited information to the teacher in improving his or her instruction. Finally, students trying to pick a course or an instructor may want still other information. Resolution of these and other questions will require the attention and cooperation of all of the parties concerned.

The literature on student ratings is quite extensive, and this summary does not attempt to cover it exhaustively, rather it attempts to cover only the major findings.

Costin et al (1971) have reviewed the literature and their article is the most up-to-date on the topic. Their list of references provides excellent coverage of the research. They concluded that student ratings could provide both reliable and valid information on the quality of courses and instruction.

Reliability -- the research findings consistently support the conclusion that student ratings of classroom instruction are reliable, that is, would yield similar ratings if repeated. Correlations for measures of internal consistency, the extent to which items in the form correlate with other items or with total scores of the same form, range from the high .70s into the .90s. Correlations measuring stability, ratings given at one time related to those given later, are slightly lower, ranging from the low .70s to the high .80s.

Validity -- the research is also supportive of the validity of student ratings, that is, these ratings do reflect teaching effectiveness rather than some extraneous variable, as a teacher's popularity. Student ratings in general are not a function of student characteristics, i.e., there are only weak relationships, at best, between ratings and student's sex (some women give higher ratings), GPA, obtained grade or expected grade in a course. Bausell and Magoon (1972) at the University of Delaware, however, found a definite tendency for students who expected higher grades to give

more positive ratings. Upperclassmen, especially graduate students, do tend to give somewhat more positive ratings, but it is possible that universities provide more effective instruction at these levels.

Relationships do exist between certain course characteristics and student ratings. Required courses receive more negative ratings than electives do. Small classes tend to receive more positive ratings than large classes. Studies concerning level of class (e.g., freshman, etc.) have yielded mixed results; level of class, however, is probably confounded with both size of class and required course. Bausell and Magoon (1972) and Linsky and Strauss (1972) found that certain departments tend to receive more positive ratings than others do, but the results were not consistent enough to generalize.

Student ratings seemed to be based primarily on valid criteria, such attributes as instructor preparedness, clarity, and intellectual stimulation rather than entertainment value. This is not to say that a more interesting teacher does not, nor should not, make learning more enjoyable for his or her students. Regarding the personality of effective teachers, effective teachers probably are more enthusiastic, agreeable, and emotionally stable, than less effective ones, although this research is only suggestive. Student ratings correlate positively with ratings by the teacher's colleagues and department chairman, but not to such a great extent that they provide redundant information. The empirical findings suggest that if there is any relationship between research productivity and student ratings of teaching, it is a very weak one.

Logically, teaching effectiveness should be reflected by student learning, and therefore, student learning should provide a good criterion to test the validity of student ratings. The difficulty, and it is a major one, is that there are few comprehensive measures of student learning available. Other than using grades, little research is available. A study by Morsch et al (1956) studying learning in an aircraft mechanics course found a correlation of .41 between student gains in learning and student ratings of the instructor's "teaching ability." A recent study by Frey (1973b) compared final grades, corrected for the students' SAT scores, on a departmental final exam for two levels of calculus, with several student rating items. The mean correlations for the student ratings of the two courses ranged from .31 for teacher accessibility, (e.g., the teacher listened to students' questions and was willing to help) to .87 for student accomplishment (e.g., this course has developed my ability to examine the evidence in this field). Obviously more research is required, but these two studies suggest that students give higher ratings to teachers when they learn more.

In concluding, Costin et al (1971) point out that classroom teaching, which is essentially what student ratings evaluate, falls short of complete evaluation of a faculty member's teaching effort; direction of graduate theses, independent study, departmental colloquia, guest lecturing in other courses, and development of instructional material must also be considered in evaluating a faculty member's total teaching.

DIMENSIONS OF STUDENT RATINGS

Most student rating forms have used objective items numbering from as few as 10 to 50 or more. Understandably, there has been some interest in discovering if there are a few identifiable dimensions which underlie these various items. The following discussion points out the considerable similarity in student rating forms and lists sample items of the more common dimensions. These items can be used as examples of items which tap the various aspects of teaching.

Factor analysis is the statistical technique which has typically been used in these studies. Since not all questionnaires utilize the same items and since the factors (dimensions) which result in a study are greatly influenced by the original mix of items, identical factors have not been discovered. The studies which provide the data that will be discussed here found from 4 to 14 factors. Despite the lack of identity among the various factors, however, there is enough similarity among many of them that they can be combined without too much distortion resulting.

Seven Studies -- the discussion which follows is based upon seven factor analytic studies; five which investigated rating instruments used at various universities, and three more "pure research" studies which attempted to identify the dimensions which underlie student ratings of teaching. Although the studies by Isaacson et al (1964) and Deshpande et al (1970) are probably the most often cited in the more recent literature, no claim is being made that these seven studies are necessarily representative of all of the research.

Below are listed the number and names of the factors from each of the studies. As those familiar with factor analysis know, naming the factors is problematical. The analysis simply gives the weighting of each item or question on each of the factors. The researcher must read through all of the items which are weighted on a given factor and make up a name which describes that factor. Thus the factor names should be taken with a grain of salt. The listing below also gives a two letter code which will be used in the later discussion and indicates whether the questionnaire is copyrighted.

University of Delaware (Bausell and Magoon, 1972) --UD

1. Instructor Impact
2. Classroom Dialogue/Instructional Procedure
3. Course Difficulty/Workload
4. Textbook

University of Michigan (Isaacson et al, 1964) -- MI (Copyrighted)

1. General Teaching Skill
2. Overload
3. Structure
4. Feedback
5. Group Interaction
6. Student-Teacher Rapport

Michigan State University (Office of Evaluation Services, 1971) -- MS

1. Student Interest
2. Course Demands
3. Student-Instructor Interaction
4. Course Organization
5. Instructor Involvement

Pennsylvania State University* (Stickell, 1967) -- PS (Copyrighted)

1. General Course Attitude
2. Method of Instruction
3. Course Content
4. Interest-Attention
5. Instructor
6. Specific Items

Deshpande et al (1970) -- DS

1. Motivation
2. Rapport
3. Structure
4. Clarity
5. Content Mastery
6. Overload
7. Evaluation Function
8. Use of Teaching Aids
9. Instructional Skill
10. Teaching Style
11. Encouragement
12. Individual Assistance
13. Interaction
14. Text-adherence

Frey (1973a) -- FR (Copyrighted)

1. Clarity of Presentations
2. Workload
3. Personal Attention
4. Class Interaction
5. Organization - Planning
6. Grading
7. Student Accomplishment

Hildebrand et al (1971) -- HI

1. Analytic/Synthetic Approach
2. Organization/Clarity
3. Instructor-Group Interaction
4. Instructor-Individual Student Interaction
5. Dynamism/Enthusiasm

Even a casual reading of the factor names reveals several similarities. Several studies found factors dealing with organization, clarity, workload, and interaction. The Instructor Impact factor (UD) and General Teaching Skills (MI) appear to be general factors and contain items similar to those appearing on special factors in other studies. Logic suggests, and these studies support the fact, that instructor characteristics and course characteristics should be considered separately. The instructor has control over how well organized a course is, but may not be able to do much about its level of difficulty. Such distinctions are also relevant to the varying uses to which student ratings may be put. If the evaluation is to be used to make decisions regarding pay, rank, or tenure, aspects of the course over which the instructor has no control should be excluded from consideration, for example the evaluation of a textbook required by the department. But such information may be most relevant to the department in evaluating its programs.

*These identical items are also used at the University of Illinois

Areas and Items -- this section outlines the areas which most often are covered by student ratings of teaching and lists sample items appropriate to that area. The source of the item is identified by the two letter code. The form of the items vary considerably because different questionnaires use different formats. In some cases the student is to rate the effectiveness, say, from 1 to 5, in others the student agrees or disagrees with the statement, in still others the student is to indicate on some scale how frequently the behavior occurs. Nevertheless, the substance of each item should be clear to the reader.

INSTRUCTOR - ORGANIZATION

Instructor's organization of the course material (UD)
He decided in detail what should be done and how it should be done (MI)
Followed an outline closely (MI)
Had everything going according to schedule (MI)
Planned the activities of each class period in detail (MI)
Class time was well spent (MI)
The instructor appeared to relate course concepts in a systematic way (MS)
The course was well organized (MS)
The instructor's class presentation made for easy note taking (MS)
The direction of the course was adequately outlined (MS)
Course material was poorly organized (PS)
Generally the course was well organized (PS)
Presentations were logically arranged (DS)
Planned activities of each class period in detail (DS)
Everything went according to schedule (DS)
Seemed to work without a plan (DS)
Spent time on unimportant and irrelevant matters (DS)
Each class period was carefully planned in advance (FR)
The instructor organized the course schedule in a detailed fashion (FR)
Class activities were scheduled in an orderly way (FR)
Is well prepared (HI)
Gives lectures that are easy to outline (HI)
Summarizes major points (HI)
States objectives for each class session (HI)

INSTRUCTOR - CLARITY

Instructor's presentation and explanation (UD)
How explicit did the instructor make his course policies (course objectives, clarity of assignments, relative weight of tests, papers, attendance requirements) (UD)
He explained clearly and his explanations were to the point (MI)
He made it clear how each topic fit into the course (MI)
Used illustrations based on practical experience (DS)
Explained in simple words (DS)
Expressed concepts at level understood by students (DS)
Presentations were above the heads of students (DS)

Talked so fast that students could not understand (DS)
Difficult to copy what he put on the board (DS)
The instructor's presentations helped to clarify important concepts (FR)
The instructor presented material clearly and summarized major points (FR)
The instructor made good use of examples and illustrations (FR)
Explains clearly (HI)
Is careful and precise in answering questions (HI)
Identifies what he considers important (HI)

INSTRUCTOR - STIMULATION

Degree of intellectual stimulation (UD)
Instructor's apparent interest in teaching the course (UD)
He put his material across in an interesting way (MI)
He stimulated the intellectual curiosity of his students (MI)
He tried to increase the interest of class members in his subject (MI)
The instructor was enthusiastic when presenting course material (MS)
The instructor seemed to be interested in teaching (MS)
The instructor's use of examples or personal experiences helped to get points across in class (MS)
You felt that this course challenged you intellectually (MS)
The course held my interest (PS)
The instructor seemed to consider teaching a chore or routine activity (PS)
Encouraged students to think for themselves (DS)
Tried to increase interest of the class in subject (DS)
Tried to get you to see beyond the limits of the course (DS)
Presented problems as a challenge to the class (DS)
Seemed bored with teaching (DS)
Just rehashed text (DS)
Humorous at appropriate times (DS)
Used illustrations based on practical experience (DS)
Did little things that made it pleasant to be in his class (DS)
Put subject across in a lively way (DS)
Is a dynamic and energetic person (HI)
Has an interesting style of presentation (HI)
Seems to enjoy teaching (HI)
Is enthusiastic about his subject (HI)
Seems to have self-confidence (HI)
Varies the speed and tone of his voice (HI)
Has a sense of humor (HI)

INSTRUCTOR - INTERACTION WITH STUDENTS

Describe the general atmosphere in the classroom (relaxed) (UD)
Instructor's effectiveness in moderating class discussion (UD)
Instructor's respect of the student as an individual (UD)
In his class, I felt free to express my opinion (HI)
Students argue with one another and with instructor but not necessarily with hostility (MI)
The students frequently volunteered their own opinions (MI)

