Blue Ribbon Committee for Student Course and Teacher Ratings (CTR) & Peer Observation of Teaching

Spring 2023 Report

[Printed: February 9, 2023]

HOFSTRA UNIVERSITY®

Contents

HOFSTRA UNIVERSITY®

HOFSTRA UNIVERSITY®

Committee Members

S. Stavros Valenti (Co-Chair) – Vice Provost for Accreditation and Assessment

Kevin P. Nolan, (Co-Chair) – Associate Professor of Psychology, HCLAS

Lynn A. Albers – Assistant Professor of Engineering, SEAS

Corinne Kyriacou – Associate Professor of Population Health, HPHS

Sabine Loucif – Professor of Romance Languages and Literatures, HCLAS

Renee Mcleod-Sordjan – Professor of Nursing, SONPA

Mario Murillo – Professor of Radio, Television, Film, LHSC

Uzo N. Osuno – Adjunct Assistant Professor of Computer Science, SEAS

Daniel Seabold – Acting Dean, HCLAS and School of Education

Cynthia Langin – Senior Associate Provost of Institutional Research & Assessment

Shawn T. Thelen – Professor of Marketing and International Business, ZARB

HOFSTRA UNIVERSITY®

Purpose

The Blue Ribbon Committee was convened under the joint commission of The Provost's Office and AAUP Executive Council in November 2020 to review the Course and Teacher Rating (CTR) system and Peer Observation of Teaching policies used to evaluate instruction at Hofstra University. This report presents a summary of the committee's work recommendations for modifications to these policies reasoned to improve the assessment of teaching at Hofstra University.

Guiding Principles

Both the CTR system and peer observation of teaching procedure used to evaluate instruction at Hofstra University are important components of the organization's performance management system. Performance management systems serve to ensure that a set of activities and outputs meets an organization's goals in an effective and efficient manner. The feedback afforded by these systems is used to facilitate employee development and inform personnel decisions. Consistent with best practices in performance management, the recommendations of this committee are guided by the mission and goals of Hofstra University and intended to promote a system that effectively facilitates both evidence-based personnel decisions (e.g., appointment, promotion, & tenure), training, and development opportunities.

HOFSTRA UNIVERSITY®
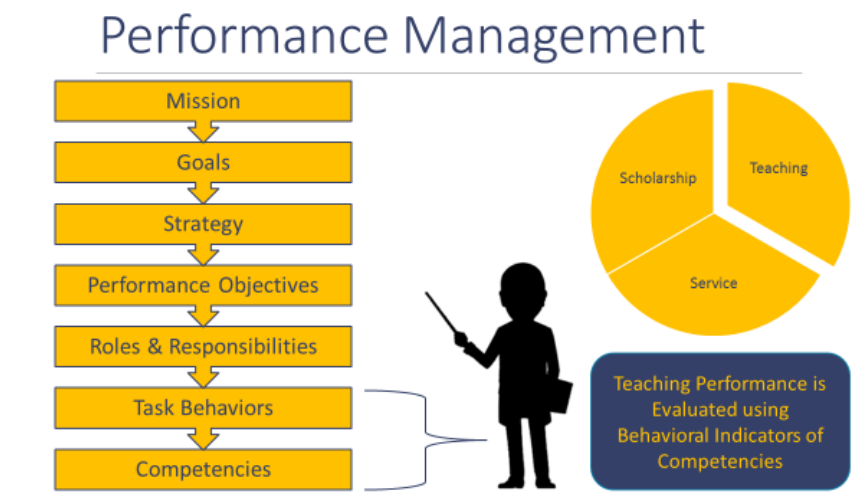
Executive Summary

This report outlines the processes followed by the Blue Ribbon Committee to arrive at a series of recommendations concerning revisions to the CTR system and peer observation of teaching policies that are used to evaluate instruction at Hofstra University. A summary of these processes and the resulting recommendations are provided below.

Process Overview

1. A competency model was developed through review of the current CTR items to highlight the various aspects of instruction that are evaluated under the current system of course and teacher ratings (FPS#49). The aspects of teaching evaluated within the competency model were then (a) compared to teaching aspects measured at other institutions, and (b) examined with reference to the mission and student learning goals of Hofstra University. A competency model was developed, through review of CTR items and the dimensions Faculty Policy Series #46 requires peer observations to assess, to highlight the various aspects of instruction that are evaluated under the current system. These aspects were then compared to those evaluated by other institutions with noteworthy centers for teaching excellence as well as the goals and values of Hofstra.

2. Feedback from Department Chairs concerning their beliefs about the usefulness of the current CTR form and the peer observation of teaching policy (FPS#46) for faculty development and personnel decisions was solicited via survey. Recommendations for how each evaluation method could be improved were also collected.

3. Archival data was used to test the psychometric properties of the current CTR form to examine if it measures the various aspects of instruction that it purports to evaluate.

4. Archival data was used to examine if CTR subscale scores differed by instructors' race/ethnicity and/ or gender to investigate potential systematic discrimination that might exist in the evaluation system. Research on best practices for identifying and minimizing bias in student evaluations was also conducted.

5. Archival data was used to examine if CTR subscale scores and response rates were affected by the transition from paper-and-pencil forms to online surveys facilitated by the outbreak of COVID-19. Research on best practices for increasing student evaluation response rates was also conducted.

6. Blue Ribbon Committee members were surveyed about their beliefs concerning the importance of assessing 40 unique competencies/constructs nested within eight different competency domains that were derived from benchmarking and institutional research via a revised CTR form.

7. Informed by the results of the Chairs Survey and Blue Ribbon Committee Survey, a 14-item Community Survey was developed to collect insights about what content Hofstra University students and faculty believe is most important to include on a revised CTR form. The survey was drafted following a review of more than 200 CTR items compiled from benchmarking research. Faculty and Student participants were asked to rank order the 14 items in terms of their importance.

8. In the fall 2021 term the Blue Ribbon Committee piloted a revised CTR form that included (a) 13 Likert-style items written to assess the content members of the Hofstra Community identified as being most important to evaluate, and (b) an open-ended item asking students to "*Please comment on the course and*

HOFSTRA UNIVERSITY®

instructor." The pilot data was analyzed to reveal the psychometric properties of the revised CTR form and to examine faculty perceptions of its value for formative and summative appraisals.

9. Best practices in peer observations of teaching were researched and benchmarking information from institutions with robust centers for teaching excellence was collected. Institutional research was also consulted on the variety of approaches to peer observations of teaching currently used at Hofstra.

10. An example of a structured peer observation form was drafted to assess key aspects of instruction that departments could use as a template to aid in the development of peer observation forms that provide both quantitative and qualitative feedback on teaching performance.

Recommendations

1. Adopt and implement the newly revised CTR form, which includes 13 Likert-style items that assess competencies relating to "Learning/Development", "Class Climate", "Instruction", and "Assignments/Assessments" along with an open-ended item asking students to "*Please comment on the course and instructor.*" This form evaluates those aspects of instruction identified by the Hofstra Community as most important to appraise, incorporates best practices in cognitive survey methodology by utilizing a uniform response format across all items, and has satisfactory psychometric properties as established by a large-scale pilot study.

2. Adopt and implement the suggested program for online delivery and completion of the newly revised CTR form. The key features are as follows:

   a. Assessments are automatically made available to students during a predetermined 2-week window at the end of term (with proportional adjustments for part-of-term sections)
   b. Students taking in-person or remote synchronous courses may be provided with opportunities to complete the assessments during class sessions
   c. Instructors may use a variety of strategies to enhance response rates
   d. The online process for collecting assessment data is efficient in the use of resources
   e. Feedback from student assessments of teaching can be delivered rapidly to instructors and administrators

3. In addition to the use of two CTR items for summative purposes ("*Overall, this instructor is an effective educator,*" "*Overall, this course was a worthwhile experience*"), departments should develop and implement unit-specific policies for how individual items from the set of 13 are used for formative purposes. Emphasis should be placed on those items deemed most appropriate for faculty development within divisions.

4. To increase consistency in peer observations of teaching across observations, observers, and time, departments should develop structured peer observation of teaching rubrics. These rubrics should be structured to collect both quantitative and qualitative information about aspects of teaching deemed most important for faculty development and personnel decisions within divisions.

5. Hofstra University should continue to examine the extent to which differences in CTR scores exist by instructor race/ethnicity and gender. Bias in student evaluations is a widespread concern across institutions of higher education. Accordingly, Hofstra University should continue to evaluate potential bias in CTR scores and, if identified, take action to address the factors that contribute to this bias and mitigate any impact it may have on how CTR information is used for formative and summative purposes.

6. Consistent with the requirement for all faculty serving on hiring committees to undergo implicit bias training, members of department personnel committees who conduct peer observations of teaching

HOFSTRA UNIVERSITY®

should complete similar training to minimize the potential for bias to influence the assessment process. In recognition that any one source of information may contain bias, committee members are encouraged to adopt decision-making processes that include multiple sources of information, with no one source receiving outsized weight.

7. Hofstra University should invest in a center for teaching excellence to formally support the assessment of instruction and facilitate faculty development at every stage. Under the current system, faculty development following CTR and peer observation feedback typically occurs informally (e.g., peer mentoring). A more formal approach should be taken wherein experts in pedagogy and instructional techniques make available to instructors targeted interventions. Such a center would facilitate the sharing of teaching ideas, innovations, and resources among faculty to enhance student learning.

Benchmarking Research

The review and recommendations offered by the Blue Ribbon Committee are informed by empirical and academic research conducted both within and beyond Hofstra University. From beyond the Hofstra community, benchmarking information and best-practice insights were gleaned for both the solicitation of instructional feedback from students and peer observations of teaching from the following academic institutions via their online resources.

a. Algonquin College
b. Augsburg University
c. Baruch College – The City University of New York
d. Boise State University
e. Clemson University
f. Colorado State University
g. DePaul University
h. Georgia Institute of Technology
i. Indiana University of Pennsylvania
j. Iowa State University
k. Loyola Marymount University
l. McKendree University
m. Queens College – The City University of New York
n. Rutgers University
o. St. John's University
p. The Pennsylvania State University
q. The University of Maine
r. University of California, Berkeley
s. University of Colorado
t. University of Kentucky
u. University of Michigan

HOFSTRA UNIVERSITY®

v. University of North Carolina at Charlette
w. University of South Carolina
x. University of Toronto
y. University of Vermont
z. University of Wisconsin -Madison
aa. Vanderbilt University
bb. Western Michigan University

Competency Model

A common practice among academic institutions with robust centers for instructional design and development (e.g., Centers for Teaching Excellence) is the establishment of a teaching competency model. A competency model is a collection of knowledge, skills, abilities, and other attributes that are required for successful performance in a particular role. These models typically include detailed information, such as key behaviors and standards of proficiency, that apply to different levels of job experience or expertise. By specifying behavioral expectations, competency models serve to facilitate fair and consistent systems of measurement for performance management and aid in the identification of learning and development opportunities. An example competency model for teaching from Algonquin College that specifies performance expectations pertaining to 7 core competencies for teachers with 0-2 years, 2-7 years, and 7+ years of experience is provided in Appendix A.

No formal competency model for teaching at Hofstra University has been developed. A content analysis of CTR items and the dimensions, according to Faculty Policy Series #46, that peer observations of teaching should assess, however, provides insight into the general competencies that are evaluated by the current performance management system. These competencies and their associated indicators are outlined in Table 1. Identifying the general competencies evaluated by Hofstra University's performance management system is an important first step in determining how the content of this system maps onto the goals of the University and compares with the content of performance management systems employed by other academic institutions to assess teaching effectiveness.

HOFSTRA UNIVERSITY®

Table 1. General Competencies Evaluated via CTRs and Peer Observation of Teaching

CTR Items	General Competency	Peer Observation of Teaching Dimensions (FPS#46)
In your opinion, the instructor demonstrates a mastery of the subject that is (Outstanding – Poor).	*Demonstrating Subject Mastery*	Mastery of the material presented in light of the current state of knowledge in the discipline.
The instructor's presentation of the subject matter is (Always clear – Never clear).	*Clear & Effective Instruction*	Clarity of presentation and effectiveness of communication skills.
		The effectiveness of the form of presentation (e.g., lectures, discussions, use of technology).
		The appropriateness of the material presented in light of the stated purpose of the course.
The instructor encourages student participation (A great deal – Not at all).	*Facilitating Student Participation*	Encouragement and management of classroom or online participation.
The instructor encourages meaningful interactions from/among students (A great deal – Not at all).		
The instructor's responses to your questions are (Always clear – Never clear).	*Responding to Student Questions/Comments*	Responsiveness of instructor to students (questions and comments and other contributions).
The instructor presents a grading policy that is (Very clear – Very unclear).	*Fairness & Transparency in Grading*	
The instructor follows a grading policy that is (Fair – Unfair).		
Exams are based on materials covered in class and/or assigned during the course (Always – Never).	*Effective Assignments & Assessments*	
Assignments contribute to the learning experience in this course (A great deal – Very little).		
The quality of the feedback the instructor gives concerning tests or other assignments is (Very useful – Not useful).		
Considering the level of difficulty of this course, the course is paced (Very fast – Very slow).	*Academic Rigor*	
Compared to other courses you have taken at this University, the level of difficulty of this course is (Very difficult – Very easy).		
The examinations or graded assignments are (Very difficult – Very easy).		
Texts and other required reading materials for the course are (Very difficult – Very easy).		
As a result of this course, your knowledge in this area of study (Increased greatly – Remained the same).	*Student Learning*	
	Classroom Management	Classroom management (e.g., prompt start time, classroom control)
How would you rate the instructor's effectiveness as a teacher (Outstanding – Very poor)?	*Overall Teaching Effectiveness*	Overall assessment of the class or online module.

Department Chairs Survey

Having identified the general competencies evaluated by the current performance management system, feedback was next solicited from Department Chairs concerning their beliefs about the usefulness of the CTR system and peer observation of teaching procedure. An online survey was developed and administered that included 4 Likert-style response items asking Chairs to report their beliefs about the usefulness of the CTR system and peer observation of teaching procedure for formative and summative purposes, and 2 open-ended items asking for suggestions concerning how these practices might be improved. *N*=25 participants responded, completing both sections of the survey. Results (Tables 2 and 3) suggest that Chairs generally agree that the peer observation of teaching procedure is useful for both facilitating faculty development (92%) and making personnel decisions (88%). Chairs also generally agreed that the CTR system was useful for making personnel decisions (72%) but disagreed that the system was useful for facilitating faculty development (48%). A content analysis of the open-ended feedback provided suggests that Chairs most commonly believe that the CTR system could be improved by (a) revising the question set to include more/different content – with less of a "customer service" focus, and (b) providing results to faculty more quickly. Chairs also believe that the peer observation of teaching procedure could be improved by (a) modifying the process to address leniency bias – overly positive reviews, and (b) creating a more structured system that addresses a broader range of teaching behaviors across observers, observation periods, and faculty being observed.

Table 2. Chairs Survey: Likert-style Percent Responding

Likert-Style Survey Items	Disagree	Neutral	Agree
To what extent do you agree or disagree that the current Course and Teacher Rating (CTR) system is useful for facilitating professional development for faculty?	48%	12%	40%
To what extent do you agree or disagree that the current Course and Teacher Rating (CTR) system is useful for making personnel decisions (e.g., repappointment, tenure, promotion)?	8%	20%	72%
To what extent do you agree or disagree that the current Peer Observation of Teaching system is useful for facilitating professional development for faculty?	8%	0%	92%
To what extent do you agree or disagree that the current Peer Observation of Teaching system is useful for making personnel decisions (e.g., reappointment, tenure, promotion)?	4%	8%	88%

Table 3. Chairs Survey: Content Analysis of Open-ended Responses

System	Content Analysis of Open-ended Responses	Count
CTR	Revise the question set to include more/different content (e.g., less customer service)	8
	Provide results to faculty more quickly	5
	Impliment mechanisms to increase response rate (e.g., tie to grade disclosure)	4
	Adapt the form to account for online and hybrid classes	2
	Administer all CTRs online	2
	Include more, and more direct, open-ended questions	2
	Distribution of CTRs should not be tied to course times	2
	Ask fewer questions	2
	Create a mobile platform	1
	Faculty should have to report how feedback was addressed	1
	Replace new online system with in-class CTRs, as before	1
	Copy chairs on open-ended comments made on CTRs	1
Peer Observation	Modify system to address liency bias (e.g., overly positive reviews)	8
	Create a more structured system that addresses more aspects of teaching effectiveness	3
	Reduce how often they are conducted to account for high-volume requirements for adjunct faculty	2
	Partner feedback received with training and development interventions	1
	Identify ways to deal with demographic bias	1
	Faculty should have to report how feedback was addressed	1
	System needs to be modified to account for format of online/hybrid courses as well as teaching	1
	Teachers should not be able to select the specific course for which they will be evaluated	1

HOFSTRA UNIVERSITY®

CTR Analyses in Response to Covid-19

At this point in the Blue Ribbon Committee's work, Covid-19 necessitated the transition from paper-and-pencil CTR forms completed during course time to an online system wherein the form was completed remotely. The Chairs Survey indicated support for the continued use of an online CTR system that provides feedback to faculty and administrators more quickly than the paper-and-pencil system. Subsequently, the AAUP and Hofstra administration entered into a memorandum of agreement (MOA) wherein the Blue Ribbon Committee was tasked with examining the congruence between fall 2020 CTR scores collected via an online survey and those from fall 2019 when CTR forms were administered in paper-and-pencil format. In collaboration with Lisa Rosen and Institutional Research and Assessment at Hofstra University (IRAA), analyses were conducted to examine potential differences in response rates, item scores, and subscale scores. A summary of key findings from this investigation is provided below. The presentation deck submitted to the AAUP and Provost's Office containing a more comprehensive report of principle findings from this investigation is provided in Appendix B.

