Assessing your own courses

What approach works best for you?

David Mulford – Academic Technology Manager
Campbell University Information Technology Services

Remember your first week of teaching?

How well were you prepared?

What surprised you?

What encouraged you?

What fears came true?

How does Campbell measure teaching effectiveness?

- Self Evaluations (focus for today)
- Professional Performance Record (PPR) / University Effectiveness Council
- Student Evaluations
- Environmental Evaluations
- Interviews with Deans and Chairs

Annual PPR related to Teaching activity

A) List by department, session, number, name, and enrollment of all courses taught.

B) List any significant changes or innovations in teaching from the previous review cycle and evaluate their effectiveness. Such matters may include use of technology, textbooks, instructional procedures, etc.

C) Provide a summary evaluation of your teaching effectiveness, with careful attention to both strengths and weaknesses.

How do YOU measure teaching effectiveness?

What does “effective course teaching” mean to you?

How would your students define effective teaching?

What does Teaching Effectiveness mean to you? To your colleagues?

What is considered an innovative or a significant change to your teaching?

Sounds reasonable, but is effective teaching the same as good teaching?

And just what is “good” teaching anyway?

Self-evaluating teaching (with a little help from ChatGPT)

- 1. Student feedback: Faculty can gather feedback from students through anonymous surveys at the end of the semester. This can provide insights into what students found helpful or challenging during the course, and how faculty may improve their teaching.
- 2. Peer observation: Inviting colleagues to observe classroom sessions and provide constructive feedback can help faculty identify areas of improvement in their teaching.
- 3. Self-reflection: Faculty can reflect on their teaching by reviewing course materials, lectures, and assignments to identify strengths and weaknesses. This can help identify areas for improvement.

- *Conception* Describe your teaching goals. Often this is best accomplished by describing the learning goals for students in your classes. Describe how you conceive of your students and their needs, and explain why the goals you have established make sense for this population and your discipline. If this is not your first self-evaluation, revisit the teaching goals identified in your last self-evaluation, and if relevant, describe how they have evolved and the factors that prompted the change. Rather than proceeding course by course, highlight themes across courses, and/or use a few representative courses as case studies.
- *Implementation* Describe your teaching methods and how they are intended to help your students attain the learning goals you have established. Note any student characteristics that influence your choice of methods. Situate your methods in the practice of the discipline and in your own teaching history. If you recently implemented a change in your teaching practice, describe the change, define the teaching or learning issue it addresses, and explain why you expected the change to improve your teaching effectiveness. If you proposed changes in your last self-evaluation, briefly describe the proposed changes and the rationale behind them. You can provide evidence and help clarify your points by including representative classroom materials in an appendix to the self-evaluation or in your file and explicitly referring to them in your narrative.
- *Evaluation* Evaluate the effectiveness of your teaching practice relative to your goals, and explain on what data you are basing your evaluation. Student response to your courses as measured by RSEs and other avenues of student input should be included. Your evaluation should include discussion of how you know whether students are meeting the learning goals you have established as well as your assessment of their success in attaining these goals. If this is not your first self-evaluation, comment on the impact of any changes you have implemented since your last self-evaluation was completed and indicate whether the changes precipitated the intended outcomes.
- *Reflection* Reflect on your teaching practice. Identify your primary teaching strengths and the challenges you face in your teaching. Then identify one or two specific issues related to your teaching on which you would like to focus during the next year or two. Describe the actions you intend to take with respect to investigating and addressing this issue, explain why you believe your approach will have the desired impact on student learning or your teaching experience. In preparation for assessment in your next self-evaluation, describe observable student behaviors, learning, or practice you expect any changes to induce.

https://docplayer.net/13115383-Structuring-self-evaluations-prepared-by-richard-a-holmgren-allegheny-college.html

Let’s ask the students!

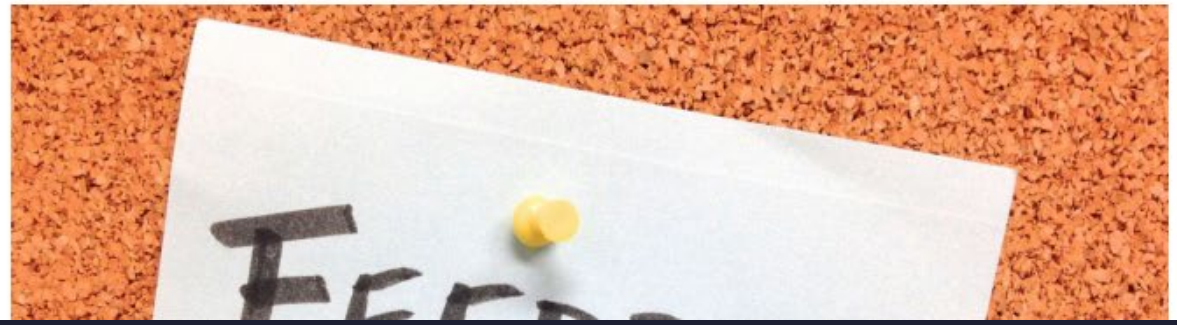
On second thought…..

NEWS TEACHING AND LEARNING

Even 'Valid' Student Evaluations Are 'Unfair'

New study says student evaluations of teaching are still deeply flawed measures of teaching effectiveness, even when we assume they are unbiased and reliable.

By Colleen Flaherty · Published February 27, 2020



TRENDING STORIES

Michigan grad workers striking over pay, trans health care

https://www.insidehighered.com/news/2020/02/27/study-student-evaluations-teaching-are-deeply-flawed

Rebecca J. Kreitzer

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https://www.rebeccakreitzer.com/bias/

EVIDENCE OF MEASUREMENT AND EQUITY BIAS IN STANDARD EVALUATIONS OF TEACHING

RECOMMENDATIONS FOR BETTER USE OF STUDENT EVALUATIONS

1. Contextualize evaluations of students' experiences, not a measure of teaching.[xxv] Students cannot, and arguably should not, evaluate teaching. When contextualized as surveys of students' perceptions and experiences, they can provide useful feedback for faculty and administrators.

2. Be proactive about increasing the validity of these assessments by improving the response rate. A lower response rate is more likely to be unrepresentative.[xxvi]

3. Administrators should interpret the results of student ratings with caution. Student evaluations were not designed to be used as a comparative metric across faculty.[xxvii] Evaluations should be used to compare a faculty member's trajectory of teaching over time, and ideally, within a single course.[xxviii] Because the distribution of most faculty members' reviews have a negative skew,[xxix] administrators should look at the median or modal response, rather than the mean. The distribution of evaluations is not normally distributed, so means may be biased.

4. Restrict or eliminate the use of qualitative comments, which have the strongest evidence of equity bias. Women faculty and faculty of color are more likely to receive negative comments about personality traits, appearance, mannerisms, competence, and professionalism.[xxx] Instead of asking for general "comments," assessments should direct students to provide feedback in response to specific prompts.

   Qualitative comments are problematic for many reasons, including being difficult to aggregate because of small sample sizes[xxxi]; they are often contradictory and not reliable;[xxxii] suffer from novelty bias (people are more likely to remember unexpected or uncommon comments) and negativity bias (people are more likely to remember negative information).

5. Administrators should not rely on SETs as the sole method of assessing teaching. There are several alternatives or supplements to SETs, including: peer observation[xxxiii], comprehensive evaluations of teaching portfolios,[xxxiv] and reviews of course materials.[xxxv] While these alternatives may also be susceptible to biases, they are not systematically bias in the same way.[xxxvi] Several imperfect measures are better than using just one.