He (the teacher) listened attentively to what class members had to say (MI)
He was friendly (MI)
He was permissive and flexible (MI)
He explained the reasons for his criticisms (MI)
The instructor was skillful in observing student reactions (MI)
The instructor encouraged students to express opinions (MS)
The instructor appeared receptive to new ideas and others viewpoints (MS)
The student had an opportunity to ask questions (MS)
The instructor usually stimulated class discussion (MS)
The instructor encouraged the development of new viewpoints and appreciations (PS)
The demands of the students were not considered by the instructor (PS)
There was not enough student participation for this type of course (PS)
He was courteous and considerate (DS)
He was friendly (DS)
Encouraged students to ask questions (DS)
Welcomed different viewpoints (DS)
His actions made student feel afraid of him (DS)
Talked down to students (DS)
Declined to help students on problems (DS)
He is willing to give individual assistance (DS)
He took time to help students after class (DS)
He provided time for questions and discussion (DS)
He was not afraid of making mistakes (DS)
He encouraged students to improve their work (DS)
He encouraged class members to work as a team (DS)
The instructor listened to each student's problem and was willing to help (FR)
The teacher was genuinely concerned about each student's progress (FR)
Different or unorthodox views were welcome in this class (FR)
Discussion was welcome in this class and students were actively encouraged to participate (FR)
Students were encouraged to openly express ideas (FR)
Encourages class discussion (HI)
Invites students to share their knowledge and experiences (HI)
Clarifies thinking by identifying reasons for questions (HI)
Invites criticisms of his own ideas (HI)
Knows if the class is understanding him or not (HI)
Knows when students are bored or confused (HI)
Has interest and concern in the quality of his teaching (HI)
Has students apply concepts to demonstrate understanding (HI)
Has genuine interest in students (HI)
Is friendly toward students (HI)
Relates to students as individuals (HI)
Recognizes and greets students out of class (HI)
Is accessible to students out of class (HI)
Is valued for advice not directly related to the course (HI)
Respects students as persons (HI)

INSTRUCTOR - GRADING AND EVALUATION

- Fairness in the grading of exams, quizzes and papers (UD)
- Did the instructor's method of evaluation (tests, papers, exercises, etc.) provide a proper measure of your knowledge? (UD)
- He maintained definite standards of student performance (MI)
- He told students when they had done a particularly good job (MI)
- He complimented students in front of others (MI)
- He criticized poor work (MI)
- Instructor did not review tests promptly and in such a way that students could understand their weaknesses (PS)
- Explained how much each test counted toward the final grade (DS)
- Clearly described grading procedures (DS)
- Used consistent method in evaluating tests (DS)
- In content, tests were representative of assigned material (DS)
- He gave advice on how to study for the course (DS)
- He used constructive criticism (DS)
- The grading system in this course was fair and impartial (FR)
- The grading in this course accurately reflected the student's performance (FR)
- The grades in this course were based on important aspects of the course material (FR)

INSTRUCTOR - MISCELLANEOUS

Hildebrand et al's (1971) first factor did not seem to fit closely with any of the factors treated so far, but the items seem worth considering:

Analytic/Synthetic Approach:

- Discusses points of view other than his own (HI)
- Contrasts implications of various theories (HI)
- Discusses recent developments in the field (HI)
- Presents origins of ideas and concepts (HI)
- Gives references for more interesting and involved points (HI)
- Presents facts and concepts from related fields (HI)
- Emphasizes conceptual understanding (HI)

Similar items from other studies:

- The instructor did not synthesize, integrate, or summarize effectively (PS)
- He required students to consult reference materials (DS)
- He supplemented the text with materials from other sources (DS)
- He coordinated lab work with class work (DS)
- He worked problems on the board (DS)

Instructor - Summary Items

- Overall how do you evaluate this instructor (UD)
- How would you rate your instructor in general (all-around) teaching ability? (MI)

You generally enjoyed coming to class (MS)
It was a waste of time (PS)
Course was not very helpful (PS)
The course was quite useful (PS)
It was a very worthwhile course (PS)
The course increased my general knowledge (PS)
Overall, the course was good (PS)
One of my poorest courses (PS)
Not much was gained by taking this course (PS)

The factors which are discussed next apply to characteristics of the course. The decision whether to combine these with items which rate the instructor or to consider them separately should be based upon whether the instructor has control over the aspect of the course being rated. For example, an instructor may have little control over the level of difficulty of a standard freshman math or science course, or the amount of material covered in required, introductory courses. Perhaps a system could be developed that used the same questionnaire for all courses but permitted each instructor to key the manner in which the data would be analyzed, separating aspects of the course which were or were not under the control of the instructor, omitting items which were not relevant to the course, etc. With these reservations in mind then, the following items pertain to the evaluation of the course, and may or may not pertain to the evaluation of the instructor.

COURSE-WORKLOAD/DIFFICULTY

Difficulty of material covered (UD)
Difficulty of reading (UD)
Difficulty of exams (UD)
Reading load (UD)
Total work (UD)
Assigned very difficult reading (MI)
Asked for more than the students could get done (MI)
Assigned a great deal of reading (MI)
The instructor attempted to cover too much material (MS)
The instructor generally presented the material too rapidly (MS)
The homework assignments were too time consuming relative to their contribution to your understanding of the course material (MS)
You generally found the coverage of topics in the assigned readings too difficult (MS)
The examinations were too difficult (PS)
Ideas and concepts were developed too rapidly (PS)
Material in the course was easy to follow (PS)
The course material was too difficult (PS)
Assigned a lot of burdensome and busy work (DS)
Demanded an unreasonable amount of work (DS)
Assigned very difficult reading (DS)
Asked for more than students could do (DS)
The students had to work hard in this course (FR)
This course required a lot of time (FR)
This course had a heavy work load (FR)

COURSE - METHOD

- How do you rate the effectiveness of the teaching method used in this course? (UD)
- How valuable was the discussion section (if applicable)? (UD)
- How valuable was the lab section (if applicable)? (UD)
- How valuable were the lectures? (UD)
- More courses should be taught this way (PS)
- The way this course was taught results in better student learning (PS)
- I would take another course which was taught this way (PS)
- The types of test questions used were good (PS)
- Homework assignments were helpful in understanding the course (PS)
- More outside reading is needed (PS)
- He used teaching aids -- slides, films, models to advantage (DS)
- Performed experiments or demonstrations for the class (DS)
- Gave helpful demonstrations of principles discussed (DS)
- Supplemented text from other sources (DS)

COURSE - MISCELLANEOUS

- The textbook(s) used for this course (UD)
- Relevancy of the text (UD)
- Clarity of the text (UD)
- Overall, how do you evaluate this course? (UD)
- How would you rate the over-all value of this course? (MI)

Although none of the questionnaires reviewed contained such items, questions concerning the effectiveness of criterion-referenced tests, programmed learning, dial-access systems and the like, they seem appropriate where such teaching techniques are incorporated into a course.

PROBLEMS WITH STUDENT RATINGS

Student Effort and Interest

Student ratings have concentrated upon the instructor and the course. They have paid little attention to the third factor in the learning equation, the student, other than to gather some basic demographic data. It is a truism, especially at the college level, that even with the best designed course taught by the most competent teachers, little learning will result unless the students exert themselves. Learning at the college level requires considerably more than passive exposure to lectures, discussions, or whatever.

Perhaps the most frequently used item to reflect student attitude towards the course has been an item asking if the course was required or taken as an elective. The reason for asking such a question was that students taking a course as an elective were probably more interested in the course and therefore would be more motivated to study.

Recently, Hoyt et al (1973), in what appears to be one of the better student rating forms that have been developed, devote one of their four sections to student "Self-Rating." Some of these eight items seem to assess student effort:

1. I worked harder in this course than on most courses I have taken.
2. I skipped this class more than three times (not counting absences due to illness).
3. I took an active part in class discussions and related activities.
4. To date, I have completed all required assignments in this class.

Other items apparently reflect student interest:

5. I had a strong desire to take this course.
6. I would like to take another class from this instructor.
7. As a result of taking this course I have more positive feelings toward this field of study.

The eighth item: "I have reason to believe I will make an A or a B in this course" is open to a variety of interpretations, but it certainly should have some relationship to student effort.

It seems to be a reasonable hypothesis that student ratings of a course or an instructor will vary depending upon the degree of interest the student has and especially the amount of effort the student has expended. Negative ratings of course or instructor effectiveness by students who have exerted little effort should be examined closely before much credence is given to them. In this connection, there is evidence which suggests that students taking courses on a pass/fail basis expend less energy than students taking it on the regular grading system. Items assessing both student effort and student interest, therefore, should be included in any student rating form.

Student Achievement

Perhaps the major objections to student ratings (or anyone's ratings) of teaching effectiveness is that they are indirect measures; they are someone's opinion. Theoretically, effective teaching should result in effective learning. (This statement also should be taken with a grain of salt because there is not a one-to-one relationship; one should not fall into the fallacy of what is taught equals what is learned.) Actual measures of student learning would be, nevertheless, a better criterion of effective teaching, but valid and reliable measures of what the students have learned are usually not readily available, the studies by Morsch et al, (1956); and Frey (1973b) being notable exceptions.

Hoyt et al (1973) have come up with an intriguing solution, they simply ask the student to rate his progress on the course's objectives. The approach is not as simple-minded as it first appears. Hoyt (1969) cited studies which showed that students' estimates of their first semester GPA were about as predictive of grades as equations using SAT scores and high school rank, and that students' self ratings of their vocational interests were about as predictive of career choice as vocational interest tests. In a recent conference Hoyt related that as the result of some of his research he "discovered" that the best item to reflect anxiety was: I am often tense and anxious. Another of his "discoveries" was that alcoholics tend to respond most positively to the question: Do you often use alcohol to excess? Armed

with this kind of evidence he argued that asking the student how much progress he has made yields valid data. He was careful to point out, however, that the criterion being suggested were averages of class ratings, not the individual ratings of the students. The averages tend to balance out individual deviations.

As the result of several revisions by the faculty at Kansas State University, Hoyt et al (1973) developed the following ten objectives which were considered to include the basic objectives of most university courses:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material to improve rational thinking, problem solving and decision making.
4. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
5. Learning how professionals in this field go about the process of gaining new knowledge.
6. Developing creative capacities.
7. Developing a sense of personal responsibility (self-reliance, self-discipline).
8. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.).
9. Developing skill in expressing myself orally or in writing.
10. Discovering the implications of the course material for understanding myself (interests, talents, values, etc.).

Whether a procedure similar to Hoyt et al is adopted or not, some reflection of student learning should be included; present GPA or expected grade in the course are the more usual items.

Standardizing Uniqueness

A frequent faculty criticism of university-wide student rating forms is that they fail to or inadequately evaluate important aspects of a given course. The criticism has obvious validity; there is considerable variability among university courses. Some attempts to solve this problem have been made.

Regarding their ten course objectives, Hoyt et al (1973) have each faculty member indicate whether the objective is essential, very important, or of little or no importance to the course. The students' responses are accordingly weighted 2, 1, or 0 respectively. Thus, the students' ratings of unimportant objectives are not counted at all, whereas, ratings of essential objectives are given double weight in arriving at a single summary figure of student progress toward course objectives. Such an approach permits each faculty member to individualize the form to some extent.

Although Hoyt et al use this approach only for the section on objectives, there is no reason why the approach could not be extended to an entire rating form. An obvious example would be to omit an item dealing with labs if the course had no labs (even though some students might have completed that item). A more meaningful possibility might be to double the weight of an item referring to the lectures in a lecture-discussion course if the instructor put primary emphasis on the lectures in his teaching approach, or, in assessing evaluation, to double the weight of papers vs. exams if the papers are considered more important, etc.

Many standardized questionnaires provide space for the instructor to add items particularly relevant to the given course. Provision might be made to combine these items with standard items in calculating summary or factor scores, if summary or factor data are considered desirable.

Finally, many standardized, computer-scored, questionnaires provide space on the back of the answer sheet for the student to answer some open-ended questions, questions where the student is free to write whatever he wants rather than choosing from among predetermined alternatives. Such open-ended questions can be particularly helpful to the instructor in improving his instruction, because the students can give concrete examples of aspects of the course which were or were not particularly helpful.

By incorporating features like those described above, it is possible to modify a standard questionnaire so that it does some justice to the unique aspects of a course, but does not sacrifice some communality which permits comparisons among various courses. Such course comparability is important to students in choosing which course to take, to instructors in assessing their own teachings, and to administrators in making evaluations.

CONCLUSION

This report has attempted to summarize the research on student ratings of teaching effectiveness. While it has covered the basic findings, no pretense to exhaustive coverage is made. The intent of the report was to provide a usable introduction for those who wish to develop questionnaires to obtain student ratings of teaching effectiveness. The research suggests that such ratings are valuable and that, even though there are problems with these ratings, as with any kind of evaluation, there are possible solutions.

