

## Assessment Committee Meeting

October 27, 2015

11:00 a.m. - 12:00 p.m.

Attendees: Connee Zotos, Jeannette Monaco, Ruth Danon, Tara Tarpey, Patricia Heard-Green, Alexandra Cazangiu, Michael Palij, Kathleen Hulley, Barbara Borst, Mary Ann Hallenborg, Jessica Martin

### Mid-semester evaluations:

- Optimal time in which evaluations should be given? Faculty should decide where they will have the most impact
- Shift from informal to formal
  - Ruth - useful tool; when she used the evaluations. Students were 100% correct in their evaluations
- Keep students involved in the process
  - Transparent and welcoming to students
  - Consider the student mindset. Faculty may have to determine if students are overwhelmed
- Likert Scale in document - reword to be more positive?
  - Faculty can choose to use or not use the question; they are free to reword questions
- Allotment of time and format
  - Electronic - online assessment using Qualtrics
  - Handwriting - be mindful of confidentiality
  - How many questions are you asking?
  - Individual assessment - Do not use group assessment
- Faculty Council - will review mid-term evaluation document and others
- Inclusion of mid-semester evaluations in the Faculty Activity Report
  - “Reflect on the usefulness of the mid-semester evaluation...”
  - Optional, faculty will not be penalized
  - Allows Dean/program director to ask for feedback

### CAES involvement with mid-term evaluations

- Workshop on mid-term evaluation
- Include in New Faculty Orientation?
- Dearth of policies exist, but there are no systems in place to communicate them effectively. As a result, initiatives fail or stall
- End result - system of direct communication
  - Option - require one faculty meeting (In faculty contract)

Question - Who best to send the communication?

- Dean's office - SPS initiative
  - Weight and importance elevated along with mandate
- Associate Deans/Directors in department
- Look at all documents together - consider the weight
- Both avenues of communication
  - Adjunct faculty members do not always read communication from the Dean
  - Might read it from individuals they know

In the future, the Faculty Council will have increasing involvement with all subcommittees, but not involved enough to send with their endorsement

Classroom Observations

- Role of assessment - not meant to be punitive, summative, but informative
  - Good communication is essential
- Policy
  - How often for full-time and adjunct faculty?
  - Who? - Do they need training?
  - Policy first then the instrument or vice versa?
    - Decided - instrument first

Instrument review

Pre-observation meeting

- Makes sense because it provides the context needed for observation
- Fast track - use of email, Skype, etc. instead of second meeting
- More detailed document for newer faculty
- More streamlined for continuing faculty?
- Conversation still required to discuss the observation

ALI - pre observation emails

- Detailed lesson plan
- Any materials they will be using
- Email exchange about what might happen

Different strategies for pre-observation

- One instrument?
- Provide the general criteria and here are some instruments?
- Keep with the idea on the emphasis on the process, stay away from the idea of the report.
- Time in teaching may alter the process a bit

Consider in relation to RTP Committee

- What is the deliverable to the committee from the observation?

- Measure: Delivery, content, student engagement, feedback
- RTP will no longer accept promotion portfolios for full-time faculty without observations

#### Other considerations

- Use consistent vocabulary when discussing learning outcomes and other topics
- Are there any challenges in the class that you should be aware of?
- Can we use NYU Classes to benefit the observation process?
- Must use language that helps to guide the observer
- Consider how well do people give feedback
  - Reflect on different parts and take notes during observation rather than have a checklist

#### Questions to ask the faculty prior to the observation

- Syllabus and any class material for the day
- What they plan to do for the class?
- Anything more on NYU Classes for the courses available to see?
- Ask about the relationship of specific class to course as a whole

#### Headings that observer would refer to

- Course content
- Student engagement
- Preparation & Organization
- Communication skills
- Use of instructional materials

#### Policies

- How long should the observer stay in the room? The whole class?
- Who will be doing the observation?
- Consider communities of practice
- How often should adjuncts be observed?

#### Committee tasks for next meeting - Write language to observer

Note: formatting will be taken care of later

- Jeannette and Mary-Ann - online aspects of observations
- Kathleen - student engagement
- Tara - communication skills
- Mike Palij - Course content
- Patricia Heard-Greene - use of instructional material
- Connee - preparation and organization
- Ruth and Connee will work on pre-observation items

Consider while drafting

- Look from a pedagogical perspective rather than a content knowledge perspective
- Present observations as professional development
  - There is generally a lot of anxiety about observations, mostly with adjuncts

Next Meeting: November 17, 2015 at 11:00 a.m., 7 E. 12th Street, room 321