6. There should be more research on interventions to reduce bias. There are only a few articles on testing interventions to reduce equity bias. Reducing the size of the scale can mitigate gender bias.[xxxvii] One random control trial (RCT) finds that making students aware of biases can mitigate the gender gap in SETs,[xxxviii] while another RCT finds the opposite.[xxxix] Anecdotal evidence suggests there may be a backlash effect when under-represented groups discuss equity bias in SETs with students.

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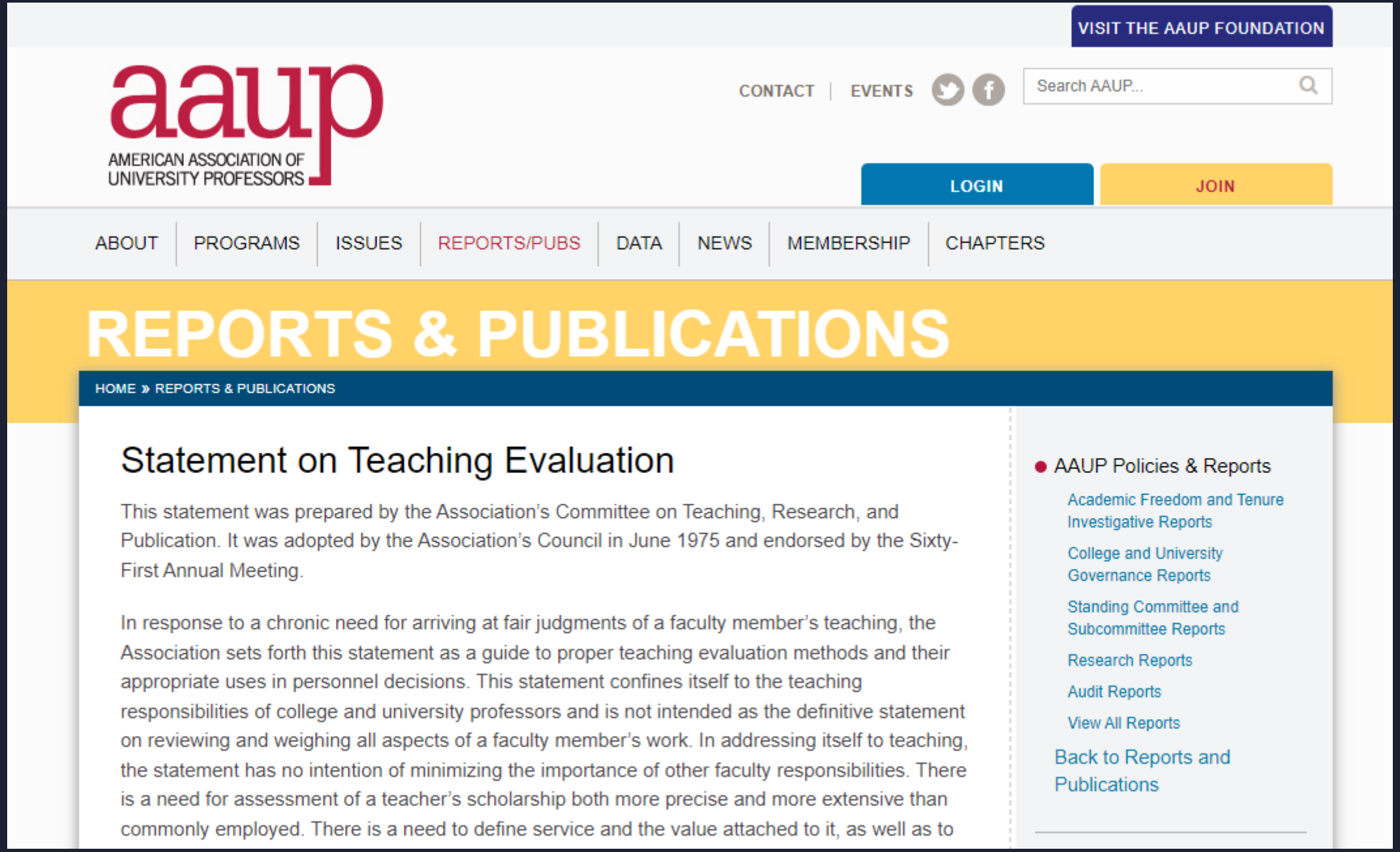


https://www.aaup.org/report/statement-teaching-evaluation

“An important and often overlooked element of evaluating teaching is an accurate description of a professor’s teaching. Such a description should include the number and level and kinds of classes taught, the numbers of students, and out-of-class activities related to teaching. Such data should be very carefully considered both to guard against drawing unwarranted conclusions and to increase the possibilities of fairly comparing workloads and kinds of teaching, of clarifying expectations, and of identifying particulars of minimum and maximum performance.”

https://www.aaup.org/report/statement-teaching-evaluation

Education Research

AERA-ICPSR PEERS Data Hub

Issues and Initiatives

Global Research Connections

Education Research Conferences Program

Education Research Service Projects

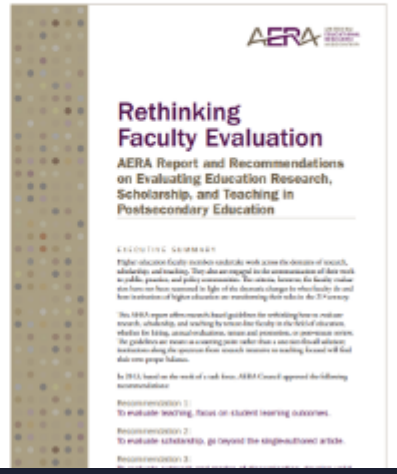
AERA-NAEd Doctorate Study

Beyond AERA

Faculty Evaluation

SHARE

Higher education faculty members are engaged in the communication of their work; however, the criteria for faculty evaluation have not been reassessed in light of changes in what faculty do. In November 2013, AERA released the report: *Rethinking Faculty Evaluation: AERA Report and Recommendations on Evaluating Education Research, Scholarship, and Teaching in Postsecondary Education.*



About the Report:
This AERA report offers research-based guidelines for rethinking how to evaluate research, scholarship, and teaching by tenure-line faculty in the field of education, whether for hiring, annual

https://www.aera.net/Education-Research/Issues-and-Initiatives/Faculty-Issues/Faculty-Evaluation

Recommendation 1:

To evaluate teaching, focus on student learning outcomes.

Ideally, a system to evaluate education faculty as teachers will do three things:

- Help institutions define "teaching quality" based on student learning outcomes;
- Help faculty members improve their teaching by identifying where they need professional development; and
- Help evaluators determine a faculty member's relative strengths and weaknesses as a teacher.

We recommend that evaluations of faculty teaching focus on what and how students learn, and that they use evidence-based criteria for assessment. The selection and weighting of particular approaches should reflect the institutional context, including program mission, teaching loads, and institutional resources.

https://www.aera.net/Education-Research/Issues-and-Initiatives/Faculty-Issues/Faculty-Evaluation

NATIONAL ACADEMIES Sciences Engineering Medicine

SEARCH

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Recognition and Evaluation of Teaching in Higher Education: A Workshop

SHARE

- About
- Publications
- Description
- Committee
- Sponsors
- Past Events
- Contact

Student ratings have long been used by many institutions of higher education as a primary form of summative evaluation of teaching. In recent years, studies have brought into question the validity of student ratings, highlighting the need for more effective evaluation methods that recognize and reward evidence-based teaching practices.

To begin framing the national conversation around the reform of teaching evaluation, in this workshop, participants discuss issues around recognizing and evaluating science teaching in higher education. Participants include experts in the fields of teaching and learning, as well as faculty from a range of institutions, engaged in evaluation reform.