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Appendix 4

STUDENT COURSE/INSTRUCTOR EVALUATION

(All questions and answers to be on optical scanning forms except comments)

COURSE INFORMATION

Symbol Number Section Instructor Social Security #

STUDENT INFORMATION

Sex Class Major: GPA Expected Grade Student Social Security #

Course is:

in Major

Required in Major

Required by College

Required by University

Free Elective

Fulfills Group Requirement

INSTRUCTIONS: Unless directed otherwise, mark:

- SA if you strongly agree with the item
- A if you agree moderately with the item
- D if you disagree moderately with the item
- SD if you strongly disagree with the item
- NA if the item does not apply to this course

COURSE EVALUATION

- The methods used to teach this course were effective.
- The lectures were effective.*
- The discussions were effective.*
- The labs were effective.*
- The textbook(s) contributed to effective learning.*
- The supplemental readings contributed to effective learning.*
- The assigned projects and/or reports contributed to effective learning.*
- The examinations were accurate measures of student learning.*
- Overall the grading was fair.
- Overall this was an educational course.

INSTRUCTOR EVALUATION

- In general the course was well structured and its objectives were clear.*
- The instructor seemed well prepared.*
- Classes tended to be meaningfully organized.*
- Instruction tended to be clear.*
- The instructor was effective in integrating and relating course material.*
- The instructor was successful in fostering student learning.*
- The instructor encouraged and listened to students' comments.*
- I would recommend this instructor to majors.
- I would recommend this instructor to students taking a free elective.
- Overall I would rate this instructor as an effective teacher.

*These items can be weighted by instructor.

STUDENT ACHIEVEMENT

- This course helped me learn factual knowledge.*
- This course helped me learn principles and theories.*
- This course helped me develop critical thinking and problem-solving skills.*
- This course helped me develop skills required for my career.*
- This course helped me to develop oral and/or writing skills.*
- This course helped me develop creative skills.*
- This course helped me develop intellectual/cultural appreciation.*
- This course helped me develop as an individual person.*

STUDENT EFFORT

- I worked harder in this course than average.
- I believe I made a reasonable effort in this course.
- I have, or will, complete all the required assignments on time.*
- I have not, and/or probably will not, voluntarily cut more than three classes.*
- I have not, and/or probably will not, voluntarily cut more than three classes.*
- On the average, each week I put in _____ hours on this course.*
- 0-1 hours 2-3 4-5 6-8 9-11 12 or more

OPTIONAL ITEMS

(Form should allow for 10 to 20 items to be developed by the individual instructor.)

COMMENT SECTION

(On a separate sheet the following would be printed, allowing an appropriate amount of space.)

These comments will be for the instructor only:

1. Describe three strong points of this course and/or instructor. Please be specific and use concrete examples if possible.
2. Describe three weak points of this course and/or instructor. Please be specific and use concrete examples if possible.
3. How was this course, or how might it be made, relevant to your individual educational goals?
4. Any other comments?

INSTRUCTOR DESCRIPTION

(In addition to the information gathered from the Student Course/Instructor Evaluation, each instructor should provide descriptive information about his or her courses that would be helpful to students in deciding whether to take a given course or instructor. For example:

- Course format: lecture, lecture/discussion, etc.
- Number of tests.
- Pages of reading per week.
- Number of papers.
- Additional projects or other requirements.
- Special notes.

Appendix 5

DEFINING TEACHING EFFECTIVENESS

A MODEL OF THE STRUCTURE OF TEACHING EFFECTIVENESS (in which there may be a definition of same)

At a meeting of the Faculty Senate on March 3 a report from the Ad Hoc Committee on Teaching Effectiveness was discussed. Part of the discussion centered on the lack of a definition of teaching effectiveness in the report. A simple statement of the definition of teaching effectiveness which has substantive content continues to elude the Committee. The statement that "a teacher is effective to the extent that the teacher's behavior fosters student learning" is acceptable to the Committee, but lacks substantive content unless "student learning" is clearly defined. The following paragraphs may provide a more substantive understanding of teaching effectiveness and will also indicate reasons for continuing difficulty in defining teaching effectiveness.

The set of all behaviors of the model instructor is the vector B_k . The set of all his "teaching behaviors" is the vector T_k , a subset of B_k .

The set of all teaching behaviors "relevant" to a single instructor, k , in a single course; j , is the vector T_{kj} , a subset of T_k . The characteristics of the k^{th} instructor himself are the vector P_k . The characteristics of the j^{th} course are the vector C_j . The characteristics of the i^{th} student in the j^{th} course are the vector S_{ij} .

The aggregate characteristics of the students in the course, $S \cdot j$ is some function, s , of the characteristics of the students in the course:

$$S \cdot j = s(S_{ij}, i = 1, \dots, m)$$

where m is the number of students in the course.

The learning by the i^{th} student in the j^{th} course is a vector, L_{ij} , the elements of which are a function, l_i , of the characteristics of (1) the student himself, (2) all the students in the course, (3) the course, (4) the teaching behavior of the instructor relevant to the course, (5) the other characteristics of the instructor:

$$L_{ij} = l_i(S_{ij}, S \cdot j, C_j, T_{kj}, P_k)$$

The individual student (S), the instructor (K), the department (D), and higher administrative units (U) may have different objective functions, a_{rj} ($r = S_i, K, D, U$) which combine the various kinds of learning in L_{ij} into an aggregate measure of learning, A_{rij} , for the student in the course.

$$A_{rij} = a_{rij}(L_{ij}); r = S_i, K, D, U$$

Effectiveness, in teaching students in course j for the different groups may then be defined as:

$$E_{rij} = \frac{\partial A_{rij}}{\partial T_{kj}} dT_{kj}; r = S_i, K, D, U$$

$$= \frac{\partial}{\partial T_{kj}} (a_{rij}(l_i(S_{ij}, S \cdot j, C_j, T_{kj}, P_k))) dT_{kj}$$

Student Course/Instructor Evaluations typically elicit responses attempting to measure the student's perception of (1) some aspects of the individual student's characteristics, S_{ij} ; (2) some aspects

of student achievement, L_{ij} ; (3) some aspects of the overall evaluation of the course and instructor by the student, $A_{s_{ij}}$; (4) some aspects of the instructor's teaching behaviors in the course, T_{kj} ; some aspects of the course characteristics, C_j ; and (6) some aspects of the instructor's characteristics, P_k . Information on these items might then be used by different groups to estimate an evaluation of the effectiveness of the instructor in teaching a single course to a single student, \hat{E}_{rij} . Usually this is not done, however. Rather, an attempt is made to estimate effectiveness in teaching at the level of the course, which requires the combination, through some function, f_{rj} , of the individual students' aggregate learning measures:

$$F_{rj} = f_{rj}(A_{rij}; i = 1, \dots, m)$$

Then a measure of the effectiveness of an instructor in teaching a single course might be measured as:

$$\begin{aligned} E_{r \cdot j} &= \frac{\partial F_{rj}}{\partial T_{kj}} dT_{kj} \\ &= \frac{\partial}{\partial T_{kj}} (f_{rj}(a_{rij}(l_i(S_{ij}, S \cdot j, C_j, T_{kj}, P_k))); i = 1, \dots, m)) dT_{kj} \end{aligned}$$

The evaluation of teaching is often not accomplished for single courses, however. More frequently it is of concern to evaluate an instructor's effectiveness in all of his courses. Thus, the learning measures for each of the instructor's n courses must be combined through some function, g_r :

$$G_r = g_r(F_{rij} \quad j = 1, \dots, n)$$

And the measure of effectiveness becomes

$$E_{r..} = \frac{\partial G_r}{\partial T_{kj}} dT_{kj} \quad (\text{continued...})$$

$$= \frac{\partial}{\partial T_{kj}} (g_r(f_{rj}(a_{rij}(l_i(S_{ij}, S \cdot j, C_j, T_{kj}, P_k))); i = 1, \dots, m); j = 1, \dots, n)) dT_{kj}$$

An individual faculty member seeking to maximize his effectiveness from the point of view of any agent, $r (= S_i, K, D, U)$, must have knowledge of the nature of the functions g_r , f_{rj} , a_{rij} , l_i , and s as well as considerable factual knowledge about how the behavior under his control, T_{kj} , affects a large number of variables. All individuals in the evaluation process must recognize that L_{ij} is a function of much more than simply T_{kj} .

The problem becomes more complex notationally but not intractable if the functions g_r , f_{rj} , a_{rij} , l_i , and s are themselves dependent upon variables such as $S \cdot j$ and C_j . Such dependence seems to be likely. For example, the characteristics of the students may influence not only how much learning takes place but also the way in which the amount of learning influences the evaluation of the instructor's effectiveness.

Real problems for the individual instructor arise when he must be evaluated by groups (r) with different g_r , f_{rj} , and a_{rij} . These problems would exist even if all functions were known for each group. When they are unknown, uncertain, or subject to change over time the individual has still more difficulty in maximizing the measure of his own teaching effectiveness.

Additional problems arise when any agent in the evaluation, process construes the set of "teaching behaviors," T_k , to be different from those perceived as such by the instructor. Some individuals might include most of B_k in T_k .

When teaching is by more than one instructor, then arguments which must enter the individual learning function, L_{ij} , above include the characteristics of the other instructors and their relevant teaching behavior. (The specification above does not limit the l_i function in any way; thus by including two instructors' characteristics and behaviors in it as arguments, all kinds of interactions and other nonlinear, nonadditive relationships may be specified.)

In a sense, the preceding paragraphs have succeeded in defining teaching effectiveness, if at all, only through a complete reliance on the notion of "student learning," which remains undefined. A major objective of these paragraphs has been accomplished, however. It is clear from the above that the effectiveness of teaching and its evaluation are quite complex even if student learning was well-defined. Following paragraphs attempt to provide some additional understanding of student learning.

The teaching of courses, which is the subject of the above discussion, can involve a variety of teaching behaviors. Teaching occurs both in the classroom and lab and outside of them in formally organized or informal settings including field trip locations, the instructor's office, and other locations. The course-related behaviors include lectures, discussions, demonstration, guidance and advice, reviewing student work, tutoring and course-associated administrative duties. With respect to the last, note that the assumption regarding the appropriateness of student learning as a measure of output of teaching may be incorrect. Another dimension of instructor effectiveness in courses, in the view of some, may be administrative efficiency with respect to the course.

The preceding discussion has focused exclusively upon teaching in courses. Members of the Committee agree that valuable teaching also occurs outside of any course contact. The variety of teaching behaviors in this broader domain of teaching is still greater than those identified above.

Student learning is a multidimensional concept that is itself not readily defined. Because measures of learning in any of its dimensions and the perception of learning by different agents are not likely to coincide with each other, attempts at measurement are bound to be controversial.

One way of simply identifying some dimensions of student learning is to list those things that are called learning. These may include, for different agents, student performance and achievement with respect to methodology, substantial facts and theories, motivation to further study, and attitudes toward issues dealt with while teaching. Each of these may be measured as a gain compared to the level of each before teaching or with respect to closeness of approach to a normative goal for the level of each.

It is important to note that a large amount of variation in teaching behaviors can be consistent with the same student learning vector. The converse, that identical teaching behaviors can produce different learning vectors, was implicit in the discussion of the determinants of learning above. In fact, considerable research effort has been expended in verifying that elements of C_j (such as class size, required vs. elective courses, etc.) and of S_j (preparation, age, G.P.A. etc.) have significant independent impacts on learning and on the evaluation of perceived learning.

ABSTRACT

STATUS REPORT ON THE IMPLEMENTATION OF RECOMMENDATIONS OF
COMMITTEE ON THE EVALUATION OF TEACHING EFFECTIVENESS

William E. Cashin

On April 30, 1969, the Committee on the Evaluation of Teaching Effectiveness submitted its report and made twenty-eight recommendations designed to foster more effective teaching at the University. This report describes what has been done at the University during the intervening five years to implement those twenty-eight recommendations.

