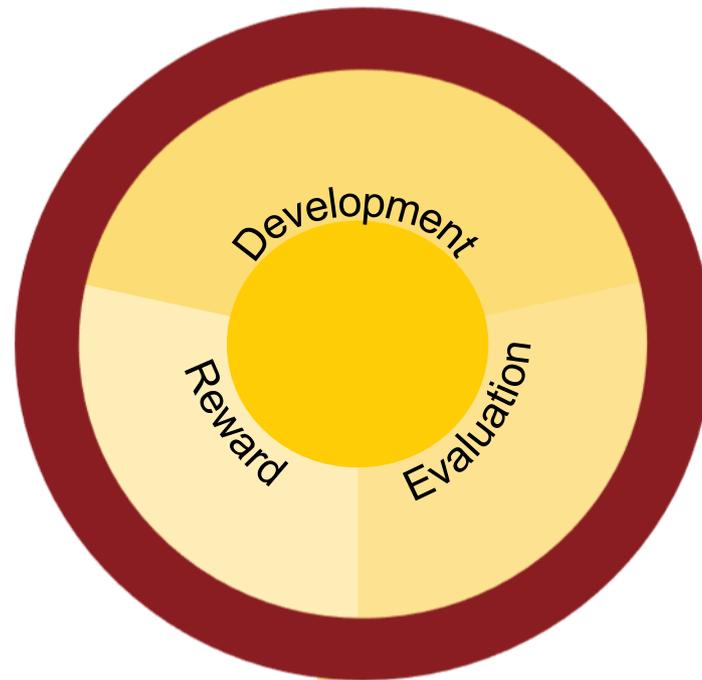
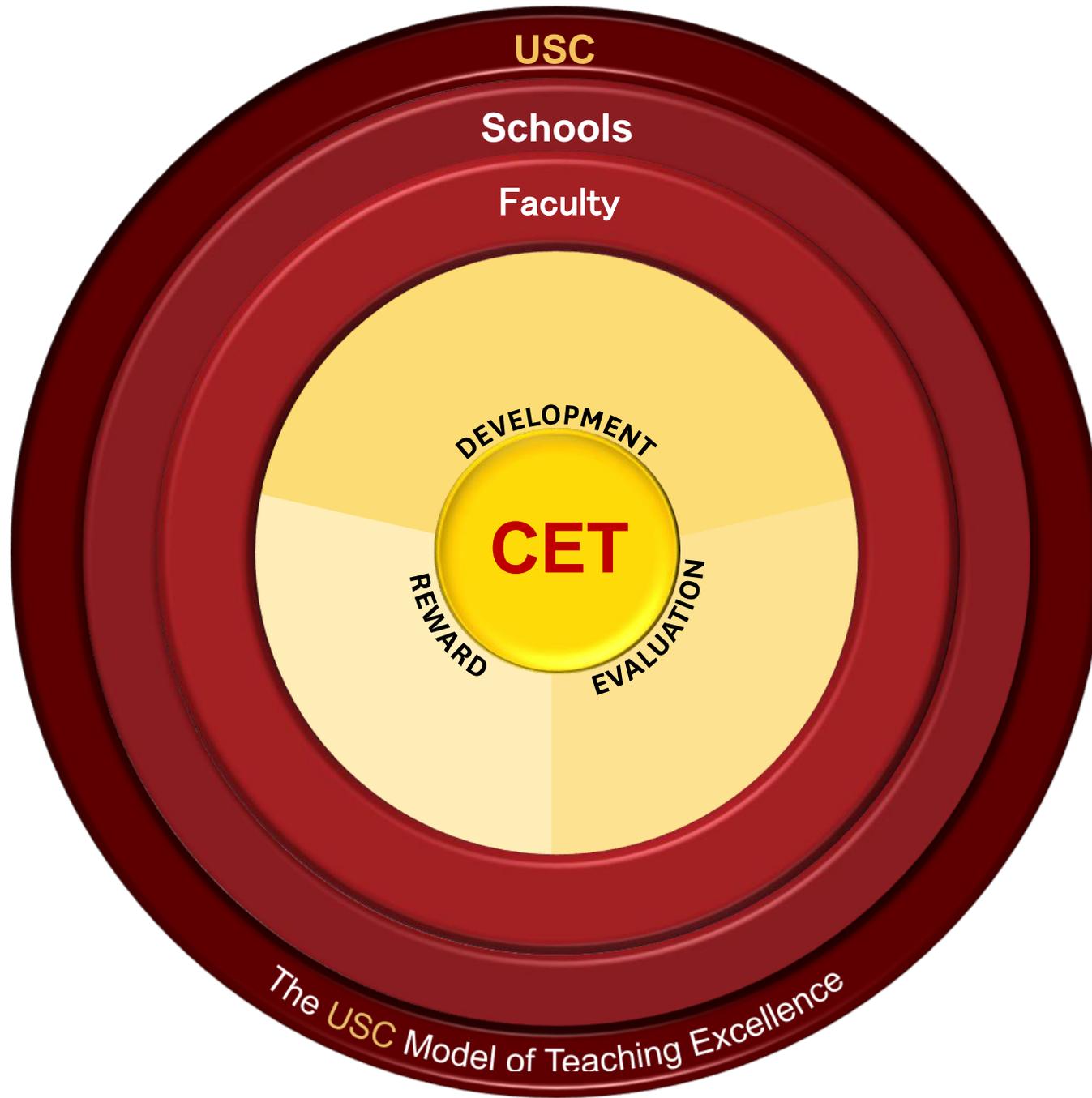