Response Rates

It is important to note that the Course and Teaching Ratings MOA signed on 11/16/2020 stated "*For the 2020-2021 academic year, CTRs are expected, but not required, to be administered for all courses with enrollment greater than five students*." It is difficult to judge the extent to which this feature of the MOA may have affected response rates. Hence, the descriptive statistics that follow, comparing fall 2019 and fall 2020 CTR response rates, should be interpreted with caution.

Of the 2,327 eligible sections for CTR administration in fall 2020, 52% set up the online distribution of CTR forms. Of the N=1,217 sections that set up online distribution of the CTR forms, 49% received 5 or more completed forms from students and, hence, were eligible for consideration in personnel actions. Results suggest an overall response rate of approximately 41% based on the percentage of student responses within sections having at least one response. This rate is lower than those for fall 2017 (84%), fall 2018 (84%), and fall 2019 (83%)

when the CTR forms were administered in paper-and-pencil format. Research, however, suggests that the average response rate for online student evaluations is approximately 50% (Weimer, 2016). Furthermore, CTR administration during fall 2020 was optional. A comparison of response rates by instruction method for fall 2020 further suggests that rates were highest in face-to-face (45%) and online synchronous (44%) courses, and lowest in online asynchronous courses (27%). A summary of key findings from a literature review on raising response rates is provided in Appendix E.

Subscale Scores
Exploratory analyses were first conducted to examine differences in the distribution of CTR subscale scores between fall 2019 and fall 2020. Results suggest no systematic differences for any subscale, regardless of course subject area (prefix), instruction method (e.g., online asynchronous, face-to-face), instructor status (full-time, part-time), and/or course level (undergrad, grad), between the semesters. Next, mean CTR subscale scores along with their accompanying 95% confidence intervals were calculated for fall 2019 and fall 2020. These scores were then used to examine paired differences between the semesters for courses that were taught by the same instructor for both terms. Again, results suggest that CTR subscales either did not show meaningful shifts (i.e., + or – 0.24) between fall 2019 and fall 2020 or suggest slightly more favorable results for faculty during the fall 2020 term. Scores less than or equal to 2 are considered "meritorious" for the overall, grading, and interaction subscales of the CTR, and the "optimal" score for the workload subscale is 3. The percentage of instructors meeting or exceeding these marks was next compared between fall 2019 and fall 2020. Results suggest that a significantly lower percentage of instructors received scores greater than 2 on the overall, grading, and interaction subscales in fall 2020 than fall 2019; and that the mean workload subscale score in fall 2020 was significantly closer to 3 than it was in fall 2019.

Fall 2019 v. Fall 2020 Comparative Summary
Overall, this body of findings suggests that (a) response rates were significantly lower when CTR forms were administered online in fall 2020 than they were during previous semesters wherein the forms were administered in paper-and-pencil format, and (b) that the course and teacher ratings that students provided in fall 2020 were highly consistent with those of fall 2019 –

HOFSTRA UNIVERSITY®

having no discernable negative impact on faculty. Because CTRs were optional during fall 2020 and completed under novel circumstances (i.e., Covid-19 transition to virtual education), the Blue Ribbon Committee recommended retaining an online process for collecting CTR data, with a continued effort on improving student response rates.

Additional CTR Analyses Using Archival Data

The archival data set used to compare online CTR scores collected during fall 2020 to previous administrations of the assessment (i.e., CTR scores from 2017 to 2019) was further used to explore several psychometric properties of the instrument. In particular, this data was used to examine the underlying factor structure of the constructs being measured by the CTR form and potential group differences among instructors by race/ethnicity and gender.

Exploratory Factor Analysis of CTR Subscales (using 2017 – 2019 data)

CTR subscale scores are calculated by averaging the ratings students provide on collections of items that are purported to measure the same general underlying construct or competency. These subscales include: Overall Evaluation of Instructor and Course (Items 1, 2, 5, 10, 12, 15), Workload/ Difficulty (Items 9, 11, 13, 16), Grading/ Feedback Quality (Items 6, 7, 8, 14), and Interaction/ Encouragement (Items 3, 4). Whether students' responses to these items still cluster together in ways that support the psychometric validity of these subscales, however, is unknown as recent analyses have not been performed examining their statistical properties. Therefore, using CTR data from 2017 to 2019, exploratory factor analyses were conducted using orthogonal rotation to examine the underlying factor structure of the CTR form. The output of these analyses is provided in Appendix C.

Whether analyzed as a collective or individually by year, the results are consistent. Only three unique factors were retained. Corresponding with the Workload/ Difficulty subscale, items 9, 11, 13, and 16 loaded onto a single factor. Likewise, corresponding with the Interaction/ Encouragement subscale, items 3 and 4 loaded onto a single factor. However, only one other unique factor was retained that included items 1, 6, 7, 8, 10, 12, 14, and 15. These findings do not support the existence of unique subscales for Grading/ Feedback Quality and Overall

HOFSTRA UNIVERSITY®

Evaluation of Instructor and Course. Rather, they suggest that this collection of items is essentially measuring the same underlying construct (i.e., belief about the experience). Furthermore, covariance matrices suggest that items 2, 5, and 10 are highly correlated (>.90), making them largely redundant as any one item provides approximately the same amount of unique information as the other two either alone or in combination. Overall, these findings suggest that, as a measurement instrument, the current CTR form is not performing as fully intended – and in conjunction with feedback from the Chairs Survey, support revisions to the content of the CTR form used to evaluate teaching effectiveness at Hofstra University.

CTR Subscale Scores by Instructor Race/Ethnicity and Gender (using 2017 – 2019 data)

Concern that student evaluations of teaching effectiveness can result in discriminatory personnel decisions as a result of response bias motivated the Blue Ribbon Committee to conduct a literature review on the subject and exam subgroup differences in CTR data collected between 2017 and 2020 at Hofstra University with the assistance of Lisa Rosen and IRAA. The presentation of results provided to the Blue Ribbon Committee is included as Appendix D.

The data set analyzed included 6,813 CRNs (i.e., unique course sections) with at least 5 students enrolled and CTR data available. These course sections were taught by N = 1,330 individual instructors from Hofstra College of Liberal Arts and Sciences, Health Professions/ Human Services, Herbert School of Communication, School of Engineering and Applied Science, and Zarb School of Business. The demographics of the sample are: (Gender) 49% female, 51% male; (Race/Ethnicity) 9.6% Asian, 4.6% Black-Not Hispanic Origin, 4.9% Hispanic, 78.3% White-Not Hispanic Origin, 1.9% Unknown, and 0.8% Other. Analyses were conducted controlling for the effects of semester, instructor status (full-time, part-time), instructor's college, instructors teaching time (more or less than 2 years), method of teaching (face-to-face, remote/partially remote) and course CTR response rate.

What follows are *preliminary* and *exploratory* analyses of possible associations of CTR results with gender and race/ethnicity. Concerning the "Overall Evaluation of Instructor and Course" subscale of the CTR, results suggest that scores between female and male instructors did not significantly differ. Likewise, no statistically significant differences based on race/ethnicity were

HOFSTRA UNIVERSITY®

found in Health Professions/ Human Services, Herbert School of Communication, School of Engineering and Applied Science, or Zarb School of Business. Statistically significant mean differences, however, were observed between White-Not Hispanic Origin instructors and Black-Not Hispanic Origin (M_1-M_2 = -.33), Asian (M_1-M_2 = -.31), and Hispanic (M_1-M_2 = -.13) instructors in Hofstra College of Liberal Arts and Sciences suggesting that White-Not Hispanic Origin instructors received lower (better) scores on average that instructors of other races/ethnicities. Analyses involving other subscale scores suggest that Black-Not Hispanic Origin instructors received the highest (worse) scores on "Grading/ Feedback Quality", Asian instructors received the highest (worse) scores on "Interaction/ Encouragement", and female instructors received lower (better) scores on "Interaction/ Encouragement" than male instructors.

Based on these preliminary findings, the Blue Ribbon Committee suggests that additional, more complete analyses be conducted on archival data collected via the current CTR form. Efforts should be made to address sampling bias (e.g., CTR participation was voluntary in 2020) and identify potential confounds (e.g., types of courses taught) and methodological artifacts (e.g., questionable psychometric properties of the CTR subscales) that may have influenced the direction and magnitude of observed effects. Additionally, given the importance of the issue, the Blue Ribbon Committee suggests that further monitoring of race/ethnicity and gender group differences be regularly conducted with use of student feedback forms regardless of whether the form remains that in current use or a modified version of the instrument is adopted. A synopsis of key findings from a literature review on discrimination in student feedback at institutions of higher education is provided on page 41.

Development of Revised CTR Content

To this point in the Blue Ribbon Committee's review of Hofstra University's CTR system, findings suggest that the psychometric properties of the subscales composing the current form raise concerns about the construct validity of the measure, and that only 72% of Department Chairs who responded to our survey agreed that CTR scores are useful for making personnel decisions – with only 40% of respondents agreeing that they are useful for facilitating faculty

HOFSTRA UNIVERSITY®

development. The most frequently given feedback from Department Chairs about the CTR system is that it should assess more/different aspects of instruction. In examining the informal competency model measured by Hofstra University's current performance management system (Table 1), CTR items were determined to assess constructs relating to: Demonstrating Subject Mastery (1 item), Clear & Effective Instruction (1 item), Facilitating Student Participation (2 items), Responding to Student Questions/Comments (1 item), Fairness & Transparency in Grading (2 items), Effective Assignments & Assessments (3 items), Academic Rigor (4 items), Student Learning (1 item), and Overall Teaching Effectiveness (1 item). How this distribution of content compares to that of student feedback forms employed by other academic institutions was then investigated using information collected from the colleges and universities listed in the "Benchmarking Research" section of this report (p.4).

Benchmarking Comparisons

From the Blue Ribbon Committee's benchmarking research, a bank of more than 200 CTR items was compiled. These items were than classified according to the competencies/constructs they were perceived to assess. A review of this content, both across and within the academic institutions from which it was derived, identified multiple points of parity as well as multiple points of differentiation from the content assessed by Hofstra University's CTR form. Notably, the CTR form used by Hofstra University dedicates more items to the assessment of students' perceptions of academic rigor than other institutions, whereas other institutions tend to focus more attention on assessing multiple aspects of student learning (e.g., This course challenged me intellectually), the development of communication and critical thinking skills (e.g., This course increased my ability to think critically), having clear learning goals and objectives (e.g., Course goals and learning objectives were clearly communicated), and facilitation of a welcoming instructional climate wherein values relating to diversity and inclusion are emphasized (e.g., The instructor created a welcoming and inclusive learning environment).

Blue Ribbon Committee Member Content Survey

After reviewing the full-range of competencies/constructs that CTR items in the benchmarking bank assessed, members of the Blue Ribbon Committee unanimously agreed that evaluating each competency/construct identified with even a single item would result in a CTR form that is

too long for pragmatic use. To begin the process of narrowing down the list of potential content to include on a revised CTR form, $N = 10$ members of the Blue Ribbon Committee were surveyed about their beliefs concerning the importance of assessing 40 different competencies/constructs nested within 8 unique competency domains via the CTR system. Results reporting the level of favorability for including these competencies/constructs on the CTR form are reported in Table 4. Based on these findings and a review of the student feedback forms used at other academic institutions, the committee determined that the target length for the Hofstra University CTR form should be between 10 and 15 items, with two of those items dedicated to evaluating students' overall rating of the course and overall rating of the instructor. The feedback provided from committee members via the internal survey was then used to create an abbreviated version of the survey for the Hofstra community to solicit feedback from students and faculty concerning their beliefs about what content is most important to include on a revised CTR form.

Table 4. Blue Ribbon Members Beliefs about Content to Include on CTR Forms

Competency Domains	Survey Items	% Endorsing (N=10)			Corresponding Hofstra CTR Items
		Unfavorable	Neutral	Favorable	
Assessment	Graded assignments/assessments evaluated course content as emphasized by the instructor.	0%	10%	90%	Exams are based on materials covered in class and/or assigned during the course (Always - Never)
	The instructor provided feedback on graded assignments/assessments that was valuable.	10%	0%	90%	The quality of the feedback the instructor gives concerning tests or other assignments is (Very Useful - Not Useful)
	The instructor returned graded assignments/assessments in a timely manner.	0%	10%	90%	
	The instructor outlined course material and grading procedures in reasonable detail at the beginning of the semester.	0%	20%	80%	The instructor presents a grading policy that is (Very Clear - Very Unclear)
	Grading was fair and consistent.	10%	10%	80%	
	The overall assessment process was fair.	10%	20%	70%	The instructor follows a grading policy that is (Fair - Unfair)
	Graded assignments/assessments were difficult.	20%	50%	30%	The examinations or graded assignments are (Very Difficult - Very Easy)
Course Format	The instructor communicated course requirements.	0%	0%	100%	
	The instructor communicated course goals and learning objectives.	10%	10%	80%	
	Assignments contributed to the learning experience in this course.	0%	20%	80%	Assignments (e.g., papers, projects, problem sets, assigned readings, field trips) contribute to the learning experience in this course (A Great Deal - Very Little)
	Lectures and class activities were well organized.	20%	10%	70%	
	The overall difficulty of the course relative to other courses the student has taken.	40%	20%	40%	Compared to other courses you have taken at this University, the level of difficulty of this course is (Very Difficult - Very Easy)… **&**… Text(s) and other require reading materials for the course are (Very Difficult - Very Easy)
	The pace at which course material was taught.	30%	30%	40%	Considering the level of difficulty of this course, the class sessions are paced (Very Fast - Very Slow)
Instructional Climate	The instructor created a welcoming and inclusive learning environment.	0%	0%	100%	
	The instructor treated all students fairly.	10%	0%	90%	
	The instructor established a class environment that fostered learning.	10%	0%	90%	
	The instructor treated students with respect.	0%	10%	90%	
	The instructor encouraged questions and class discussions.	10%	30%	60%	The instructor encourages student participation (A Great Deal - Not at All)… **&**… The instructor encouragees meaningful questions from students (A Great Deal - Not at All)
	The instructor was sensitive to issues such as gender, race, religion, and sexual orientation.	10%	30%	60%	
Instructor Availability	The instructor was accessible to students outside of class.	10%	40%	50%	
Instructor Knowledge	The instructor demonstrated mastery of the subject.	40%	0%	60%	In your opinion, the instructor demonstrates a mastery of the subject that is (Outstanding - Very Poor)
Learning	The course challenged students intellectually.	0%	10%	90%	
	The course improved students' critical thinking.	10%	0%	90%	
	Students' knowledge of the subject increased.	20%	0%	80%	As a result of this course, your knowledge in this area of study (Increased Greatly - Remained the Same)
	Students learned a lot from the course.	20%	20%	60%	
	Students learned how to apply principles from the course to new situations.	30%	30%	40%	
	The course improved students' communication skills.	30%	30%	40%	
	Students' interest in the subject increased.	30%	30%	40%	
	Students' learned to respect viewpoints other than their own.	30%	40%	30%	
Overall Effectiveness	Students' overall rating of the course.	0%	10%	90%	
	Students' overall rating of the instructor.	0%	10%	90%	How would you rate the instructor's effectiveness as a teacher (Outstanding - Very Poor)
	Students would recommend the course to others.	10%	0%	90%	
Teaching Style	The instructor explained course material in clear and understandable ways.	0%	10%	90%	The instructor's presentation of the subject matter is (Always Clear - Never Clear)
	The instructor was well prepared for class.	10%	0%	90%	
	The instructor cared about students, their learning, and course completion.	10%	10%	80%	
	The instructor answered students' questions satisfactorily.	0%	30%	70%	The instructor's responses to questions from students are (Always Clear - Never Clear)
	The instructor generated interest and enthusiasm in the subject.	10%	20%	70%	
	The instructor used class time effectively.	10%	20%	70%	
	The instructor was skillful in reading student reactions.	30%	40%	30%	
	This instructor was friendly.	40%	50%	10%	

HOFSTRA UNIVERSITY®

Hofstra Community Content Survey

Informed by the results of the Chairs' Survey and Blue Ribbon Committee Member Survey, a Community Survey was developed to collect insights about what content Hofstra University students and faculty believe is most important to include on a revised CTR form. The survey contained 14 items drafted by committee members, and asked participants to rank order the items in terms of their importance. Sample demographics are provided in Table 5.

Table 5. Community Survey Demographics

	Student	**Faculty**
Sample Size (n)	700	227
Gender		
Female	67.60%	46.12%
Male	28.10%	49.14%
Other/Prefer Not to Answer	4.3%	4.74%
Race/Ethnicity		
Asian	12.28%	8.89%
Black-Not Hispanic Origin	9.14%	2.02%
Hispanic	11.80%	4.87%
White-Not Hispanic Origin	64.62%	74.09%
Other	1.56%	5.67%
Prefer Not to Answer	.96%	4.46%
Hofstra School		
Kalikow	2.08%	8.26%
Education	9.08%	7.83%
Humanities/Arts	12.95%	18.70%
Science/Math	9.82%	18.26%
Health/Human Services	17.11%	15.65%
Northwell	6.55%	1.74%
Zarb	16.07%	14.35%
DeMatteis	9.97%	6.96%
Herbert	13.54%	8.26%
Undecided	2.83%	0.00%

The rankings assigned to each item were analyzed separately for students and faculty, and then results across the samples were compared to inform retention decisions. The relative perceived importance of each item was calculated by subtracting the frequency with which the item was identified as being of bottom-three importance from the frequency with which it was identified as being of top-three importance. Using these findings, a set of 11 items that assessed a range of constructs indicating teaching effectiveness were retained. These items and their relative rankings of importance by students and faculty are provided in Table 6.

