

University of South Florida College of Public Health Review of Teaching Effectiveness Process

Introduction

The College of Public Health (COPH) is committed to providing a quality learning-centered education for its students. The College recognizes its obligation to provide faculty with constructive feedback regarding the content of their courses and their teaching effectiveness in order to fulfill its commitment to students. Similarly, the College recognizes the need to provide opportunities for faculty to learn new teaching techniques and improve their teaching skills. The review of course content and structure, which is one component of evaluating the overall effectiveness of our teaching mission, is overseen by the COPH Education Committee. The review of teaching effectiveness, which is a second component, is overseen by the COPH Faculty Affairs Committee in accordance with this Review of Teaching Effectiveness Process.

Unlike research productivity and effectiveness which are relatively easy to quantify and measure, teaching effectiveness is difficult to measure. Evidence of teaching effectiveness must be from multiple sources to be accurate and reliable. There are many potential sources of evidence of teaching effectiveness; however, COPH has identified three sources that will be used to guide faculty in identifying their development needs and to assist their peers in evaluating teaching effectiveness in the annual promotion and tenure process.

The first source is student ratings. Student ratings provide useful information about aspects of teaching on which they are qualified to comment, such as approachability, presentation of materials, organizing skills, ability to organize and communicate ideas, knowledge, tolerance of different student viewpoints, presentation of diverse perspectives in the field, treating individuals with respect, etc.

The second source is a comprehensive review of teaching. A comprehensive review of teaching is a collaborative process in which the faculty member being reviewed (referred to as “instructor” in this document) works closely with a reviewer to discuss his or her teaching for the purpose of improving the quality of instruction and student engagement.

A third source is the Teaching Portfolio (see COPH Teaching Portfolio Guide). The Teaching Portfolio is assembled for the purpose of promotion and/or tenure decisions. The Teaching Portfolio reinforces the philosophy that teaching is a scholarly activity and not just a list of courses and student rating summaries. Like research, wherein faculty must present objective evidence of research scholarship by listing grants, publications, presentations, etc., Teaching Portfolios must include a statement of teaching philosophy or approach; courses taught, feedback from students and reviewers; reflective commentary from the faculty member, work samples and other evidence of teaching effectiveness. Finally, Teaching Portfolios include teaching reviews, as well as course content reviews, and how faculty responded to the recommendations for improvement.

Purpose

The purpose of this document is to outline the COPH Review of Teaching Effectiveness Process to be used in assessing “how” a faculty member teaches.

By establishing a Review of Teaching Effectiveness Process, in which all faculty with teaching assignments participate, an additional avenue is provided toward measuring and achieving quality learning-centered education for COPH students. A goal of this process is to generate sustained reflection on one's own teaching, and to promote dialogue among faculty concerning insights about teaching and the instructional process. It is the expectation that faculty will utilize the feedback provided by their reviewers to consider ways

to enhance their teaching effectiveness including professional development and other activities to improve the overall quality of the educational experience for our students.

Teaching Excellence

The Copenhague Appointment, Promotion and Tenure (APT) Guidelines state that *effective teaching – i.e., teaching that results in learning for those taught – requires a thorough knowledge of the subject; the ability to communicate that knowledge clearly through media appropriate to the subject, discipline, and the needs of students; and the ability to work with, motivate, and serve as a positive role model for students.*

In order to evaluate teaching effectiveness, Copenhague has identified the eight domains below that exemplify excellence in teaching. An excellent teacher:

- (1) Demonstrates a thorough knowledge of the subject: (examples including, but not limited to, those listed below)
 - a. goes further than the standard textbook materials
 - b. develops original thoughts on the subject
 - c. maintains up-to-date knowledge of the subject
 - d. refers to recent developments in the field in the classroom
- (2) Demonstrates student-centered mentorship: (examples including, but not limited to, those listed below)
 - a. helps students learn outside of class, is accessible in and out of class
 - b. promotes cooperation among students
 - c. gives prompt and timely feedback that fits the context of the task
- (3) Demonstrates effective active learning strategies: (examples including, but not limited to, those listed below)
 - a. encourages students to be self-directed, independent, lifelong learners
 - b. encourages higher-order thinking
 - c. provides mechanisms for facilitating participation and engagement of all students
- (4) Communicates achievable, yet high expectations: (examples including, but not limited to, those listed below)
 - a. acknowledges student expectations
 - b. clarifies what students can expect from the teacher
 - c. creates a safe, yet challenging, learning environment
- (5) Promotes a community of learners: (examples including, but not limited to, those listed below)
 - a. demonstrates respect for students
 - b. respects diverse talents and ways of learning
 - c. develops learning skills by practicing in the classroom/or virtual classroom
 - d. encourages students to reflect on what they are learning and how they are learning
- (6) Demonstrates effective communication skills: (examples including, but not limited to, those listed below)
 - a. helps students learn to use effective communication skills
 - b. listens attentively
 - c. is available and approachable