New USC Model of Teaching Excellence



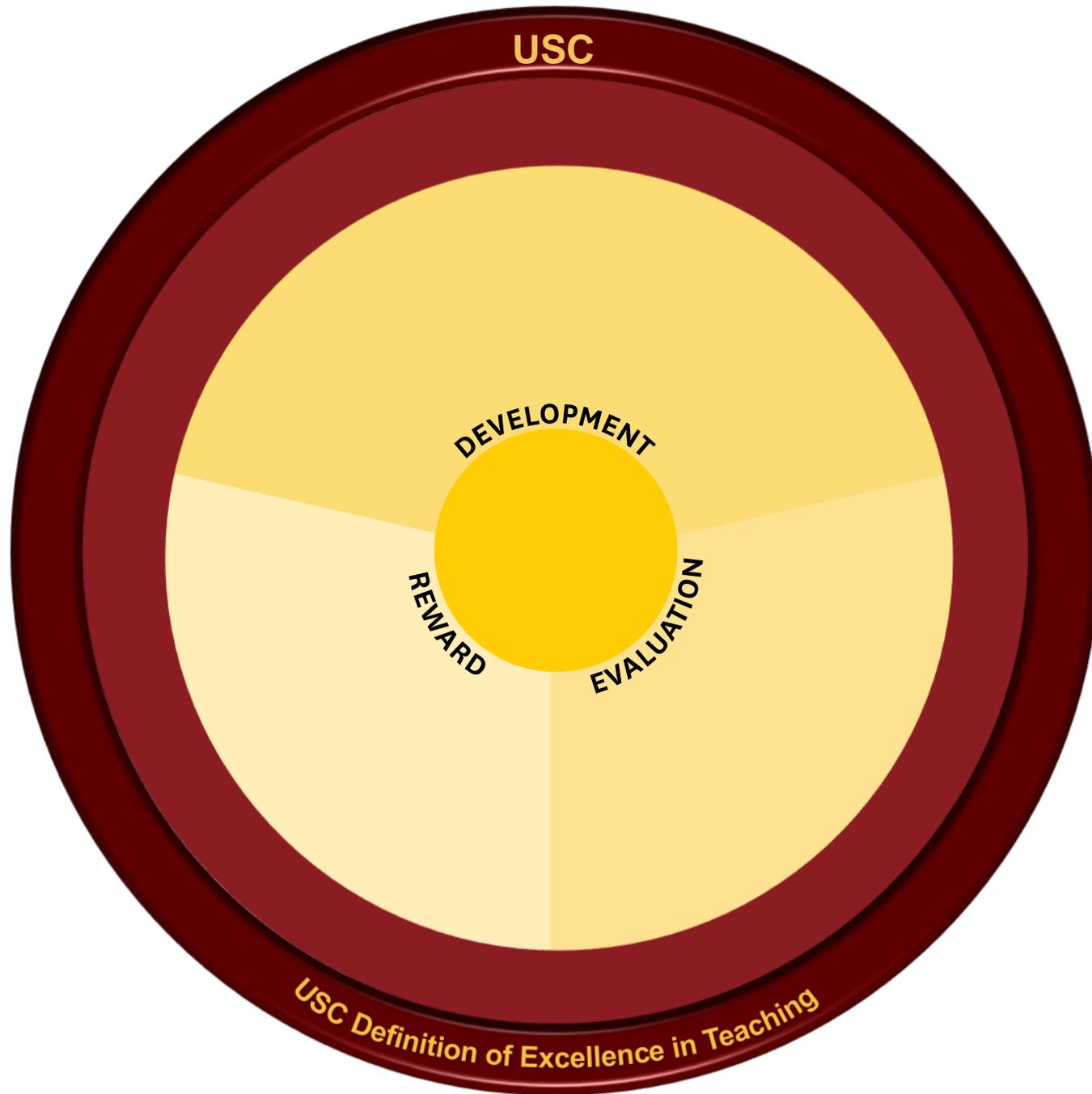
Why the change?

- Recommendations from 3 faculty committees in 4 years
- Provost's initiatives to elevate the status of teaching
- In response to research findings about student evaluations



University Investment in Teaching

- During the past 22 months:
 - Plan for elevating teaching at USC
 - Definition of Excellence
 - Reorganization of CET to teaching development center
 - Hiring of additional instructional designer
 - Evidence-based resources, customizable plug & play
 - Consultation and development for schools and faculty
 - Continuing Appointment for Teaching-Track faculty



USC Definition of Excellence in Teaching

Respectful and Professional

Conveys commitment to learning through demonstrated effort in, and enthusiasm for, the teaching process

Models and expects respectful and appropriate behavior in all professional interactions

Develops professionalism in students through high expectations for mindful, ethical, and responsible behavior

Recognizes the power differential between professor and student, and acts with integrity toward students

Fosters professional identity development through student use of discipline-specific customs and language

Challenging and Supportive

Creates learning objectives and experiences that are challenging but attainable

Models and fosters critical, analytical, and creative thinking

Encourages student curiosity, exploration, and self-directed learning

Cultivates a belief that mistakes and failed experiments further knowledge and understanding

Fosters a mindset where growth is always possible, and ability is not fixed

Provides encouragement, positive reinforcement, and support

Guides students to university support services according to university policy

Inclusive and Diverse

Creates an open environment conducive to intellectual risk-taking

Includes students' strengths, experiences, and identities in the learning process

Provides materials, cases, or applications that examine diverse experiences, perspectives, or populations

Applies multiple techniques and strategies to reach all students in a culturally-responsive way

Follows guidelines of Universal Design for Learning and accessibility best practices

Pursues continuous improvement of teaching and course design by applying research-based best practices

USC Definition (cont.)

Relevant and Engaging

Uses content that is current, rigorous, and informed by theory, research, evidence, and context

Uses active learning strategies to promote development of mastery

Fosters transfer of learning and problem-solving skills to address real-world challenges

Models and requires use of multiple media and technologies aligned with learning objectives and experiences

Fosters student participation in academic discussions and peer-to-peer collaboration, knowledge-sharing, and feedback

Facilitates student engagement in inquiry and research

Prepared and Purposeful

Uses an instructional plan aligned with learning objectives that includes assessment of student prior knowledge, instruction followed by application, and shared reflection of what was learned

Fosters self-regulation to help students assess their own learning and adjust their strategies

Manages learning effectively: plans activities, uses routines, and manages time, behavior, and participation

Utilizes educational technologies (e. g., LMS) to provide students access to course materials, grades, and other feedback

Fair and Equitable

Establishes clear expectations and learning objectives

Uses formative assessments to evaluate student progress, and summative assessments to evaluate mastery

Uses transparent assessment processes with clear criteria tied to learning objectives