In the main, progress has been made regarding all of the recommendations with possibly four exceptions. Greater weight is now given to teaching in making promotion decisions, and classroom teaching is the major factor in giving teaching awards. People in some departments are now visiting classes, more of an effort is being directed toward understanding and developing good teaching, and chairmen have assumed responsibility for evaluating teaching. Increased attention is being given to the training of graduate teaching assistants and to their screening to guard against inadequate instruction. More faculty are video-taping their classes. Information regarding teaching is being collected and more widely distributed on campus, for example, by the Committee on Educational Innovation and Planning. Thirteen commons rooms have been established. Students have formal or at least informal input into the curriculum committees of almost all departments. In most departments students are able to pursue independent study and tutoring is available in all departments, although little used in many. Student evaluations are now being considered in many departments when making promotion and tenure decisions, and financial and technical support has been given to student evaluations of teaching. Some progress is being made in evaluating the effectiveness of academic programs and in systematically developing goals. There is a growing tendency for departments to involve students in some way in the development of the department's programs.

With respect to only four recommendations has there been little or no progress. No faculty member, from this or another university, has been appointed to the University's Board of Trustees. Few new faculty, who have not taught before, receive a formal orientation with respect to teaching. The modest efforts of the undergraduate and graduate student governments to foster greater student-faculty contact have met with little success. And finally, few departments involve students in the process of hiring new faculty, although there are indications that this may be changing.

Even though one may truthfully state that progress has been made concerning the vast majority of the twenty-eight recommendations, it must also be said that much more can and should be done. The task does not seem to be one of devising new approaches, however, but rather of developing and making truly effective the means which the University is already utilizing. Such development will not be without a cost, in at least time and effort.

STATUS REPORT ON THE IMPLEMENTATION OF
RECOMMENDATIONS OF COMMITTEE ON THE EVALUATION
OF TEACHING EFFECTIVENESS

On April 30, 1969, the Report from the Committee on The Evaluation of Teaching Effectiveness was issued. That report made 28 specific recommendations intended to foster effective teaching at the University. On October 8, 1969, Provost John W. Shirley published a status report. During the summer of 1972 deans and department chairmen were interviewed concerning their practices with respect to the recommendations. In the fall of 1973 the heads of all academic units were sent an interim summary as well as their own interview data and were asked to make any updates that were necessary. This report attempts to summarize all of the responses which were received as well as specific information resulting from telephone contacts or meetings initiated by the Office of Academic Planning and Evaluation.

The Report summarizes the status of the implementation of the twenty-eight recommendations made by the Committee on the Evaluation of Teaching Effectiveness as of December, 1973. It is based upon information received by all eight of the University's colleges offering undergraduate courses and from thirty-five other academic units. There were only two academic units having undergraduate programs from which no information was obtained.

RECOMMENDATION 1

That the University statement on promotion and tenure be revised to allow for promotion on the basis of exceptional teaching without publication. Present criteria assert the primacy of teaching but make research the sine qua non of advancement.

STATUS -- In January of 1970 it was adopted by the Deans Council as University policy that outstanding teachers could be promoted to the ranks of associate professor and full professor on the basis of exceptional teaching without meeting the publication criteria usual for those ranks. Since this became policy, some faculty members have been promoted to associate professor. None have been promoted to full professor.

RECOMMENDATION 2

That the current system of recognition for excellence in teaching be restructured so as to consider exclusively classroom teaching, that student evaluation be given heavy weight in the determination of teaching awards, and that a more systematic means be devised for the selection of outstanding teachers than that currently employed.

STATUS -- The University Honors Committee has implemented this to the extent that classroom teaching is the primary criteria for excellence in teaching awards and awards are made based upon student evaluations of teaching.

RECOMMENDATION 3

That a special committee, composed of administrators, faculty and students, be charged with a thorough examination of classroom visitation by colleagues. This committee is split on both the advisability and feasibility of such direct observation, and does not have the resources to consider the problem adequately.

STATUS -- No committee has been appointed to examine classroom visitation. In December, 1970, the Faculty Senate appointed an Ad Hoc Task Force on Teaching Excellence. This Task Force developed a teaching evaluation form but it has not been widely used. The Task Force was discharged with thanks in November, 1973. The Faculty Senate is at present establishing an ad hoc committee to study teaching evaluation.

Classroom visitation is only utilized by a few departments, usually by the department chairman. The Anthropology Department reported using a committee for this purpose. That Department has a committee of two faculty and two students who visit classes and make formal reports which are used to support the teaching effectiveness of faculty being considered for promotion or tenure. The Department of Animal Science and Agricultural Biochemistry also has a committee which visits lecture and laboratories to evaluate them.

RECOMMENDATION 4

That there be established in each college or other meaningful unit, a committee on teaching excellence, which includes both graduate and undergraduate students. The chairman of the committee should be given sufficient released time to do the job well. The committee should be charged with the implementation of a number of the recommended changes including possibly long-term orientation and advisement of new faculty, location and dissemination of suitable materials on teaching, innovations in teaching, stimulation of evaluation procedures of a reasonably thorough sort and, if deemed advisable, the periodic classroom evaluation of teaching faculty. Although such a program would be relatively costly, its very existence would give needed visibility to the University's concern for teaching, and the good that might come from its efforts to improve teaching would more than justify its cost in faculty time.

STATUS -- The intent of this recommendation was that each college or similar unit appoint a committee on teaching excellence, which committee would make a substantive effort in this area. No college has established such a committee, although the Committee on the Evaluation of Instructional Programs in Home Economics, which is responsible for matters related to the effectiveness of teaching, comes close. Some departments also have committees which assume one or two of the functions outlined for this committee, primarily in the area of evaluation of teaching. None of these committees provide the release time recommended for the chairman.

Several things have occurred at the University since 1969 which indicate the University's concern for teaching. The University gave financial support to an extensive study of student evaluation of teaching by Bausell and Magoon (see Recommendation 10) and the University continues to support similar studies by faculty. During the years 1970-1973 sixty-one summer Improvement of Instruction grants have been awarded to faculty. In 1971 the Office of Academic Planning and Evaluation was established. One of the responsibilities of this office is to assist with the evaluation and development of teaching (see Recommendation 10). The University has given financial support to the SGA (UDCC) evaluations (see Recommendation 21).

In a memo dated May 30, 1973, Associate Provost Dilley indicated that evidence regarding teaching effectiveness would be required in the future in all faculty evaluations and that it would be the joint responsibility of the individual.

RECOMMENDATION 5

That concern for evaluation and improvement of teaching become an explicitly formulated part of the responsibility of department chairmen and deans, as a way of not only ensuring that someone takes responsibility but also of indicating the high priority given by the University to this matter. Chairmen should be charged with the responsibility of follow-up on student evaluation to initiate consultation on teaching problems with individual faculty.

STATUS -- Almost all chairmen assume responsibility for evaluation and improvement of teaching. The majority discuss teaching with faculty who appear to be having problems when this comes to the chairman's attention through student complaints, student evaluations, or in a few cases after observation of a faculty member's teaching by the chairman (or very exceptionally by another faculty member). In a few departments, for example Sociology, Business Administration, Economics, and Civil Engineering, the department chairman or a faculty committee review student evaluations of teaching for every member of their faculty and follow up with faculty experiencing some difficulty. Two chairmen indicated that they also contacted their faculty about particularly effective teaching. This seems to be especially desirable because evaluation of teaching seems to be perceived by the faculty almost exclusively as being negative, whereas the evidence e.g. student evaluations, suggests that students, in the main, perceive the faculty's teaching efforts more positively than negatively. The revised Faculty Appraisal Form will require that every chairman discuss teaching with each member of the department.

RECOMMENDATION 6

That there be at least one member of the Board of Trustees who is an active member of a teaching faculty and who is distinguished by the quality of his own teaching.

STATUS -- No faculty member either from another university or from the University of Delaware has been appointed to the Board of Trustees, nor is this being considered as far as is known. There are members of the Board of Trustees who are also Trustees at other universities, and the President of Delaware State College, and the chairman of the State Board of Education serve on the Board.

RECOMMENDATION 7

That there be created a well-structured and supervised program for the preparation of graduate assistants as teachers, to include a) a credit seminar in problems of teaching the subject matter, lecturing, utilizing class discussions, examinations, item construction, tests and measurements, and including group discussion of actual teaching done by faculty and graduate students, perhaps by means of tape; and b) classroom teaching under supervision. Such a program would best be supervised by the graduate department or the Graduate School, using faculty resources from Psychology and Education where needed.

STATUS -- No formal, university-wide, program exists. Exclusive of several courses for elementary and secondary education majors, only three departments, Philosophy, Psychology, and Sociology, offer courses in college teaching. Many departments offer varying degrees of training for their graduate teaching assistants. In a few cases this training is quite extensive. The English Department, for instance, provides two days of training for its GTAs at the beginning of the fall semester, weekly or biweekly group meetings, and individual supervision by faculty for their new graduate teaching assistants.

In response to a survey by the College of Graduate Studies conducted during the summer of 1973, the departments offering graduate degrees evidenced positive, albeit moderate, interest in some such program. The College of Graduate Studies together with the Graduate Student Association will offer some talks during the Spring, 1974 semester concerning college teaching in order to determine what interest the graduate students have in such a program. If there is sufficient student interest, an experimental course will be planned.

RECOMMENDATION 8

That there be practiced more careful screening of graduate assistants who teach, to protect undergraduates against inadequate instruction. The increase of stipends for teaching activities is also recommended, to make such assistantships more competitive with other sources of funding.

STATUS -- The implementation of this recommendation is quite variable, reflecting the various ways departments utilize their graduate teaching assistants. Relatively few departments give GTAs primary responsibility for courses. Where the department does so, it is likely to have a fairly complete training procedure. The English Department's program has already been described under Recommendation 7. Language and Literature has a similar program and GTAs who are not able to perform satisfactorily are not reappointed to teach. Some departments (e.g. Art History and Mathematics) have GTAs give a seminar or practice lecture to help choose more effective GTAs. GTAs still generally receive less money than research assistants, making the latter more attractive.

RECOMMENDATION 9

That facilities for taping or videotaping of classroom sessions be made available to faculty, and the Teaching Resources Center be assigned the task of approaching each faculty member on a periodic basis with offers to assist in such taping.

STATUS -- An increasing number of departments and individual faculty members seem to be making use of the Instructional Resources Center videotaping equipment for instructional purposes. No firm data are available concerning what proportion of this use is for the evaluation of teaching but several chairmen stated that their faculty were videotaping their classes. IRC answered 280 requests for videotaping equipment during the 1972-73 year, compared with 175 for 1971-72, an increase of 60%. Most of these requests were for use of the equipment for several days, or in some instances for a month or even an entire semester. IRC has purchased five additional sets of videotaping equipment to meet the increased demand. Faculty who have used videotaping equipment to review their teaching have reacted favorably, finding it helpful. More recently personnel from IRC have been available to view the tape with the faculty member and to make comments on the teaching process.

RECOMMENDATION 10

That there be periodic distribution of relevant materials on methods of teaching, research on teaching evaluation and the like to all faculty.

STATUS -- The Office of Academic Planning and Evaluation has begun to distribute to the faculty materials related to teaching. During the Fall '73 semester a brief annotated list of references concerning teaching and evaluation, and a summary of the

research of student ratings of teaching were made available to all faculty. The same office also attempts to answer questions from the University community concerning higher education and to direct interested persons to sources of additional information related to given topics. The University has also supported research on teaching at the University, for example, "The Validation of Student Ratings of Instruction: An Institutional Research Model" by Bausell and Magoon (1972). This was a 212 page study of the SGA course evaluations containing twenty-three technical appendices. A project by B. Haslett studying the relationship between student ratings of teaching and the student's knowledgeableness in the course area will be funded for the spring semester, 1974.

RECOMMENDATION 11

That so far as possible, a commons-room be provided for each department, which room would include reading materials (perhaps a small library) and coffee machines, facilitating the contact of students and faculty in extra-class settings.

STATUS -- Since 1970 thirteen commons-rooms have been established in various classroom buildings on campus. These seem to be used mainly as student lounges and generally do not have libraries or much professional or academic material. There is no data available concerning the extent to which these commons-rooms have fostered student-faculty interaction.

RECOMMENDATION 12

That just as each department typically assigns one or more persons to responsibility for library purchases, so it designate a person or persons to be responsible for gathering material on course innovation, and on professional problems in teaching and researching the discipline.