HOFSTRA UNIVERSITY®

Table 6. Relative Importance Rankings Assigned to Retained Items

Item	Student	Faculty
The instructor's presentation of course material was clear and effective.	1	2
The instructor treated all students with respect.	2	5
The instructor created a welcoming learning environment.	3	3
Through this course, my knowledge of the subject increased.	4	1
The instructor conducted class in an organized manner.	5	8
The instructor gave me constructive feedback on assignments and assessments.	6	10
The instructor clearly communicated course goals and requirements.	7	6
Assignments positively contributed to the learning experience in this course.	8	9
Graded assignments and assessments were a fair reflection of the material taught in this course.	9	11
This course advanced by professional development.	10	7
This course helped me develop intellectual and/or critical thinking skills.	11	4

A comparative mapping of these 11 items – plus two overall items assessing the course and the instructor chosen for inclusion by the Blue Ribbon Committee – against the 16 items on the currently CTR form is provided in Table 7. The table highlights areas of overlap between the assessments in terms of what content they jointly evaluate, unique content evaluated by the revised CTR form, and content evaluated by the current CTR form that the committee suggests should no longer be assessed via student feedback.

HOFSTRA UNIVERSITY®

Table 7. Comparative Mapping of Content Evaluated by Current and Revised CTR Forms

	Content Evaluated	Revised CTR Form	Current CTR Form
Common Items	Presentation Skill	The instructor's presentation of course material was clear and effective.	The instructor's presentation of the subject matter is: (always clear)
	Goals/ Requirements/ Grading	The instructor clearly communicated course goals and requirements.	The instructor presents a grading policy that is: (very clear)
	Feedback Quality	The instructor gave me constructive feedback on assignments and assessments.	The quality of the feedback the instructor gives concerning tests or other assignments is: (very useful)
	Representative Assessments	Graded assignments and assessments were a fair reflection of the material taught in this course.	Exams are based on materials covered in class and/or assigned during the course: (always)
	Learning via Assignments	Assignments positively contributed to the learning experience in this course.	Assignments contribute to the learning experience in this course: (a great deal)
	Knowledge Increase	Through this course, my knowledge of the subject increased.	As a result of this course, your knowledge in this area of study: (increased greatly)
	Instructor Effectiveness	Overall, this instructor is an effective educator.	How would you rate the instructor's effectiveness as a teacher? (outstanding)
New Items	Organization	The instructor conducted class in an organized manner.	
	Learning Environment	The instructor created a welcoming learning environment.	
	Respect	The instructor treated all students with respect.	
	Intellectual Development	This course helped me develop intellectual and/or critical thinking skills.	
	Professional Development	This course advanced by professional development.	
	Course Worth	Overall, this course was a worthwhile experience.	
Items Not Retained	Instructor Mastery		In your opinion, the instructor demonstrates a mastery of the subject that is: (outstanding)
	Encourage Participation		The instructor encourages student participation: (a great deal)
	Encourage Questions		The instructor encourages meaningful questions from students: (a great deal)
	Response Clarity		The instructor's responses to questions from students are: (always clear)
	Fair Grading		The instructor follows a grading policy that is: (fair)
	Course Pace		Considering the level of difficulty of this course, the class sessions are paced: (very fast)
	Course Difficulty		Compared to other courses you have taken at this University, the level of difficulty of this course is: (very difficult)
	Reading Difficulty		Text(s) and other required reading materials for the course are: (very difficult)
	Assessment Difficulty		The examinations or graded assignments are: (very difficult)

HOFSTRA UNIVERSITY®

Pilot Test of Revised CTR Form

Purpose

A pilot study of the revised CTR form was conducted during the fall 2021 semester. The study was performed to investigate the psychometric properties of the instrument and examine issues pertaining to its use for performance management at Hofstra University.

Structure of Revised Form used in Pilot Study

The Blue Ribbon Committee drafted a revised version of the CTR form based on feedback provided by the Hofstra Community Content Survey. The form included 13 Likert-style survey items that were written to evaluate a range of constructs indicative of teaching effectiveness and an open-ended question asking students to "*Please comment on the course and instructor*." Like the current CTR form, the revised form is designed to assess students' beliefs about

- how well instructors present course material,

- the extent to which course goals/requirements are well-understood,

- the extent to which assignments/assessments were a fair reflection of the material taught in the course and positively contributed to the learning experience,

- the quality of feedback given by instructors,

- the extent to which their knowledge of the subject increased; and

- the overall effectiveness of the instructor as an educator.

Unlike the current CTR form, the revised form is also designed to provide feedback concerning students' beliefs about

- their intellectual and professional development,

- the organization of the course,

- aspects of the learning environment; and

- overall quality of the course.

This additional content was included on the revised CTR form based on best practices as well as the judgment of Hofstra University faculty and students. The revised form further differs from the current form in that feedback concerning students' beliefs about instructors' mastery of subject matter, appropriateness of student encouragement, course pacing, fairness in grading,

HOFSTRA UNIVERSITY®

and course difficulty is no longer solicited. This content was omitted on the revised form due to concerns about its usefulness for performance management purposes (e.g., perception of course difficulty relative to other courses at Hofstra) and/or validity (e.g., the appropriateness of students rating instructors' mastery).

The revised CTR form also differs from the current form in its use of a consistent response scale across items. Whereas the current form utilizes a variety of response scales often unique to individual items (e.g., levels of magnitude, clarity, speed, difficulty), all items on the revised form are designed to be answered using the same 5-point Likert scale (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree). Doing so aligns with best practices in cognitive survey methodology (c.f., Schwartz, 2007) as consistency tends to improve response accuracy by reducing cognitive demand and lowering likelihood of unintentional endorsements. Using a consistent response scale also benefits analysis and interpretation of survey data in that it affords greater statistical validity in the comparison of response trends across items and/or sub-scales. The revised CTR survey items and their corresponding response scales are presented in Table 8.

Table 8. CTR Revised from Items and Response Formats

5-pt Likert (Agreement) Response Format
1. The instructor clearly communicated course goals and requirements.
2. The instructor's presentation of course material was clear and effective.
3. The instructor conducted class in an organized manner.
4. The instructor created a welcoming learning environment.
5. The instructor treated all students with respect.
6. The instructor gave me constructive feedback on assignments and assessments.
7. Graded assignments and assessments (e.g., quizzes, exams, papers, projects, assigned problems, performances, presentations) were a fair reflection of the material taught in this course.
8. Assignments (e.g., readings, projects, assigned problems, performances, presentations) positively contributed to the learning experience in this course.
9. Through this course, my knowledge of the subject increased.
10. This course helped me develop intellectual and/or critical thinking skills.
11. This course advanced my professional development.
12. Overall, this instructor is an effective educator.
13. Overall, this course was a worthwhile experience.

Open-ended Response Format
14. Please comment on the course and instructor.

Pilot Study Methodology

Useable data was collected from a sample of students (*N* = 850) enrolled in fall 2021 courses wherein their instructors volunteered to participate in the pilot study. Only instructors who were not in immediate need of CTR data for personnel reasons (e.g., tenure, promotion) were allowed to participate. Demographic statistics (Table 9) suggest that HCLAS was oversampled, with approximately 67% of all responses coming from the college. Further sampling bias within the college is indicated by the observation that 30% of all responses were obtained from biology or psychology courses (15% each). As such, findings – especially those examining differences across the University – should be interpreted with caution.

Table 9. Pilot Study Participation by College

Frequencies of COLLEGE

Levels	Counts	% of Total	Cumulative %
HCLAS	564	67.0 %	67.0 %
Health Sci & Human Services	79	9.4 %	76.4 %
Herbert School of Comm	41	4.9 %	81.2 %
Sch of Engg & Appl Sci	52	6.2 %	87.4 %
School of Graduate Nursing	25	3.0 %	90.4 %
Zarb School of Business	81	9.6 %	100.0 %

Key Findings

Results indicated that the middle 50% of student completion times fell between 70 and 252 seconds. Item-level descriptive statistics, as shown in Table 10, suggest mean scores were typically favorable across items with considerable variance in participant responses. A comparison of response distributions across "comparable items" in the revised and the current CTR set suggests that feedback concerning instructor effectiveness, presentation clarity, feedback, assignment quality, and increased knowledge were similar, but slightly more favorable with the revised CTR form. We reason that this result is attributable to sampling bias resulting from voluntary participation in the pilot study that used the revised CTRs. Bivariate correlations between items in the revised CTR pilot, see Table 11, ranged in magnitude from r = .40 to .78 – with only 6 of the 78 relationships indicating potential redundancy among the items

HOFSTRA UNIVERSITY®

(i.e., $r > .70$). An examination of the content assessed by those items, however, indicates they evaluate unique, but related, aspects of teaching effectiveness. Covariation in participants' responses to the items was further examined using exploratory factor analysis to investigate how the revised CTR items cluster together based on response patterns. Results (Table 12) identified four unique item clusters that map onto constructs relating to, "Learning/Development", "Class Climate", "Instruction", and "Assignments/Assessments." Student responses to the single item "*Overall, this instructor was an effective educator*" were most strongly influenced by beliefs relating to the "Class Climate" and "Instruction" clusters; and responses to the item "*Overall, this course was a worthwhile experience*" were most strongly influenced by beliefs relating to the "Learning/Development" cluster. A series of univariate ANOVAs was conducted to examine differences among the colleges in how students responded to items. Results (Table 13) suggest small but statistically significant differences between HCLAS responses and responses from other colleges for 11 of the 13 items – with HCLAS scores being consistently less favorable. These differences should be regarded with great caution given (a) the low participation rates of instructors and (b) the extremely low variability of response scores within sections in the schools outside of HCLAS.

Summary

There was considerable variance in students' responses to each item despite the strong potential for sampling bias to produce leniency effects. Items generally appear to be assessing unique aspects of the educational experience, with responses to similar items (e.g., assignments/assessments items; climate items) clustering as expected. Although statistically significant differences exist among colleges for multiple items, these differences are small and likely attributable to varying participation rates (and their association with response variance).

Figure 1. Comparison of Similar Content from Current (Left) and Revised (Right) CTR Forms
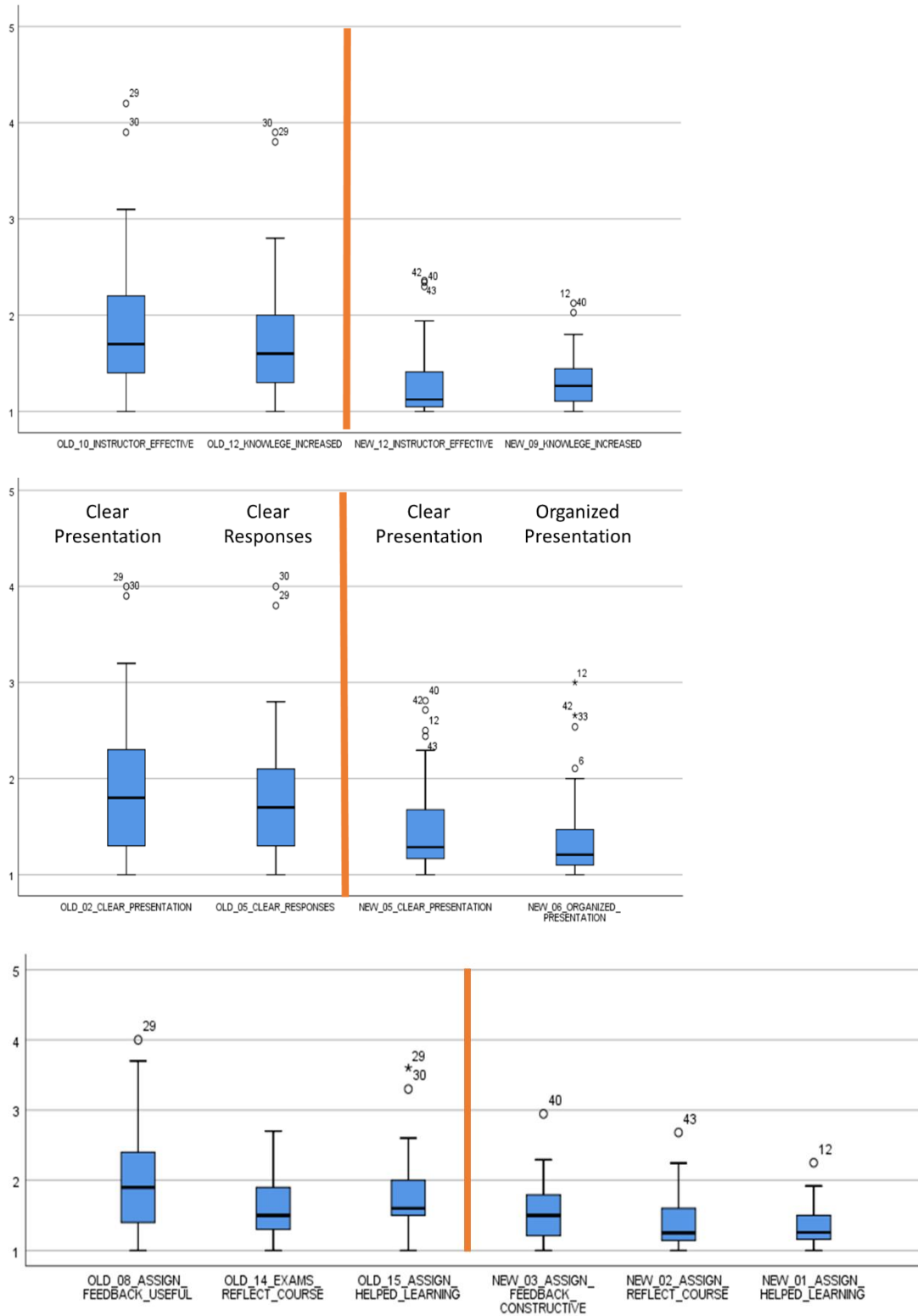
Table 10: Item-Level Descriptive Statistics

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
N	849	850	850	849	850	850	850	849	848	850	849	848	849
Missing	1	0	0	1	0	0	0	1	2	0	1	2	1
Mean	4.62	4.52	4.34	4.64	4.42	4.58	4.69	4.78	4.63	4.39	4.25	4.61	4.40
95% CI mean lower bound	4.57	4.46	4.28	4.59	4.35	4.52	4.64	4.73	4.58	4.33	4.18	4.55	4.33
95% CI mean upper bound	4.66	4.58	4.41	4.69	4.48	4.63	4.75	4.82	4.67	4.45	4.32	4.66	4.47
Median	5	5.00	5.00	5	5.00	5.00	5.00	5	5.00	5.00	5	5.00	5
Mode	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Standard deviation	0.718	0.860	0.996	0.770	0.953	0.847	0.766	0.676	0.718	0.897	0.990	0.840	1.04
Minimum	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5

Table 11: Bivariate Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Q1	Pearson's r	—												
	p-value	—												
Q2	Pearson's r	0.545 ***	—											
	p-value	< .001	—											
Q3	Pearson's r	0.453 ***	0.522 ***	—										
	p-value	< .001	< .001	—										
Q4	Pearson's r	0.525 ***	0.540 ***	0.518 ***	—									
	p-value	< .001	< .001	< .001	—									
Q5	Pearson's r	0.539 ***	0.584 ***	0.536 ***	0.635 ***	—								
	p-value	< .001	< .001	< .001	< .001	—								
Q6	Pearson's r	0.532 ***	0.492 ***	0.419 ***	0.607 ***	0.689 ***	—							
	p-value	< .001	< .001	< .001	< .001	< .001	—							
Q7	Pearson's r	0.459 ***	0.505 ***	0.506 ***	0.556 ***	0.556 ***	0.462 ***	—						
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	—						
Q8	Pearson's r	0.396 ***	0.434 ***	0.433 ***	0.567 ***	0.518 ***	0.484 ***	0.748 ***	—					
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—					
Q9	Pearson's r	0.560 ***	0.518 ***	0.469 ***	0.524 ***	0.594 ***	0.510 ***	0.473 ***	0.418 ***	—				
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—				
Q10	Pearson's r	0.514 ***	0.463 ***	0.484 ***	0.458 ***	0.577 ***	0.503 ***	0.492 ***	0.403 ***	0.634 ***	—			
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—			
Q11	Pearson's r	0.517 ***	0.482 ***	0.476 ***	0.539 ***	0.605 ***	0.471 ***	0.508 ***	0.445 ***	0.603 ***	0.706 ***	—		
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—		
Q12	Pearson's r	0.576 ***	0.641 ***	0.589 ***	0.677 ***	0.783 ***	0.659 ***	0.701 ***	0.633 ***	0.623 ***	0.595 ***	0.634 ***	—	
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—	
Q13	Pearson's r	0.579 ***	0.572 ***	0.506 ***	0.619 ***	0.692 ***	0.554 ***	0.590 ***	0.514 ***	0.694 ***	0.673 ***	0.708 ***	0.736 ***	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—

Note. * p < .05, ** p < .01, *** p < .001

HOFSTRA UNIVERSITY®

Table 12: Exploratory Factor Analysis Results

Model Fit Measures				
RMSEA	TLI	BIC	χ^2	p
.066	.962	-.65.2	150	<.001

Factor Loadings				
Item	1	2	3	4
Assignments (e.g., readings, projects, assigned problems, performances, presentations) positively contributed to the learning experience in this course.				.37
Graded assignments and assessments (e.g., quizzes, exams, papers, projects, assigned problems, performances, presentations) were a fair reflection of the material taught in this course.				.76
The instructor gave me constructive feedback on assignments and assessments.				.43
The instructor clearly communicated course goals and requirements.			.37	
The instructor's presentation of course material was clear and effective.			.51	
The instructor conducted class in an organized manner.			.84	
The instructor created a welcoming learning environment.		.83		
The instructor treated all students with respect.		.85		
Through this course, my knowledge of the subject increased.	.60			
This course helped me develop intellectual and/or critical thinking skills.	.90			
This course advanced my professional development.	.82			
Overall, this instructor is an effective educator.		.30	.31	
Overall, this course was a worthwhile experience.	.63			

Table 13. Statistically Significant Item Mean Differences between HCLAS and Other Schools

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Health Sci & Human Serv	-.29	-.39	-.42	-.28	-.56	-.41			-.30	-.36	-.64	-.39	-.50
Herbert Sch of Comm		-.46	-.54		-.54						-.60	-.42	-.60
Sch of Eng & Applied Sci													
Sch of Grad Nursing		-.57							-.46	-.59	-.95		-.75
Zarb Sch of Business		-.36		-.30	-.45						-.64	-.33	

Proposed Revision to Faculty Policy Series #49: Course and Teacher Ratings (CTRs)

For the foregoing reasons, the Blue Ribbon Committee recommends revising Faculty Policy Series #49, the policy informing use of course and teacher ratings.