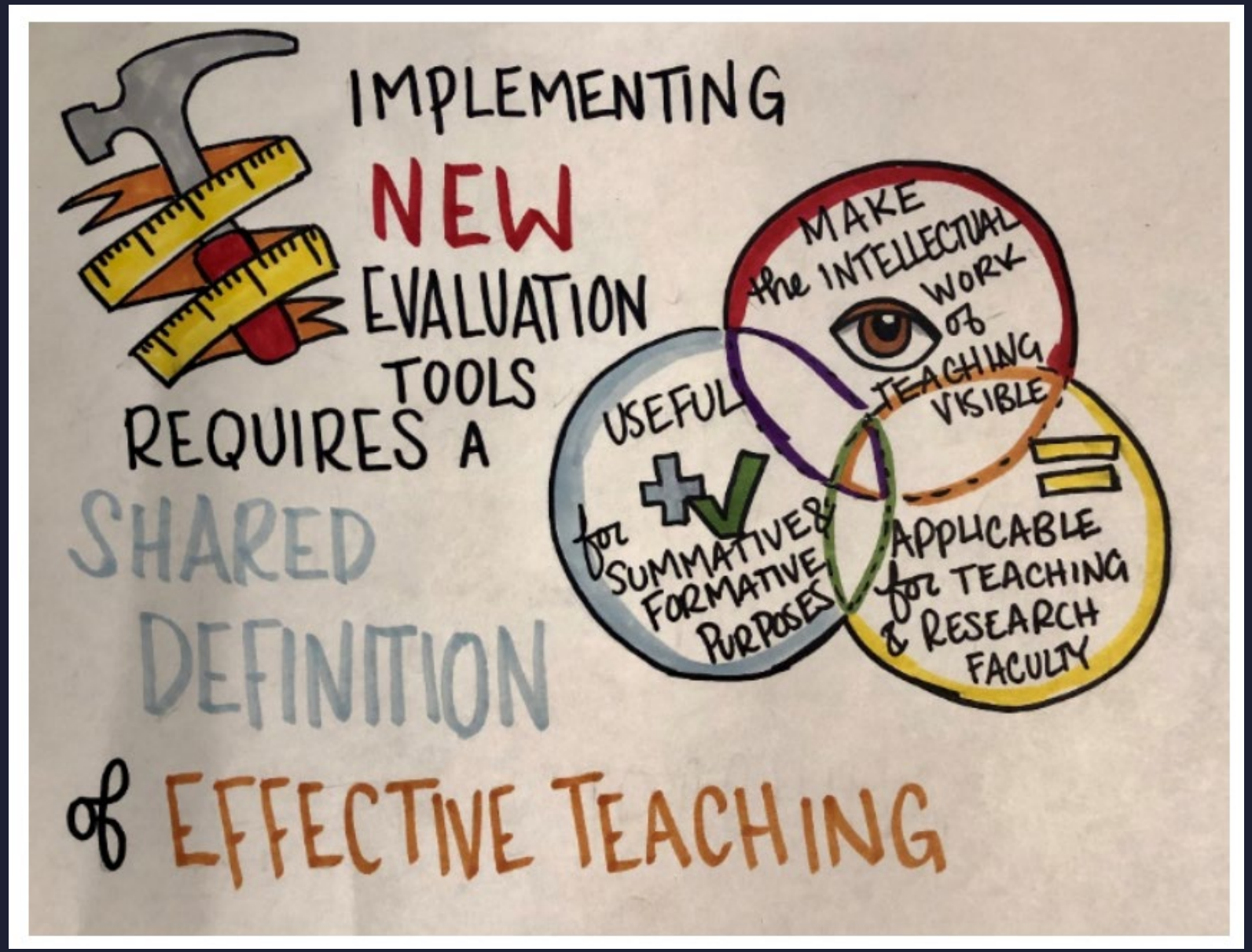
Provide feedback on this project

Publications

2020

Recognizing and Evaluating Science Teaching in Higher Education: Proceedings of a Workshop–in Brief

https://www.nationalacademies.org/our-work/recognition-and-evaluation-of-teaching-in-higher-education-a-workshop



https://www.nationalacademies.org/our-work/recognition-and-evaluation-of-teaching-in-higher-education-a-workshop

MAPS
MLA ACADEMIC PROGRAM SERVICES

ADFL Statement of Good Practice: Teaching, Evaluation, and Scholarship

DEFINING GOOD TEACHING

Good teaching takes many forms. The characteristics listed below are common to many styles of effective instruction in a variety of foreign language classroom formats using a range of pedagogical methods.

- Good teaching begins with imaginative, conscientious course design and ongoing efforts to maintain and develop subject-area and methodological expertise.
- A good teacher recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts, as well as by communicating with others in the foreign language, both orally and in writing. Practice in using the productive and receptive skills should be an integral part of every course taught in a foreign language, including those that focus on literature or culture.
- A good teacher recognizes that students learn by interpreting, synthesizing, and evaluating what they hear and read; consequently, a good teacher endeavors to respond to students' ideas frequently and constructively.
- A good teacher respects students and establishes a classroom environment in which students are encouraged to communicate in the foreign language.
- A good teacher meets professional obligations conscientiously by holding regular office hours and returning written assignments and exams promptly.

https://www.maps.mla.org/Resources/Policy-Statements/ADFL-Statement-of-Good-Practice-Teaching-Evaluation-and-Scholarship
https://www.maps.mla.org/Resources/Policy-Statements/ADE-Statement-of-Good-Practice-Teaching-Evaluation-and-Scholarship

Table 1 incorporates dimensions which are principally grounded in the views of teachers.

Supportive Learning Environment

- provision of intellectual excitement, enthusiasm and a stimulating & creative environment;
- high degree of subject knowledge;
- respect for, and interest in, students;
- climate of approachability; provision of a motivating environment;
- recognition of student diversity.

Academic Expectations

- high level of expected output;
- expected outcomes expressed directly in academic terms– explaining to students what they are to learn and why;
- clarity in standards and assessment criteria;
- appropriate workload and level of difficulty;
- development of critical thought..

Scaffolding Learning

- varied ways to teach content;
- anticipation of misconceptions in students' existing knowledge;
- appropriate pace for the group being taught;
- high level of engagement;
- excellent management of student behaviour;
- systematic, well organised and well structured sessions;
- students work collaboratively with both their peers and their teachers;
- effective and timely feedback;
- encouragement of independent learning;
- encouragement of active learning;
- effective & sympathetic guidance.

Clarity

- strong, unambiguous presentation skills
- high quality explanation.

aching in H
st Year Un

n Clarke, a

l of Teaching and
, Volume 21 Numl

Table 2
The Top 5 Statements Describing Effective University Teachers the Most Positively