Provides specific, regular, and timely feedback tied to performance criteria

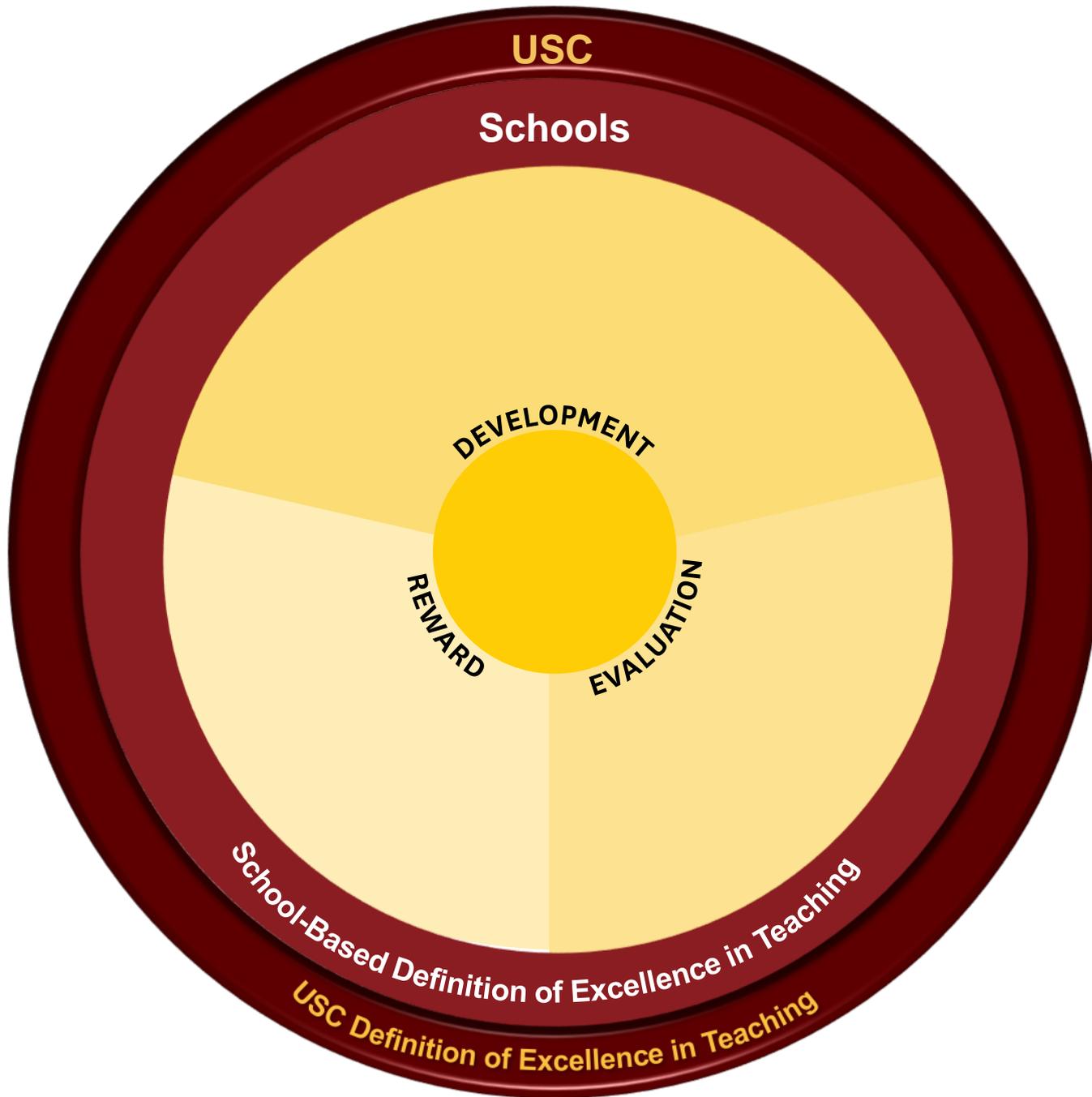
Maintains reasonable course policies that are applied uniformly and fairly

Evidence-Based

Uses results from formative and summative peer and student teaching evaluations to inform teaching practice

Demonstrates effectiveness of instruction through measures of student mastery of learning objectives

Pursues continuous improvement of teaching and course design by applying research-based best practices