The proposed CTR policy has the following key features:

1. The revised CTR instrument contains 13 items – 11 items that assess a variety of course and teacher attributes, and 2 items that summarize students' evaluation of the instructor and course

2. The period for collecting CTR responses from students will open automatically for 2 weeks prior to the start of the published final exam period for the fall and spring terms and will close at the end of the published date of the last day before the final exam period. Using fall 2023 as an example, the CTRs would open on Thursday 11/30/2023 start of day and would close on Wednesday 12/13/2023 end of day. Students may choose to begin a CTR at any time during this interval.

3. The links to the CTRs will be available on the students' portal home page. Instructors will not be required to schedule CTRs on a specific date and will not need to send students a link to the course CTR.

4. Faculty teaching in-person and online synchronous courses will be encouraged to give students time to complete the CTR during one class period.

The revised policy follows below.

Draft revision: FPS#49: Course and Teacher Ratings

The Course and Teacher Ratings (CTRs) at Hofstra University provide a measure of student perceptions of a faculty member's teaching effectiveness that complement peer and administrative observations (FPS#46). The form provides students with an opportunity to rate instructors on specified attributes of teaching performance, as well as to provide open-ended comments.

HOFSTRA UNIVERSITY®

The latest version of the CTR (2022) provides a comprehensive and accurate tool for measuring instructional effectiveness. It has been designed to address multidimensional aspects of classroom instruction and subjected to psychometric testing for thoroughness.

CTR forms are made available to students in course sections in all units (except the Law School and Medical School) each fall and spring semester in accordance with this FPS. Upon a faculty member's request to the Provost's Office, CTRs may be administered to students in summer and January Session course sections.
The latest set of items is below:

1. The instructor clearly communicated course goals and requirements.

2. The instructor's presentation of course material was clear and effective.

3. The instructor conducted class in an organized manner.

4. The instructor created a welcoming learning environment.

5. The instructor treated all students with respect.

6. The instructor gave me constructive feedback on assignments and assessments.

7. Graded assignments and assessments (e.g., quizzes, exams, papers, projects, assigned problems, performances, presentations) were a fair reflection of the material taught in this course.

8. Assignments (e.g., readings, projects, assigned problems, performances, presentations) positively contributed to the learning experience in this course.

9. Through this course, my knowledge of the subject increased.

10. This course helped me develop intellectual and/or critical thinking skills.

11. This course advanced my professional development.

12. Overall, this instructor is an effective educator.

13. Overall, this course was a worthwhile experience.

Numerical summary CTR ratings are distributed to the offices of the Department Chair, the Dean, and the Provost, as well as to the faculty member. These summary ratings are also available to the Hofstra community online. The open-ended comments are only available online to the assigned course instructor(s).

I. Administration of CTRs

CTRs will open automatically for student responses in full-term (15 week) sections approximately 2 weeks before the last day of class and will close for student responses at 11:59 PM on the day before the beginning of the final exam period. The opening of CTRs and the interval for responding will be adjusted proportionally for part of term sections that span fewer weeks.

HOFSTRA UNIVERSITY®

CTRs responses are collected in all class sections with an enrollment of 5 or more students, except those identified by the Department Chair as being inappropriate for this type of assessment. [Separate modules or alternative forms may be developed for use in laboratory, performance, and/or studio classes, and those courses in which the faculty member provides per capita instruction to individual students.] The CTRs are designed to allow a faculty member to add up to three questions that address issues that are not covered by the form.

II. Interpretation and Use of CTR Results

The CTRs should be used for both formative (individual faculty development) and summative (evaluative) purposes. Items 1 through 11 are useful for formative purposes and provide feedback about aspects of teaching related to Assignments and Assessments (1-3), Instruction (4-6), Class Climate (7-8), and Learning/ Development (9-11). Items 12 and 13 are useful for summative purposes as they provide feedback concerning beliefs about the overall effectiveness of the instructor and value of the course, respectively. The average of Items 12 and 13, instructor effectiveness and course value, respectively, is an appropriate overall summative assessment and shall be referred to as the instructor's **summary score**.

Departments are responsible for developing specific policies on the use of CTRs for summative purposes, and for sharing these policies with all instructors and the dean's office. These policies may include the identification of specific CTR items that receive close attention for summative purposes because they cover course and instructor attributes that are highly valued by the department's faculty. Department and DPC chairs are encouraged to review CTR feedback during promotion and tenure probationary periods with candidates to discuss resources and strategies for improvement.

For each course taught, the faculty member shall be provided with his or her own mean (arithmetic average) for each item, as well as the frequency and percentage of students endorsing each response category. Faculty shall also receive each item's mean and standard deviation (a measure of the degree of variability in the ratings) for all courses with the same prefix or group of departmental prefixes as appropriate. The prefix mean shall represent the unweighted mean for all courses within that prefix or prefix group.

Administrators and personnel committees shall evaluate performance across courses taught within a semester as follows:

A. All CTR item scores range from 1.00 (least favorable) to 5.00 (most favorable).

B. In each semester, the mean for each item shall be calculated by averaging the item scores across classes taught by the faculty member during that semester. The mean scores are not weighted for class size, e.g., a class with 60 students does not receive more weight than a class with 35 students.

C. To account for measurement error, a faculty member's **summary score**--the average of items 12 and 13-- shall be assumed to fall between plus and minus 0.28 units of the mean, an interval that approximates a

HOFSTRA UNIVERSITY®

range of two standard errors of measurement. [This value is based on statistical analyses of the previous and current CTR responses for class sizes between 20 and 30 students.] This score interval shall be referred to as the faculty member's confidence interval. For example, if a faculty member's summary score is 4.10, the confidence interval would range from 3.82 to 4.38.

D. The faculty member's confidence interval for the summary score shall be compared with the department (or prefix) summary score mean for the current semester.

E. If the department (or prefix) summary score mean falls within the faculty member's confidence interval, the faculty member's summary score mean shall be considered acceptable.

F. Courses with between five and 10 respondents should be included in the analysis of a faculty member's CTRs, but should be interpreted cautiously.

CTR scores must be considered within the context of the faculty member's teaching assignments; for example, scores in courses with distinctive characteristics (e.g., introductory courses, courses for non-majors) should be compared, when feasible, with similarly structured courses. Although there are significant limitations associated with the analysis of CTR scores for a single class, individual course information can facilitate such contextual interpretation and should be submitted. For summative analyses, the instructor's summary score – the average score for Items 12 and 13 (teacher effectiveness and course value, respectively) -- should be averaged over multiple sections and trends in scores should be analyzed over time to ameliorate the effects of idiosyncratic CTRs in a single course. Furthermore, scores for any one item of the first 11 items that are unusually favorable or unfavorable should not be given unreasonable weight in personnel decisions. To evaluate performance in a particular course, confidence intervals shall be constructed and interpreted as indicated above.

CTR scores provide the raw data that must be evaluated by the faculty committees and administrators making recommendations regarding personnel decisions. Not only must the CTR scores be contextualized in respect to the courses being taught but it must be recognized that these data provide only one source of information. They must be evaluated in the context of the data from other sources (e.g., peer and administrative observations, syllabi, portfolio of teaching materials). Evaluations from any source that are negative in the aggregate must be viewed as a cause for concern and no single source should be viewed as privileged or automatically warranting greater weight than other sources. Similarly, none of the sources can be automatically dismissed or disregarded as providing less important or less relevant information. It is incumbent on those making recommendations on personnel matters to consider all sources of information in a serious and balanced manner.

Peer Observation of Teaching Form

Feedback provided via the Department Chairs Survey suggests that Hofstra University's peer observation of teaching practice could be improved by modifying the process to address leniency bias (overly positive reviews) and creating a more structured system that addresses a broader range of teaching behaviors. In its review of best practices in the evaluation of teaching, the Blue Ribbon Committee identified that academic institutions with robust centers for instructional design and development (e.g., Centers for Teaching Excellence) commonly incorporate structured rubrics into peer observations of teaching along with narrative reviews.

Structured peer observation of teaching rubrics outline and define key aspects of teaching effectiveness that are evaluated both quantitatively and qualitatively via behaviorally anchored rating scales and open-ended feedback. Their use increases consistency, and subsequently reduces bias, in evaluations across observers, instructors, and observation periods. Research on peer observations of teaching suggests that structured rubrics serve to make the assessment process more transparent, reliable, and valid. As such, performance management becomes more specific, intentional, and clear about quality teaching and the various means to achieve it (Bandy, 2015). The uniform nature of structured observation rubrics affords comparisons to be made across instructors and over time, which establishes performance trends that support both goal-setting initiatives and mentoring practices.

Whereas some academic departments at Hofstra University currently use structured rubrics as part of their peer observation of teaching practice, others do not. The Blue Ribbon Committee suggests that all academic departments adopt this practice. Departments are encouraged to develop structured rubrics that outline aspects of teaching most relevant to their curriculum/ pedagogy and rating scales that denote varying levels of performance for each. We provide an example of a standardized peer observation form that could be used as a template to help each academic department develop their own form. For each academic department, the following pages of this report present an example form that could be used as a template to aid in the development of standardized peer observation of teaching forms that provide both quantitative and qualitative feedback on teaching performance for departments in need.

HOFSTRA UNIVERSITY®

Peer Observation of Teaching Form

Instructor Information

Name: *Kevin Nolan*	Rank: *Associate Professor*	Position: *Full-time*

Course Information

Department: *Psychology*	Course: *PSY 034: Organizational Psychology*	Enrollment: *49 Undergraduate Students*

Observation Information

Observer: *Comila Shahani-Denning*	Purpose: *Promotion*	Date: *3/24/2021*

Description of the Content and Form of the Class as it was Observed

The topic of the lesson observed was judgment and decision making in the workplace, with the stated goals for the lesson being to (a) introduce students to pros and cons associated with various approaches to decision making, (b) provide students with insight about their own decision-making tendencies, (c) raise awareness of common decision-making biases, and (d) demonstrate students' own susceptibility to biased decision making. Prior to the start of class, students completed an online survey that included an inventory of decision-making styles and scenarios wherein biased decision making commonly occurs. The class was conducted via Zoom with 36 of the 49 students enrolled in the course attending. Following a description of various approaches to decision making, students discussed the results of the decision-making inventories they completed with Dr. Nolan explaining how to interpret the scale scores. Topics discussed included whether students generally agreed with the findings of the inventory and what challenges they might experience in the workplace collaborating with coworkers who have alternative tendencies than their own. Next, Dr. Nolan presented the responses students provided to the decision-making scenarios from the survey in aggregate. These results were used to demonstrate to students that even smart, well-educated college students are fallible to biased decision making tendencies. Students were generally surprised by the results of the survey and engaged in discussions about why the biases occurred and how they could be prevented. The class ended with Dr. Nolan recapping the various approaches to decision making discussed and providing advice for how to acknowledge situations wherein biased decision making is likely to occur and what can be done to prevent it. Throughout the lesson, Dr. Nolan used a variety of instructional techniques and educational technologies. Students remained highly engaged in the lesson with regular participation. Dr. Nolan has clearly created a strong culture of inclusion in this course.

HOFSTRA UNIVERSITY®

Dimension	Observed Level of Performance			
	Substandard	**Acceptable**	**Good**	**Exceptional**
	Performing Below Minimum Teaching Expectations	Performing at an Acceptable Level with Several Opportunities for Improvement Identified	Performing at a Good Level with Few Opportunities for Improvement Identified	Performing at an Exceptional Level – Placing it Among the Top 10% You Have Observed
The Appropriateness of the Material Presented in light of the Stated Purpose of the Course.				
Material presented was consistent with the stated objectives of the class and course description in Hofstra Bulletin	_Example of Substandard Behavior:_ Material presented in class is generally not recognized as relevant for this course topic	_Example of Behavior Commensurate with Acceptable Level of Performance:_ Some but not all of the material presented is relevant for the course topic.	_Example of Behavior Commensurate with Good Level of Performance:_ All of the material presented is relevant for the course topic.	_Example of Behavior Commensurate with Exceptional Level of Performance:_ Instructor demonstrates a deep understanding of what is relevant for the topic of this course
Comments:				
Mastery of the Material Presented in light of the Current State of Knowledge in the Discipline.				

HOFSTRA UNIVERSITY®

Accuracy of material presented	*Example of Substandard Behavior:* Many errors of content were observed	*Example of Behavior Commensurate with Acceptable Level of Performance: A* few errors of content were observed, but most of the content was accurate	*Example of Behavior Commensurate with Good Level of Performance:* With no more than a few minor instances, all of the content was accurate.	*Example of Behavior Commensurate with Exceptional Level of Performance: Instructor* demonstrates a deep understanding of the material, and no inaccuracies were observed.
Material presented reflects current trends and developments in the field	*Example of Substandard Behavior: Most of* the material presented is out-of-date.	*Example of Behavior Commensurate with Acceptable Level of Performance:* Most of the material presented was current, but parts of the presentation included out-of-date material.	*Example of Behavior Commensurate with Good Level of Performance: All* of the material presented is current.	*Example of Behavior Commensurate with Exceptional Level of Performance: The* instructor demonstrated a deep understanding of the current state of the field, trends, and developments.
Comments:				
The Effectiveness of the Form of Presentation.				

Effectively used a combination of teaching techniques (e.g., Lecture, Activity, Discussion)	*Example of Substandard Behavior: The instructor's use of a combination of teaching techniques was not effective.*	*Example of Behavior Commensurate with Acceptable Level of Performance: Most but not all of the time, the instructor effectively used a combination of teaching techniques.*	*Example of Behavior Commensurate with Good Level of Performance: The instructor effectively used a combination of teaching techniques.*	*Example of Behavior Commensurate with Exceptional Level of Performance: The instructor demonstrated an usually high level of skill and effective use of a combination of teaching techniques.*
Constructive use of technology and other auxiliary materials	*Example of Substandard Behavior: The instructor's use of technology and other auxiliary materials was not constructive.*	*Example of Behavior Commensurate with Acceptable Level of Performance: Most but not all of the time, the instructor constructively used technology and other auxiliary materials*	*Example of Behavior Commensurate with Good Level of Performance: The instructor constructively used technology and other auxiliary materials.*	*Example of Behavior Commensurate with Exceptional Level of Performance: The instructor demonstrated an usually high level of skill in the constructive use of technology and other auxiliary materials*
Comments:				
Clarity of Presentation and Effectiveness of Communications Skills.				

Clearly presented class material and communicated well with students	*Example of Substandard Behavior: The instructor's presentation and communication with students was often not clear.*	*Example of Behavior Commensurate with Acceptable Level of Performance. On occasion, the instructor's presentation and communication with students was not clear.*	*Example of Behavior Commensurate with Good Level of Performance. With very few or no exceptions, the instructor's presentation and communication with students was clear.*	*Example of Behavior Commensurate with Exceptional Level of Performance: The instructor demonstrated an unusually high level of skill in clearly presenting and communicating with students.*
Comments:				
Classroom Management.				
The class started promptly, and class time was used effectively.	*Example of Substandard Behavior. Class started late, or class time was not used effectively*	*Example of Behavior Commensurate with Acceptable Level of Performance: Class started promptly, but there were a few occasions when class time was not used effectively.*	*Example of Behavior Commensurate with Good Level of Performance: Class started promptly and class time was used effectively.*	*Example of Behavior Commensurate with Exceptional Level of Performance: Class started promptly, and the instructor showed an unusually high level of skill to ensure that class time was used effectively.*

HOFSTRA UNIVERSITY®

The instructor facilitated an atmosphere that was conducive to learning.	*Example of Substandard Behavior*. Much of the time, the instructor failed to facilitate an atmosphere that was conducive to learning	*Example of Behavior Commensurate with Acceptable Level of Performance.* Most of the time, the instructor succeeded in facilitating an atmosphere that was conductive to learning	*Example of Behavior Commensurate with Good Level of Performance:* The instructor facilitated an atmosphere that was conducive to learning	*Example of Behavior Commensurate with Exceptional Level of Performance:* The instructor showed an unusually high level of skill in facilitating an atmosphere that was conducive to learning.
Comments:				

Encouragement and Management of Participation.

Actively encouraged student participation and effectively managed class discussions.	*Example of Substandard Behavior: Not effective at encouraging student participation and managing class discussions.*	*Example of Behavior Commensurate with Acceptable Level of Performance:* Attempts to actively encourage student participation and manage class discussions, but not always effective.	*Example of Behavior Commensurate with Good Level of Performance:* Actively encouraged student participation and effectively managed class discussions	*Example of Behavior Commensurate with Exceptional Level of Performance:* Demonstrates an unusually high level of skill in actively encouraging student participation and effectively managed class discussions.
Comments:				

Instructor Responsiveness to Students.