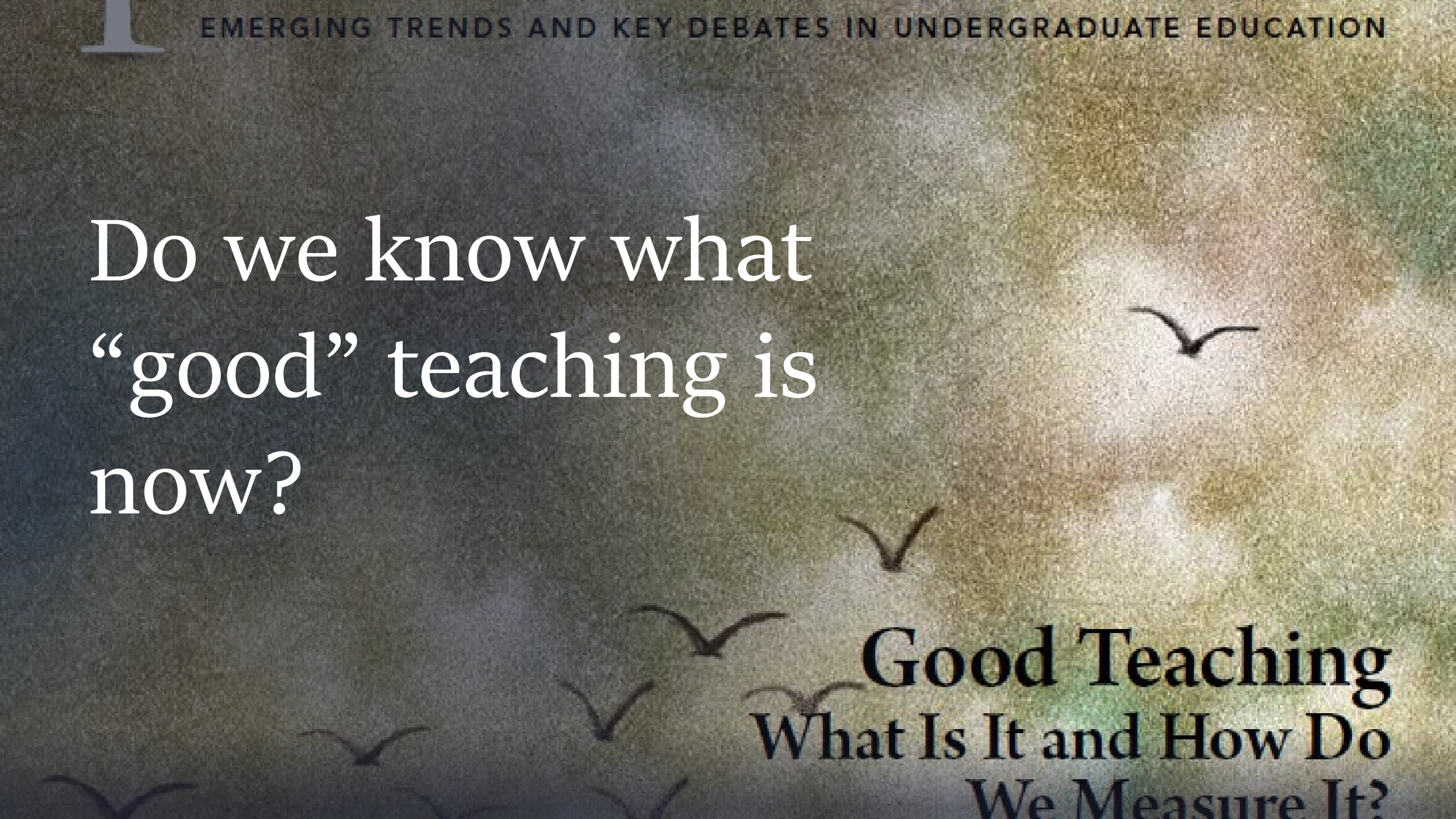
Effective university teachers….	% of Strongly Agree and Agree Responses
demonstrate excellent knowledge of their subject	99
include group activities during sessions	95
encourage discussion	94
are approachable	91
start sessions on time	91

Q	Statement – Effective university teachers:	Valid	Mean	Std. Dev	Range
1	demonstrate excellent knowledge of their	79	5.519	0.503	1
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16	explain any new language or concepts clearly	80	4.575	0.991	4
17	acknowledge previous learning/work experiences of students	79	4.380	1.066	3
18					3
19					2
20					3
21					3
22					3
23					3
24					4
25					4
26					4
27					3
28					3
29					3
30					3
31					4
32	recap at end of sessions	80	4.550	0.884	4

Table 3
The Statements Describing Effective University Teachers and Attracting No Disagreement

Effective university teachers….
demonstrate excellent knowledge of their subject
ensure the relevance of information within sessions
are patient
respect students' opinions
are enthusiastic about learning

https://files.eric.ed.gov/fulltext/EJ909070.pdf

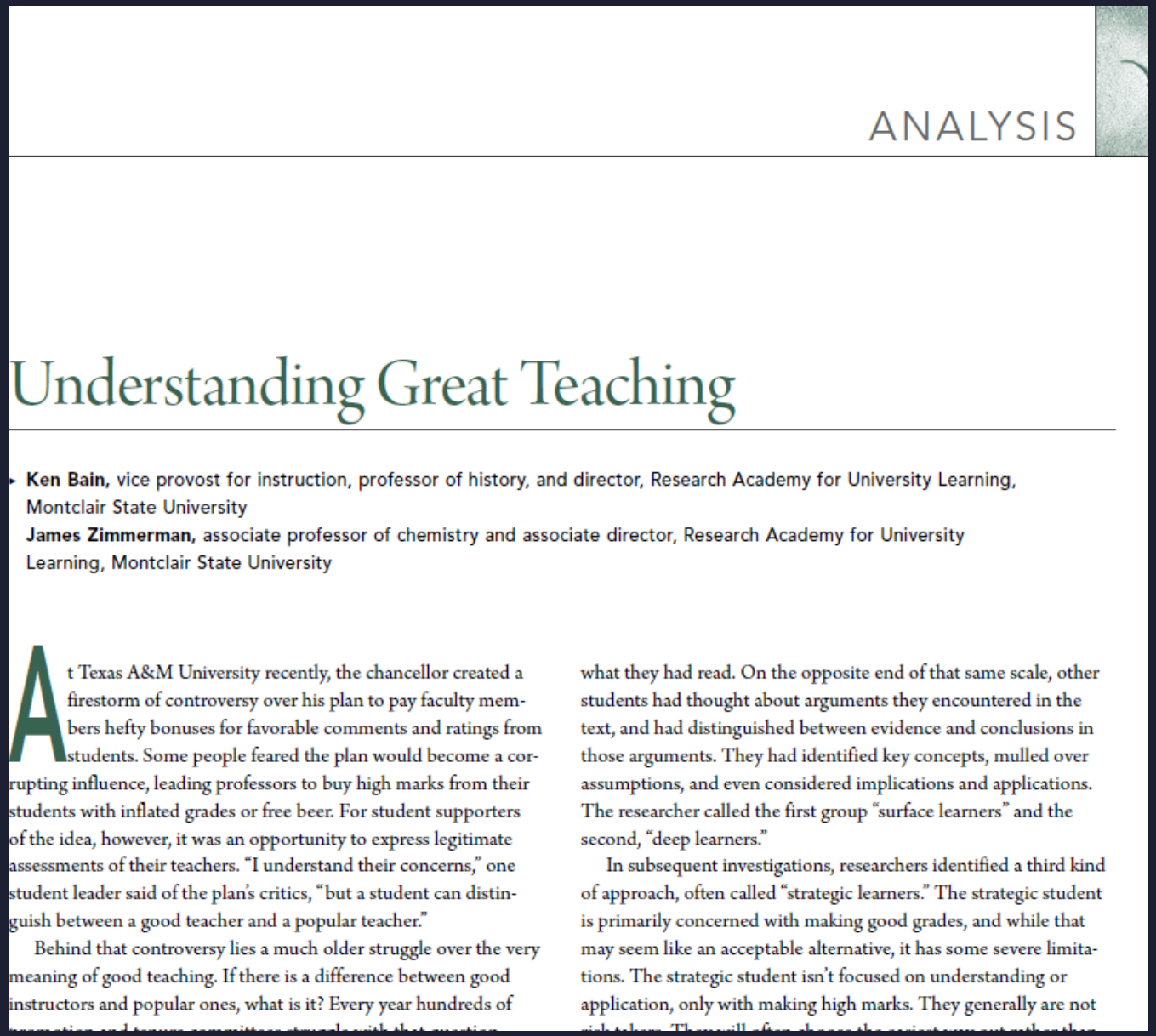


Do we know what "good" teaching is now?

