ANNUAL REPORT OF THE COMMITTEE FOR TEACHING EFFECTIVENESS

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Thomas Johnson, Chair of the Faculty

Phil Adler, Chair

DATE: May 5, 1982

I. To doyember, 1981, meeting of the Faculty Sanate in re the propos Membership of the Committee

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Phil Adler, History	1983
Thomas F. Eamon, Political Science	1984
Robert B. Graham, Psychology	1983
Belinda T. Lee, Nursing	1984
John Longhill, Marketing and Management	1982
Madge McGrath, Allied Health	1984
Pat Pertalion, Drama & Speech	1982
Connie Tindel, Education	
Kenneth Wilson, Sociology & Anthropology	1983

Ed-18 north charge was given the CIE by Faculty Senate Rasolution 81-53 Students: Lou Etta Morgan Guy Di xon J. Page Stout

discontinue the former polition the sinit Committee Meetings (dates and members absent)

September 1, 1981 September 15, 1981 October 6, 1981	McGrath (exc.), Wilson, Cain Longhill, Lee, Cain (exc.) Lee (exc.)
October 27, 1981	Pertalion
November 3, 1981	Cain (exc.)
November 17, 1981	Longhill (exc.)
	Tindel de la
December 8, 1981	report to the Wice Chancellor for Academic Affa
January 20, 1982	Farr and Lee (exc.), Wilson
February 3, 1982	Wilson
February 20, 1982	McGrath, Longhill (exc.)
March 24, 1982	Eamon (exc.), McGrath
March 31, 1982	Graham, Cain, Eamon, Longhill (exc.), Pertalion
April 7, 1982	Strait mornings with its reined insmuolevel isher
April 21, 1982	Longhill (exc.), McGrath

Dean Schwartz, School of Music, was unable to attend the committee meetings throughout the year due to other duties.

Annual Report of Committee for Teaching Effectiveness Page 2 May 5, 1982 Additional to wishly negative for the four types of the first of the f Reports to Faculty Senate To November, 1981, meeting of the Faculty Senate in re the proposed questionnaire to the faculty concerning the use of the student questionnaire on teaching. The CTE chair explained the genesis and development of the student questionnaire. 2. To the February, 1982, meeting, CTE member Farr reported the Committee's recommendations for a change in the Alumni Awards selection procedure. V. Specific Instructions to the Committee by the Faculty Senate 1. At its October, 1981, meeting, the Faculty Senate adopted a motion to institute a poll of the faculty on the use of the student questionnaire on teaching, and instructed the CTE to devise its format. At the November meeting, the CTE presented its draft, which was adopted with minor alterations. The poll was conducted in December, and its results made known to the Senate at its January, 1982, meeting (see attached).

2. A new charge was given the CTE by Faculty Senate Resolution 81-53, October, 1981 (see attached).

3. At the Senate's February, 1982, meeting, the CTE was empowered to discontinue the former poll for the Alumni Awards and begin a new procedure using the results of the student questionnaire on teaching conducted in December, 1981.

VI. Committee Activity and Organization

The CTE met in plenary sessions with its chair presiding. One subcommittee was appointed (Farr, McGrath, Tindel) to research the operations of a proposed Faculty Development Office and make recommendations for same. Its report was received April 7 and adopted as the basis for further report to the Vice Chancellor for Academic Affairs in May, 1982.

Research in the evaluation and improvement of teaching was carried on throughout the year by individual members; Pertalion, Tindel, and Longhill attended workshops or short courses in Raleigh and Memphis, Tennessee. At the April 21, 1982, meeting an official of the Instructional Development Center at Old Dominion University presented an overview of that facility's experiences and its relevance to this campus.

VII. Committee Accomplishments and Recommendations

1. A recommendation (Fall, 1980) to the Faculty Senate to divide the CTE's present charge was favorably acted on in November, 1981,

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(FS 81-65) with the formation of the new University Teaching Grants Committee.

 A recommendation for new selection procedures for the Alumni Awards for teaching was favorably acted upon by the Senate at its February, 1982, meeting.

deport of the Countities for Teaching Effectiveness

- 3. The CTE made recommendation to the administration with regard to the conducting of the student evaluation of teaching questionnaire administered in November, 1981, and the preliminary use made of same to date.
- 4. The CTE put forth two calls for grant applications (Fall, 1981, Spring, 1982), resulting in 37 applications and recommendation made to the administration for the awarding of full or partial funding to 22 faculty.
- 5. The grants budget was restructured to reflect more closely faculty needs.
- 6. A proposal for the staffing, functions and budget of a new Faculty Development Office will be forwarded to the Vice Chancellor for Academic Affairs this summer.

VIII. Resolution numbers that originated with the Committee:

81-51, -52, -53, -55, -56, -57, -58

IX. Unfinished Business

1. Recommendations to the administration on revision of the student questionnaire; its composition, frequency, and coverage.