USC

Schools

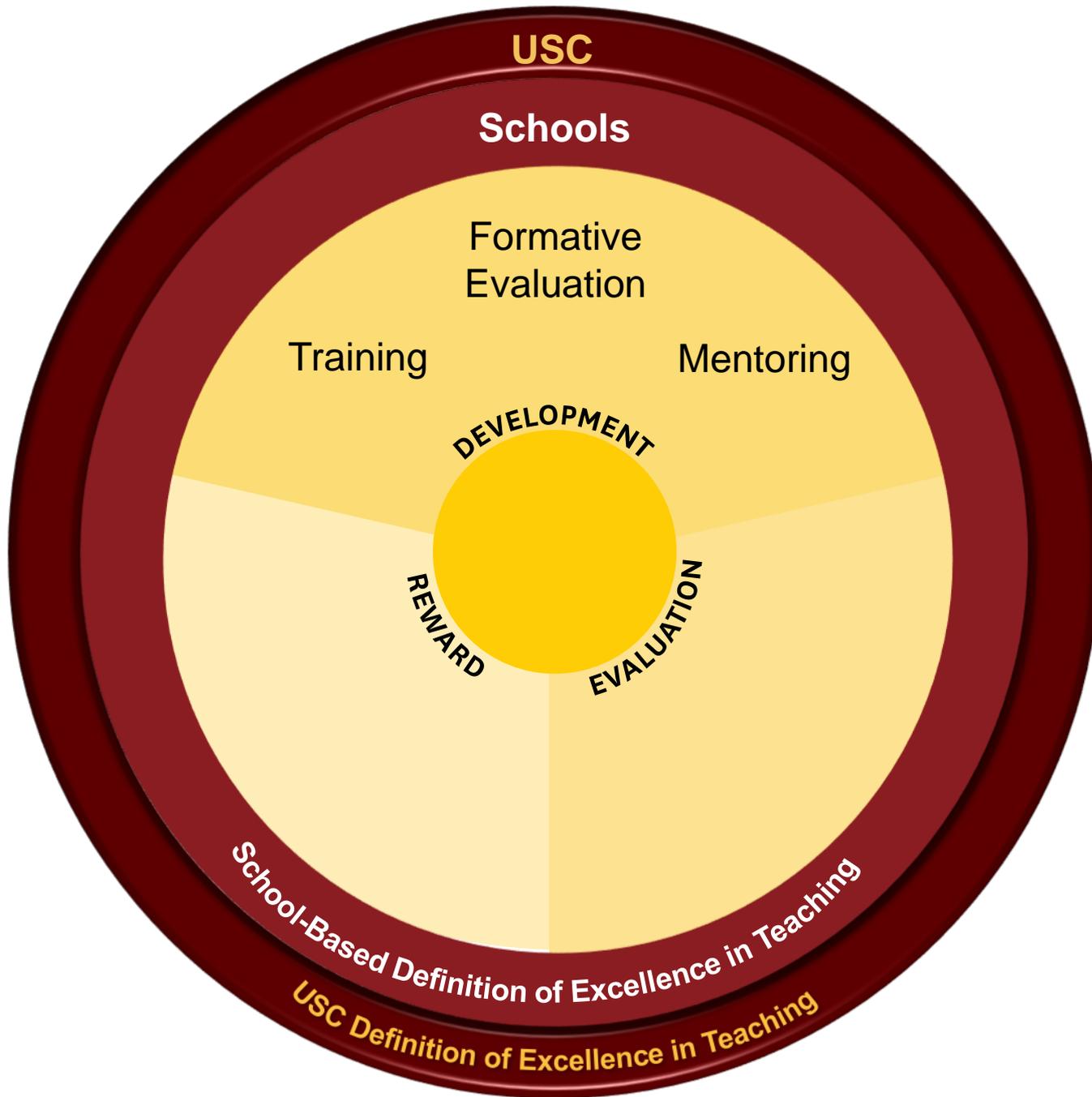
DEVELOPMENT

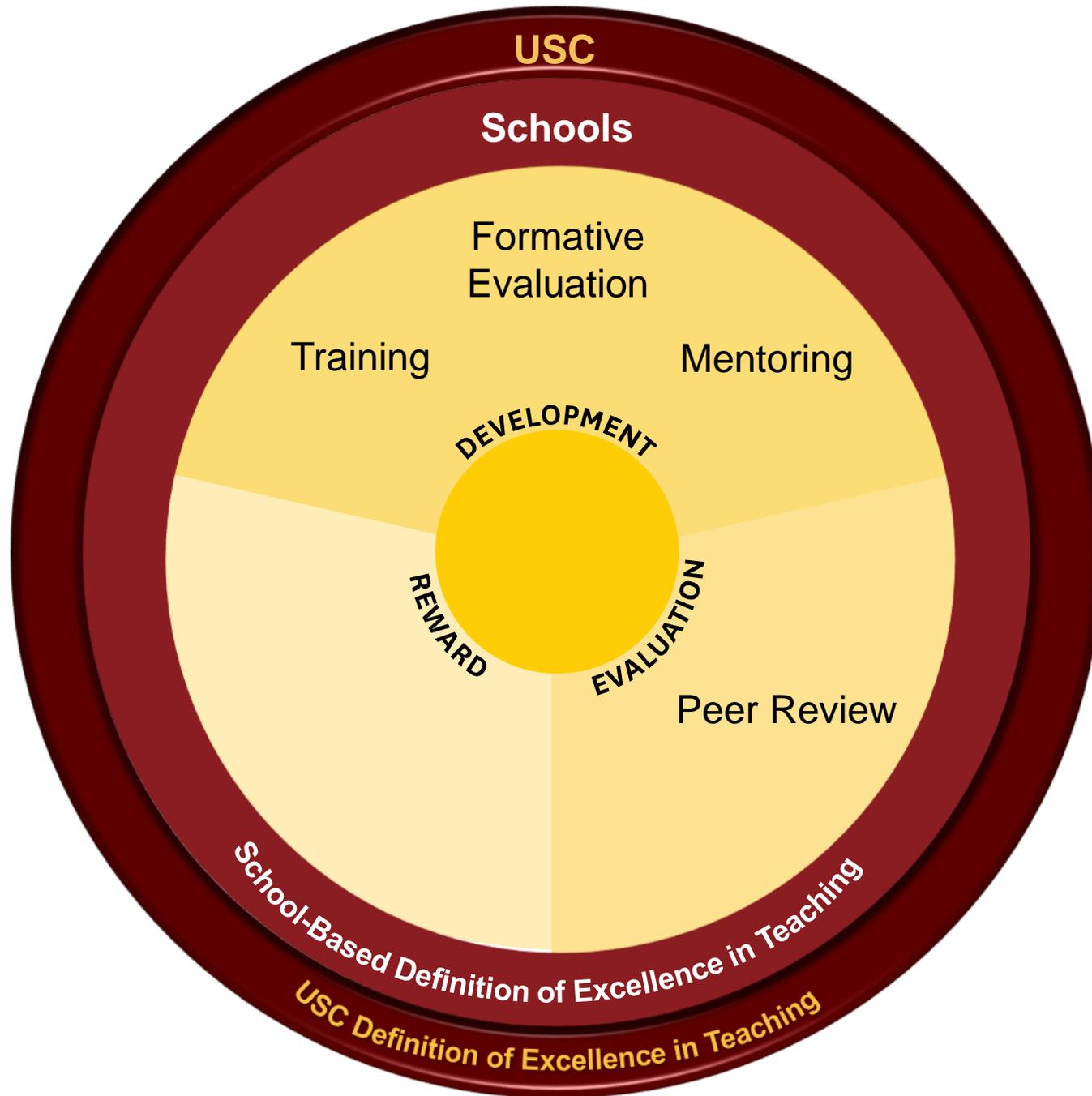
REWARD

EVALUATION

School-Based Definition of Excellence in Teaching

USC Definition of Excellence in Teaching





USC

Schools

Formative
Evaluation

Training

Mentoring

DEVELOPMENT

REWARD

EVALUATION

Peer Review

School-Based Definition of Excellence in Teaching

USC Definition of Excellence in Teaching

Teaching Evaluation

What we used to do

- Student evaluations
 - Item 11: Overall, how would you rate this course
 - Item 12: Overall, how would you rate this instructor
-
-
-

USC Student Evaluations are no longer a Primary Measure of Teaching Effectiveness

- Not correlated with student learning or other measures of teaching effectiveness ([Braga, Paccagnella, & Pellizzari, 2014](#); [Hornstein & Law, 2017](#); [Uttl, White, & Gonzales, 2016](#))
- Women are rated lower than men ([Basow & Silberg, 1987](#); [Fandt & Stevens, 1991](#); [Martin, 2016](#); [Mengel, Sauermann & Zölitz, 2018](#); [Mitchell & Martin, 2018](#); [Rosen 2017](#), [Sidanius & Crane, 1989](#), [Wagner, Rieger, & Voorvelt, 2016](#))
 - Courses taught online by male & female instructors who each taught a course under a male & female identity ([MacNeill, Driscoll & Hunt, 2015](#)), and when students were randomly assigned to a male or female instructor ([Boring, 2017](#))
- Some evidence for the same effect for faculty of color ([Reid, 2010](#)), but studies are few and results inconsistent.