Appropriately responded to students' questions, comments, and contributions.	*Example of Substandard Behavior: Often failed to respond appropriately to students' questions, comments, and contributions.*	*Example of Behavior Commensurate with Acceptable Level of Performance: Attempted to respond appropriately to students' questions, comments, and contributions, and was successful most of the time.*	*Example of Behavior Commensurate with Good Level of Performance: Appropriately responded to students' questions, comments, and contributions.*	*Example of Behavior Commensurate with Exceptional Level of Performance: Demonstrated an unusually high level of skill in appropriately responding to students' questions, comments, and contributions.*
Comments:				

Overall Assessment of the Class.				
Your overall evaluation of the observation.	*Performing Below Minimum Teaching Expectations*	*Performing at an Acceptable Level with Several Opportunities for Improvement Identified*	*Performing at a Good Level with Few Opportunities for Improvement Identified*	*Performing at an Exceptional Level – Placing it Among the Top 10% You Have Observed*
Strengths:				
Opportunities for Improvement:				

HOFSTRA UNIVERSITY®

Appendix A: Example Teaching Competency Model

The Professor of the 21st Century shows competency in

1. Modeling professional practice within the discipline of teaching.

1. Identifying your own learning style and how it affects your teaching
2. Locating and using resources that support teaching practice
3. Engaging in ongoing development to remain current in your own subject area and in the discipline of teaching
4. Identifying the impact of your own teaching on student learning
5. Contributing to a learning culture that encourages continuous learning, reflective practice and peer support
6. Working within ethical, legal and College guidelines
7. Encouraging practices which reflect common principles of global citizenship

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
New professors can: • Describe how your team-building skills contribute to your work at the College • Describe your own personal learning preference/style and how it impacts the learning of your students • Locate College Policies and identify those that influence/support your teaching/learning • Locate College resources (information, services and support networks) and explain how they might contribute to your teaching practice • Begin to develop a personal professional development plan that emphasizes the competencies in *The Professor of the 21st Century Framework* • Participate in professional development activities at the College that are relevant to your needs • Be aware of what your colleagues are doing with Applied Research in your program area • Be aware of the three pillars of sustainability and the concept of global citizenship and identify how the courses in your programme of study reflect the common principles	Professors can: • Actively participate (share concrete ideas) in team meetings or departmental meetings at the College • Adjust your own learning preference/style to suit the different learning styles of your students • Locate and apply appropriate College Policies as they relate to ethical and legal issues (student code of conduct, plagiarism etc.) • Locate and use College resources (information, services and support networks) that contribute to your teaching practice • Use the competencies in *The Professor of the 21st Century Framework* to document your teaching achievements • Participate in professional development activities at the College to enhance your skills and knowledge in your teaching practice • Participate in Applied Research projects within your area of discipline/program • Provide examples of how the three pillars of sustainability and the concept of global citizenship are being addressed with the students and how they can be supported in your program of study	Established professors are able to: • Function as an effective team leader for a variety of working groups/projects at the College • Provide academic leadership through such activities as program coordination, coaching and mentoring new full time and part time faculty • Provide academic leadership through such activities as writing, offering workshops or presenting at conferences • Consistently apply College Policies and guidelines in your teaching practice • Use a problem-solving model to resolve a range of ethical issues • Represent the College on external committees in your area of discipline • Document advanced professional practices as identified in *The Professor of the 21st Century Framework* • Engage in ongoing professional development activities to remain current in the theory and practice of the profession of teaching and in your subject area • Contribute to the discipline of teaching and learning through Applied Research • Demonstrate the three pillars of sustainability and the concept of global citizenship to the students both in and out of the classroom

ALGONQUIN COLLEGE   © 2013 Centre for Organizational Learning

The Professor of the 21st Century shows competency in

2. Creating engaging learning environments for individuals and groups that support academic and personal growth.

1. Establishing a rapport with a variety of learners
2. Establishing and maintaining learning environments that promote student success
3. Motivating learners
4. Identifying and supporting learners who require specific assistance in engaging in the learning process
5. Fostering personal growth by encouraging learners to be innovative, creative and independent within a framework of social responsibility

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
New professors can: • Use one or two ice-breaker activities to create class cohesiveness • Create an inviting place for the students (acknowledge the students as they arrive, invite students to ask questions etc.) • Set up a few basic classroom rules (with student input) • Involve the students with one or two in-class and online activities to engage them in their learning • Provide occasional opportunities for peer based learning in the face-to-face (F2F) and/or online learning environments • Explain to the students the relevance of the assignments to their chosen field of study • Describe general strategies for supporting learners at risk • Implement Accessibility for Ontarians with Disabilities (AODA) requirements • Locate the appropriate College resources whereby students with special needs can obtain specialized support	Professors can: • Use a variety of ice-breaking activities to create class cohesiveness • Create a welcoming environment of trust that inspires all learners to share knowledge and ask questions • Use classroom-management techniques to maintain an atmosphere within F2F environments that is conducive to learning • Involve the students in a variety of in-class and/or online activities that motivate all learners to be engaged in their learning • Provide many opportunities for peer based learning in the F2F and/or online learning environments • Demonstrate how the assignments are directly related to the chosen field of study • Mentor novice faculty by sharing ideas/activities that help build positive learning environments both F2F and online • Apply college guidelines to identify and support learners at risk • Act as Academic Advisor for students • Assume the first line of intervention with learners who are in crisis • Apply College resources to support students at risk • Apply AODA requirements both F2F and online • Adapt both F2F and online materials to meet the requirements of students with special needs • Follow College protocols to ensure that the physical environment is conducive to learning	Established professors are able to: • Demonstrate the ability to establish and maintain a respectful, cohesive classroom that acknowledges the diversity of your learners • Demonstrate the ability to establish and maintain an interactive and engaging online learning environment • Include peer based learning in most F2F and/or your online learning environment • Provide a variety of learning assessments that identifies the distinct learning styles of your diverse group of students • Demonstrate how the assignments are directly related to the chosen field of study • Mentor new faculty by sharing/modelling approaches that support both F2F and online environments that are conducive to learning • Provide workshops to colleagues to showcase teaching techniques/assignments that promote student success • Use a variety of motivational techniques to excite both students and faculty about learning in their subject area • Act as an Academic Advisor for students and be a leader in advocating on their behalf when necessary • Apply and contribute to program level and college level strategies for supporting learners at risk • Demonstrate leadership when responding to individuals and groups of learners in crisis • Apply AODA requirements both F2F and online • Modify course content and assignments to meet the requirements of students with special needs • Follow college protocols to ensure that the physical environment is conducive to learning

HOFSTRA UNIVERSITY

The Professor of the 21st Century shows competency in	1. Appling an understanding of how people learn to plan lessons and learning experiences
3 Using a variety of teaching/learning strategies.	2. Acquiring and maintaining a repertoire of teaching/learning strategies 3. Assessing selecting and using the teaching/learning strategy appropriate to the learning activity and the learners involved 4. Evaluating the effectiveness of learning activities and strategies

0-2 years' teaching	2-7 years' teaching	7+ years' teaching

New professors can:
 	
• Use lesson plans to prepare classes that identify goals, teaching method(s)/strategies, learning activities, time, materials and resources
• Deliver organized classes that engage learners
• Describe a variety of different ways the subject content can be presented to learners
• Identify preferred teaching strategies and how they influence teaching practice
• Evaluate lessons and make adjustments accordingly
• Know where and who to ask for help with lesson planning, teaching strategies etc., if needed
• Assist students with accessing eTextbooks and eResources and use to support student learning
	Professors can:
	
	• Use lesson plans to prepare classes that identify: goals, teaching strategies, learning activities, materials and resources for F2F and online environments
	• Evaluate your teaching strategy and how it supports the range of learning preferences/ styles
	• Deliver your content in organized short mini lectures that engage your learners
	• Use at least one teaching/learning model/strategy beyond the lecture model to facilitate student learning, such as:
	   o Collaborative learning
	   o Problem-based/project-based/case-based learning
	   o Experiential learning (real or simulated environments)
	   o Guided inquiry learning
	• Choose the most effective teaching/learning model to suit the learning situation, considering such factors as the learner's needs, your preferred teaching style, the context and the resources available
	• Act as a mentor to novice teachers and assist with lesson planning and effective teaching strategies
	• Integrate eTextbooks and eResources to engage learners and support their learning
		Established professors are able to:
		
		• Engage in ongoing documentation and evaluation of your teaching strategies and learning activities used in F2F and online environments
		• Identify the influence of recognized learning theories, (such as behaviourism, humanism, and cognitive science, and constructivism) in the teaching models and how these principles influence teaching style
		• Use a variety of teaching approaches that support a range of learning preferences/ styles into your teaching practice
		• Have a range of tools and techniques that can be used with one or more of the teaching models (collaborative learning, problem-based/project-based/case-based learning experiential learning and guided inquiry learning)
		• Select the teaching model at any point in time that is most appropriate for the situation
		• Create new tools and techniques and/or adapt current tools and techniques to facilitate learning
		• Coach/mentor effective teaching strategies and learning activities to novice teachers
		• Can integrate eTextbooks and eResources to engage learners and enhance their learning

The Professor of the 21st Century shows competency in	1. Acquiring and maintaining a repertoire of evaluation tools and techniques
4 Evaluating learning using a variety of valid and reliable tools and techniques.	2. Assessing, selecting and using appropriate evaluation tools and techniques 3. Establishing and communicating evaluation criteria 4. Ensuring that learners receive specific, constructive and timely feedback regarding their progress

0-2 years' teaching	2-7 years' teaching	7+ years' teaching
New professors can: • Describe the purpose of evaluation • Identify how the assignments are aligned with the course learning requirements and the learning activities • Describe a number of evaluation tools to be used with students and comment on their effectiveness. • Give specific examples of the type of feedback you have used with your students to promote success • Provide regular written feedback to your students with regards to their progress and explain how you do this • Give constructive feedback that is specific and relevant • Attend program evaluation and promotion (E&P) meetings and offer recommendations as required • Locate the College Policies that guide assessment and evaluation practices at the college and know who to go to for guidance if necessary • Locate information regarding the Prior Learning and Assessment Recognition (PLAR) challenges at the program level • Comply with the College Applied Research Ethics Board guidelines when creating assignments	Professors can: • Create assessments that are aligned with the course learning requirements and the learning activities • Use a few valid assessment tools with confidence • Assess the strengths and weaknesses of a variety of evaluation tools, including performance-based evaluation (demonstrations, experiments, role-play, authentic products, problem based scenarios etc.) • Evaluate assessment tools for validity and reliability • Ensure that your learners know your assessment criteria before they begin the assessment activity • Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques • Provide regular constructive, personalized ongoing feedback to your students on their performance • Maintain confidentiality with respect to student progress and grades • Participate effectively in E&P meetings • Identify and follow College Policies that guide assessment and evaluation practices at the College • Offer specific suggestions for PLAR challenges at the program level • Apply the College Applied Research Ethics Board guidelines when creating assignments	Established professors are able to: • Develop and adapt assessments that align with the course learning requirements and the course learning activities so that they meet the needs of the different learning preferences/styles of your students • Provide a variety of evaluation tools in each course • Incorporate peer-based assessment and self-assessment into a broad repertoire of evaluation tools and techniques • Evaluate assessment tools for validity and reliability • Ensure that your assessment criteria are clear and students have access to it well in advance • Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques • Adapt evaluation tools to accommodate students with special needs • Provide regular personal feedback to your students that fosters success in both F2F and/or online environments • Demonstrate leadership in program evaluation and promotion meetings • Follow all College Policies that guide E&P practice • Construct and assess appropriate PLAR challenges at both the course and program level • Apply the College Applied Research Ethics Board guidelines when creating assignments

43

HOFSTRA UNIVERSITY®

The Professor of the 21st Century shows competency in **5 Working independently and with others to develop and/or adapt learning materials.**	1. Locating learning resources, matches learning materials to the needs, interests and abilities and diversities of learners 2. Assessing and selecting appropriate learning materials 3. Contributing to the work of interdisciplinary instructional design teams 4. Creating learning materials (print, electronic, audio-visual) that help learners achieve learning outcomes 5. Working within legal and ethical guidelines when creating learning materials. 6. Ensuring that the learning materials are inclusive of a varied student body in language and approach 7. Ensuring that learning materials recognize principles of environmental sustainability

0-2 years' teaching	2-7 years' teaching	7+ years' teaching

New professors can:
 	
• Follow basic design principles when creating visual aids, including presentation slides
• Create learning materials for a variety of learning styles
• Comply with copyright legislation, when creating all learning materials
• Follow College guidelines with regards to AODA principles when creating all learning materials
• Follow College guidelines with regards to environmental sustainability and global citizenship when creating all learning materials
	Professors can:
	
	• Apply basic design principles to create a variety of visual aids for both F2F and online
	• Create and use learning materials that promote both lower order and higher order thinking skills associated with the course learning requirements
	• Create learning materials that are matched to your learners' stage of development, as well as to the course learning requirements
	• Adapt learning materials to accommodate learners with a variety of learning styles
	• Design and use course materials that help the learner to:
	   o Select relevant information
	   o Organize information
	   o Integrate new knowledge with prior knowledge
	   o Retrieve information for problem-solving and critical thinking tasks
	   o Monitor and assess student progress
	• Use language that is appropriate for your learners
	• Apply applicable copyright legislation and all College guidelines when creating learning resources
		Established professors are able to:
		
		• Select and use appropriate print-based and electronic learning materials that facilitate higher order thinking skills required for course learning requirements and program outcomes
		• Both individually and with your team, adapt and create learning materials appropriate for the learners' stage of development
		• Both individually and with your team, adapt and create learning materials appropriate for a variety of learning styles
		• Work individually and in project teams to create publishable learning materials for internal use
		• Work alone or participate in the instructional design teams to produce new multimedia learning resources appropriate for College programs and/or external accrediting bodies
		• Work individually and/or in teams to produce publishable learning materials or resources
		• Follow all College Policies related to course learning materials

The Professor of the 21st Century shows competency in **6 Using technology to enhance productivity and help students learn.**	1. Selects the technological tool most appropriate to the task 2. Using technology to facilitate communication with and among learners 3. Using technology to enhance the presentation of information 4. Using technology to produce learning materials 5. Using technology to access, select, collect, organize and display information 6. Assisting learners to use technology as a tool to support their learning

0-2 years' teaching	2-7 years' teaching	7+ years' teaching

New professors can:
 	
• Use Word and specialized computer software to support student learning
• Use Staff ACSIS and any specialized software required in your department
• Use the College's electronic Learning Management System (LMS) Blackboard to:
   o Communicate with your learners
   o Post materials for your learners
   o Collect and distribute your learners work
   o Manage gradebook
   o Link learners to external internet sites
   o Create an interactive learning environment
   o Use surveys to get feedback from your students
• Upload, download, and manage personal files
• Provide information telling your learners where they can get help with eLearning at the College
• Use the College Library resources with some ease
• Know how to access and use your shared network drive (N: drive) at the College
• Use specialized programs to produce interactive learning materials (Camtasia Relay, Adobe, etc,)
	Professors can:
	
	• Use Word and specialized computer software to support student learning
	• Use the College's LMS (Blackboard) to:
	   o Facilitate communication with and among learners
	   o Post materials in a variety of formats
	   o Collect and distribute exercises and assignments
	   o Create interactive learning environments
	   o Manage learner grades
	   o Link learners to the wider world of the internet
	   o Use surveys to get feedback from your students
	• Provide learners with sources of support for their eLearning
	• Help your learners to access, document and assess electronic sources acquired through the library and directly from the web
	• Use online resources such as library or program specific databases to access and retrieve information relevant to the program
	• Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development
	• Use specialized programs to design interactive learning materials (Camtasia Relay, Adobe, etc,)
		Established professors are able to:
		
		• Use recognized instructional design principles to produce electronic learning environments and interactive learning materials for a variety of learners
		   o Choose and make use of appropriate files for purpose, audience and transmission speeds (pdf, rtf, jpg, gif, etc.)
		   o Construct electronic assessments such as surveys and quizzes
		   o Use formatting and organizational guidelines that enhance navigation, readability, interactivity, and visual appeal of online learning materials
		• Use the College's electronic LMS (Blackboard) with ease
		• Provide learners with support for any eLearning
		• Create/contribute to web sites that support both faculty and student learning
		• Evaluate interactive educational software and web sites
		• Coach/mentor faculty with the use of technology in F2F and online learning environments
		• Use specialized programs to produce and evaluate stand-alone interactive learning objects/learning materials
		• Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development

44

HOFSTRA UNIVERSITY®

The Professor of the 21st Century shows competency in **7 Designing and developing effective curriculum to support student success.**	1. Identifying a curriculum planning process 2. Using principles of curriculum design to develop courses 3. Contributing to program planning and review 4. Incorporating into the curriculum design process an awareness of global citizenship and environmental sustainability 5. Developing a curriculum plan that ensures coherence: correlating learning outcomes, needs, interests, abilities and diversities of learners with the learning activities, learning resources and evaluation plan.