2. Devising means to include virtually all teaching faculty within the competition for Alumni Awards for Teaching, and expansion of these awards.

3. Introduction of formal and informal counseling procedures for faculty desirous of improving their classroom performance.

X. Evaluation of Committee:

Structure: has worked well, with adequate representation of all disciplines except the physical sciences. Standing subcommittees may be deemed advisable in the committee's new role.

Duties: Too numerous until now, but this should be solved next year when the University Teaching Grants Committee begins its work.

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Functions: have suffered somewhat from unclear status of CTE in conducting student questionnaire in collaboration with University administration. This question should be resolved with new administration's entry.

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Personnel: willing and dedicated in every respect. The continuing lack of student participation may indicate advisability of FS action.

political for the awarding of full or painting of the partial funding

XI. Suggestions for improving effectiveness of the committee:

See above.

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Phil Adler Chair

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John Longhill Secretary

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All figures shown are percentages. enco a no lestiver ed film bas aso entannoidesup steb Jens tedon ed bivens il vibiliar all evergal of vebro of (viluos) the faculty) in order to lagrove its validity FACULTY SENATE QUESTIONNAIRE ON FACULTY EVALUATION the personnel decisions were to be bessed in best on steelent opinion data. In the continuing attempt to ensure that evaluation of individual faculty performance will be conducted on a valid and reliable basis, the Faculty Senate has decided to assess the current state of opinion on these matters. Of the several criteria proposed for evaluation of faculty members we would like to know which you feel should actually be employed. Please give us your reaction on each of the first seven questions by circling the appropriate letter drawn from the following scale. or tennotizeno time (d a. strongly agree agree neutral d. disagree e. strongly disagree end to Inspecter, the Faculty Sendie should outdo the development of the Teaching effectiveness should always be included when individual faculty are evaluated. AI OI DI 10 EE 68 26 3 2 2 2 Dations and billion stab add there were used attendative wittend billion at . Of Research and creative activity should always be included when I am being evaluated. edeb arend an ababas no nordomnotal newto ed yll corborned news 47 27 11 10 5 Sauch ed sing plueds. Speak falls pe quas OE AN BE ES. 211 Service to the University should always be included. apobb code elizable yevrus ebile-sugment yrotebnem e more ets. should be destroyed? Service to government, industry or the community should always be included. sarparta vignoraz a a a a a serpa vignoraz 21 28 26 13 11 a b c d estres sed betregges even anatountent to redmin A SI person and asyen blucks, such bas sist notates bestday bisiv Participation in professional organizations should always be included. bio co de le los subscions sus la la la comi as se blucusti survey data in personnel actions if each instructor were altered t 6. Peer evaluation of teaching should always be included. 16 30 24 15 16 bacade e Data from surveys of student opinion of teaching should always be included. 22 32 20 14 13 a b c d e e besis for personnel decisions (tenure, promotion and said) vine insprovement only ancialosb Tennoseseg mi babulbut (di

It	The following items refer specifically to the student opinion survey inistered to all students during classes in the third week of November, 1981. should be noted that this questionnaire can and will be revised on a conuing basis (pending adoption by the faculty) in order to improve its validity
and	effectiveness. Translar on Faculty Standard Vilusar
8.	If personnel decisions were to be based in part on student opinion data, should a single survey questionnaire be applied uniformly to the entire

	stionnaire be applied uniformly to the entire e in fall, 1981) or should each unit devise and
apply its own instrument?	decided to assess the current state of behingh on
10 1 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	a) University questionnaire
	each of the first seven questions by circling the m the following scale.
57%	_b) unit questionnaire
7%	_ c) no opinion

9. If personnel decisions were to be based in part on a student opinion questionnaire, the Faculty Senate should guide the development of the instrument?

strongly agree a b c d e strongly disagree

10. If a University questionnaire were used, the data could be stored in a vault on tapes with access carefully controlled. Instructors could then periodically be given information on trends in their data if they requested it and the CTE would have a data base for research on the survey instrument. Should this be done?

strongly agree a b c d e strongly disagree

11. Data from a mandatory, campus-wide survey affecting personnel decisions should be destroyed?

strongly agree <u>a b c d e</u> strongly disagree

12. A number of instructors have suggested that certain courses may never yield unbiased opinion data and thus, should never be considered when the instructor is evaluated.

It would be an improvement in the procedure for use of the opinion survey data in personnel actions if each instructor were allowed to exclude certain courses from consideration?

strongly agree <u>a</u> b c d e strongly disagree

13. Should the student opinion survey be used solely for self-improvement with the results being given only to the individual instructor (i.e., no administrative record is kept) or should it be used as a partial basis for personnel decisions (tenure, promotion and salary)?

51%	a)	self-improvement only
49%	b)	included in personnel decisions