STATUS -- Most units do not follow this recommendation. The typical comment was that gathering information about educational innovations should be the responsibility of the individual faculty member. Because of the limited details provided in most responses, it was not possible to make any judgment concerning how effectively individual faculty members gather such information. Four departments have assigned this responsibility to a specific faculty member, Electrical Engineering, Geography, Languages and Literature, Sociology. The chairman of the Department of Educational Foundations, because of a special interest, distributes materials to that faculty. In the English Department also, the chairman assumes this responsibility. The department has specifically budgeted monies for this purpose and is building a library on college teaching. The Department of Economics has begun an ongoing seminar on teaching for its faculty. In December, 1973, they had S. N. Postlethwait come on campus to give an open lecture on the autotutorial method and to meet privately with their faculty to discuss teaching.

Although the majority of departments have not appointed a specific faculty member to be responsible for teaching innovation and related professional problems, departments are pursuing innovation in other ways. For example, in 1970 the History Department established a media center consisting of a preview room and a production facility. The Center has a variety of audio-visual equipment and catalogues of films and other audio-visual materials. They are able to produce their own slides and tapes. The availability of the Center has assisted faculty in developing materials for their courses and lead to national recognition of two projects, Dr. Basalla's "The Machine as a Sexual Object" and Drs. Curtis and Schwartz's course on learning history through media.

Another example is the Resource Center for Teacher Education which provides materials, equipment, facilities and personnel for multi-media support of programs and projects at the undergraduate and graduate levels for students and faculty in Teacher Education. The Resource Center provides service for on-campus courses, Clinical Studies, and projects. It also serves inservice teachers, administrators and supervisors. The Center staff identifies, reviews and recommends to the faculty selected resources that are available from the University's Morris Library, Instructional Resources Center, the Computing Center, and from publishers or producers. The Resource Center is the focus of a systematic program for instructional innovation and improvement to meet the priorities for teacher education within the University.

As was mentioned under Recommendation 10, the Office of Academic Planning and Evaluation has also assumed responsibilities in this area.

RECOMMENDATION 13

That faculty members be urged to seek help for teaching problems from teachers of repute, to seek opportunities to observe quality teaching, to use taping facilities for self-observation, and to invite colleagues to observe and discuss with them their teaching methods and course contents.

STATUS -- There appears to be considerable variability with respect to the manner and degree which departments attempt to implement this recommendation. The most common procedure is for newer faculty to seek assistance from more experienced faculty and for faculty members to informally exchange ideas concerning the solution of teaching problems. At another level many departments hold seminars given by their own or visiting lecturers as a means of providing examples of teaching. (One reservation about this procedure is that lecturing and teaching are not synonymous.) Some faculty wishing to improve their teaching are making increasing use of the video-taping capability provided by the Instructional Resources Center. The team teaching which takes place in some departments also provides excellent opportunities for the observation of another's teaching and for the exchange of ideas concerning teaching. In addition, a few departments are using classroom visits by other faculty and for the chairman as a means of improving teaching. As was mentioned under Recommendation 3, both the Departments of Anthropology and of Animal Science and Agricultural Biochemistry have committees which visit classes. Finally, a few practices mentioned by one or two departments seem to have particular promise for improving teaching. Faculty in the Art Department grade each other's students; faculty in Language and Literature attend teaching workshops; the Department in Speech and Communication has held a departmental retreat for faculty, graduate students and some undergraduates; and the English Department has adopted a formal procedure regarding the improvement of teaching which includes classroom visitation, colloquium talks, and review of a variety of course materials. The Sociology Department also reviews course materials in this context.

RECOMMENDATION 14

That an orientation program be created for faculty who have not taught full-time before, preceding the opening of the fall semester, and again at suitable intervals during the first year.

STATUS -- Only the College of Home Economics has a formal orientation for new faculty which concerns itself with teaching techniques.

RECOMMENDATION 15

That all departmental curricula committees include both graduate and undergraduate student members.

STATUS -- With the exception of only one department, student input concerning curriculum matters is obtained in some regular way. Most units include students on their curriculum committees or at the very least hold open meetings or hearings to solicit student opinion. In eleven units, students are voting members of the curriculum committee(s). Several respondents said that, although they welcomed student comments, few students availed themselves of the opportunity. This problem is not unique to curriculum questions and presents departments and others in higher education with a dilemma. Students on the one hand often are critical that there are not more opportunity for them to have a voice in their education, but on the other hand relatively few make use of the means to do so when they are offered. To a certain extent it is understandable, when even faculty who are paid to perform some committee work are reluctant to become involved in time consuming committee work, that students are reluctant to commit their time to departmental committees. Understanding the problem does not solve it, however. Perhaps, in cases where it is desirable that students make a substantive commitment of their time to a department, their practical activities could be related to some academic discipline, as business management, education, psychology, or sociology, and arrangements made for the student to obtain credit for a special project.

RECOMMENDATION 16

That to recruit and retain a faculty of highest quality, salaries and teaching loads be made sufficiently attractive to obtain the best available, and also to eliminate the need to supplement normal salaries by extension teaching and other forms of moonlighting.

STATUS -- Using AAUP data for the 1972-73 academic year the University of Delaware ranks as follows for average compensation for faculty compared to twenty-seven top rated public universities derived from Roose & Andersen, A Rating of Graduate Programs, American Council on Education, 1970: full professor -- 13.5 (tied with the University of Minnesota), associate professor -- 12, assistant professor -- 15.5 (tied with University of California system), and instructor -- 14. The University's teaching loads are competitive with those at similar institutions, but Continuing Education overload teaching has not been made part of the faculty member's regular load.

In the last year the University has received from the Unidel Foundation funds to recruit and support distinguished faculty. Over the next five year period, ten to twenty new distinguished faculty, in the upper ranks, will be recruited to the faculty under this program.

RECOMMENDATION 17

That faculty-student ratios and teaching loads be devised in so flexible a manner as to allow every student who so desires at least two opportunities for independent study courses in which self-education would receive strong emphasis.

STATUS -- All of the academic units which responded indicated that they offered some form of independent study, although in a few units this was very limited. Many units felt that their students have ample opportunity for independent study and stated that many of their students made use of these opportunities. Some department chairmen said that they feared that the new faculty workload agreement would result in the gradual decrease in the number of independent study options available in their departments because of the constraints which the workload agreement imposes. Also there have been student complaints that some faculty are no longer willing to teach independent study projects.

RECOMMENDATION 18

That a suitable committee be given as a permanent assignment the stimulation of unconventional types of teaching-learning experiences, for those faculty and students who desire such.

STATUS -- The faculty Senate Committee on Educational Innovation and Planning has responsibility for this. During the 1972-73 academic year they considered some proposals and approved of the Integrated Learning Semester. The committee is about to publish survey information on innovative teaching approaches at the University. Winterim is a major innovation which has been established since the original recommendations were made.

RECOMMENDATION 19

That tutoring be provided at least for all basic freshman courses, and that faculty members be encouraged to allow students to proceed at their own learning rates wherever desirable.

STATUS -- This recommendation actually concerns two issues, tutoring and self-paced learning. Based upon the Fall '72 and Spring '73 reports of Dr. Thomas J. Kearns who coordinates the University Tutoring Service, every academic unit offers tutoring if students request it. Student demand has been limited, however; only thirteen departments reported tutoring activities during the 1972-73 academic year. Chemistry and Mathematics accounted for more than half of the 250 students who received over 2500 hours of tutoring. The only other department with as many as ten students seeking tutoring was Language and Literature. Since approximately 7% of the student grades received are Ds or Fs, more than 250 students could benefit from tutoring. That more students do not may be due to what might be termed "student inertia," the reluctance of students to make use of university services that require that they initiate contact. But the cost of tutoring is more likely to be a restraining factor, since students must pay tutoring fees unless they receive 50% or more in financial aid. During the 1972-73 academic year, the University paid for over 1100 hours of tutoring for such students, it would seem to be worth exploring the use of honor students as tutors on a volunteer or paid basis for courses where there is a high demand for tutoring.

The University Writing Center, which is affiliated with the English Department, provides substantial assistance to both undergraduate and graduate students with their writing. During the 1972-73 academic year 657 students made use of the Center for a total of over 3,000 contact hours of instruction. Unlike the Tutoring Service, there is no charge for the Writing Center.

Regarding the second issue, self-paced learning, most of the special projects described in Recommendation 17 involve independent study and so would be self-paced at least within the semester. With the exception of a very few units, credit by examination is available for some, if not all, courses. Such an option again permits self-paced learning. Outside of these two possibilities relatively few regular courses permit self-paced learning. However, Chemistry, Educational Foundations, Language and Literature, Physics, Political Science, and Professional Services all have one or more courses which are programmed or use an approach similar to the Keller method, where students study prescribed units on their own and are tested when they are ready. Students typically may attempt alternate tests until they succeed on a given unit at which time they proceed to the next unit. Student responses to self-paced learning have tended to be positive and research on the Keller method suggests that those students master as much (or more) content as students instructed in traditional classrooms. (Milton, 1973)

RECOMMENDATION 20

That the SGA and Graduate Student Association be encouraged to establish student-initiated means for furthering student-faculty contact in extra-class settings.

STATUS -- Both the University of Delaware College Council and the Graduate Student Association are interested in fostering student-faculty contact outside of class. One of the motivations UDCC had in establishing a council in each college was to increase contact at that level and students do now serve on college committees. SGA tried to hold a series of Rap Sessions with faculty or administrators but did not attract much student support. It is hoped that the Rathskeller will provide an informal setting for student-faculty meetings.

RECOMMENDATION 21

That the results of student evaluation, both that currently sponsored by the SGA and departmental and individual evaluations, be made an official part of the material presented to the administration in justification of recommendations on salary, promotion and tenure.

STATUS -- The responses concerning this recommendation were spotty. Responses were not originally solicited regarding this recommendation and it was omitted in the responses of several people who did send in an update even though a response to this specific recommendation was requested. Perhaps this behavior reflects the ambivalence faculty have concerning the old Student Government Evaluation, if not toward student evaluations of teaching in general. On the other hand an increasing number of academic units are obtaining and officially using some form of student evaluation of teaching as part of the basis for decisions concerning salary, rank, or tenure. Starting with the spring of 1973, the SGA (UDCC) evaluations were carried out by the individual college councils. In some units SGA evaluations are used, often in combination with individual or departmental evaluations. English, Language and Literature, Philosophy, and more recently Sociology have developed their own evaluation

forms. English and Language and Literature students publish their evaluation for their students.

Several respondents voiced reservations about the SGA evaluations, especially whether they were reliable and valid. An extensive study of the use of the SGA evaluations at Delaware by Bausell and Magoon (1972) supports the SGA questionnaires as both reliable and valid. The SGA evaluations seemed more open to criticism when they did not obtain responses from most of the students in a class, when materials were lost, or when only selected faculty participated. Regarding the last, participation has been voluntary on the part of the faculty; SGA usually approaches all of the faculty. While the SGA(UDCC) form provides useful information for students in choosing courses and faculty, and can be used by administrators in evaluating faculty, it is not especially well adapted to providing useful information to faculty in order to improve their teaching. As was mentioned under Recommendation 3, the Faculty Senate is forming an ad hoc committee to study teaching effectiveness. One of their aims will be to explore the possibility of developing an evaluation procedure that might serve the unique needs of all concerned.

In a memo of May 30, 1973, Associate Provost Dilley indicated that evidence regarding teaching effectiveness would be required in the future in all faculty evaluations and that it will be the joint responsibility of the individual faculty member and of the department to gather data to serve as evidence. Student evaluations of teaching are considered to be one of the more desirable kinds of evidence, although it is recommended that two or more kinds of evidence be utilized.

RECOMMENDATION 22

That individual faculty members and departments develop means for measuring the effectiveness both of the departmental major program and of the contributions of individual faculty to that program. Among these might be questionnaires for seniors or for alumni, solicitation of evaluation of courses in progress by undergraduate and graduate majors, and comparative scores on achievement tests.

STATUS -- The use of student evaluations of courses is widespread. The typical way in which departments evaluate the effectiveness of their programs is through informal comments of their students, graduates, or employees of their graduates. In the past, some departments placed considerable weight upon the scores their students obtained on the standardized tests which the University used to administer to all seniors. Some departments have systematically surveyed their seniors or graduates (e.g. Mathematics) and a few do this every year or at least periodically.