Student Evaluations: Acknowledging what we are measuring

Student evaluations are not valid measures of teaching effectiveness

Student evaluations are experience satisfaction surveys

Students are not pedagogical experts, we shouldn't use them as such

Students are qualified to evaluate their learning experience

Student perceptions of learning experiences should inform our teaching, but should not determine our effectiveness

New Learning Experience Evaluation measures student perceptions of their learning experience in five targeted areas

Learning Experience Evaluation

Five Subscales

- Course Design
- Instructional Practices
- Inclusive Practices
- Assessment Practices
- Course Impact

Student Engagement Items

- Hours Per Week Doing Coursework
- Number of Times Contacted Instructor Outside of Class
- Type of Study Strategies Used

Qualitative Feedback:

- Most and Least Valuable Aspects and How to Improve Course

Guidance to Students on Appropriate Types of Feedback

Student Feedback is crucial

Learning Experience Evaluations:



Give students a voice about their learning experiences



Should I  sed by faculty as formative feedback to inform their approach to reaching students



May be used by schools as one of many measures of student engagement

Student Feedback is crucial

Schools may use Learning Experience Evaluations to:



Gather school-wide data about student perceptions to inform curriculum or diversity and inclusion efforts



Gather school-wide data about student engagement



Identify faculty who are exceptional at engaging students



Identify faculty who need support in engaging students



Identify problematic classroom behavior for further inquiry or evaluation

What is recommended for evaluating teaching?

University of Michigan Center for Research on Learning and Teaching

A comprehensive, systematic approach to evaluating multiple components of the teaching process, including but not limited to:



Instructional Observation

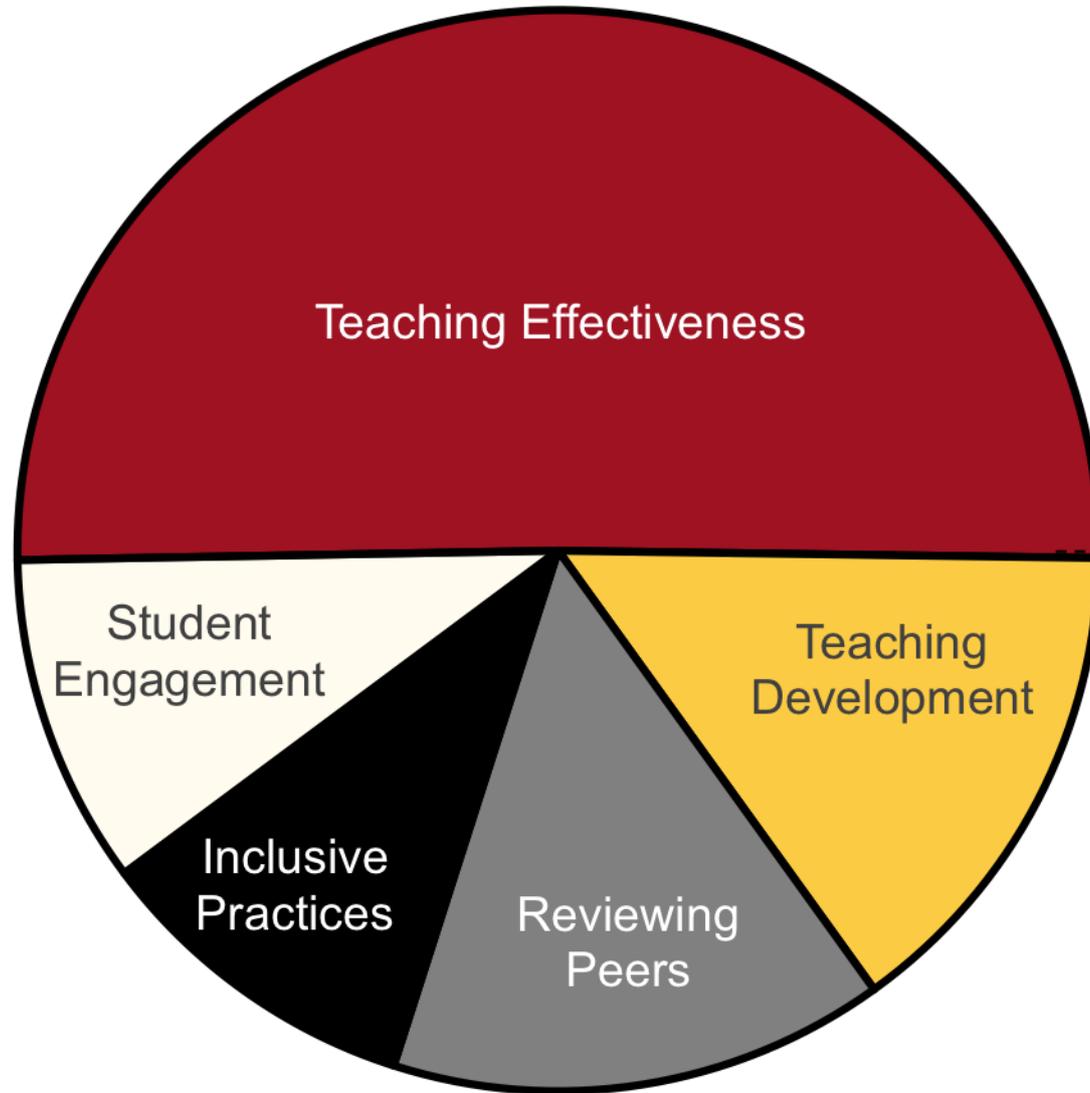


Course materials review



Assessment review

Categories for Evaluating Teaching



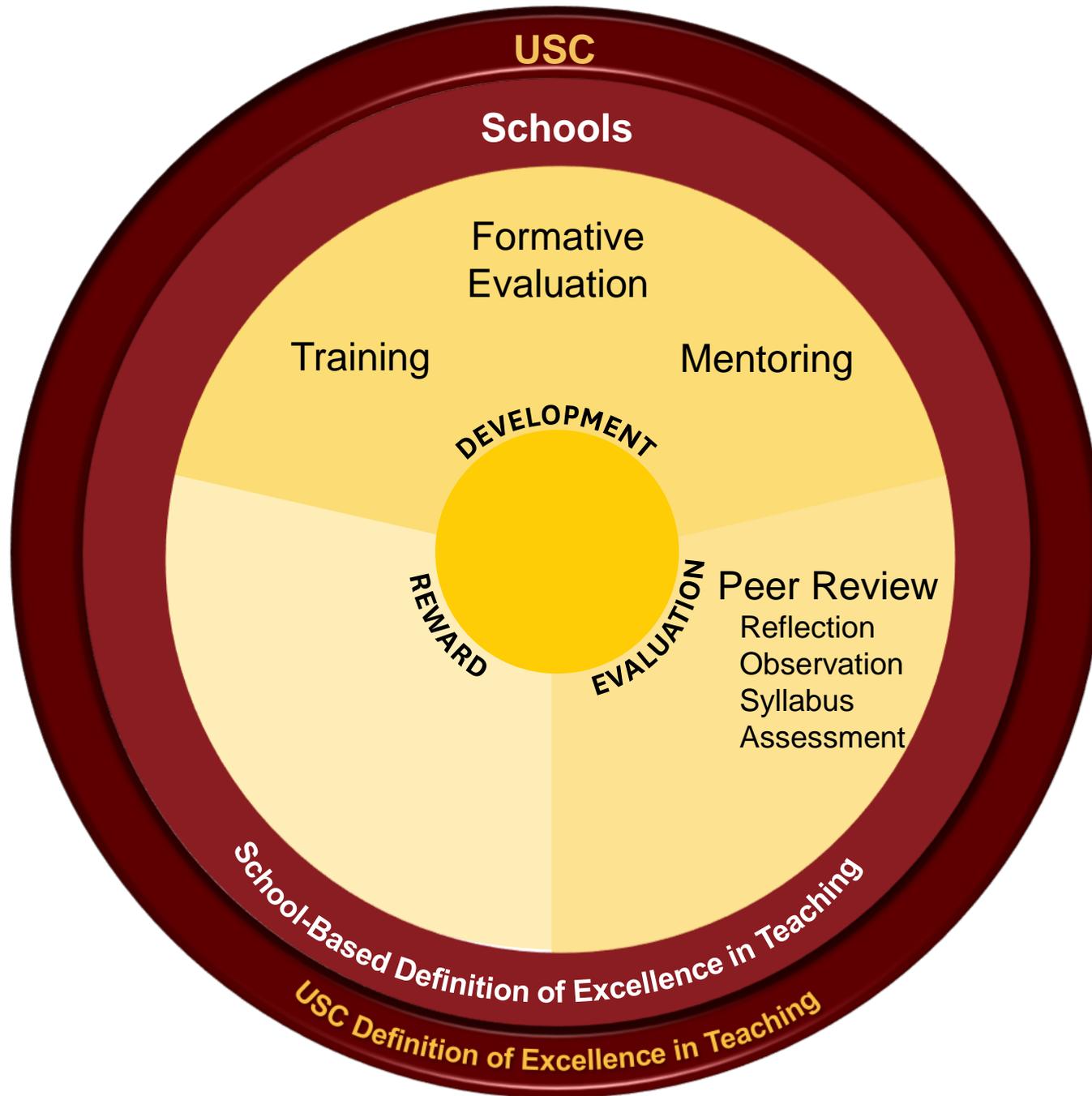
Other possible categories

Other possible categories

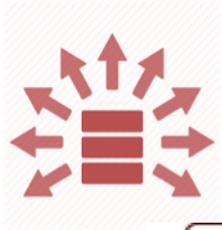
Teaching Evaluation

Multiple Categories, Multiple Methods

Categories	Possible Methods	Possible Measures
Teaching Effectiveness (50+% of teaching evaluation) <u>Other categories might include....</u>	Peer Review: (Majority of category review) Other methods:	Classroom Observation, Syllabus Review, Assessment Review, Teaching Reflection Statement, etc. Outcome measures, awards, etc.
Teaching Development	Evidence of Investment	Teaching workshops, training programs, conferences, leadership in teaching development, etc.
Review of Peers' Teaching	Peer Review	Quality of review reports, number of peers reviewed, leadership in peer review, etc.
Inclusive Teaching Practices	Peer Review	Inclusive Syllabus Review, Inclusive Practices Observation, etc.
Student Engagement	Peer Review *Student Feedback	Classroom Observation, etc. Learning Experience Evaluation, etc.