0-2 years' teaching	2-7 years' teaching	7+ years' teaching

New professors can:
 	
• Explain how your course outline is relevant to the chosen field of study
• Rationalize how the course descriptions, course outlines and weekly schedules are communication tools for your students
• Describe how the program of study meets vocational and essential employability skills
• Contribute to discussions to modify/create course outlines that will meet program requirements as well as the needs, interests and abilities of your learners
• Contribute to program planning, monitoring and review
• Participate in any Program Quality Review (PQR) meetings
	Professors can:
	
	• Use established course outlines to plan a course and communicate expectations to your learners
	• Create a weekly schedule as a planning document for your students
	• Use current curriculum planning principles to design lessons, units or modules
	• Ensure, at the course level, that there is a match between course learning requirements, the needs, interests and abilities of the learners, learning activities, learning resources, and the evaluation plan
	• Contribute to discussions to modify course descriptions, course learning requirements, and other components of a course outline to meet program requirements and the needs, interests and abilities of your learners
	• Take a leadership role in the PQR process
	• Represent your program on internal work groups dealing with curriculum issues
		Established professors can:
		
		• Use established principles of curriculum planning to develop, monitor and revise courses, such as:
		  ○ Manage the elements of continuity and scaffold learning in the general design of learning activities
		  ○ Ensure that the course curriculum is coherent, relevant and current
		• Contribute to program planning, monitoring and review:
		  ○ Identify and work within approved standards
		  ○ Solicit and interpret feedback from a variety of sources
		  ○ Participate in regular program self-assessment processes
		• Use established principles of program planning to develop new programs:
		  ○ Conduct a needs assessment
		  ○ Identify college resources and learner needs
		  ○ Establish program outcomes
		  ○ Establish a program of studies
		  ○ Prepare and present a proposal to internal/external bodies
		• Provide leadership in program planning and PQR
		• Identify a number of curriculum planning models and link these models to underlying philosophies, learning theories and beliefs about teaching and learning
		• Represent your program/service area on internal work groups dealing with curriculum issues
		• Represent your program/College on external committees dealing with curriculum issues

ALGONQUIN COLLEGE

© 2013 Centre for Organizational Learning

45

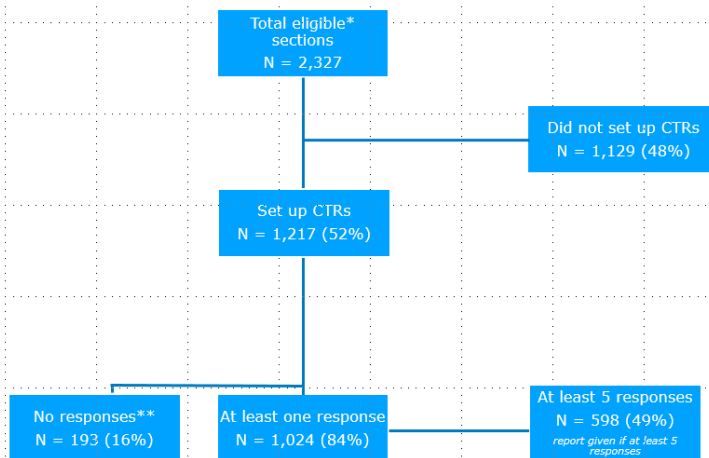HOFSTRA UNIVERSITY®

2020 CTR Analysis

LISA ROSEN

FEB 2021

Overview

1. Response rates
   a. Faculty opt-in – did the instructor set-up a CTR?
   b. Eligible course sections with at least one CTR response
   c. Student response – did students answer the CTR given the opportunity to respond?

2. CTR subscale scores
   a. Exploratory examination of CTR subscale distributions by different course-level and instructor-level variables
   b. Fall 2019 vs Fall 2020 comparison of subscales (instructor-level)
      a. Overall F19 vs F20
      b. Paired differences (same instructors in each term)
      c. Paired differences (same instructors teaching the same courses in each term)
      d. Subscale scores greater than 2.0
      e. Instructor comparisons 2019 vs 2020 – are the instructors with CTR responses similar between 2019 and 2020?

HOFSTRA UNIVERSITY®

Response Rates

2020 FACULTY OPT-IN RESPONSE RATES
CTR SET-UP

Total eligible* sections
N = 2,327

Did not set up CTRs
N = 1,129 (48%)

Set up CTRs
N = 1,217 (52%)

No responses**
N = 193 (16%)

At least one response
N = 1,024 (84%)

At least 5 responses
N = 598 (49%)
*report given if at least 5 responses*

* enrollment of at least 5 students
** some faculty that set up CTRs did not know there was an additional step after initial set up to send the link to students
while not common, some students may have navigated the system to fill out a CTR for a course without it having been set up by the instructor

47

HOFSTRA UNIVERSITY®

ELIGIBLE COURSE RESPONSE RATE 2017-2020
ELIGIBLE* SECTIONS WITH AT LEAST ONE CTR RESPONSE

% of all course sections* with at least one CTR response
2017 - 2020
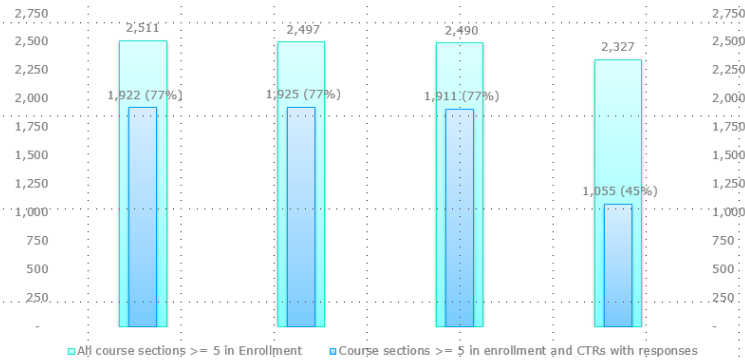
* enrollment of at least 5 students
** while not common, some students may have navigated the system to fill out a CTR for a course without it having been set up by the instructor

Note: CTRs for Fall 2020 was considered to be optional

STUDENT RESPONSE RATES 2017 - 2020
PERCENT OF STUDENT RESPONSES WITHIN SECTIONS WITH AT LEAST ONE RESPONSE (RESPONSES/ENROLLMENT)

2017	2018	2019	2020
N = 38,390	N = 38,183	N = 37,898	N = 22,692
84%	84%	83%	41%*
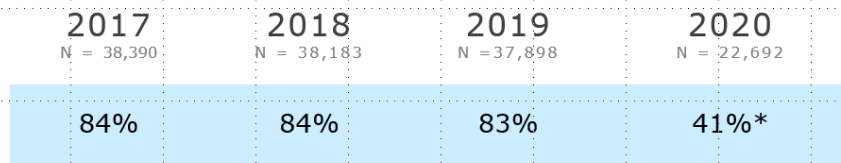
N = student enrollment in eligible sections with at least one response

- Research has shown that online student response rates are about 50%[1]

[1]Berk, R. A. (2012). Top 20 strategies to increase the online response rates of student rating scales. *International Journal of Technology in Teaching and Learning, 8*(2), 98-107.

* 35% is the estimated minimum response rate assuming all eligible sections that set up CTRs and had no responses are truly sections in which students did not respond even when given the opportunity to do so (vs the instructor did not deploy the link).
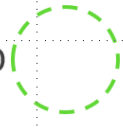
HOFSTRA UNIVERSITY®

STUDENT RESPONSE RATES 2019 VS 2020
PERCENT OF STUDENT RESPONSES WITHIN SECTIONS WITH <u>AT LEAST ONE</u> RESPONSE
(RESPONSES/ENROLLMENT)
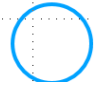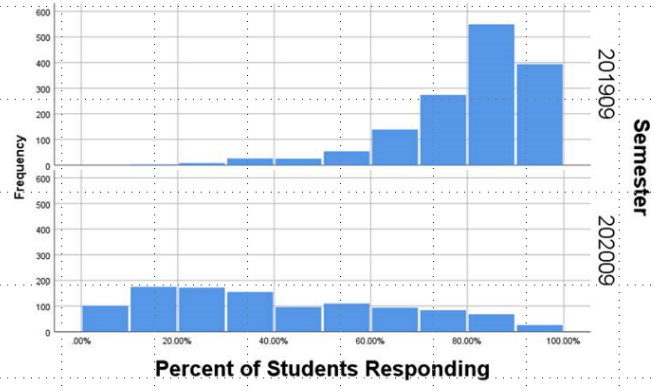
2020 STUDENT RESPONSE RATE BY INSTRUCTION METHOD
PERCENT OF STUDENT RESPONSES WITHIN ELIGIBLE SECTIONS
(RESPONSES/ENROLLMENT)

| A/B:1/2 Face to Face Attendance	Face to Face Instruction	Hybrid:Face to Face/Online	Online Asynchronous	Online synchronous
N = 5,012	N = 5,922	N = 2,384	N = 1,146	N = 8,178
36%	45%	36%	27%	44%

H HOFSTRA UNIVERSITY®

CTR Scores

DISTRIBUTION OF SUBSCALE SCORES
EXPLORATORY ANALYSIS (2019 VS 2020)

- Fall 2020 mean CTR subscale scores were examined visually by subject area (prefix), instruction method, FT/PT status of instructor and UG/GR level of the course.

- **There were no systematic differences observed in the distribution of the CTR subscales. Generally, subscale scores for Fall 2020 appear similar or better than Fall 2019.**

- The next 3 slides show the distribution of the overall subscale by subject area as an example. The remaining visuals are in the appendix.

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

HOFSTRA UNIVERSITY®

DISTRIBUTION OF SUBSCALE SCORES OVERALL BY SUBJECT (2019 VS 2020)
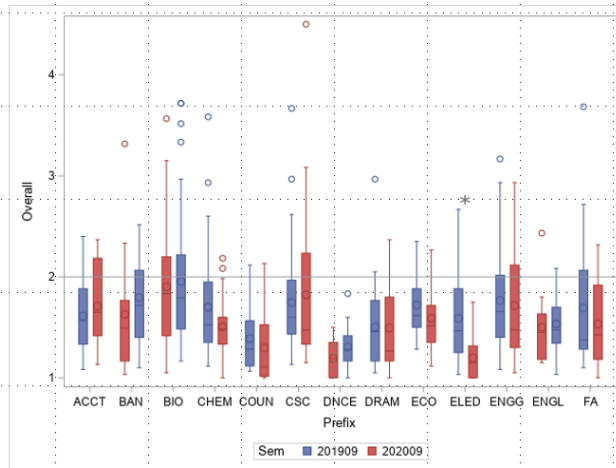
Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.
* p < 0.05

DISTRIBUTION OF SUBSCALE SCORES OVERALL BY SUBJECT (2019 VS 2020)

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

H HOFSTRA UNIVERSITY®

DISTRIBUTION OF SUBSCALE SCORES OVERALL BY SUBJECT (2019 VS 2020)
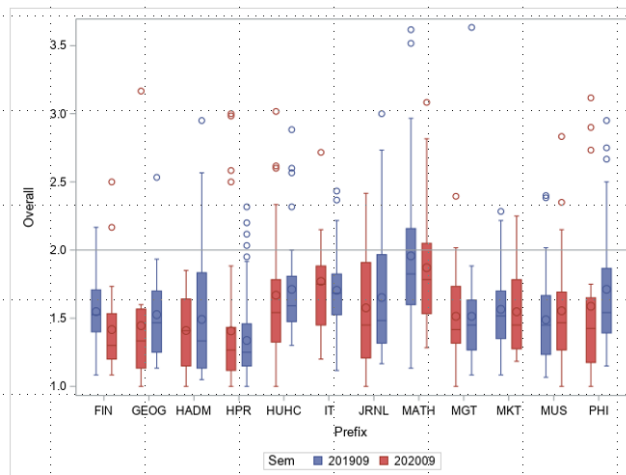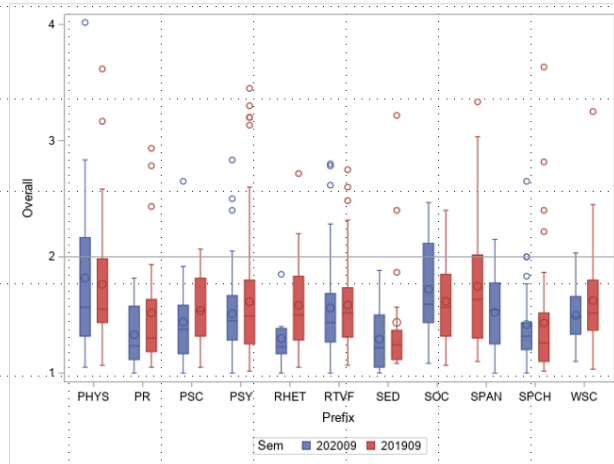

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

MEAN CTR SUBSCALE SCORES BY INSTRUCTOR 2019 VS 2020

Semester	Overall Mean (95% CI)	Workload Mean (95% CI)	Grading Mean (95% CI)	Interaction Mean (95% CI)
2019 N = 934	1.62 (1.59, 1.65)	2.80 (2.78, 2.83)	1.58 (1.56, 1.61)	1.56 (1.53, 1.59)
2020 N = 509	1.57 (1.54, 1.61)	2.88 (2.85, 2.91)	1.51 (1.47, 1.54)	1.52 (1.49, 1.56)
2020 – 2019	-0.05 (-0.09, -0.02)	0.08 (0.05, 0.10)	-0.07 (-0.11, -0.04)	-0.03 (-0.07,0.002)

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

HOFSTRA UNIVERSITY®

MEAN DIFFERENCE CTR SUBSCALE SCORES (PAIRED DIFFERENCES*)

Years	Overall % meaningful shift ± 0.24 (greater than +0.24)	Workload % meaningful shift ± 0.24 (greater than +0.24)	Grading % meaningful shift ± 0.24 (greater than +0.24)	Interaction % meaningful shift ± 0.24 (greater than +0.24)
2020 – 2019	39% (17%)	41% (29%)	45% (20%)	40% (21%)
2019 - 2018	31% (16%)	32% (17%)	33% (18%)	30% (16%)
2018 - 2017	34% (15%)	32% (17%)	34% (14%)	35% (14%)

Currently, the criteria used by the deans' office to identify meaningful shifts in CTR scores is 0.24 (used for larger sections). The upper and lower limits of the confidence interval around the mean difference do not extend beyond +0.24 and -0.24, respectively.

* The paired difference of 429 same instructors in 2019 and 2020, 756 same instructors in 2018 and 2019 and 748 same instructors in 2017 and 2018

MEAN DIFFERENCE CTR SUBSCALE SCORES 2020 – 2019 (PAIRED DIFFERENCES*)

Overall Mean Difference (95% CI)	Workload Mean Difference (95% CI)	Grading Mean Difference (95% CI)	Interaction Mean Difference (95% CI)
-0.02 (-0.06, 0.02)	0.05 (0.01, 0.08)	-0.05 (-0.09, -0.01)	0.01 (-0.03, 0.05)

Currently, the criteria used by the deans' office to identify meaningful shifts in CTR scores is 0.24 (used for larger sections). The upper and lower limits of the confidence interval around the mean difference do not extend beyond +0.24 and -0.24, respectively.

* The paired difference of 539 instructor/course pairings (i.e., instructors that taught the same course in 2019 and 2020)

Hofstra University®

MEAN CTR SUBSCALE SCORES BY INSTRUCTOR 2020 VS 2019 - OVERALL

- The percentage of instructors with a mean score on the overall subscale greater than 2 was 15% in 2019 and 13% in 2020.

- When adjusting for the response rate and instructor status, there was a **significantly lower percentage of instructors with a mean overall score greater than 2 in 2020** (7%, 95% CI: 4%, 10%) as compared to 2019 (19%, 95% CI: 15%, 22%).
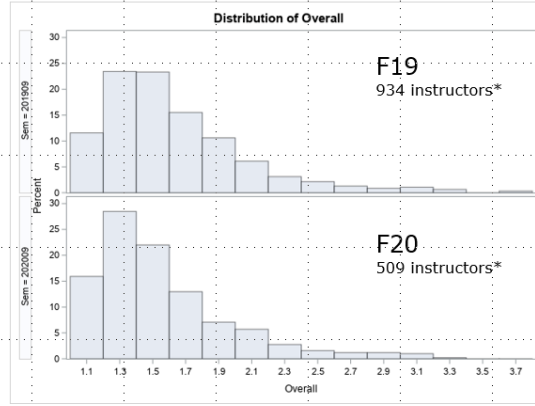
Scores $\leq$ 2 are considered to be meritorious
* Taught a course section with at least 5 students and had at least one response on the CTR

MEAN CTR SUBSCALE SCORES BY INSTRUCTOR 2020 VS 2019 - WORKLOAD

- When adjusting for the response rate and instructor status, **the mean workload score of instructors in 2020 was significantly higher (closer to 3.0) than 2019** (2.83, 95% CI: 2.79, 2.88) than instructors in 2019 (2.77, 95% CI: 2.74, 2.80).

Optimal workload score is 3
* Taught a course section with at least 5 students and had at least one response on the CTR

HOFSTRA UNIVERSITY®

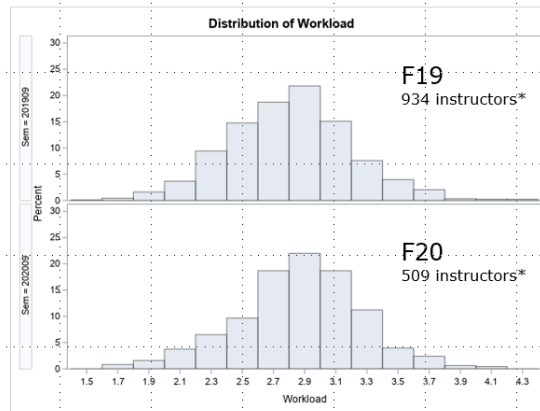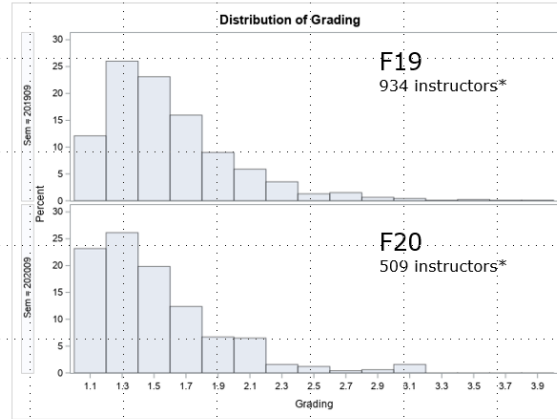# MEAN CTR SUBSCALE SCORES BY INSTRUCTOR 2020 VS 2019 – GRADING

- The percentage of instructors with a mean score on the grading subscale greater than 2 was 14% in 2019 and 11% in 2020.