The History Department undertook an extensive evaluation during the 1971-72 academic year in cooperation with the Coordinating Committee on Education to serve as a model for later program evaluations. The Council on Program Evaluation (COPE) was approved by the Faculty Senate in the spring of 1973. COPE will be responsible for the systematic evaluation of educational and administrative programs at the University.

RECOMMENDATION 23

That once the long-range planning process is completed, attention be given to formulation of departmental goals in such a way that progress can be evaluated, thus

enabling effectiveness of teaching in meeting goals to be assessed more adequately. With vague goals and gross measures, many of the more qualitative aspects of the teaching-learning process escape appraisal. Since departments have specialized goals, the committee is unable to design instruments for such purposes, but it urges that departments do so.

STATUS -- Only four units, Chemistry, Geography, Speech and Communications, and the College of Business and Economics, indicated that they presently were engaged in formal and specific studies of their goals and long range plans. Almost all units consider their goals and plans in the course of the regular activities of departmental committees, decisions about hiring, promotions, new courses, and the like.

The Community Design, which engaged a major portion of the University's thinking and effort for two years, took place after Recommendation 23 was made. It required that units submit two, five, and ten year goals and plans, and the activities of COPE, Council on Program Evaluation, approved by the Faculty Senate, should provide a natural extension of much of activities which the Community Design began.

RECOMMENDATION 24

That the University assist the Student Government rating project by providing financial and clerical underwriting and advice, the policy decisions to remain basically in the hands of the SGA or its designated representative.

STATUS -- The University assisted SGA both with faculty advice and with some funds for the evaluation program and for research on the questionnaire itself. The Faculty Senate Ad Hoc Committee will ask UDCC to provide a student number, SGA will also receive a similar request.

RECOMMENDATION 25

That faculty members, departments, and curriculum committees consult students on some regular and structured basis concerning the content and aims of courses and major programs, both to facilitate the learning process by achieving better communication as to educational goals and to ensure that student opinion is appropriately considered in the shaping of those goals.

STATUS -- The majority of respondents indicated that they obtained student comments about their courses and programs, but the degree to which this was done in a "regular and structured basis" varied greatly. In the majority of cases student comments were obtained informally, or through course evaluations, or from students already on the curriculum committees of the many departments which had appointed students to their curriculum committees. In addition several departments held some kind of open meeting one or more times each year to obtain student comments. As was mentioned under Recommendation 19, students do not necessarily avail themselves of such opportunities.

The recent establishment by the student government of College Council in each college provides the college, at least, with a formal mechanism for obtaining student comment.

A few departments have established student advisory committees in addition to having students on their curriculum committees; English, Language and Literature,

and Political Science have such committees. In the English Department, their Student Advisory Committee has been responsible for the departmental teaching evaluations and by this and other means has given the Department considerable student input concerning their courses and programs. Besides their Student Advisory Committee, Language and Literature obtains a great deal of student comment through their various language houses which now number three, French, German, and Spanish. The German and Spanish houses were both established within the past three years.

RECOMMENDATION 26

That students be included, where possible, in the process by which faculty members are initially selected, perhaps by having visiting candidates teach a class, read a paper, or meet with majors.

STATUS -- Most academic units now do follow this recommendation in some way. The most frequent procedure is to have perspective faculty give a lecture at a seminar when they come on campus. Some units instead, or in addition, have the candidate meet with students. Most units obtain student feedback informally, but a few follow some systematic procedure. For example the Departments of Plant Science and of Political Science collect written evaluations from students concerning candidates. The Music Department has students on its faculty search committees. Bases upon the responses received, graduate students more often participate than do undergraduates; this seems especially to be the case where the prospective candidate lectures, probably because such lectures tend to be on specialized topics.

RECOMMENDATION 27

That a suitable agency, perhaps the Impact Study staff or the suggested committee on teaching effectiveness, be assigned the task of measuring more extensively changes which take place in student knowledge, values, and abilities. More information of this sort is needed to assist in the evaluation of teaching and program effectiveness.

STATUS -- In the fall of 1971 the Office of Academic Planning & Evaluation was established and the Impact Study Group has joined that office. The primary responsibility of the office is to carry out institutional research. The office publishes studies of student attitudes and achievement, consults with departments and programs regarding how they might evaluate their effectiveness, and summarizes information on selected topics in higher education.

RECOMMENDATION 28

That the SGA and GSA be encouraged to establish a student committee on teaching effectiveness which would be charged with responsibility to survey periodically University and college curricular requirements, and also with disseminating information about and encouraging participation in innovative learning experiences. In short, the committee recommends that the SGA and GSA enter more fully into the academic side of student life.

STATUS -- Neither the SGA nor the GSA has established such a committee. During the 1972-73 academic year several of the individual College Councils did establish committees to carry out teaching evaluation within the individual college. The Student Information Center collects information on courses and programs.

SUMMARY

Even though one may truthfully state that progress has been made concerning the vast majority of the twenty-eight recommendations, it must also be said that much more can and should be done. The task does not seem to be one of devising new approaches, however, but rather of developing and making truly effective the means which the University is already utilizing. Such development will not be without a cost, in at least time and effort.

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November 21, 1974

EVALUATION OF TEACHING EFFECTIVENESS
IN THE PROMOTION AND TENURE PROCESS
AT THE UNIVERSITY OF DELAWARE

On May 6, 1974, the Faculty Senate Committee on Promotion and Tenure recommended that a study be made of methods presently used at the University of Delaware for evaluating teaching effectiveness. The Committee on Promotion and Tenure felt that it would be helpful to share more widely the experiences of the different departments in the University which have been attempting to evaluate teaching effectiveness and to identify those procedures which have been most useful. This report addresses itself to the recommendation of the Committee on Promotion and Tenure.

While it is not the purpose of this report to identify all possible methods of evaluating teaching effectiveness but rather to indicate the methods of evaluating teaching effectiveness actually in use on this campus, it may, nevertheless, be useful to begin the discussion by identifying a number of recognized ways of evaluating teaching effectiveness and then to compare present practices with these possibilities. In this way perhaps a conclusion regarding the degree of diversity or creativity being exercised currently in attempting to evaluate teaching effectiveness may be reached.

Dr. Cashin, Coordinator of Testing and Evaluation, has studied and reported on possible means of evaluating teaching effectiveness. He suggests that there are nine major ways to be considered in evaluating teaching effectiveness. These are, in order of Dr. Cashin's assessment of their relative desirability, from highest to lowest:

1. Criterion-referenced measurement
2. Student course evaluation
3. Classroom evaluation
4. Course portfolio
5. Performance in later sequential courses
6. Standardized test scores
7. Self-evaluation
8. Long-term followup of students
9. Opinions of chairmen, peers, and administrators

On September 12, and September 19, the Ad Hoc Committee on Teaching Effectiveness met with representatives of each of the University's college-level and division-level promotion and tenure committees and discussed their perceptions regarding the role of teaching in the promotion and tenure process and especially the evidence which might be used to evaluate teaching effectiveness. On the basis of these discussions, consideration of last year's decisions of the Committee on Promotions and Tenure, and additional reading of promotion and tenure documents of individual departments, colleges and divisions by members of the Committee on Teaching Effectiveness, the following conclusions with respect to current practices in evaluating teaching effectiveness were reached:

1. Criterion-referenced measurement is occasionally utilized only in the College of Education and nowhere else in the University even though this has been judged by some to be the most preferred method of evaluating teaching effectiveness.
2. Student course evaluations are used widely. Many departments have designed their own instruments, feeling that a more comprehensive student course evaluation form would not sufficiently recognize the uniqueness of their individual departments or courses. Because student course evaluations are utilized for different purposes, it is not unexpected that there is considerable diversity among units in the format of these evaluations. For the purpose of providing information about courses which may be useful when students are selecting courses and instructors, a single, comprehensive but brief form is most desirable. For the purpose of providing the instructor with useful comments which he can utilize in improving his courses and teaching techniques, highly individualized forms may be most desirable especially if they contain student comments. For the purpose of evaluating the effectiveness of teaching as part of the promotion and tenure process, a high level of commonality is desired. A department's need to evaluate the effectiveness of its courses independent of the specific instructor may best be met by an individualized form. At this time it does not appear that many units explicitly recognize these four goals to the same degree with respect to the design and use of student course evaluations.

While some individuals expressed a desire to preserve the special characteristics of their own forms and others doubted the prospects for gaining acceptance of University-wide forms, it does appear that many units could make use of data collected on course evaluations that had a high level of commonality across the University. Experience at other institutions and discussions with some faculty members suggest that it may be both worthwhile and possible to design a student course evaluation instrument which fulfills all four purposes of student course evaluations while allowing sufficient flexibility to recognize the individuality of courses, programs, and instructors. The role which student course evaluations are permitted to play in the promotion and tenure process also varies considerably. Among the faculty with whom the committee had discussions regarding student course evaluations, the opinion of their worth ranged from outright and explicit suspicion of any individual whose student course evaluations were high (as possible evidence of pondering to the students) to belief that student course evaluations were very important, reliable, and valid measures of teaching effectiveness. Despite the research which supports the reliability and validity of student course evaluations, there is a significant proportion of the faculty which continues to seriously question the influence of such characteristics as student's ability, student's major, required versus elective course and the like upon the student's rating of any given course.

3. Classroom visitation is not widely practiced at this University, although it is used in some departments as part of the evaluation procedure. In some cases it is completely unannounced: a person involved in the evaluation process will enter the classroom of an individual being evaluated without prior warning. In other cases, classroom visitation takes place at the initiation of the individual faculty member who requests the visitation which may then occur either at a specified time or in the near future at an unannounced time. Whether the classroom visitation is requested by the faculty member or not and whether the visitation is unannounced or not, it is, in all cases, only undertaken with the explicit permission of the instructor. In some cases, a visitation is made by a single individual, while in others it is made by two or more individuals constituting an evaluation team. Students may compose part of such teams.
4. The course portfolio containing samples of all aspects of the course, including student work, but especially including the instructor's input, is not widely utilized in the University but does appear in some areas, particularly in the College of Education and in the College of Agriculture.
5. Performance by students in later sequential courses is not used formally in the University at this time. It seems likely, however, that this kind of input is used informally and indirectly through the opinions of chairmen and peers discussed below. The failure to use sequential course data formally and consistently may be because of a lack of adequate input and a difficulty in obtaining it. In order to use latter sequential course data consistently and accurately, a system must be developed for tracking students from one course to another, while keeping track of the instructors in each prior course and accumulating enough evidence to be able to draw meaningful conclusions. It also requires that the objectives of both courses, and the manner in which they should articulate, be made explicit.
6. Standardized test scores are also used only infrequently at the University, probably because standardized tests are not available for most courses and in those courses where they are available, some instructors question their validity for their specific courses.
7. Self-evaluation is also not widely used, at least in any formal way, but is practiced in some departments and accepted in some colleges and divisions as a legitimate means of evaluating teaching effectiveness.
8. Long-term followup of students is currently practiced by a few departments and is regarded as a legitimate means of evaluating teaching effectiveness, but is not used widely nor is it used consistently and continuously.

9. The opinions of chairmen, peers, and administrators are ranked low in order of desirability as a means of evaluating teaching effectiveness because of the extreme variability in the evidence used in forming such opinions, but are nevertheless the most frequently used means of evaluating teaching effectiveness. To some individuals involved in the promotion and tenure process, the opinion of the individual's chairman can carry more weight than any other kind of input, if the individuals involved in the promotion and tenure process have confidence in the chairman's opinion. Hopefully, the chairman's opinion is based upon one or more of the evaluative devices indicated above. This is not necessarily the case, however, and it would seem to be a legitimate reason for concern in those cases where the opinion of the chairman is at variance with the opinion that would be generated by any of the evaluative devices discussed above and where, at any point in the promotion and tenure process, the chairman's opinion was given preference.