Acclimate to the Instrument



Introduce objective peer review measures



Examine through critical self reflection



Train faculty on classroom observation and syllabus review tools

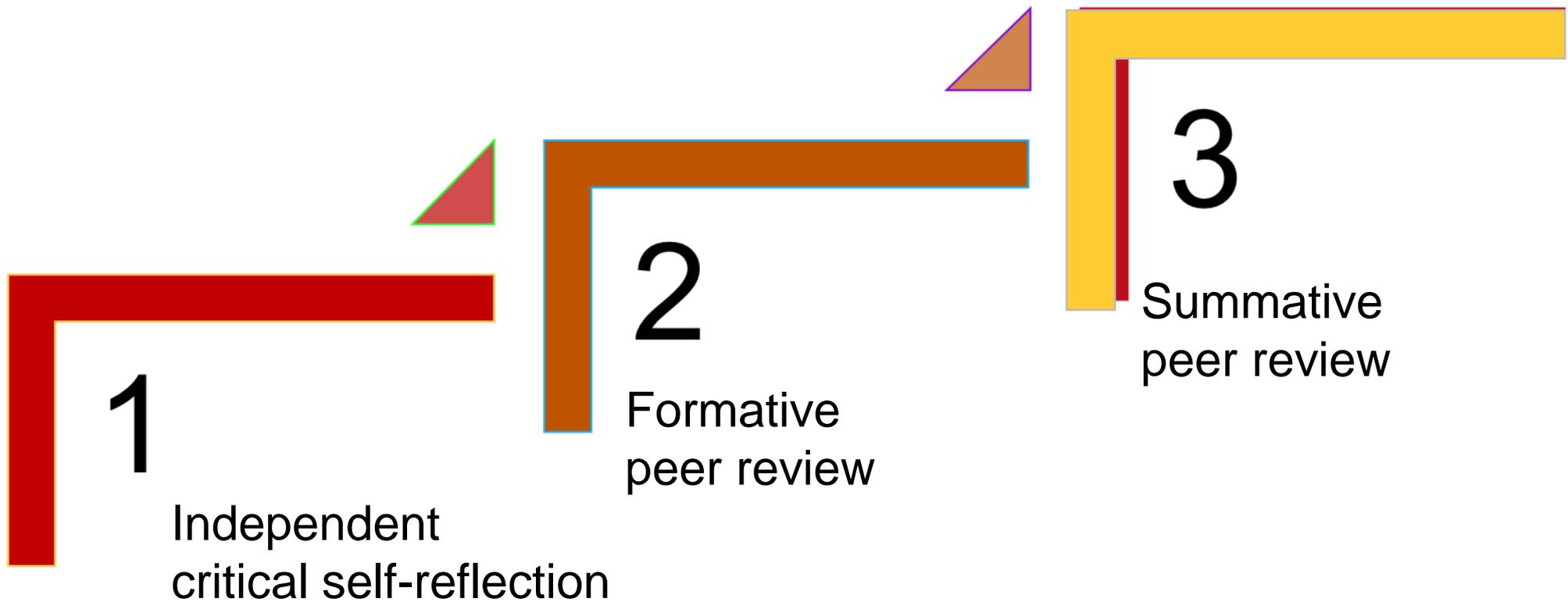


Expose faculty to peer review process for teaching development only



Share experiences of participants to decrease anxiety about the process

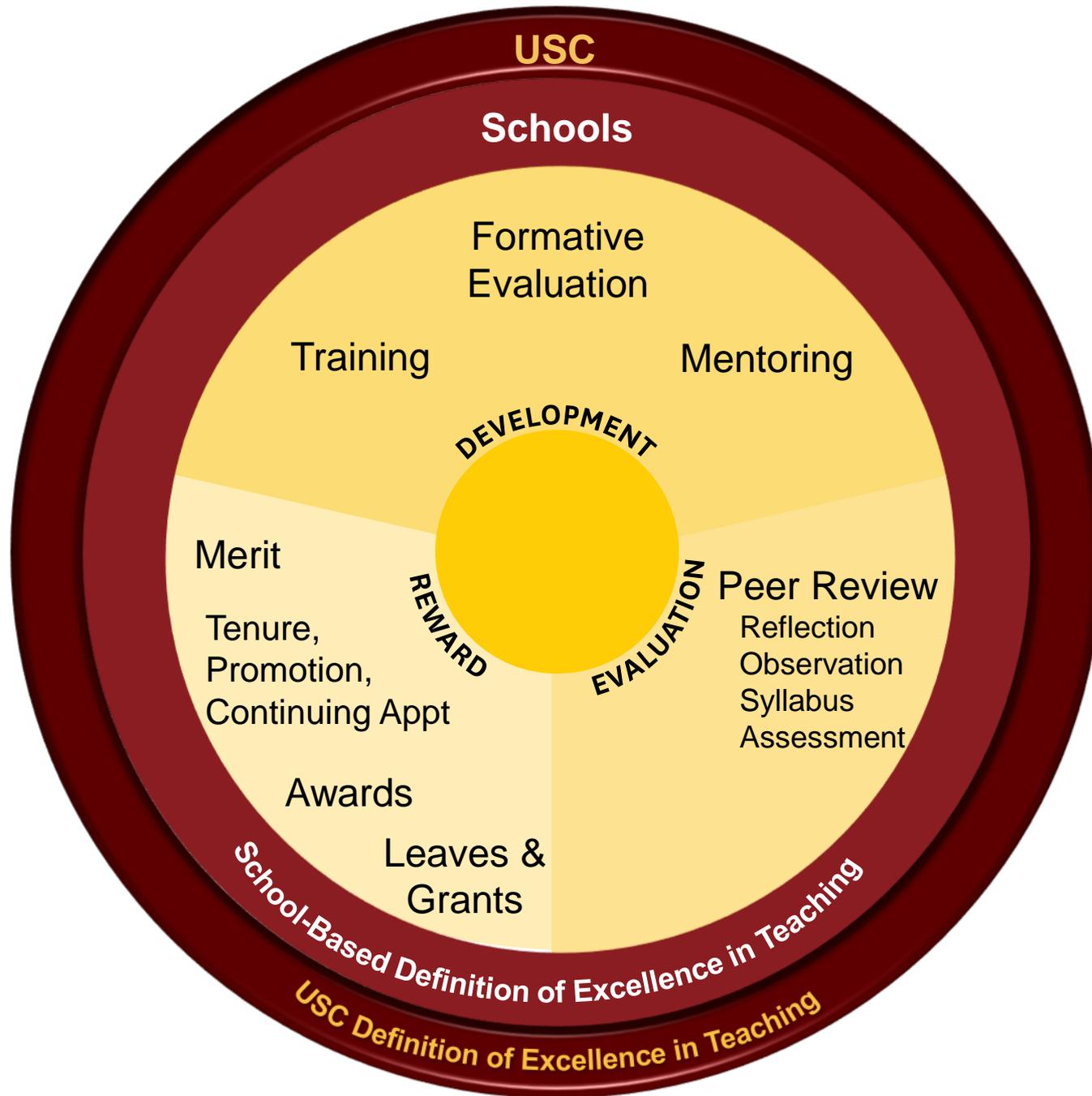
Steps needed for Fair and Effective Peer Review