- When adjusting for the response rate and instructor status, there was a **significantly lower percentage of instructors with a mean grading score greater than 2 in 2020** (8%, 95% CI: 5%, 11%) as compared to 2019 (15%, 95% CI: 12%, 18%).

Distribution of Grading

F19
934 instructors*

F20
509 instructors*

Scores $\leq$ 2 are considered to be meritorious
* Taught a course section with at least 5 students and had at least one response on the CTR

MEAN CTR SUBSCALE SCORES BY INSTRUCTOR 2020 VS 2019 – INTERACTION

- The percentage of instructors with a mean score on the interaction subscale greater than 2 was 16% in 2019 and 13% in 2020.

- When adjusting for the response rate and instructor status, there was a **significantly lower percentage of instructors with a mean interaction score greater than 2 in 2020** (6%, 95% CI: 4%, 9%) as compared to 2019 (21%, 95% CI: 17%, 25%).

Distribution of Interaction

F19
934 instructors*

F20
509 instructors*
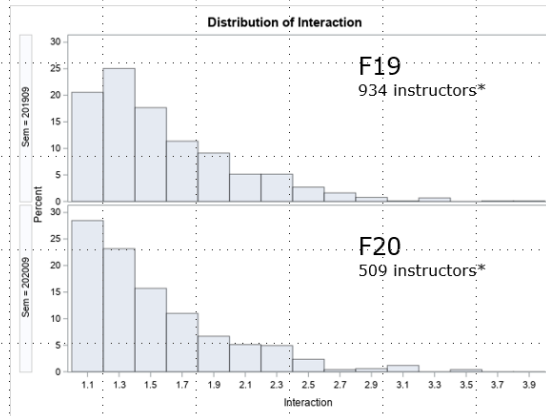
Scores $\leq$ 2 are considered to be meritorious
* Taught a course section with at least 5 students and had at least one response on the CTR

55

H HOFSTRA UNIVERSITY®

INSTRUCTOR-LEVEL* COMPARISONS (2019/2020)

College/Dept	2019	2020
FT Instructor	40%	48%
Less than 2 yrs teaching	24%	27%
HCLAS	61%	58%
Zarb	12%	10%
SEAS	5%	6%
Nursing & PA Studies	1%	3%
LHSC	7%	9%
Health Professions	13%	13%
Other College/Dept	1%	0%

Legend: 2019, 2020
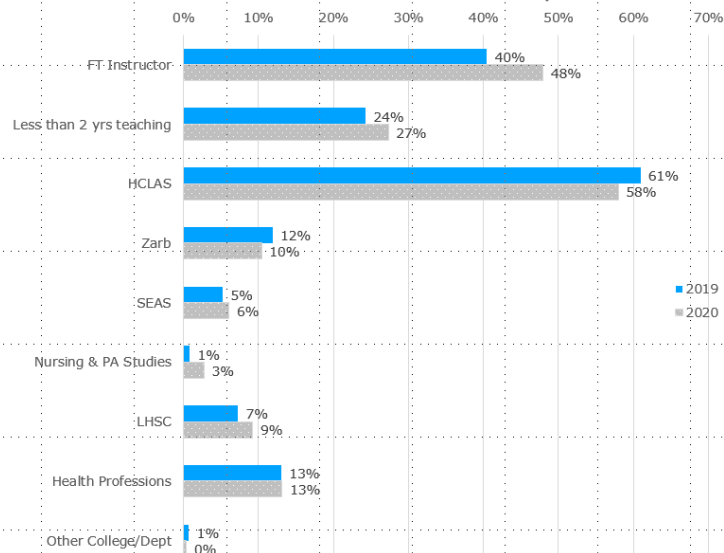
* Taught a course section with at least 5 students and had at least one response on the CTR

CONCLUSIONS

- The percentage of eligible course sections that had a CTR set-up was low (52%)
  - The percentage of eligible course sections that had at least one CTR response was low (46%)
  - Fall 2020 CTRs were considered to be optional

- Student response rate was lower than previous years (41%), but not far off from research showing response rates for online CTRs is lower (~50%) than paper CTRs
  - There is research suggesting ways to improve upon the response rate
  - A lower response rate is not necessarily problematic if the sample is representative of the population

- CTR subscales either did not show meaningful shifts (i.e., ± 0.24) between Fall 2019 and Fall 2020 or if a difference was observed it was more favorable (i.e., results improved)
  - Data from Fall 2020 CTRs did not indicate there would be a negative impact on an instructor

56

HOFSTRA UNIVERSITY®

NEXT STEPS AND CONSIDERATIONS

Challenges and Limitations

- Pandemic
  - New course formats
  - Students learning remotely in F2F and hybrid sections

- Change to online format of CTRs

- 2-step process to set up CTRs (schedule + post link to students)

- Timing/Late start of the CTRs

- Two areas of selection bias
  - Professors that opted to take part in the CTRs may be inherently different than those that opted not to take part in the CTRs in Fall 2020
  - Students that chose to respond to the CTR if given the opportunity to do so
    - Inferences/conclusions may not be generalizable

Future Considerations
- Compare demographic and academic factors of student responders and non-responders in 2019 vs 2020
  - Is the sample of students representative?

Contributors

Amy Filadelfo
Kevin Nolan
Chavon Stuparich
S. Stavros Valenti

Thank you to The Blue Ribbon Committee
Lynn Albers
Corinne Kyriacou
Sabine Loucif
Renee Mcleod-Sordjan
Mario Murillo
Kevin Nolan
Uzo Osuno
Daniel Seabold
Chavon Stuparich
Shawn Thelen
S.S. Valenti

Appendix C: Exploratory Factor Analysis (2017-19)

Initial Factor Method: Maximum Likelihood

Input Data Type	Raw Data
Number of Records Read	5762
Number of Records Used	5631
N for Significance Tests	5631

Preliminary Eigenvalues: Total = 52.7383568 Average = 3.76702548				
	Eigenvalue	**Difference**	**Proportion**	**Cumulative**
1	40.6879432	31.0961647	0.7715	0.7715
2	9.5917785	6.3929781	0.1819	0.9534
3	3.1988003	2.2292179	0.0607	1.0140
4	0.9695824	0.6987484	0.0184	1.0324
5	0.2708340	0.1487968	0.0051	1.0376
6	0.1220372	0.0778010	0.0023	1.0399
7	0.0442363	0.1329978	0.0008	1.0407
8	-0.0887615	0.0504610	-0.0017	1.0390
9	-0.1392225	0.1003063	-0.0026	1.0364
10	-0.2395288	0.1187629	-0.0045	1.0318
11	-0.3582917	0.0595985	-0.0068	1.0250
12	-0.4178902	0.0186005	-0.0079	1.0171
13	-0.4364907	0.0301789	-0.0083	1.0088
14	-0.4666696		-0.0088	1.0000

HOFSTRA UNIVERSITY®

Factor Pattern				
		Factor1	Factor2	Factor3
M10	M10	0.94362	0.11834	-0.01792
M8	M8	0.90862	0.09703	0.04694
M4	M4	0.87845	0.16416	-0.32378
M7	M7	0.86005	-0.01465	0.35671
M6	M6	0.83267	0.09366	0.39786
M1	M1	0.80672	0.24993	-0.00719
M3	M3	0.80460	0.07368	-0.41352
M12	M12	0.80234	0.28702	-0.00482
M15	M15	0.78770	0.13757	0.01243
M14	M14	0.61540	0.07580	0.17887
M11	M11	-0.30187	0.91481	0.02892
M16	M16	-0.39064	0.81923	-0.00519
M9	M9	-0.00063	0.66788	0.09250
M13	M13	-0.20100	0.64349	0.01076

Chi-Square without Bartlett's Correction	4031.1713
Akaike's Information Criterion	3927.1713
Schwarz's Bayesian Criterion	3582.0971
Tucker and Lewis's Reliability Coefficient	0.9127

Squared Canonical Correlations		
Factor1	Factor2	Factor3
0.97864940	0.94819922	0.80945682

Variance Explained by Each Factor		
Factor	Weighted	Unweighted
Factor1	45.8370850	7.14595777
Factor2	18.3047293	2.60244770
Factor3	4.2481543	0.60564994

Rotation Method: Varimax

Orthogonal Transformation Matrix			
	1	2	3
1	0.78233	0.58766	-0.20645
2	0.13396	0.16495	0.97716
3	0.60829	-0.79212	0.05032

Rotated Factor Pattern				
		Factor1	Factor2	Factor3
M6	M6	0.90598	0.18962	-0.06036
M7	M7	0.88786	0.22045	-0.17393
M8	M8	0.75239	0.51278	-0.09041
M10	M10	0.74318	0.58824	-0.08008
M12	M12	0.66321	0.52266	0.11458
M1	M1	0.66023	0.52099	0.07731
M15	M15	0.64224	0.47574	-0.02757
M14	M14	0.60040	0.23246	-0.04398
M3	M3	0.38779	0.81254	-0.11492
M4	M4	0.51228	0.79978	-0.03724
M11	M11	-0.09602	-0.04941	0.95769
M16	M16	-0.19902	-0.09032	0.88090
M13	M13	-0.06450	-0.02050	0.67083
M9	M9	0.14525	0.03653	0.65741

Variance Explained by Each Factor		
Factor	Weighted	Unweighted
Factor1	29.9544200	4.86309989
Factor2	18.9929392	2.83071270
Factor3	19.4426095	2.66024283

Final Communality Estimates and Variable Weights		
Total Communality: Weighted = 68.389969 Unweighted = 10.354055		
Variable	**Communality**	**Weight**
M1	0.71330858	3.4883824
M3	0.82381413	5.6665831
M4	0.90345621	10.3670139
M6	0.86040141	7.1669178
M7	0.86714237	7.5264184
M8	0.83720457	6.1430351
M9	0.45462284	1.8335519
M10	0.90475077	10.4989705
M11	0.92883243	14.0510938
M12	0.72615538	3.6521512
M13	0.45459293	1.8334641
M14	0.41645884	1.7136450
M15	0.63955597	2.7746443
M16	0.82375899	5.6741012

CTR Scores

Supplemental Analysis of Instructor's Race/Ethnicity and Gender

SUMMARY OF CTR SUBSCALE SCORES
BY INSTRUCTOR'S RACE AND GENDER (2017 – 2020)

- There is a significant interaction between race/ethnicity and instructor's college with respect to the overall subscale. Meaning, the relationship between overall subscale scores and race/ethnicity depend upon an instructor's college.

- Black instructors had the highest (worse) grading scores, indicating students rated them as significantly poorer in grading than other instructors.

- Asian instructors had the highest (worse) interaction scores, indicating students rated them as significantly poorer in interaction than other instructors.

- Female instructors had significantly better (lower) interaction scores and more optimal workload scores (closer to 3.0) as compared to male instructors.

- *Linear mixed models were used to examine the relationships between each subscale score and an instructor's race/ethnicity and gender. The models also adjusted for semester, instructor status (F/P), instructor's college, instructor's teaching time (≤ or > 2 years), method of teaching (face to face vs remote/partial remote) and course CTR response rate, as well as, examined potential interaction terms. The unit of analysis was a course section with enrollment of at least 5 students and CTR ratings available.*

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

62

HOFSTRA UNIVERSITY

SUMMARY STATISTICS

- There were a total of 6,813 CRNs - unique course sections taught in Fall 2017, Fall 2018, Fall 2019 and Fall 2020 with at least 5 students enrolled and CTR data available. This was the unit of analysis for all models.

- There were a total of 1,330 instructors that taught these course sections; 49% female (646) and 51% male (684). The race/ethnicity of these 1,330 instructors is provided in the table below.
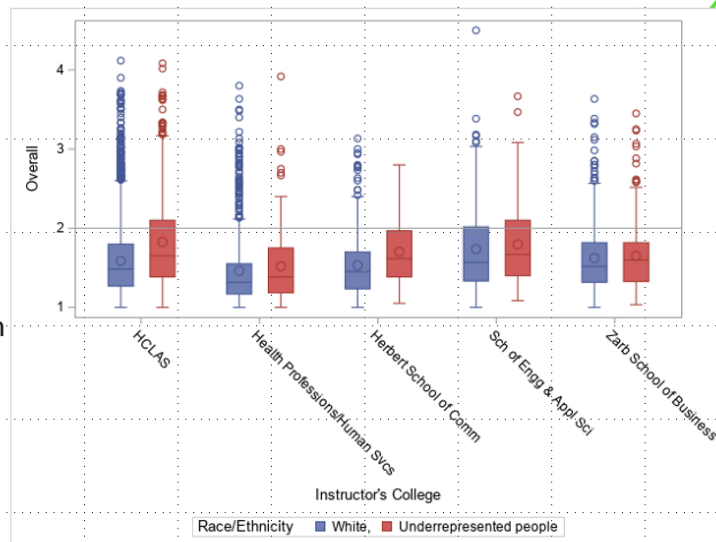
Race/Ethnicity of Instructor	N	%
Asian	127	9.6
Black, Not of Hispanic Origin	61	4.6
Hispanic	65	4.9
Other*	11	0.8
White, Not of Hispanic Origin	1041	78.3
Unknown	25	1.9

*American Indian or Alaskan Native, Native HI/PI, two or more races

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

CTR SUBSCALE SCORES - OVERALL

- **Among instructors in HCLAS, Black, Asian and Hispanic instructors had significantly higher (worse) overall scores as compared to White instructors.**

- There were no significant differences in overall scores with respect to race/ethnicity in the other colleges.

- There was no significant relationship between overall score and instructor's gender.

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

63

CTR SUBSCALE SCORES – OVERALL
INSTRUCTORS IN HCLAS

Analysis Variable : Overall – Instructors in HCLAS					
Race/Ethnicity of Instructor	Mean	Std Dev	Median	Lower Quartile	Upper Quartile
Asian	1.90	0.57	1.75	1.48	2.17
Black, Not of Hispanic Origin	1.92	0.68	1.75	1.40	2.35
Hispanic	1.72	0.55	1.57	1.35	1.93
Other*	1.69	0.53	1.57	1.30	1.83
White, Not of Hispanic Origin	1.59	0.44	1.48	1.27	1.80

*American Indian or Alaskan Native; Native HI/PI, two or more races

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.
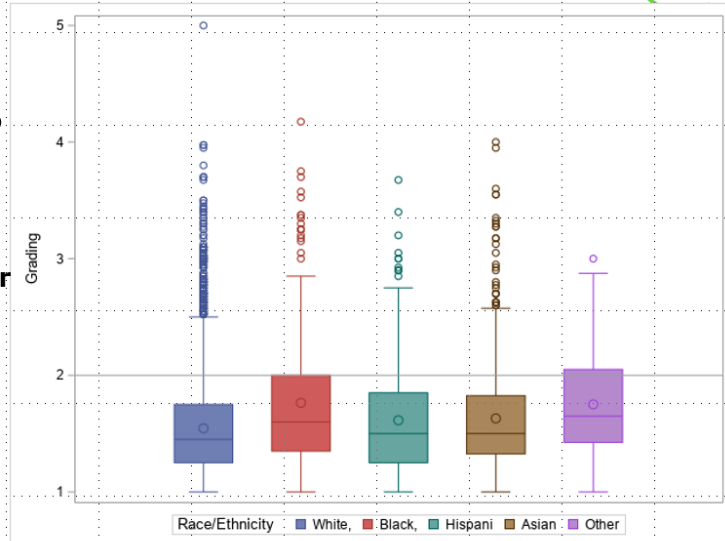
CTR SUBSCALE SCORES - WORKLOAD

• **Female instructors had a significantly higher workload scores as compared to male instructors. Meaning, female instructors were rated more closely to the optimal score of 3.0.**

•There were no significant differences between an instructor's race/ethnicity with respect to workload scores.

Analysis Variable : Workload					
Gender of Instructor	Mean	Std Dev	Median	Lower Quartile	Upper Quartile
F	2.83	0.43	2.83	2.55	3.10
M	2.75	0.44	2.78	2.47	3.05

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

H HOFSTRA UNIVERSITY®

CTR SUBSCALE SCORES - GRADING

- White instructors had significantly better (lower) grading scores as compared to Asian and Black instructors.

- **Black instructors had the highest grading scores, indicating students rated them as significantly poorer in grading than other instructors.**

- There was no significant relationship between grading score and instructor's gender.

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.
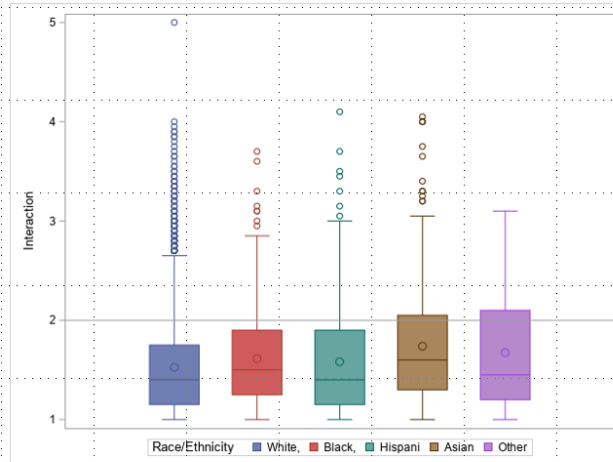

CTR SUBSCALE SCORES – GRADING

Analysis Variable : Grading					
Race/Ethnicity of Instructor	Mean	Std Dev	Median	Lower Quartile	Upper Quartile
Asian	1.63	0.47	1.50	1.32	1.83
Black, Not of Hispanic Origin	1.76	0.60	1.61	1.35	1.99
Hispanic	1.61	0.48	1.50	1.25	1.85
Other*	1.75	0.48	1.65	1.42	2.04
White, Not of Hispanic Origin	1.55	0.43	1.45	1.25	1.75

*American Indian or Alaskan Native, Native HI/PI, two or more races

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

65

HOFSTRA UNIVERSITY®

CTR SUBSCALE SCORES - INTERACTION

- **Asian instructors had the highest interaction scores, indicating students rated them as significantly poorer in interaction than all other instructors.**

- Female instructors had significantly better (lower) interaction scores as compared to male instructors.