One summary from *Peer Review*

"Here's a summary of what our great teachers told us: Human beings are most likely to learn deeply when they are trying to solve problems or answer questions that they have come to regard as important, intriguing, or beautiful. This is their description of what we call the Natural Critical Learning Environment"

Good Teaching: What Is It and How Do We Measure It?
Spring 2009 (Vol. 11, No. 2)



ANALYSIS

Understanding Great Teaching

Ken Bain, vice provost for instruction, professor of history, and director, Research Academy for University Learning, Montclair State University
James Zimmerman, associate professor of chemistry and associate director, Research Academy for University Learning, Montclair State University

At Texas A&M University recently, the chancellor created a firestorm of controversy over his plan to pay faculty members hefty bonuses for favorable comments and ratings from students. Some people feared the plan would become a corrupting influence, leading professors to buy high marks from their students with inflated grades or free beer. For student supporters of the idea, however, it was an opportunity to express legitimate assessments of their teachers. "I understand their concerns," one student leader said of the plan's critics, "but a student can distinguish between a good teacher and a popular teacher."

Behind that controversy lies a much older struggle over the very meaning of good teaching. If there is a difference between good instructors and popular ones, what is it? Every year hundreds of

what they had read. On the opposite end of that same scale, other students had thought about arguments they encountered in the text, and had distinguished between evidence and conclusions in those arguments. They had identified key concepts, mulled over assumptions, and even considered implications and applications. The researcher called the first group "surface learners" and the second, "deep learners."

In subsequent investigations, researchers identified a third kind of approach, often called "strategic learners." The strategic student is primarily concerned with making good grades, and while that may seem like an acceptable alternative, it has some severe limitations. The strategic student isn't focused on understanding or application, only with making high marks. They generally are not

Nationally Recognized quality rubrics

Blackboard Exemplar Course Rubric (BB)

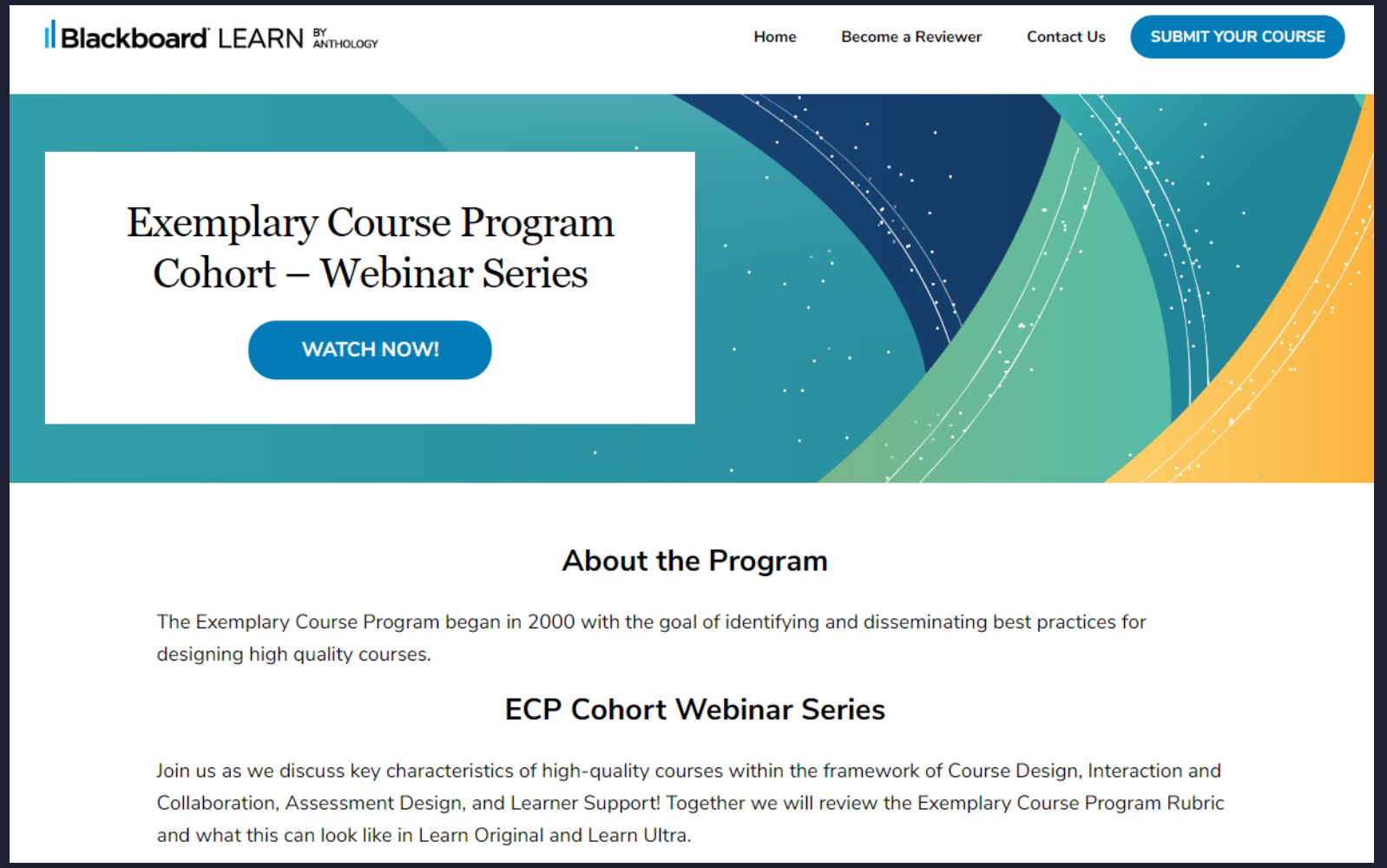
Open SUNY Course Quality Review (OSCQR)

Quality Course Teaching and Instructional Practice (QCTIP)

