



NYU

**SCHOOL OF
PROFESSIONAL STUDIES**

ASSESSMENT COMMITTEE MEETING

September 16, 2016

Attendees: Connee Zotos, Diane Rubino, Ruth Danon, Michael Palij, Alexandra Cazangiu, Carlos Villa, Shawn Meyer, Jessica Martin, Kathleen Hulley, Patricia Heard-Greene, Jeannette Monaco,

Committee Chair Announcement - Connee Zotos and Jeannette Monaco will serve as co-chairs for the fall semester; Jeanette will serve as Chair in the spring.

Learning Outcomes Assessment: Role of the Committee

- Learning outcomes must be measured by every faculty member either in the Fall or in the Spring.
 - Only measuring one learning outcome this academic year per class
- Handout from Andrea Geurin is a more developed process that we can aspire to.
 - We must be careful of spreading assessment metrics too thin - assessing knowledge, presentation skills, etc. all at once - perhaps more explicit, pointed measurements are more effective.
- Connee has provided a former example of how she has measured learning outcomes among her students through an assessment.
 - Create a plan for next year to address outcomes that are lacking.
 - Academic Directors are responsible for reaching out to ACPs or Coordinators to ensure that every faculty member teaching a course submits an assessment of learning outcomes (such as one of the examples provided) by Spring '17.
 - Academic Community of Practice leaders will be tasked with reviewing syllabus to determine appropriate outcomes
 - Multi section courses must have same learning outcomes but each instructor does not have to measure the same learning outcome.
 - There is no “set template”. This project is about collaboration on effective teaching.
- Perhaps it would be effective to have Andrea give a presentation to faculty about the efficacy of this system.
- Committee Members should support and encourage the process
 - Poll your colleagues for examples
- Sub-committee to collect samples available on-line?
 - Office of Academic and Faculty Affairs (sps.facultyaffairs@nyu.edu) will collect samples and examples of using measurement to assess a learning outcome, and then share with the Assessment Committee.
 - Not only surfing the web - may be effective to contact colleagues in other schools to collect these samples and examples.
 - Jeannette has provided an example of the current rubric she provides to students.
- Perhaps a workshop to develop rubrics would be helpful; proposed by Patricia.
 - www.learner.org may be effective at rubric building.
- Faculty must submit a measurement of learning outcomes by the end of the academic year.
 - The faculty will be responsible for including their learning outcome assessment report in the end-year activity report

Class Observation Training and Roll-Out Process to Faculty

- First and foremost to celebrate and share effective teaching strategies and to improve current practices
 - This was a minimum requirement for new incoming faculty, and for those with plans to apply for promotion.
 - However, this has inadvertently created the idea that observations cannot be enacted for all faculty at any time. Should this minimum also act as the maximum?
 - Many long-term faculty do not agree with this observation practice because they feel that they have already proven their merit.
 - However, this may apply to reasons outside of concern; deans and directors perhaps should be able to perform drop-ins at any time.
 - Perhaps add - “Academic deans and directors may perform observations at their discretion.”
- This is the minimum requirement for new faculty going forward and for faculty who need observations for their promotion portfolio. It does not mean Associate Deans/Academic Directors can’t use process for continuing faculty.
- This should be addressed at the Faculty Meeting.
 - Jeannette will speak at the next Faculty Meeting to assuage nerves.
 - Should address celebrating excellence, helping to improve on teaching.
 - DO NOT include negatives about possible abuse of power.
 - Observation training has always been faculty driven, is an essential part of improvement.
 - Three part process of observations
 - Pre-observation meetings are important to help ease concerns
 - This will eventually come down to the ability of the observer.
- Classroom observations
 - Skills of the observer are important. If a person does not use it for the intent, then there needs to be a discussion.
 - Only instructors or those in academic titles should be conducting observations - Associate Deans, Academic Directors, and Academic Community of Practice Leaders (ACP)
 - Not all observers need to be in the same field - a trained group of individuals should be able to be used across the School.
- There should be a communication to all the faculty from the Assessment Committee - Ruth, Kathleen, and Diane will sit on the subcommittee to draft a communication to faculty members.
- ACP leaders are compensated accordingly
 - Not by observation but for the larger role

NYU Student Evaluations of Faculty

- Movement by University to have a single, common student evaluation.
 - 5 common questions, with School-specific additions.
 - Important to start creating our own questions for School-specific.
 - **Plan for next meeting to create questions.**

End-of-Year Activity Report for Adjunct Faculty

How do we get the information we want without being too burdensome?

- Section one - Teaching Effectiveness

- Do adjuncts need to submit a table and summary sheets for evaluations (Part A)?
 - No, not necessary but they should be asked to reflect on their evaluations.
- REQUIRED - Part C - “Write a short summary of your mid-semester evaluations and end-of-year evaluation.
- Part D - Optional, but stress the notion of reflective practice.
- **NEXT MEETING:** The committee should go through the document and now what should be optional, required, removed, etc. A page limit should set for these reports.
- Connee will add language about the learning outcomes piece for full-time and adjunct faculty activity reports.

Terms of Service

- Briefly discussed in Spring but never finalized.
- Faculty Council Charter
 - 2 year terms that must be staggered.
 - **We need volunteers to stay for 2 years or end term at the end of this academic year.**
 - **This information can be sent to (sps.facultyaffairs@nyu.edu)**

Date/Time for October Meeting

- Friday, 10/14 at 3:30 pm - 5:00 pm.

Full-time Faculty Annual Activity Report, Moving to Adjuncts Teaching Credit-Bearing Courses

- Should we provide the table for adjunct activity report?
- Do we need this table from Adjuncts?
 - Committee thinks no.
 - Instead, important that questions requiring faculty to reflect on their evaluations are included.
 - Academic directors or ACPs can use these reflections to discuss with adjuncts.
 - Question C is required but will be rewritten.
- Optional to share new practices and pedagogy.
 - Include that “we understand adjuncts are very busy ... most of these are optional.”
 - This is included because we are a school that is proud of reflective practice, this will help you reflect on your practices.
 - Perhaps this can be included in promotion documents for the future, especially effective for keeping records.
- Connee will do the piece on learning outcomes that will be included in full-time and adjunct faculty annual activity report.
 - Annual activity report should be reviewed by all members of assessment committee and prepared for next meeting to discuss question review.
 - Bring up a page cap for annual activity report for next meeting.