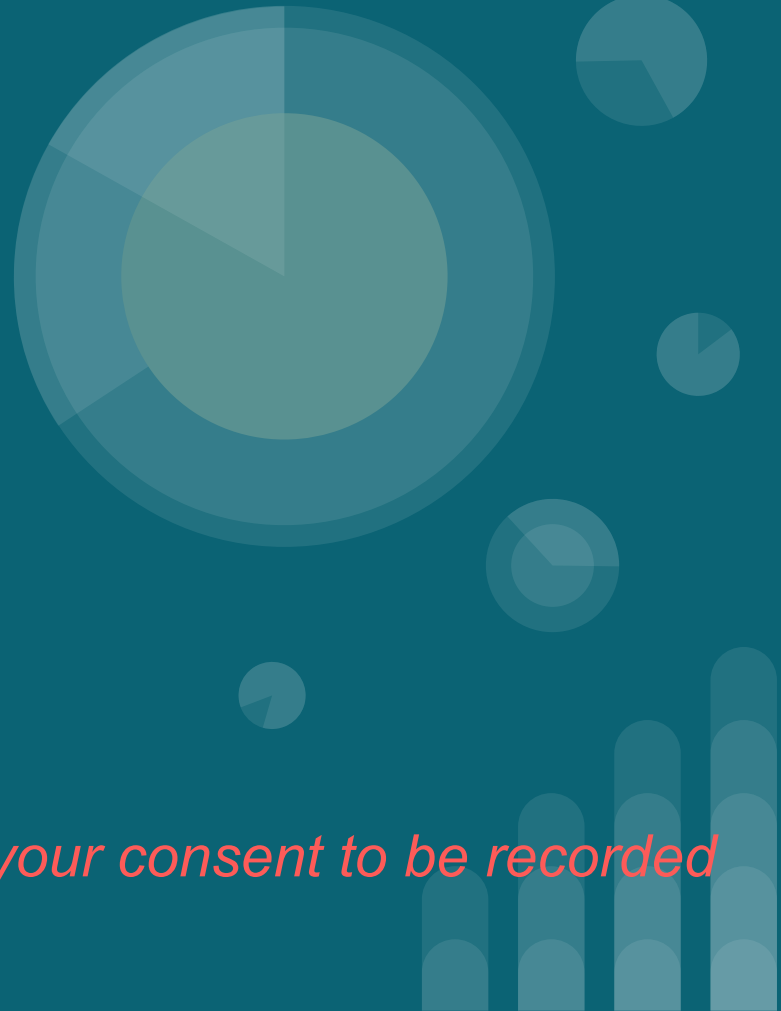


Faculty Council Town Hall

Friday, October 23, 2020 12-1pm

Your Presence in this meeting signifies your consent to be recorded



Faculty Council. We Are...

Architecture	Marcus Shaffer	(20/21 & 21/22)
Art History	Heather McCune Bruhn, Secretary	(20/21)
Landscape Architecture	Bonj Szczygiel	(20/21)
Music	Bryan Nichols	(20/21 & 21/22)
Theatre	Charlene Gross, Chair	(20/21)
Graphic Design	Emily Burns	(20/21 & 21/22)
Visual Arts	Wanda Knight	(20/21 & 21/22)
At Large	Gwendolyn Walker, Secretary- Elect	(20/21 & 21/22)
	Ted Christopher	(20/21 & 21/22)
	Sarah Watts	(20/21)
	Carlos Rosas	(20/21)
At Large Fixed Term	Sebastian Trainor	(20/21 & 21/22)
	Alec Spangler	(20/21)
Student Representative	Guarav Gangule	(20/21)

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Announcements

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Faculty Council. Spring Elections Coming Soon...

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Faculty Assessment: What's Been Happening



- Faculty Affairs
- C-PAD
- Exploration of inherent bias

SRTes: Fall 2020*



Recommendation #1: Change the text of the 2 overall course & instructor items

- **A3. Rate how well this course increased your understanding of the course topics.**
 - *Prior Wording: Rate the overall quality of this course.*
- **A4. Rate how well the instructor promoted a meaningful learning experience for you.**
 - *Prior: Rate the overall quality of the instructor*

*These are currently recommendations

SRTEs: This Fall*

Recommendation #2: Use a single, shortened SRTE form for all remaining course in fall 2020

Section A: University Mandatory

- A1. Are you taking course as an elective?
- A2. What grade do you expect to earn in this course?
- A3. Rate how well this course increased your understanding of the course topics.
- A4. Rate how well the instructor promoted a meaningful learning experience for you.