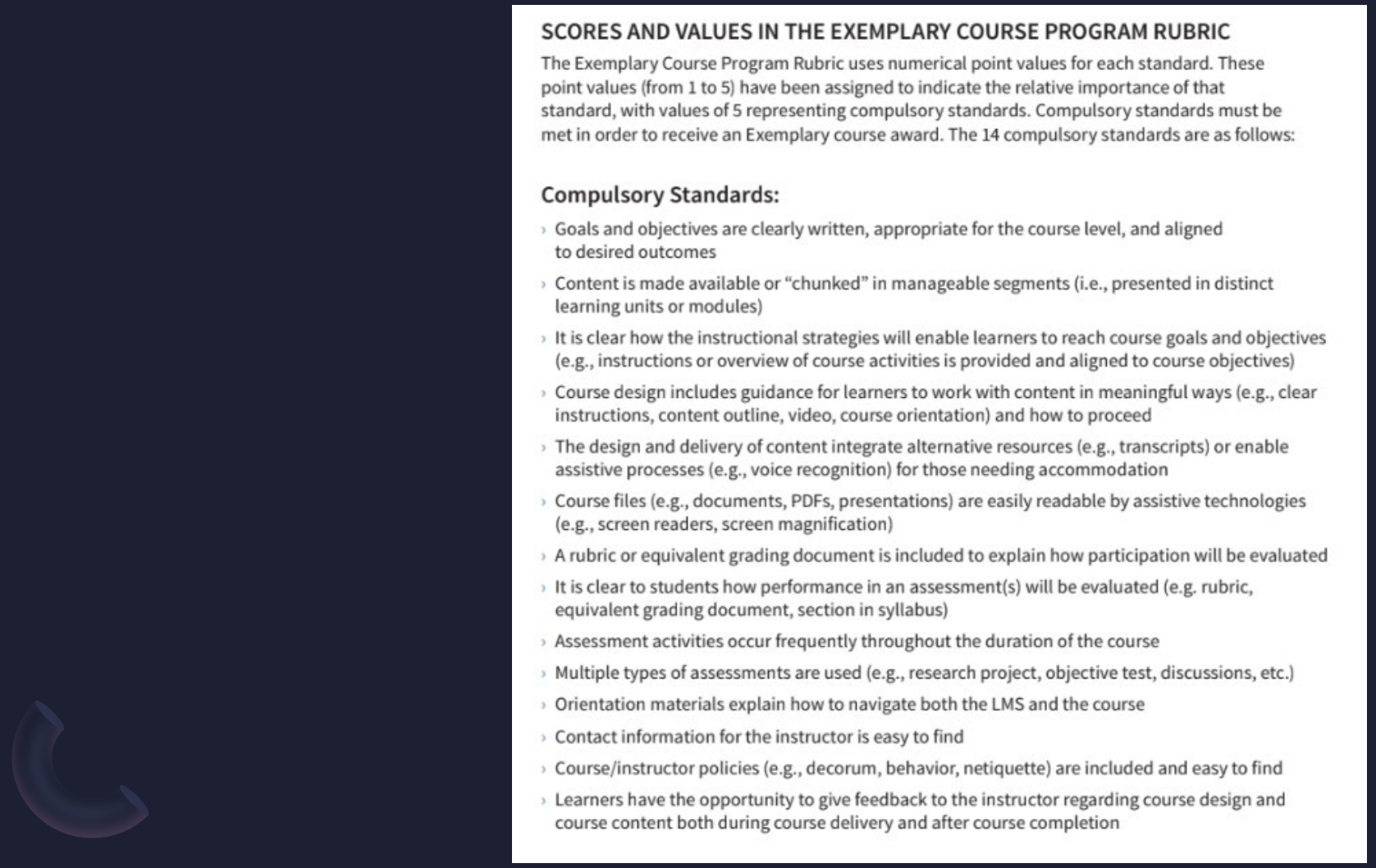
Quality Matters Higher Education course Rubric (QM)

Higher Ed. Standards (link on right)

Blackboard Exemplar Course Rubric (BB)



Blackboard Exemplar Course Rubric (BB)



SCORES AND VALUES IN THE EXEMPLARY COURSE PROGRAM RUBRIC

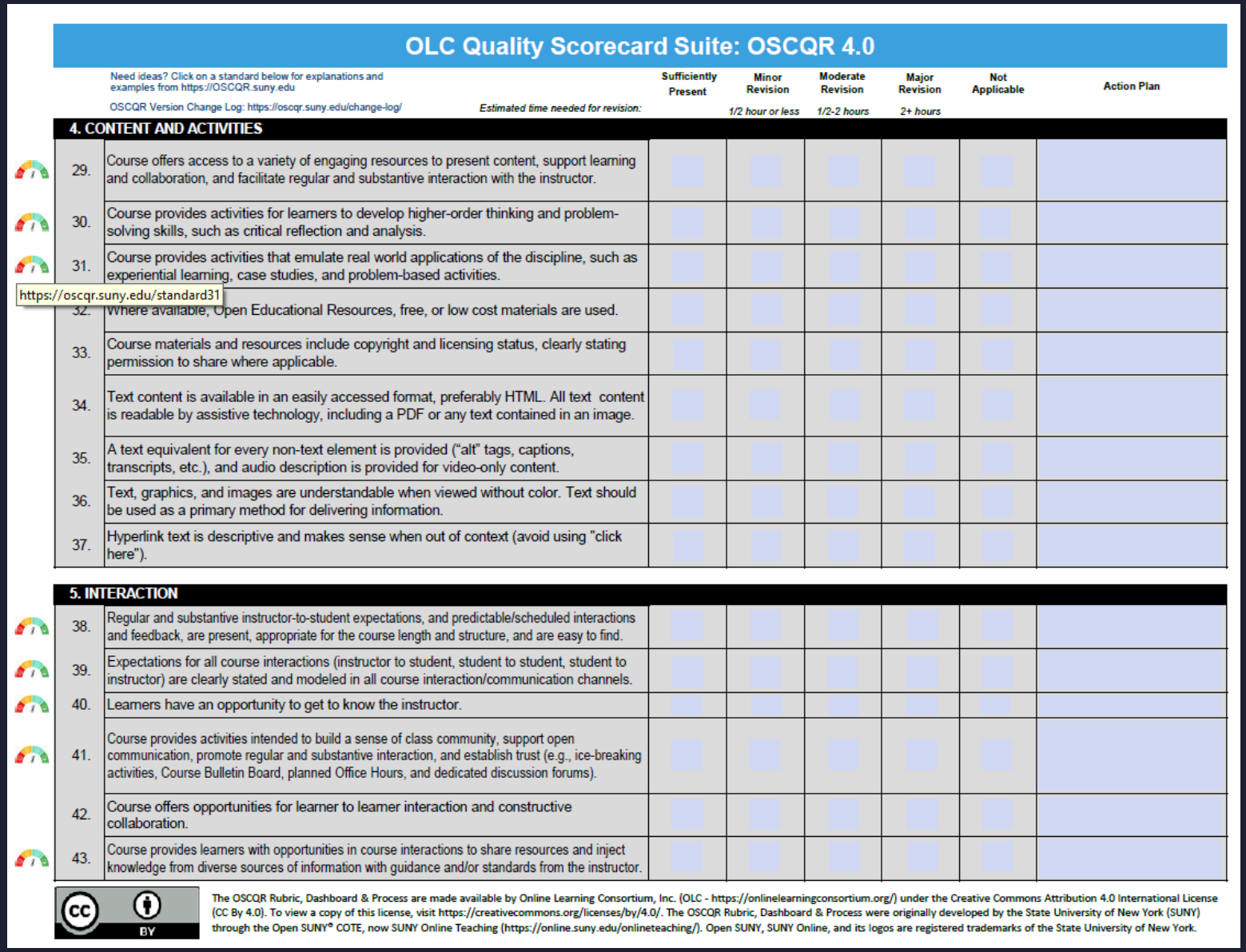
The Exemplary Course Program Rubric uses numerical point values for each standard. These point values (from 1 to 5) have been assigned to indicate the relative importance of that standard, with values of 5 representing compulsory standards. Compulsory standards must be met in order to receive an Exemplary course award. The 14 compulsory standards are as follows:

Compulsory Standards:

- Goals and objectives are clearly written, appropriate for the course level, and aligned to desired outcomes
- Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules)
- It is clear how the instructional strategies will enable learners to reach course goals and objectives (e.g., instructions or overview of course activities is provided and aligned to course objectives)
- Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, video, course orientation) and how to proceed
- The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation
- Course files (e.g., documents, PDFs, presentations) are easily readable by assistive technologies (e.g., screen readers, screen magnification)
- A rubric or equivalent grading document is included to explain how participation will be evaluated
- It is clear to students how performance in an assessment(s) will be evaluated (e.g. rubric, equivalent grading document, section in syllabus)
- Assessment activities occur frequently throughout the duration of the course
- Multiple types of assessments are used (e.g., research project, objective test, discussions, etc.)
- Orientation materials explain how to navigate both the LMS and the course
- Contact information for the instructor is easy to find
- Course/instructor policies (e.g., decorum, behavior, netiquette) are included and easy to find
- Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion

https://community.anthology.com/groups/blogpost/view/32/17/890

Open SUNY Course Quality Review (OSCQR)