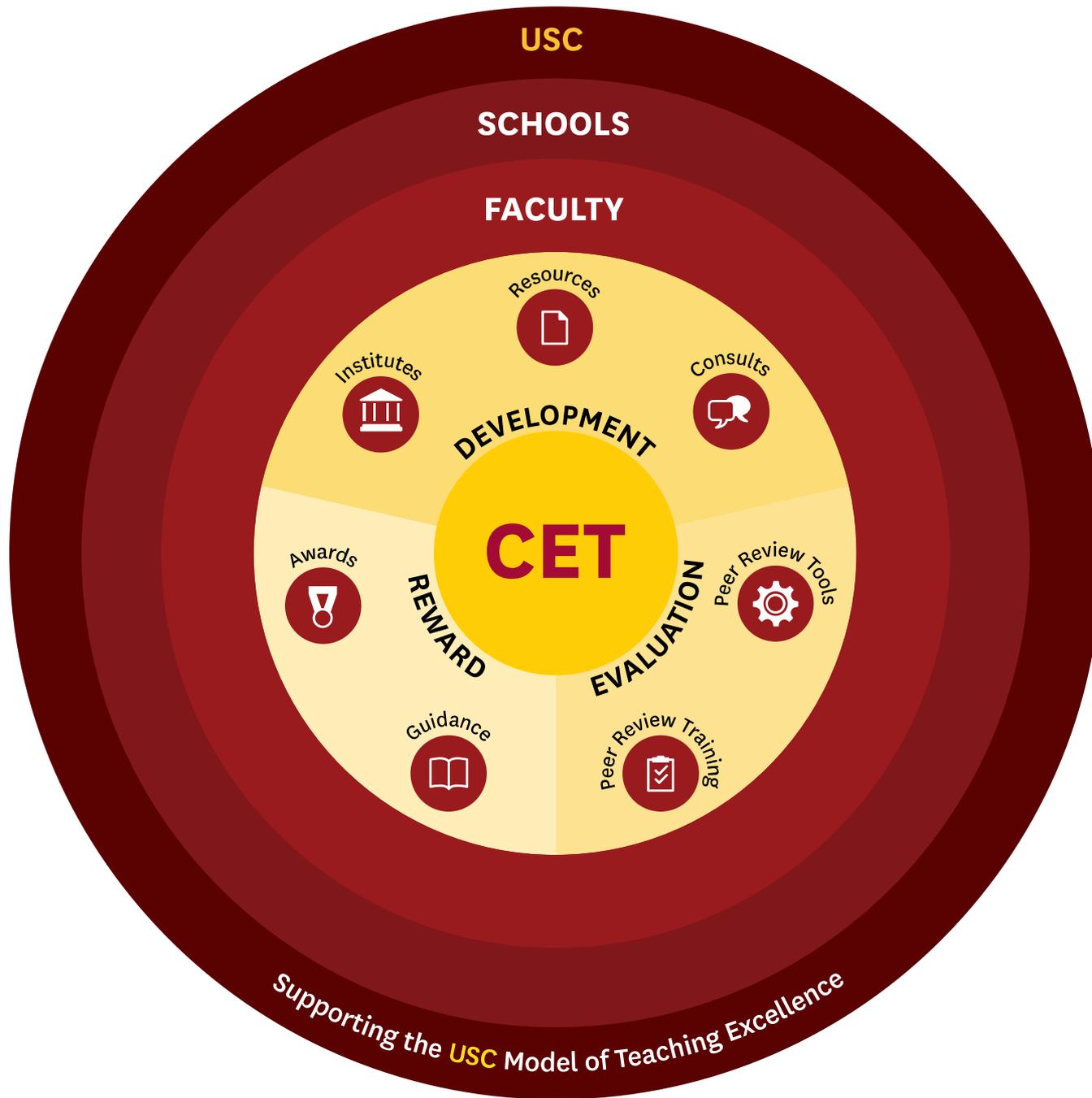


Merit flows into promotion



Criteria are aligned for merit, promotion, tenure, & continuing appointment.
Evidence for APR can be used as evidence in PTCA.





Lessons Learned

- Beware of the virus that makes all memos unreadable
- Don't rely solely on Governance Structures for dialogue and feedback
- Use an incremental approach (Start with having schools define excellence in teaching, use pilots with feedback)
- Launch resources just in time
- Cite everything you can, though the higher ed literature on teaching is mushy

Development

University Investment (aligned with USC Definition of Excellence in Teaching)

- CET Institutes
 - Future Faculty (graduate students) (Fall 2017)
 - [New Faculty](#) (Fall 2017)
 - Faculty Fellows (Teacher Leaders--Senior Faculty) (Fall 2018)
 - School-Based Institutes (Fall 2019)
- [CET Online resources](#) (videos, guidance documents, templates)
- [TA Training Curriculum](#)
- CET Consults

School Investment (aligned with school's Definition of Excellence in Teaching)

- Discipline-based best practices
- Teaching conferences
- Mentoring Programs
- Formative Assessment Process

Evaluation

University Investment (aligned with USC Definition of Excellence in Teaching)

- CET Peer review evaluation tools
 - [Classroom observation](#)
 - [Syllabus \(course design\) review](#)
 - [Teaching statement](#) (including use of student evaluations as formative assessment tool)
 - [Assessment review](#)
- CET Peer review evaluation tool training for schools

School Investment (aligned with school's Definition of Excellence in Teaching)

- Discipline-endorsed forms of evaluation (peer review and other types)
- Peer review system of evaluation for merit, tenure, promotion, and continuing appointment

Reward

University Investment (aligned with USC Definition of Excellence in Teaching)

- Associates Award for Excellence in Teaching
- Continuing Appointment
- Other awards, grants, and titles in development

School Investment (aligned with school's Definition of Excellence in Teaching)

- Teaching Awards
- Paid leave or sabbaticals for teaching development
- Grants and seed money for teaching proposals

Assistance from CET

In addition to resources already developed for teaching development and peer review, CET will make available guidance documents on:

- Developing a comprehensive school teaching plan, including a definition of teaching excellence
- Implementing peer review evaluation
- Enhancing incentive structures

Communication Timeline

Oct 19, 2017: A memo was sent to USC faculty announcing that the student course evaluation would be changing, with a rationale, process, and timeline.

Mar 27, 2018: A memo was sent to USC faculty announcing new teaching initiatives, including a new teaching model, and peer review system of evaluating of teaching.

Apr 2, 2018: A memo was sent to USC faculty explaining the new definition and model of teaching excellence, including USC's investment in teaching development, peer review evaluation, and reward structures. It announced the discontinuation of the use of student evaluations as a primary measure of teaching performance, and described their new purpose.

Apr 10, 2018: A memo was sent to USC faculty announcing the new Learning Experience Evaluation, including an explanation of the new purpose, items, protocol, and report.

Apr 16, 2018: A memo was sent to USC faculty announcing new peer review resources to assist schools as they develop a peer review teaching evaluation system.

LEE Revision Timeline & Process

- Aug 10, 2017:** Meeting with Rossier School evaluation experts on student evaluations
- Oct 18:** Academic Senate reviewed the evaluation revision process and new pool of items, and was asked to provide feedback from faculty councils by November 1st
- Oct 18 - Nov 1:** Feedback collected from faculty councils
- Oct 18 - Nov 1:** Feedback collected from students
- Nov 1 - Nov 12:** Revisions from feedback from feedback made
- Nov 13 - 17:** First pilot run on a cross-section of courses
- Dec 5 - Feb 26, 2018:** Confirmatory factor analysis and cross referencing with criteria in new USC Definition of Excellence in Teaching used for selection and modification of items for 2nd pilot
- Mar 5 - 9:** Second pilot run on a cross-section of courses
- Mar 12 - 23:** Confirmatory factor analysis used for elimination and modification of items for final evaluation
- Mar 5 - Apr 9:** Development of protocol, communication plan, and report structure
- April 10:** Learning Experience Evaluation Memo Released
- Apr 23 - May 1:** Learning Experience Evaluation Launched
- Apr – Dec 2018:** Data from full implementation in Spring 2018 and Fall 2018 evaluations will be used to make slight modifications to items as appropriate
- Apr 2019:** Final version of the evaluation will be implemented, with periodic analysis to ensure it continues to assess desired components of student learning experience

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