Section B: Academic Unit; Section C: Instructor

- No Items from the list of 177 choices

University Open-Ended Questions

- Open 1: What aspects of this course helped you learn?
 - Prior wording: *What helped you learn in this course?*
- Open 2: What changes to this course could improve your learning?
 - Prior wording: *What changes could improve your learning?*

*These are currently recommendations

SRTEs: This Fall



- **Eliminate *MEAN* SRTE score**
 - Replaced with **MEDIAN & MODE**
 - Distribution of scores will be included
- **Any use in dossiers must reference distribution & median/mode.**
 - Faculty's choice to use SRTE or not in assessment
 - If not used, must include an alternate self-assessment as recommended by Senate
 - This fall provides a good experiment with these recommendations

2017

Peer Observation of Teaching: A Practical Tool in Higher Education

Jeffrey A. Fletcher

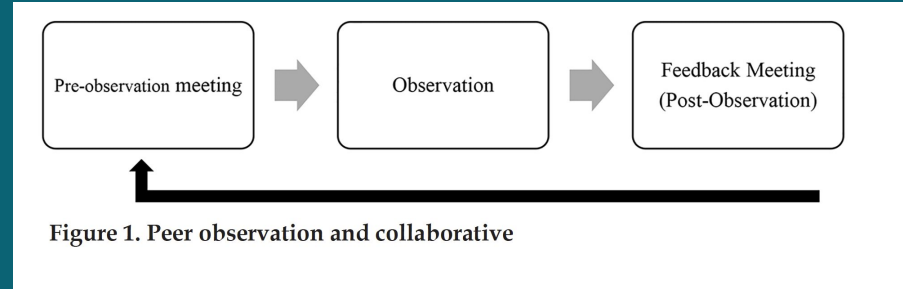
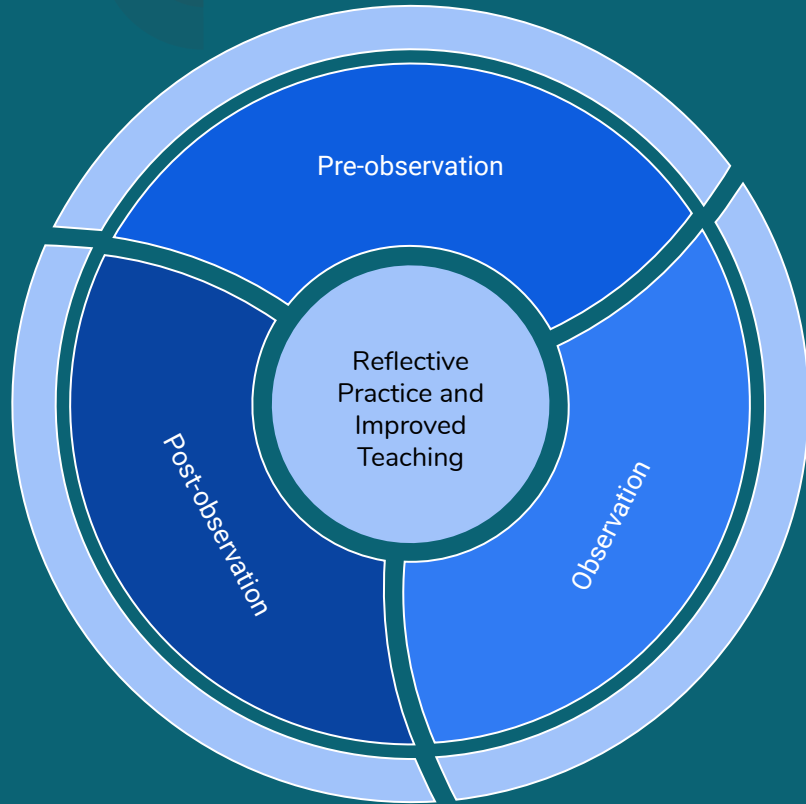
Iowa State University, jfletchr@iastate.edu

Table 1. Models of Peer Review

Feature	Evaluation	Development	Collaborative
<i>Who is involved?</i>	Senior staff, or chosen evaluators or auditors review other staff	Educational developers observe/review probationers; or expert teachers review others	Teachers/peers/colleagues
<i>Intent</i>	Identify under-performance, confirm probation (tenure), appraisal, promotion, quality assurance, assessment	Demonstrate competency/improve teaching competencies; part of accredited course	Improve teaching through dialogue; self and mutual reflection; stimulate improvement
<i>Result</i>	Report/judgment	Feedback/report/action plan for improvement to teaching and learning	Analysis, reflection, discussion, wider experience, improvement to teaching and learning
<i>Relationship</i>	Hierarchy of power	Hierarchy of expertise	Equality/mutuality
<i>Confidentiality</i>	Between manager and reviewee	Between reviewer and reviewee; may include manager	Between reviewer and the reviewee
<i>Inclusion</i>	Selected faculty: faculty being confirmed for tenure; applying for promotion; teaching award	Faculty on initial training course, faculty identified as needing teaching improvement	All involved in supporting student learning
<i>Verdict</i>	Pass/fail, score, quality assessment	Feedback on how to improve teaching	Non-judgmental, constructive & facilitated dialogue
<i>Items reviewed</i>	Teaching performance, course design, learning materials, student evaluations	Teaching performance, course design, learning materials	Any aspect of course design, teaching, student learning outcomes chosen by reviewee
<i>Benefits</i>	Institution, department	The reviewee (one way interaction)	Mutual benefits for both peers
<i>Conditions for success</i>	Effective management	Respected senior faculty	A culture in which teaching is valued and discussed
<i>Hazards</i>	Alienation, lack of cooperation, opposition	No shared ownership, lack of impact	Confirms existing practice, passive compliance