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

CTR SUBSCALE SCORES – INTERACTION

Analysis Variable : Interaction					
Gender of Instructor	Mean	Std Dev	Median	Lower Quartile	Upper Quartile
F	1.51	0.49	1.35	1.15	1.70
M	1.60	0.52	1.45	1.20	1.85

Race/Ethnicity of Instructor	Mean	Std Dev	Median	Lower Quartile	Upper Quartile
Asian	1.74	0.56	1.60	1.30	2.05
Black, Not of Hispanic Origin	1.61	0.52	1.50	1.25	1.90
Hispanic	1.58	0.54	1.40	1.15	1.90
Other*	1.68	0.56	1.45	1.23	2.08
White, Not of Hispanic Origin	1.53	0.49	1.40	1.15	1.75

*American Indian or Alaskan Native, Native HI/PI, two or more races

Note: For Overall, Grading, and Interaction, lower scores reflect better ratings, whereas for Workload, the optimal response is a 3.

66

HOFSTRA UNIVERSITY®

Appendix E: Online Course Evaluations and Response Rates

Having found that response rates were significantly lower when CTR forms were administered online in fall 2020 than they were during previous semesters wherein the forms were administered in paper-and-pencil format, the Blue Ribbon Committee conducted a literature review on best practices for increasing student response rates for online ratings of instruction.

General Findings about Online Student Evaluation of Teaching (SET).

Compared to paper-based student evaluations of teaching (SET), online evaluations have both advantages and disadvantages. Advantages include:

- Class time for evaluations, while beneficial for boosting response rates, is not necessary.
- If completed outside of class, students have more time to think about their answers and write comments. Empirical studies have shown longer and more detailed comments with online administration (e.g., Donovan, Mader, & Shinsky, 2006).
- Feedback to instructors can be provided more quickly.
- Online evaluations are less expensive to administer.

The impact of an online administration on faculty evaluation scores is mixed; i.e., sometimes yielding less favorable ratings (Treishl & Wolbring 2017; Mitchell & Morales 2018) while other times showing no effect. (Dommeyer et al. 2004).

One notable disadvantage is that response rates tend to be lower with online SETs (e.g., Anderson, Cain, & Bird, 2005; Benton, et al, 2010; Chapman & Joines 2017; Kulik, 2009; Mitchell & Morales 2018). Nulty's (2008) review of the literature suggests that the online distribution of SETs yields 23% lower response rates on average compared to paper administrations. Indeed, Hofstra University's response CTR response rates are consistent with this general finding.

	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21
Response Rate	87%	85%	86%	COVID	54%	60%	66%

Note: These data may be slight overestimates of response rates because data and reports are not available if the number of responses in a section fall below 5.

Because Hofstra CTRs were "*expected but not required*" in fall 2020 and Spring 2021, the most relevant comparison is fall 2019 (paper administration, **86%** response rate) with Fall 2021 (online administration, 66% response rate, a difference of 20%.

Lower response rate is an issue because is decreases our confidence that the survey is based on a representative sample (i.e., sample bias) and it has a direct effect on the accuracy (i.e., sample

HOFSTRA UNIVERSITY®

error) of the survey's average scores. When the total number of students in a course section is 10, a response rate of 75% is needed to obtain a confidence level of 80% (considered a "liberal criteria" for accuracy). For a course section of 20, a response rate of 58% is need for the same level of confidence. For a course section of 30 students, a response rate of 48 is needed for the same level of confidence. Nulty (2008) concludes his analysis of evaluation survey response rates with three recommendations:

- *(1) use multiple methods to boost survey response rates as high as possible (regardless of whether on-paper or online surveys are used—but especially when online surveys are used);*
- *(2) consider the probable effect that use of a particular survey design and method might have on the make-up of the respondents and take this into account when interpreting the feedback obtained;*
- *(3) use multiple methods of evaluation to elucidate findings—so as to construct a better informed understanding of what the true picture is.*

Suggestions for increasing online CTR response rates.

Hoel and Dahl (2019) noted that students who do not submit SETs, are generally not motivated to participate in the process, do not see the value of SETs, do not understand how their input benefits others, or the meaningfulness of the process (Hoel & Dahl, 2019). When students feel the information provided in the SETs is taken seriously and has importance, is followed-up and used, and that the faculty member has a desire to improve their teaching then students are motivated to submit SETs (Hoel & Dahl, 2019). Thus, indicating to students the importance of SET should increase response rates.

Faculty strategies and actions (in this case non-incentive based) can be employed to increase response rates to comparable levels to in-class surveys. The most successful methods employed by faculty included *"Talked about the importance of ClassEval in my class", "Worked to create a climate in my class that reflects mutual respect between instructor and students",* and *"Told my students how I use student evaluation feedback to modify my course"* (Chapman & Joines 2017). It should be noted that these methods depend on the faculty promoting the CTR in the classroom.

Method of data collection for online surveys also appears to have an impact response rates. Whilst online methods generally do not meet in-person response rates, allowing time in class to fill-out the evaluation exceeded online surveys where students had to submit a passcode or receive an email invitation allowing them to submit the evaluation out of the classroom (Treischl & Wolbring, 2017).

Research of respondents' likelihood of participating in a survey, in this case about sensitive health-related information, found that an *opt-out* approach resulted in higher response rates than an *opt-in* approach (Hunt, Shlomo, & Addington-Hall, 2013). The use of an opt-out option

HOFSTRA UNIVERSITY®

can be used to understand why participants refuse to participate in the process which can be addressed in future appeals to participate. Research has also found when respondents, once indicating why they don't want to participate, receive a tailored message addressing that specific issue they may reconsider and take the survey resulting in an increase in overall response rates (Lewis, Gorsak, & Yount, 2019).

Hence, the empirical evidence suggests that Hofstra University and its instructors can boost CTR response rates by employing multiple strategies. The list strategies reproduced below have been discussed in the literature and used at higher education institutions in the US and abroad:

- Send the survey link to students' email addresses and/or send an automatic notification to students through the portal or learning management system.
- Institutions, and especially the instructors, provide frequent reminders
- Persuade students that their responses are valued and will be used, and provide vivid examples of how student feedback has change teaching and course content
- Provide rewards (but many authors caution that extrinsic rewards may bias the sample of respondents to include more students who need extrinsic motivation to participate)
- Help students understand how to give constructive criticism
- Create surveys that seek constructive criticism
- Extend the duration of the evaluation survey's availability
- Involve students in the choice of optional questions
- Assure students of the anonymity of their responses
- Keep evaluation questionnaires brief.
- Provide time in-class for completing the online survey – but be mindful that students have been shown to provide longer and more detailed comments when they have time outside of class to complete the survey.

Therefore it is recommended that in order to increase online survey responses we consider the following actions:

- Hofstra University should extend the interval for students to complete the CTR from 48 hours to at least 2 full weeks at the end of a 15-week semester (or a proportional amount of time for brief semesters)
- The links to individual course CTRs should be listed automatically on the students' portal home page and also inside of each course section site in the course management system (e.g., Blackboard).
- Instructors should be encouraged to give students 15 to 20 minutes of class time to complete the CTRs, and should follow-up with reminders to complete the CTR out of class for students who were absent that day.
- Instructors may decide to encourage students to complete the CTRs outside of classes – a practice that has been shown to increase the likelihood of detailed comments – but extra efforts need to be made to boost student engagement and convince students that

HOFSTRA UNIVERSITY®

their CTR responses are valued and can positively influence teaching and course content.

- CTRs should have an "opt-out" option (rather than opt-in) with students being asked why they choose not to participate. It may even be good to have a double "opt-out" option [e.g., "*Are you sure?*"].

References:

Anderson, H. M., Cain, J. & Bird, E. (2005). Online student course evaluations: Review of literature and a pilot study. American Journal of Pharmaceutical Education, 69 (1), 34-43. Retrieved from https://www.wku.edu/senate/archives/archives_2015/e-4-h-anderson-cain-ird-research.pdf

Benton, S., Webster, R., Gross, A. & Pallett, W. (2010). An analysis of IDEA student ratings of instruction using paper versus online survey methods 2002-2008 data. IDEA Technical Report No. 16. The IDEA Center, Kansas State University. Retrieved from https://www.ideaedu.org/Portals/0/Uploads/Documents/Technical-Reports/An-Analysis-of-IDEA-Student-Ratings-of-Instruction-Using-Paper-versus-Online-Survey-Methods-2002-2008-Data_techreport-16.pdf

Chapman, D. D., & Joines, J.A. (2017). Strategies for Increasing Response Rates for Online End-of-Course Evaluations. *International Journal of Teaching and Learning in Higher Education, 29(1),* 47-60.

Dommeyer, C. J., , Baum, P., Hanna, R. W., & Chapman, K. S. (2004). Gathering faculty teaching evaluations by in-class and online surveys: their effects on response rates and evaluations. *Assessment & Evaluation in Higher Education, 29(5),* October.

Donovan, J., Mader, C. E., & Shinsky, J. (2006). Constructive student feedback: Online vs. Traditional course evaluations. *Journal of Interactive Online Learning, 5(3),* 283-295. Retrieved from http://www.ncolr.org/jiol/issues/pdf/9.3.3.pdf

Hoel, A., & Dahl, T. I. (2019) Why bother? Student motivation to participate in student evaluations of teaching. *Assessment & Evaluation in Higher Education, 44(3),* 361–378.

Hunt, K. J., Shlomo, N., & Addington-Hall, J. (2013). Participant recruitment in sensitive surveys: a comparative trial of 'opt in' versus 'opt out' approaches. *BMC Medical Research Methodology, 13(3).*

Kulik, J. (2009). *Response rates in online teaching evaluation systems*. Office of Evaluations and Examinations, The University of Michigan. Retrieved from http://www.umich.edu/~eande/tq/ResponseRates.pdf

HOFSTRA UNIVERSITY®

Lewis, T., Gorsak, M., & , Yount, N. (2019). An Automated Refusal Conversion Strategy for Web Surveys. *Field Methods, 31(4)* 309-327

Mitchell, O., & Morales, M. (2018). The effect of switching to mandatory online course assessments on response rates and course ratings. *Assessment & Evaluation in Higher Education, 43(4)*, 629–639

Nulty, D. (2008). The adequacy of response rates to online and paper surveys: what can be done?. *Assessment & Evaluation in Higher Education, 33(3),* 301-314. Retrieved from: https://www.uaf.edu/uafgov/files/fsadmin-nulty5-19-10.pdf

Treischl, E., & Wolbring, T. (2017). The Causal Effect of Survey Mode on Students' Evaluations of Teaching: Empirical Evidence from Three Field Experiments. *Research in Higher Education, 58,* 904–921.

HOFSTRA UNIVERSITY®

Appendix F: CTRs and Instructor Gender

Recent studies of student evaluations of teaching (SET) have not yielded a consistent conclusion about the influence of instructor gender. Some studies reveal no empirical evidence of an overall bias in ratings related to the gender of the instructor (e.g., Marcham, Ade, Clark, & Marion, 2020), whereas others report statistically significant gender effects (e.g., Mengel, Sauermann,& Zolitz, 2019). Research has also revealed interactions of modest magnitude such as a tendency of students to rate more favorably professors that share their gender (Kreitzer & Sweet-Cushman, 2022).

The table below describes the effect sizes from three recent studies of instructor gender on overall ratings of instructors by students. In each of the studies, a 5-point response scale was used (hence, range = 4). The overall effect of instructor gender on SET ranged from 0.03 to 0.23 points (i.e., from about 1% to 6% of the range). The effect of instructor gender on SET tend to be higher when statistical controls are introduced, such as student performance as measured by final course grades (e.g., Wagner, Rieger, & Voorvelt, 2016,

	OVERALL SCORE RANGE	EFFECT ON OVERALL SCORE	% OF OVERALL SCORE RANGE
SEX			
Chavez & Mitchell 2019 (descriptive)	4	0.2	5.00%
Chavez & Mitchell 2019 (controls)	4	0.23	5.81%
Boring 2017 (descriptive)	4	0.13	3.25%
Boring 2017 (controls)	4	0.19	4.75%
Wagner et al 2016 (descriptive)	4	0.03	0.73%
Wagner et al 2016 (controls)	4	0.12	2.86%

In a quantitative literature review that combined 9 meta-analyses covering 193 individual studies, the gender of the instructor explained only 0.05% of the variance in Student Evaluations of Teaching (SET). This is considered a less-than-small effect. In comparison, "student achievement" (final course grade) explained 9.73% of the variance, a medium effect size (Wright & Jenkins-Guarnieri, 2012). The results of this aggregated meta-analysis are consistent with our own preliminary analyses which did not find significant overall differences in CTRs related to the gender of the instructor.

This should not be taken as evidence that instructor gender plays no role in SETs. A number of studies have demonstrated that students react differently to men and women faculty in part because they have differing expectations about how men and women in these positions will and ought to behave. Student centered interactive styles of teaching are most often favored by women, and students are more likely

HOFSTRA UNIVERSITY®

to give positive evaluations to female instructors that demonstrate this teaching style (Kreitzer & Sweet-Cushman, 2022). The author of one study suggest the following: "In constructing evaluation instruments that measure specific behaviors, items tapping both of behaviors ought to be included to avoid favoring one or the other approach." (Statham, Cook, & Richardson 1991, p. 152).

References

Andersen, K., & Miller, E. D. (1997). Gender and Student Evaluations of Teaching. *PS: Political Science and Politics, 30(2)*, 216-219. Retrieved from https://www.jstor.org/stable/420499

Boring, A. (2017). Gender biases in student evaluations of teaching. Journal of Public Economics, 145, 27-41.

Chavez, K., & Mitchell, K. M. W. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. PS: Political Science and Politics, 53(2), 270-274.
DOI: https://doi.org/10.1017/S1049096519001744

Kreitzer, R.J., & Sweet-Cushman, J. (2022). Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform. Journal of Academic Ethics, 20, 73–84. Retrieved from https://doi.org/10.1007/s10805-021-09400-w

Marcham, C.L., Ade, A.M., Clark, P. & Marion J. (2020). Bias and Trends in Student Evaluations in Online Higher Education Settings. Collegiate Aviation Review International, 38(2), 34-50. Retrieved from http://ojs.library.okstate.edu/osu/index.php/CARI/article/view/8036/7417

Mengel, F., Sauermann, J., & Zolitz, U. (2019). Gender bias in teaching evaluations. Journal of the European Economic Association, 17(2), 535–566. DOI: 10.1093/jeea/jvx057
Statham, A., Richardson, L., & and Cook, J. (1991). *Gender and University Teaching: A Negotiated Difference*. Albany: SUNY Press.

Strathem, A., Richardson, L., & Cook, J. A. (1991). Gender and university teaching: A negotiated difference. NY: State University of New York press.

Wagner, N., Rieger, M., & Voorvelt, K. (2016). Gender, ethnicity and teaching evaluations: evidence from mixed teaching teams. Economics of Education Review, 54, 79-94. Journal homepage: www.elsevier.com/locate/econedurev

Wright, S. L, & Jenkins-Guarnieri, M. A. (2012). Student evaluations of teaching: combining the meta-analyses and demonstrating further evidence for effective use. *Assessment & Evaluation in Higher Education, 37(6),* 683–699.

Appendix G: CTRs and Instructor Ethnicity

We reviewed studies on the relation between instructor ethnicity and SET scores and note generally small effect sizes. The table below summarizes a two representative studies. In each of the studies, a 5-point response scale was used (hence, range = 4).

	OVERALL SCORE RANGE	EFFECT ON OVERALL SCORE	% OF OVERALL SCORE RANGE
ETHNICITY/RACE			
Chavez & Mitchell 2019 (descriptive)	4	0	0.00%
Chavez & Mitchell 2019 (controls)	4	0.16	3.94%
Wagner et al 2016 (controls)	4	0.06	1.38%

For example, Chavez and Mitchell (2019) observed no difference between the overall SET scores for Non-White and White instructors in their initial descriptive analysis. When a control was added for final course grade, nonwhite instructors received a 3.94% lower score, corresponding to a difference of 0.16 points on a rating scale of 1 to 5. In comparison, Wagner, Rieger, and Voorvelt (2016) observed an effect of 0.06 points favoring white instructors, equivalent to 1.38% of the rating scale (not statistically significant).

In summarizing their findings on the role of ethnicity on SET, Chavez and Mitchell (2019) write, "we interpret this as weak initial evidence that similar patterns of bias are evident during assessments of instructors of different race and ethnicity. Because the evidence is less stark and the causal mechanisms are less developed, we call for further research on how color physiognomy, and accent affect student perceptions an evaluations (p. 273)." The lack of an overall effect of ethnicity on SET, in our view, should not be taken to mean that ethnicity is irrelevant in students' perceptions of teaching. For example, there is indirect evidence that ethnicity of instructors has a positive impact on student performance when the student and teacher share the same ethnic background (e.g., Wagner, Rieger, & Voorvelt, 2016). We suspect that instructor ethnicity interacts with a variety of student and course variables.

References

Chavez, K., & Mitchell, K. M. W. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. PS: Political Science and Politics, 53(2), 270-274.
DOI: https://doi.org/10.1017/S1049096519001744

Wagner, N., Rieger, M., & Voorvelt, K. (2016). Gender, ethnicity and teaching evaluations: evidence from mixed teaching teams. Economics of Education Review, 54, 79-94. Journal homepage: www.elsevier.com/locate/econedurev

HOFSTRA UNIVERSITY®