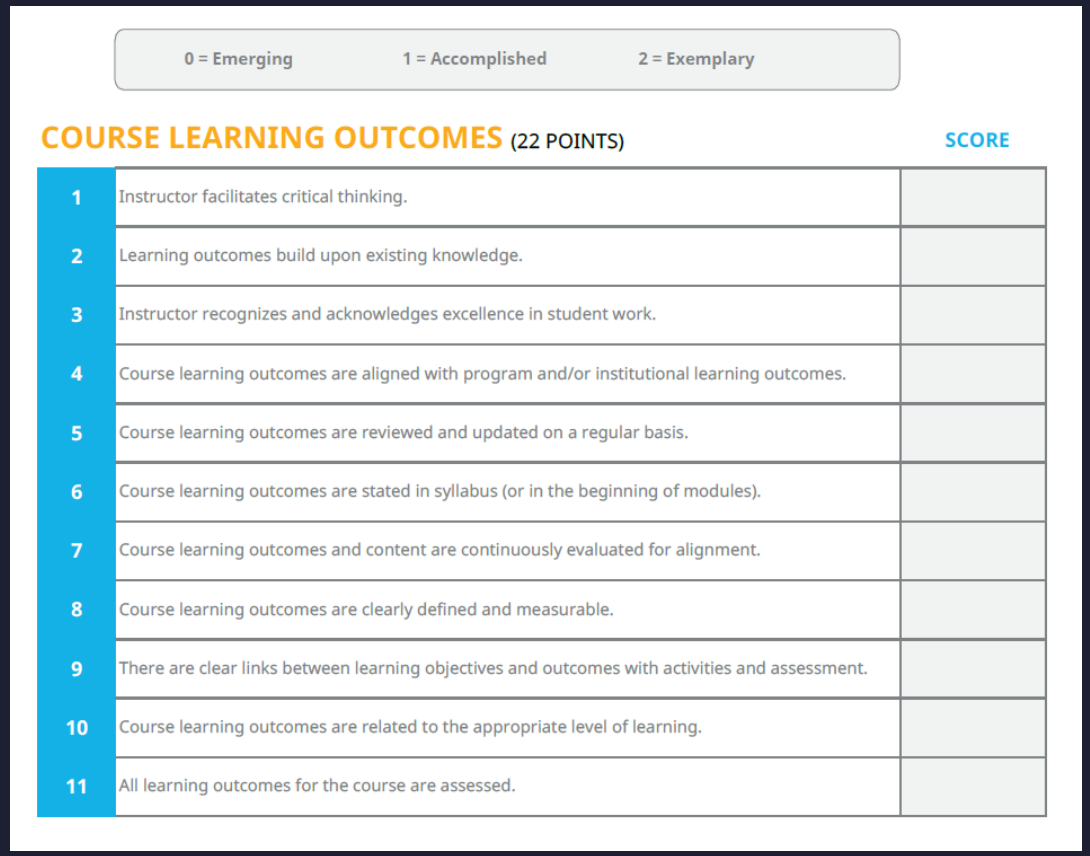
OLC Quality Scorecard Suite: OSCQR 4.0

Need ideas? Click on a standard below for explanations and examples from https://OSCQR.suny.edu

OSCQR Version Change Log: https://oscqr.suny.edu/change-log/

Estimated time needed for revision:

	Sufficiently Present	Minor Revision *1/2 hour or less*	Moderate Revision *1/2-2 hours*	Major Revision *2+ hours*	Not Applicable	Action Plan
4. CONTENT AND ACTIVITIES						
29. Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.						
30. Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.						
31. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.						
https://oscqr.suny.edu/standard31						
32. Where available, Open Educational Resources, free, or low cost materials are used.						
33. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.						
34. Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.						
35. A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.), and audio description is provided for video-only content.						
36. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.						
37. Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").						
5. INTERACTION						
38. Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find.						
39. Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels.						
40. Learners have an opportunity to get to know the instructor.						
41. Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., ice-breaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums).						
42. Course offers opportunities for learner to learner interaction and constructive collaboration.						
43. Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor.						



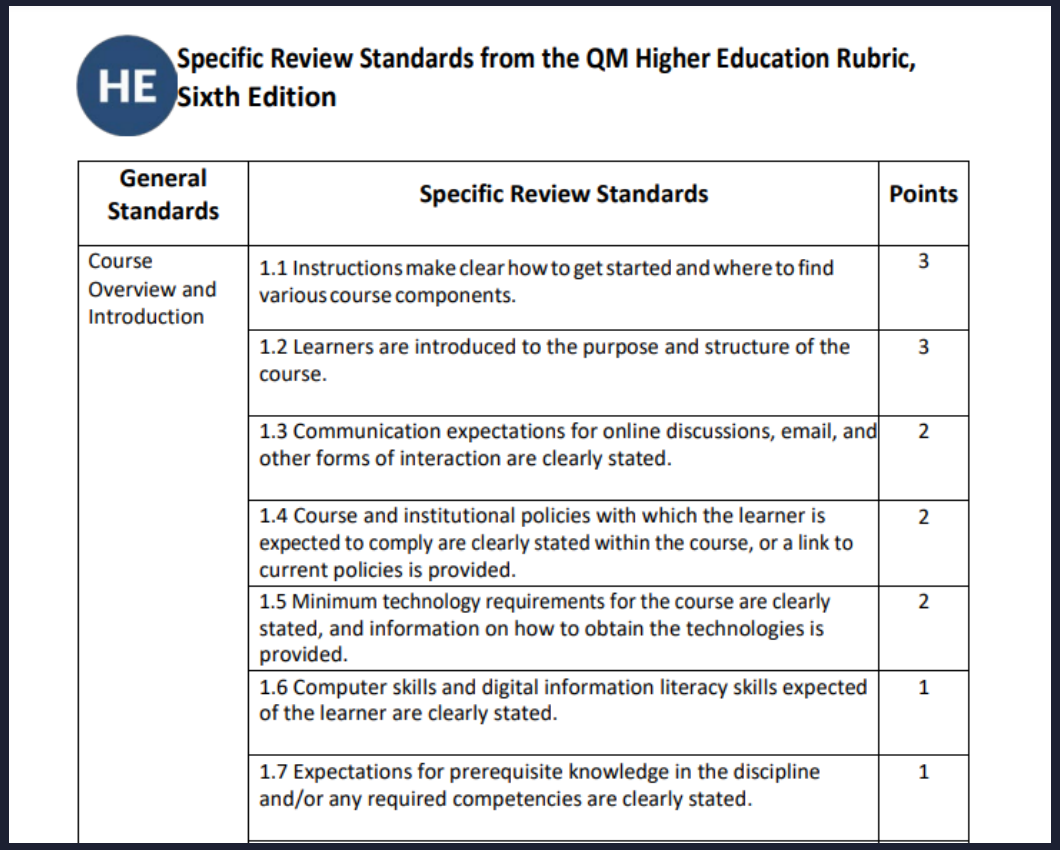
0 = Emerging 1 = Accomplished 2 = Exemplary

COURSE LEARNING OUTCOMES (22 POINTS) SCORE

1	Instructor facilitates critical thinking.	
2	Learning outcomes build upon existing knowledge.	
3	Instructor recognizes and acknowledges excellence in student work.	
4	Course learning outcomes are aligned with program and/or institutional learning outcomes.	
5	Course learning outcomes are reviewed and updated on a regular basis.	
6	Course learning outcomes are stated in syllabus (or in the beginning of modules).	
7	Course learning outcomes and content are continuously evaluated for alignment.	
8	Course learning outcomes are clearly defined and measurable.	
9	There are clear links between learning objectives and outcomes with activities and assessment.	
10	Course learning outcomes are related to the appropriate level of learning.	
11	All learning outcomes for the course are assessed.	