Peer Evaluations



Peer Evaluations



Appendix A

Pre-Observation Form

Instructor:	Observer:	
Course:	# of students:	
Type of activity: (e.g. lecture, seminar, lab)		
Length of session:		Minutes
Topic of the session being observed:		

What are one to three specific learning objectives planned for this session?

What strategies will you use to determine if students achieve those objectives during lecture and/or later in the semester?

What learning strategies will be used? (Check all that apply)

☐ Lecture ☐ Discussion ☐ Demonstrations ☐ Case vignettes

☐ Active learning activities, describe ☐ Audio/video/multimedia clips

☐ Anecdotes/personal experiences ☐ Solicitation of questions from the audience

☐ Turn To Your Partner ☐ Other: _____

What else would you like to tell me about the class that will help me better understand as I observe?

What would you like the feedback to include? Are there particular activities/strategies you would like me to pay particular attention to? Do you have concerns about any specific segments/components of the session?

Appendix B

Observation Worksheet

Course/session topic(s): _____

Date: _____

Please provide comments relative to your observations on the following.

Prompts	Comments
Clarity of objectives	
Planning and organization	
Delivery and pace	
Use of active learning strategies (e.g., methods/approach)	
Content (currency, accuracy, relevance, use of examples, level, match to student needs)	
Participation/engagement	

What went particularly well in this class session?

Observations related to specific feedback requested.

Please add other comments, for example suggestions for any additional teaching resources, or the peer observation process itself.

Appendix C

Post-Observation Form / Discussion Outline

(1) What went well today?

(2) Did the students demonstrate achievement of the learning objectives? How? Discuss achievement of easy (knowledge) and stretch (application/synthesis) learning.

(3) Here is what I observed about the specific feedback you requested.

Peer Evaluations

https://drive.google.com/file/d/1c1d2ZwaDG0XZ2-pzrNQ9rd0innRRuao_/view?usp=sharing

Peer Evaluations



Faculty Peer Review of Face-to-Face and Hybrid Teaching

https://facdev.e-education.psu.edu/evaluate-revise/peerreviewhybrid?fbclid=IwAR1yFAS4nZYfX1iFKhOrVDfT6KAfc5l9YZdwcqwSFyAEN-gghz_t7DI2zF8

SRTes: Equity Considerations

- Houston, Therese. (2005). “Race and Gender Bias in Higher Education: Could Faculty Course Evaluations Impede Further Progress Toward Parity?” Seattle Journal for Social Justice: Volume 4: Issue 2, Article 34.
- Lilienfield, Eva (2016). “How Student Evaluations are Skewed against Women & Minority Professors”
 - <https://tcf.org/content/commentary/student-evaluations-skewed-women-minority-professors/?session=1&agreed=1>
- Linse, Angela R. 2017. “Interpreting & Using Student Ratings Data: Guidance for Faculty Serving as Administrators & on Evaluation Committees.” Students in Educational Evaluation 54:94-106
- Reid, Landon. D. (2010). “The Role of Perceived Race and Gender in The Evaluation Of College Teaching On Ratemyprofessors.Com.” Journal of Diversity in Higher Education, 3(3), 137-152.



Thorns & Roses

Faculty Council wants your input. Let's hear it.

Raise your hand, or put it in chat if you rather.

How to weight the evaluations alongside of other evaluative tools

Responsibility of admins & readers of the SRTes to do due diligence to fact check & contextualize the courses

Evaluative vs. Formative

Difference of F2F vs. Online Evaluations

Small Student Cohorts (performative & studio classes) responses (not anonymous)

Students need to understand the *HOW* filling these out

Art History: New exploration of how to evaluate their classes/ outcomes (Heather)

SRTes as self reflective activity

Space for folks to speak to their experience

Need to provide a frame to the class: Generate a list of questions that need to be asked of the professor?

Contextualize class in some way: Objectives included; size of class; # of TAs; ?; majors v. non-majors



Where does this
go to now?

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Thank you

For taking the time to be part of faculty governance

For your input & insights

For all the hard work you do everyday

Questions? Comments? CharleneGross@psu.edu, Chair of Faculty Council