Summarizing the above, it appears that of the many possible ways of evaluating teaching effectiveness, few are used at all widely on this campus and none are used to the same extent and with equal applicability across the University. This creates the unfortunate situation in which the primary criterion for the evaluation of the teaching effectiveness of any single individual attempting to gain promotion or tenure at the University, is the set of preconceived impressions regarding various methods of evaluating teaching effectiveness held by the individuals who have influence at any point in the promotion and tenure process. Often these preconceived impressions are based upon personal experience, without references to the scholarly research on teaching evaluation available. Because of this the nature of the evaluation itself may change as the individuals involved in the evaluation process change. One can only pity the faculty member who proudly forwards an outstanding student course evaluation to a committee chaired by an individual who is suspicious of any person with such outstanding course evaluations. Thus, to the individual faculty member contemplating possible promotion and who must rely to some extent upon his teaching, the optimal procedure may be to determine, before forwarding any evidence, the kinds of evidence most acceptable by the individuals who will be influential in the promotion and tenure process during the particular year or years in which this individual is attempting to be promoted. Such a recourse would hardly speak well for the objectivity and accuracy of the University's evaluation of teaching.

Prepared by:

Ad Hoc Committee on Teaching Effectiveness

J. Burmeister
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ADDENDUM

THE ROLE OF TEACHING IN PROMOTION AND TENURE DECISIONS
AT THE UNIVERSITY OF DELAWARE

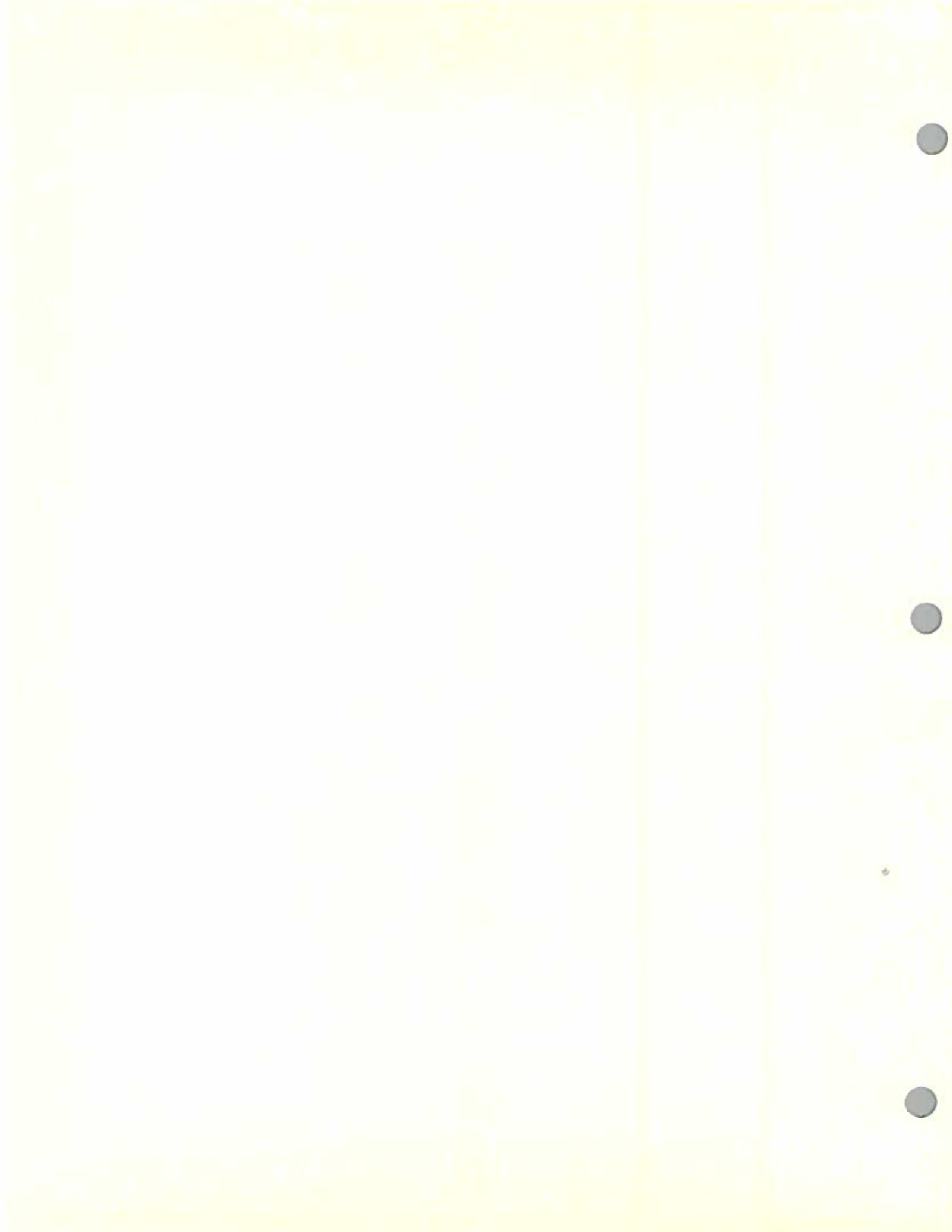
There is considerable diversity among college-level and division-level promotion and tenure committees with respect to the weight given to teaching in deciding whether or not an individual ought to be granted promotion and tenure. This stems, in part, from differences in beliefs of the members of promotion and tenure committees: in part, from differences in the emphasis given to each of these activities by the individual departments recommending individuals for promotion and tenure; and, in part, from the perception of both the college-level committee members and the departmental-level committee members of the role of teaching in the eyes of both the University-level promotion and tenure committee and the Provost. While there are some individuals who believe that teaching does count significantly toward promotion and tenure, and while there have been a few isolated instances in which individuals have been promoted primarily on the basis of teaching, in general, it is not believed that teaching is given even equal weight with research and scholarship in the promotion and tenure decision-making process, especially above the college level. The cases of individuals being promoted predominantly on the basis of teaching are extremely rare. The Ad Hoc Committee on Teaching Evaluation was only able to identify one such case, and in this particular instance, the individual had a contract which clearly specified that his duties were teaching and service with no research. In order for the University to continue to maintain that teaching is an important function and to encourage individuals to give considerable attention to their teaching, individuals are occasionally promoted primarily, but not exclusively, on the basis of teaching. The Provost has indicated in writing that for an individual with only minimally acceptable scholarship activities to be promoted, he must be among the top five percent of all teachers.

Because it appears to be so difficult to be promoted on the basis of teaching at the University of Delaware, some individuals believe that additional effort should not be expended in attempting to evaluate teaching effectiveness. So long as the measures being used, no matter how gross they may be, permit the consistent identification of outstanding teaching either positive or negative, then the evaluation of teaching effectiveness is adequate. It appears to some that additional data regarding teaching effectiveness will be used negatively in many cases. If the evidence on teaching effectiveness is relatively positive, then a decision regarding promotion and tenure can be made on the basis of the individual's research contribution. If, however, the individual's teaching performance is even somewhat below average (and definitely not demonstrably inferior) then the individual must have an outstanding scholarship record to overcome this deficit.

Ad Hoc Committee on Teaching Effectiveness

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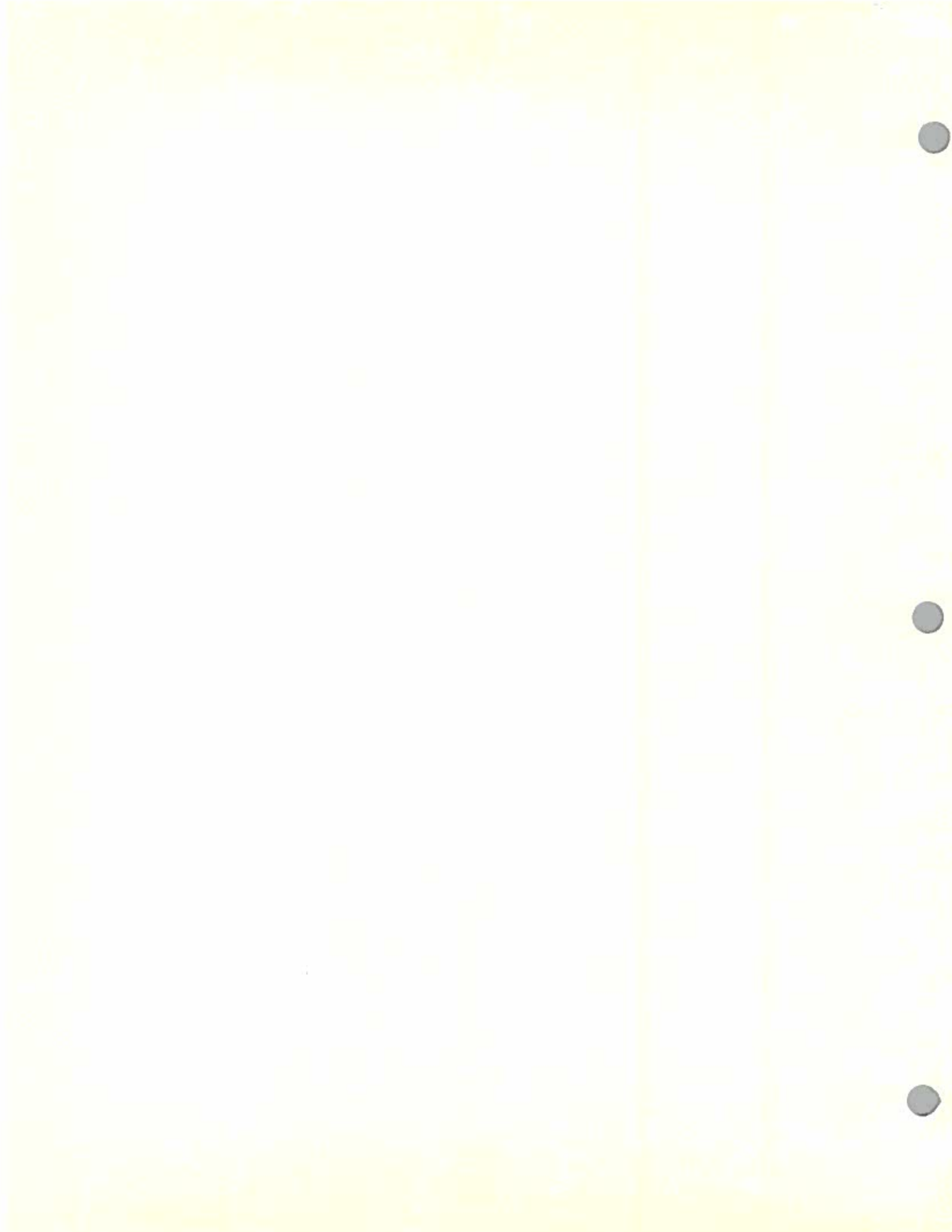


RESOLUTION OF THE COMMITTEE ON STUDENT AND FACULTY HONORSBackground

For the last five years, University of Delaware Baccalaureate degrees with High Honors or with Highest Honors have been awarded on the basis of criteria developed by the original members of the Senate's committee on Student and Faculty Honors. The criteria which those members recommended and which the University Senate subsequently adopted changed the prior practice of having outside examiners interview candidates recommended by the individual college deans, but preserved the philosophy that a degree with High (or Highest) honors should not be awarded on the basis of grade-point averages alone. A measure of intellectual attainment which was more than local in scope was unanimously deemed necessary. The measure adopted was a battery of Undergraduate Program Examinations administered by the Educational Testing Service. These objective exams survey attainment in the Humanities, in the Natural Sciences, and in the Social Sciences. It was ETS's acknowledged effort to have the subject matter of these exams approximate in emphasis and distribution the areas to which the liberally educated senior might reasonably have been exposed. It had been drawn up by specialists selected nationwide in order to avoid the biases or of any single collegiate tradition and the scores attained by our Honors candidates could be compared against nationally compiled norms.

Opposition to our use of UP scores has been present from the beginning. It has often come from Honors Societies, such as Mortar Board, but has come also from individual students. The Honors Societies traditionally have asserted that the grade point averages should be the sole criterion for Honors Degrees, while individual students complain that the material appearing on the UP exam is not relevant to their programs of study. Such complaints are voiced from within the College of Arts and Sciences as well as from without; two years ago an Anthropology Major who graduated with a GPI of 4.000 attributed her failure to qualify for Highest Honors to the absence of anthropology and psychology from the materials included in the UP exams that year. The "selectivity" or "area-bias" of the UP exams would seem to be supported by local statistical data. Since 1970, those candidates graduating with Honors, High Honors, or Highest Honors have comprised roughly 14% of the graduates within each collegiate group. The recipients of High Honors or Highest Honors, however, have come predominantly from Arts and Science. Since a candidate with a GPI of 3.250 or higher is eligible automatically for a degree with Honors, the distribution suggests that high GPI's occur rather uniformly throughout the various colleges, but that the UP exams disadvantage candidates from Arts and Sciences less than they do candidates from other colleges.

