

**Standing Committee  
NORTH CAROLINA STATE UNIVERSITY**

**Evaluation of Teaching (EoT) Minutes**

**Monday, November 12, 2018: 1:30-3pm**

Clark Hall Conference Room, 4<sup>th</sup> floor

1. Approve Minutes from September 10, 2018
2. Updates on Continued Items from EoT Spring 2018
3. Volunteer for Board of Governor's Teaching Award
4. Communication around ClassEval – Faculty
5. Communication around ClassEval – Students
6. Assuming that SETs are used as summative evaluations in personnel decisions:
7. Other items for consideration?

Adjourn

Present:

Penny Jeffrey, Sci, Tech, Engr & Math (STEM) Education, College of Education

Mike Carter, Graduate School, Dean's Office & Staff

Samuel Flynn, Student in the College of Sciences

Jason Osbourne, Statistics

Whitney Jones, Dept of Biological Sciences

Paul Williams, Accounting, College of Management

Mi Kim, History

Rebekah Davis, Student in the College of Education

Anna Howard, Mechanical & Aerospace Engineering

Katherine Stewart, Provost Office Liaison

Diane Chapman, Director of Office of Faculty Development

Amy Neaves, Office of Faculty Development

Srinivasan Krishnamurthy, Business Management

Shweta Trivedi, Animal Science

Matthew Warren, 3rd year Ph.D.

1. Approve Minutes from September 10, 2018 and October 8, 2018

2. Updates on Continued Items from EoT Spring 2018

• 05.20.20 & 05.20.10. Dossier format reg including peer review has been approved by Faculty Senate. Evaluation of teaching reg got its first review last Thursday. Two weeks will get full discussion in Faculty Senate Executive Committee

- Comment Selection Tool Trial
- Future Work: Changes, Further Roll-out, FAQ for users, other communication

### 3. Volunteer for Board of Governor's Teaching Award -- Srini

### 4. Communication around ClassEval – Faculty

#### a. Discussion of Draft Memo

- Eliminate term SETs or not. Didn't seem to Mike that the on campus audience needed to think more broadly than Classeval. Faculty might need the term if they're going to do any of their own research.
- Change bullet list terms to ClassEval? Different on different campuses. Is it better to work with the literature and call it SETs? We haven't done the research on Classeval. We're citing the similarities to the research with the SETs overall.
- Tracks how the class responds? Track students over time. "Student populations" or "trends" in tracking
- Other anonymous ways of student evaluations of teaching?
- Goal of the memo=take the ClassEval data, what's appropriate/inappropriate to do with that data
- Clarify the language on the memo to better id the goal. "Likely good tools for"
- Committee agreed that these are things that are good about and not good about Classeval. Through discussion in the EOT committee we recommend that: SETs are used for.... And not used for ....
- Poor tools are ... mostly cited by the literature.
- The good tools true here. The bad tools are true from the literature.
- Overtime = over generations
- Classeval is good for these things ..... Classeval is not good for these things ....
- Gave the same test and student response differs. The level of papers are different. Linguistic capacity has improved over the last 20 years. Noticing this can help instructors tailor their class to the students currently.
- Good things on list might not be true for everyone.
- Agree that this memo is important-- DHs and new faculty
- Strike: last one is ambiguous, needs to be clarified/extended, increase feeling of student ownership
- Averages not reflecting level of teaching quality--confidence intervals, statistical instances "Focusing on the average ignores the whole picture" Maybe we shouldn't include an average at all. (Take this up next year) Averages might be useful to hand over to the college.
- Can we split a known bias and hand the college the data? Run out of degrees of freedom.

- “Sole data point” needs to be reworded
- Graduate students are more likely to get high Classeval rankings than undergraduate students. (They’re also more likely to get higher grades.) They’re more like us.
- Class size/class level need to be emphasized (class size already in the memo, adding class level)
- Remove histogram?? Some don’t know what that is. Distributed over various ways? Reference specifically the chart as frequency? Names? Clustered? Half 1’s and half 5’s is a very different teacher than all 3’s. (Doesn’t work for history & english teachers.) Minor offenses can stick in the student’s minds. Perhaps we could encourage confidence levels.
- [Make suggestions virtually](#), please put name on the memo that you approve of changes
- Send out beginning of December

## 5. Communication around ClassEval – Students

### a. What do we want to tell them?

- Be fair. Check your bias.
- Fill it out. It really matters. We really read them. The faculty members are listening; please tell us! #WeListen (not being used widely on Twitter) #iListen as a hashtag?
- SETs are given at the end. Students are no longer in that class and don’t know whether you made the changes. (It’s included as a Tip.)
- The dean needs this information? Probably not.
- How they’ll be used, what we’ll do with the data, why they’re important
- Tagline for promotion consistently used in social media
- Library, pics with their hashtag to put it out there, spread the word
- Are the faculty listening? I’m listening.
- Don’t lose credibility by not listening, not making changes
- Check your bias. #Imlistening (being used widely on Twitter). We should be careful: don’t scold.
- Implicit bias exists.
- Takes more than an infographic. Don’t make the problem worse. How do we put this without making any negative connotations.


### b. Future work

- Dissemination of educational materials
  - Current students are not likely to read the material. Social media. NC State instagram. Infographics.
  - Can we combat bias by informing the people who are making the decisions.
  - How can we ask for the data? Can we show that bias is real through data?

- Merge ClassEval and HR's demographic set. End up with a lot of data that is difficult to analyze: people are multiple categories, etc. Data are not very reliable. Speed and cleanliness are not likely
- Use averages/data in general? Broad data in literature
- Do we need to take NC State data? using the literature only? Perhaps speaking more broadly can identify the biases more accurately.
- Adding language or earlier questions in classeval?
- Reaching out may not be the most effective use of our time since we're not going to have the data. Perhaps reach out to the Student Gov't. Send the students back to Student Government.
- Quality of their education depends on the quality of the evaluation.
- Check with Amy to see who our USG rep is. We could personally invite. Send a representative from EoT to USG?

6. Assuming that SETs are used as summative evaluations in personnel decisions:  
 Tabled

Adjourned 2:48

Chair Signature		
Chair Name: (Print) Anna Howard	Chair Signature: 	Date: 1/9/19