Quality Course Teaching and Instructional Practice (QCTIP)

Quality Matters Higher Education course Rubric (QM)



HE **Specific Review Standards from the QM Higher Education Rubric, Sixth Edition**

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1


What do these quality rubrics
all have in common?

Quality standards all have these in common:

Effective course design – with well stated course objectives and activities that support the learning objectives that help them struggle through BBQ's (Big Beautiful Questions)

Frequent Interaction with professor and class collaboration activities and exercises

A mix of high and low stakes assessments that allow the student to know how well they are doing throughout the course

Frequent and easy access to the instructor and a menu of campus support services

Quality standards all have these in common:

INITIAL DESIGN PHASE: Build Strong Primary Components

Step 1. Identify important **situational factors**
Step 2. Identify important **learning goals**
Step 3. Formulate appropriate **feedback and assessment procedures**
Step 4. Select effective **teaching/learning activities**
Step 5. Make sure the primary components are **integrated**

INTERMEDIATE DESIGN PHASE: Assemble the Components into a Coherent Whole

Step 6. Create a thematic **structure for the course**
Step 7. Select or create an **instructional strategy**
Step 8. Integrate the course structure and the instructional strategy to create an **overall scheme of learning activities**

FINAL DESIGN PHASE: Finish Important Remaining Tasks

Step 9. Develop the **grading system**
Step 10. De-Bug **possible problems**
Step 11. Write the course **syllabus**
Step 12. Plan an **evaluation** of the course and of your teaching

https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

Students also have to be motivated (sample E*V-C model) motivation theory

Kenneth E. Barron
•James Madison University
Chris Hulleman
•University of Virginia
Steve Getty
•Colorado College
Joseph A Taylor
•University of Colorado Colorado Springs

Motivation = E * V - C

Expectancy ✓
(do your students believe they can do the task?

Value ✓
(do your students want to do the task?)

Cost ⚠
(do your students have barriers preventing them from doing the task?)

Instructors guide for the Expectancy Value Cost Survey of Student Motivation

Motivation = E * V-C

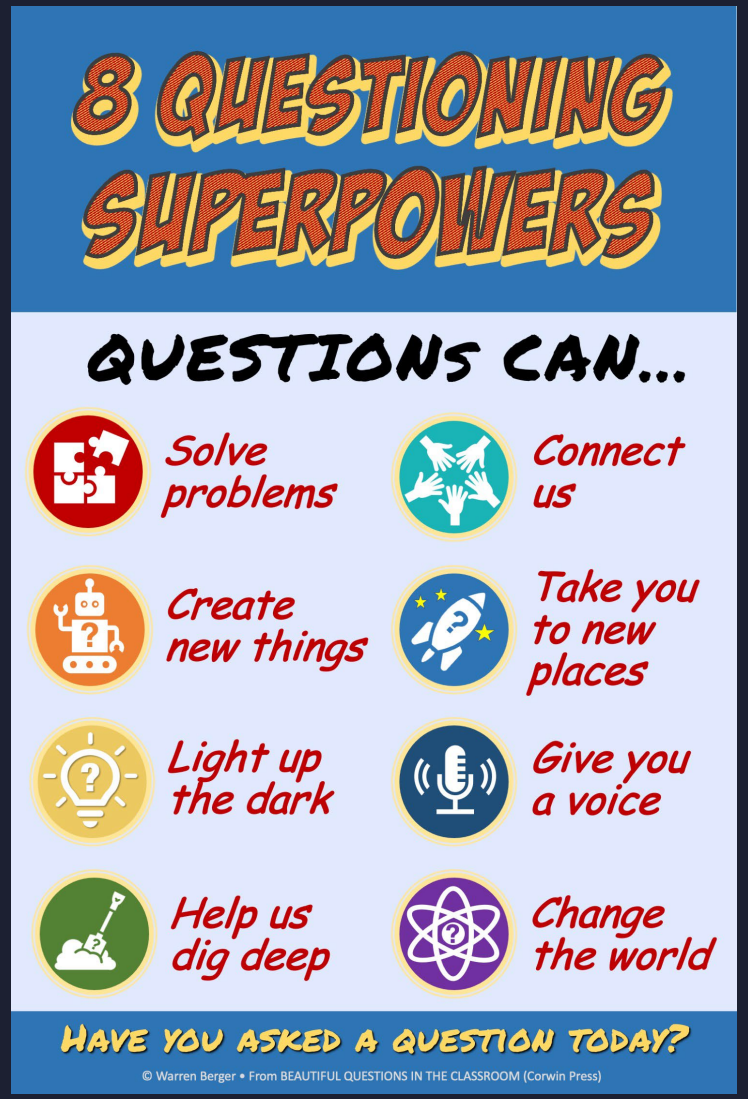
Motivational Levers

EXPECTANCY sources	
E1	Ability
E2	Growth Mindset
E3	Success Experiences (Direct or Indirect)
E4	Improvement Experiences
E5	Authentic Encouragement
E6	Goal Setting
E7	Clear Expectations
E8	Appropriate Challenge
E9	Feedback
E10	Support

VALUE sources	
V1	Intrinsic Value
V2	Situational Interest
V3	Utility Value
V4	Identity Value
V5	Prosocial & Communal Value
V6	Context & Rationale
V7	Enthusiastic Models
V8	Autonomy
V9	Competence
V10	Belonging
V11	Extrinsic Value

COST sources	
C1	Effort & Time Needed for the Activity
C2	Competing Activities
C3	Loss of Valued Alternatives
C4	Psychological & Emotional Reactions
C5	Identity-Related Threats
C6	Belonging Uncertainty
C7	Physical Reactions

Barron, K.E., & Hulleman, C.S. (2006). Is there a formula to help understand and improve student motivation? https://teachpsych.org/ebooks/eit2006/index.php/



https://us.corwin.com/books/ambq-263079

Asking “BBQ” Questions is key to student engagement and interaction. Getting them engaged in finding out the answers even more so.

University of British Columbia
Math and Sciences Teaching Practices Inventory

- The Teaching Practices Inventory: A New Tool for Characterizing College and University Teaching in Mathematics and Science *https://doi.org/10.1187/cbe.14-02-0023*
- The Teaching Practices Inventory (formerly called the "Teaching Practices Survey") was designed to characterize the teaching practices used in undergraduate science and mathematics courses. The inventory requires 10-15 minutes to fill out and provides a detailed characterization of practices used in all aspects of a "lecture" course (it is not suitable for use with courses that are primarily laboratories, seminars, or project courses). It was tested with several hundred faculty members at UBC and refined over a 6-year period.
- https://cwsei.ubc.ca/resources/tools/tpi

Teaching Perspectives Inventory

- http://www.teachingperspectives.com/tpi/
- a 45-item inventory that can be used to determine your teaching orientation. This inventory can be a helpful tool for reflection and improvement of teaching. It can also help you prepare to write or revise a statement of teaching philosophy.

Other self-evaluation checklists and rubrics

- Instructor Self-Evaluation, created by Calvin College
- Faculty Teaching Self-Assessment form, created by Central Piedmont Community College
- Instructor/Course Self Rating Form, created by Saint Mary's University
- Faculty Self-Evaluation of Teaching, created by the University of Dayton (self-evaluation rubrics, narrative self-evaluation forms, reflective questions)

What additional ideas and observations do you have to share?

List of resources in this presentation:

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Resources continued:

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- [redacted]

Resources continued:

- [redacted]
- [redacted]
- [redacted]
- Instructor/Course Self Rating Form, created by Saint Mary's [redacted]
- [redacted]