The Committee accepts measures of instructor preparation, statement of course objectives, class management, use of various teaching technologies, and fairness in grading and testing as indicative of the quality of teaching taking place in the classroom. Furthermore, such measures are capable of being judged in a meaningful manner. We also recognize that there are several approaches available for evaluating teaching effectiveness, each with its own unique set of advantages and disadvantages. These approaches are self observation, student and peer evaluations. We submit that teaching is a very personal relationship but that the collective judgments by large groups, based on good rating criteria, provide valid assessments of teaching quality.

It is often argued that one or the other measures of teaching effectiveness does not provide a total picture. The Committee agrees and recommends that several methods be employed.

Student Evaluation

In the opinion of the Committee, student evaluation is one of the most effective measures of teaching quality. Student evaluation forms have been the most frequently used method of evaluating teaching. Sufficient research has been conducted with this method to validate the questions and determine their reliability and limitations. The results of the evaluations provide statistically reliable evidence of the quality of instruction received. Information valuable to the instructor and administration can be obtained by this method, especially if conducted on a continuous basis. A voluntary program of student evaluation has been conducted for the past two years by the Department of Educational Psychology. It has found it to be very useful and have used it for merit and tenure considerations. Evidence of this nature should not be ignored.

A student evaluation program has been attempted several times in the past at UWM, but has suffered from three problems: (1) the lack of cooperation by the Faculty, (2) the lack of proper administration by the student organization in charge, and (3) a wide variation in the quality of the questionnaire used. The Committee therefore recommends: (1) that a continuous program of student evaluation of teaching be established and made available for all Faculty; (2) that the university administration assume responsibility for administering the questionnaire and providing adequate financial and staff support, and (3) that a properly developed and validated form of student evaluation be used.* Furthermore, the Committee admonishes any administrative group using the results to give due recognition to the limitations thereof.

Self Observation

Self observation is recognized as one of the most effective methods of improving one's teaching. An instructor willing to subject himself to the process shows the necessary motivation required to make improvements. This technique has been successfully used in training sales personnel and others who make presentations to groups or individuals. We therefore recommend that: (1) portable T.V. equipment be made available to instructors desiring to use this form of self-improvement

* See 4 in bibliography
and (2) costs incurred by this program be borne by the University administration.

Peer Evaluation

Peer evaluations can also provide valid measures of teaching ability. Some reliable research has been conducted to develop adequate formats for such evaluations and their use is recommended. However, such evaluations are meaningless unless based upon common criteria which should be established on a departmental level. It requires considerable effort for a department or college to implement a program of peer evaluation. Experience at institutions which have used this method has been most gratifying. If we are sincere about trying to improve the quality of teaching, such effort must be expended. The Committee therefore recommends that: (1) an adequately validated form be duplicated and distributed to departments as a guide in developing their own criteria, and (2) departments organize a continuing program of peer evaluation of all Faculty members.

Recommendations

Whereas the evaluation of the quality and effectiveness of teaching is an essential part of the University's fulfillment of its goals and,

Whereas a real commitment to improving the quality of teaching should be expressed by department and University administrations and,

Whereas there are various approaches to the evaluation of teaching of which student evaluations, self observation, and peer evaluation are the three most valuable.

The Committee therefore recommends that:

1) All Faculty should be strongly encouraged to participate in a program of student evaluation of teaching wherever appropriate.

2) The University administration assume responsibility for the administration of the student evaluation program.

3) Instructors be encouraged to evaluate their own teaching, particularly through the use of T.V. tapes of their classroom performance.

4) Adequate recognition and support be given to an instructor's efforts to maintain and improve his teaching.

5) Each department develop a continuous program of peer evaluation.

6) All departments take a more active interest in aiding both junior and senior Faculty to improve their teaching.

Whereas the implementation of these programs requires support from the administration, particularly in a financial way, the Committee further recommends that:

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1) Good teaching be given greater recognition as a significant criterion in salary, promotion, and tenure considerations.

2) Administrative funds be made available for the student evaluation program, the self evaluation program, or such other programs as may need financial assistance.

3) An organizational structure be constituted involving administration, faculty, students and research personnel to administer and coordinate all aspects of teaching evaluation.

4) An organizational structure be constituted to systematically consider means of improving teaching on this campus with the goal of developing programs for that purpose.

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