The committee undertook an examination of these matters this year, and the outcome of its deliberations has taken the form of the Resolution stated below. The committee were divided in their views that the criteria for High and Highest Honors should be changed. The majority and minority viewpoints accordingly follow the statement of the resolution.



The Resolution

BE IT RESOLVED that the University Senate, acting as the representative of the Faculty, confer to the individual Colleges and Divisions the power of determining, by criteria which they themselves shall develop, the eligibility of their Baccalaureate Degree candidates to receive Honors, High Honors, and Highest Honors. The criteria now in force on a University-wide basis shall remain in force for the University as a whole until the June, 1975 commencement and, thereafter, shall apply to the individual Colleges and Divisions until supplanted by Criteria of Collegiate origin. Each College and Division shall retain all three honors categories and shall continue to designate them as they are presently designated.

The Majority View: for the Resolution

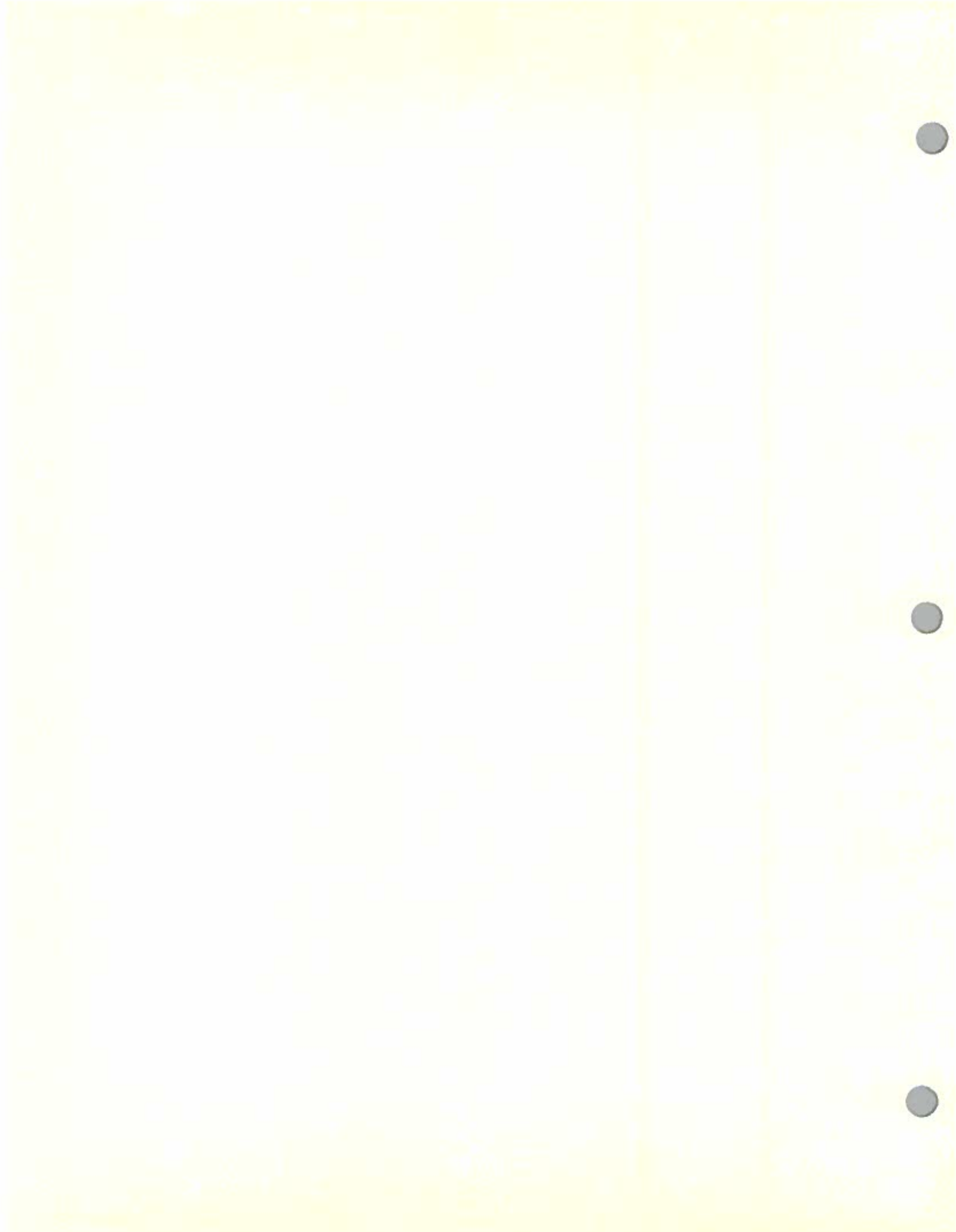
The power of recommending candidates for the Baccalaureate Degree already rests with the individual Colleges and Divisions. Since these have already been entrusted with determining who meets academic requirements and who does not, shall it be denied that they have the capability, or alone the eminence of judgment, to determine who has fulfilled those requirements well or excellently and who has not? The responsibility for so doing is part of the overall responsibility of each College or Division and, insofar as it will ultimately be adjudged in the National reputation of that unit, is not taken lightly.

The present UP examinations are outmoded. Individual College degree requirements now have in common only English 110 and six hours of Humanities and Arts courses, six hours of Social Science, and six hours of Natural Science. There is no way in which, for instance, the teaching excellence of a Baccalaureate candidate in the College of Education or the practical efficiency and psychological expertise of a Nursing candidate can be judged by the UP exams. Honors Degrees must relate to the aims of individual curricula, not to leftover principles from another era.

Alexander Billon, Business and Economics
Vernon Fisher, Agriculture
Dorothy Kennedy, Nursing
Michael Rewa, Arts and Science
Laverne Zaremba, A & S '75

The Minority View: Against the Resolution

The present system of determining High and Highest Honors is not perfect but is academically sound in its reference to subject matter which is oriented around the "liberal arts". Further neglect of this inquiry into Nature and the nature of Man will intensify the centrifugal forces which have for so long threatened to turn the University into a mere collection of technical institutes. We recognize both the importance and worth of technology and the importance of recognizing that technology is most usefully regarded not as a means of creating and maintaining wealth, but as a servant of the needs of Man. The past ten years have seen the strident intrusion of questions of value into the large-



scale application of behavioral technology, medical technology, industrial technologies which have significant impacts on natural resources, and so on. We believe that one whose formation has looked well beyond technology is likely to judge the issues more soundly than one whose education has not. The present criteria for High Honors and Highest Honors recognize this principle.

We note also that the individual Colleges already determine, in the form of the grade-point index, who fulfills with honor the requirements of individual curricula and who does not. (The present method makes all eligible for Honors who achieve a minimum GPI or 3.250.) To the objection that, statistically, Arts and Sciences candidates are more likely to achieve High Honors or Highest Honors than are candidates in the other Colleges, we must point to a high correlation between academic attainment measured by the URE exams and academic potential assayed by the College Entrance Exams.* It has been true for many years that students matriculating in the College of Arts and Sciences have averaged significantly higher scores on the CEEB exams than have matriculants in the other colleges and divisions.** The suggestion of these figures is that the URE exams discriminate less against students in the College of Arts and Sciences than students in other Colleges not because the A&S curriculum is more closely correlated with the subject matter of the URE exams, but because at the University of Delaware the real academic and intellectual attainment of Arts and Sciences matriculants has been higher on the average than that of matriculants in the other Colleges and Divisions. It is to be anticipated that as the academic potentials of matriculants in the other colleges rise in comparison to those of A&S, the frequency of their attainment of High and Highest will rise concomitantly.

Lowella Morris, Home Economics
Barry Morstain, Academic Planning and Evaluation
Mark Sharnoff, College of Graduate Studies

* W. Pemberton, "The Grade-Point Index: Snark or Boojum", 1970, p. 20
(Copies available from the Office of Counseling and Testing).

** W. Pemberton, *ibid*, p. 21
and W. Cashin and C. Pemberton, uncirculated statistics.

8/17/75



SVEC PROPOSAL ON UNIVERSITY FACULTY SENATE
COMMITTEE ON PROMOTION AND TENURE

WHEREAS the University Faculty Senate Committee on Promotions and Tenure was established by the University of Delaware Faculty Senate and was given the following charge (as stated in the 1974 Faculty Handbook, Page I-23): "This committee shall recommend to the Senate criteria and procedures relating to promotions and tenure and shall advise the faculties of the colleges and departments and the President of the University on the formulations of these policies. It shall ensure that these criteria and procedures are made known within each department and throughout the University. The committee shall review proposed promotions, particularly those to tenured ranks and reappointments carrying tenure to ensure compliance with the published criteria and shall either endorse for promotion or question recommendation. The committee shall also review adverse promotion recommendations by departments, colleges, or other administrative units that are formally brought to its attention by individual faculty members, and shall advise the appropriate departments and colleges in such cases. In all cases considered, the committee's formal recommendations shall be made known to all appropriate faculty and officers of the University, but unendorsed recommendations and the reasons thereof shall be made known only to the individual faculty member concerned, the department chairman and/or dean of the college and the Provost;"

WHEREAS the University Faculty Senate Committee on Promotions and Tenure is given the charge (from 1974-75 list of Committees of the University Faculty Senate): "Shall recommend to Senate criteria and procedures relating to promotions and tenure and advise faculties of colleges and departments and the President of the University on formulations of policies. Shall review proposed promotions and review adverse promotion recommendations;"

WHEREAS the University Faculty Senate Committee on Promotions and Tenure in its annual report of 1973-74 dated April 15, 1974 stated "One of the primary responsibilities of the Committee is to determine that departmental procedures for promotion and tenure are open and democratic and that criteria satisfy the principle of University-wide "rough comparability." The committee is then to determine that recommendations of promotion and tenure are consistent with departmental criteria. In making this determination the Committee makes no professional judgments of its own, but relies on evidence gathered from peer evaluations carried out both within and outside the University;"

WHEREAS the University Faculty Senate Committee on Promotions and Tenure consists of three professors and two associate professors who are necessarily non-representative of all units and divisions of the University;

WHEREAS the time demanded of members of the University Faculty Promotions and Tenure Committee to discharge their duties is prohibitively extensive;

WHEREAS the members of the University Faculty Senate Committee on Promotions and Tenure may not be professional peers of all the faculty who must come under their scrutiny for evaluation;

WHEREAS the University Faculty Senate Committee on Promotions and Tenure has usurped responsibilities beyond its charge and guidelines as outlined by the Faculty Senate documents originally establishing said committee, especially in regard to making professional judgments of faculty research activities;

WHEREAS the actions of the University Faculty Senate Committee on Promotions and Tenure diametrically oppose the decentralization concept of administration of departments and units at the University of Delaware as stated in "The Decade Ahead: The Report of the Community Design Planning Commission; and as enunciated by the current administrative officers of this University;

WHEREAS the various departments and units of the University have already presented criteria acceptable for autonomous promotions and tenure evaluation against which the department can judge candidates for promotions and tenure, and thus this duty has been successfully completed by this committee;

Be it RESOLVED by the University of Delaware Faculty Senate that:

1. The University Faculty Senate Committee on Promotions and Tenure be dissolved.
2. The University Faculty Senate procedure for promotions be changed to require candidates' dossiers to proceed directly to the Provost and Vice President for Academic Affairs after receiving favorable recommendations from their respective departments' promotion and tenure committee, department chairman, college or unit committee on promotion and tenure, and college dean.
3. Any candidate for promotion and/or tenure be reserved the right and privilege to transmit his dossier for promotion and tenure considerations directly to the Provost and Vice President for Academic Affairs in the event of a conflict in the recommendations of his department, department chairman, college, or dean.
4. Future revisions of departmental or unit criteria for promotions and tenure shall be evaluated and approved by the University Faculty Senate Committee on Faculty Welfare and Privileges.

Submitted by:

Leroy V. Svec,
Assistant Professor
Faculty Senator

8/17/75