- d. simplifies and clarifies complex subjects
- e. bridges language and cultural barriers

(7) Assesses teaching continuously and systematically: (examples including, but not limited to, those listed below)

- a. Creates an environment that invites constructive student feedback to the instructor
- b. Recognizes own limitations and shortcomings, confronts and learns from them
- c. Conducts mid-course reviews for purposes of course enhancements

(8) Demonstrates a strong commitment to teaching quality: (examples including, but not limited to, those listed below)

- a. engages in activities to continue to develop teaching
- b. invites and accepts feedback to improve
- c. tries new techniques to promote learning
- d. uses results of course assessments to improve courses

Observation of Teaching

Faculty are encouraged to view the feedback of their teaching provided by their reviewer as a collegial discussion and collaboration about teaching rather than merely judgments about teaching. For consistency in assessment questions and feedback, the COPH Observation of Teaching Feedback Form should be used for all reviews of teaching.

The COPH Observation of Teaching Feedback Form should be included in the Teaching Portfolio which is reviewed during the College mid-promotion, mid-tenure, promotion and/or tenure process.

Observations of teaching shall be conducted on a regular basis as follows:

- 1) Tenured faculty and non-tenure earning faculty on the Research Pathway (classroom or on-line) every three years.
- 2) Tenure earning faculty and non-tenure earning faculty on the Teaching Pathway and Instructors (classroom or on-line) every two years.
- 3) If a faculty member regularly teaches both in the classroom and on-line, reviews should alternate between in-class and on-line teaching.
- 4) A faculty member may request that a teaching review be conducted at any time in addition to the schedule referenced above.

The College Office of Academic Affairs will facilitate the teaching observation process by tracking teaching review timelines for faculty and serving as a resource regarding the process. A copy of the completed Observation of Teaching Feedback Forms will also be retained in the faculty evaluation file in the College Office of Faculty Affairs for review during the College mid-tenure, mid-promotion and annual tenure and promotion processes.

Process

Each professorial ranked faculty member and Instructor will be responsible for initiating the teaching observation process in accordance with the timeframe referenced above beginning in the Fall semester, 2018. Faculty appointed after Fall, 2017 will be expected to participate in the process beginning the first Fall

semester after one calendar year of employment. The Office of Academic Affairs will remind faculty about the need to initiate a teaching observation review 90 days prior to the date that the review is to be scheduled.

The process for the observation of teaching is as follows:

1. Faculty invite the Director of the University Academy of Teaching and Learning Excellence (ATLE) to assign a teaching expert from that office to observe their teaching/learning strategies for courses taught in the classroom. Faculty invite the Director of the University Office of Innovative Education to assign an on-line teaching expert to observe their teaching learning strategies for courses taught on-line.
2. Faculty should choose for review of a two or three-credit hour course in which they are the primary instructor.
3. After agreeing upon a review date which should be after mid-course evaluations are complete, the faculty member contacts the Office of Academic Affairs to coordinate obtaining access to the course materials in CANVAS that are listed on the Observation of Teaching Feedback Form.
4. The reviewer completes the Observation of Teaching Feedback Form and meets with the faculty member to review the feedback and provide a signed copy, ideally within 30 days after the observation date.
5. Completed COPH Observation of Teaching Feedback Forms should be signed by the faculty member and forwarded to the Office of Faculty Affairs for the faculty member's file no later than 60 days after the observation date if possible.
6. All materials will be confidential between the faculty member and the reviewer except when the faculty member is being reviewed during the College mid-promotion, mid-tenure or promotion and/or tenure processes.
7. A faculty member may request to participate in the Review of Teaching Effectiveness Process at any time.