Question 5.6.5 - How are aggregated data from faculty evaluations used to improve teaching and learning? Is there evidence that all faculty members in the EPP are assessing their effectiveness to improve instruction? How are faculty teaching evaluation data used in annual reviews, promotion, and tenure? How do faculty evaluations in the EPP compare to evaluations of faculty in other EPPs on campus?

How are the aggregated data from faculty evaluations used to improve teaching and learning?

Annual Process

Each year faculty meet with the department chair prior to October 1st in order to develop goals for teaching, research and service and to set “weights” to those goals.

Data from faculty evaluations are aggregated in three distinct ways:

1. *Individual Aggregation*

   First, they are aggregated at the individual-level to obtain cumulative reviews of faculty productivity at the time of the first reappointment (2nd year); second reappointment (4th year); tenure and promotion (6th year) as well as at five-year intervals after the faculty is awarded tenure (post-tenure review). The materials for each of these reviews are assembled in a Personal Action Dossier (or PAD) for review by five potential groups:
   
   a. The Personnel Committee for 1st and 2nd reappointments;
   b. The Tenure Committee if Tenure is being considered;
   c. The Promotion Committee if Promotion is being considered;
   d. The Performance Review for Post-Tenure/5 Year Review;
   e. The Chair of the Department and/or the Dean of the College for various reasons.

   Naturally at this time, excellence in teaching, productivity in research and engagement in service are reviewed. Chairs examine these dossiers very closely and look for patterns (both positive and negative) across such documents as Student Evaluation Ratings, student work assignments and course artifacts (such as syllabi). These, naturally, lead into discussions about goal setting for the coming year.

2. *Cross Faculty Aggregation/Inter-Departmental Aggregation*

   Department level annual reports include aggregated data of department faculty. These reports are submitted for unit-level annual reporting, but are also utilized by department chairs with individual faculty to during annual goal setting (weights) conferences each fall.

3. *Cross Faculty Aggregation/Inter-Departmental Aggregation*

   In order to better understand the range of faculty productivity across units in the college, we do aggregate data on research and scholarship for all faculty at the level of the Dean’s office for first reappointment, second reappointment and tenure. Essentially, we construct a chart that
provides an at-a-glance analysis of number of articles published (specifying first authorship; 2\textsuperscript{nd} authorship, etc.); number of proceedings published; number of book chapters published; number of articles in press; number of grant proposals submitted; number of grant proposals funded and the like. Conducting such analyses allows us to develop a local norm of sorts with respect to “typical productivity.” It also allows us to determine whose research and scholarship trajectory for success is in doubt. When this occurs, we (Dean, Chair of the Department and Chair of the appropriate faculty committee) meet with the faculty member to discuss concerns and provide assistance and/or support.

4. \textit{ECU Faculty Manual}

The ECU Faculty Manual provides guidance and support for all programs in the EPP to ensure quality teaching and learning. All programs in the University provided common timelines and evaluation forms for use and submission to the Office of Academic Affairs.

\textbf{Is there evidence that all faculty members in the EPP are assessing their effectiveness to improve instruction?}

Although each year faculty identify goals in the areas of teaching, research and service, there is no way to guarantee that all faculty members in the EPP are assessing their instructional effectiveness each and every year to improve teaching. However, Chairs do meet with faculty each fall and ask them to craft teaching goals based on previous year evaluations; their own assessment of effectiveness and needed course revisions.

\textbf{How are faculty teaching evaluation data used in annual reviews, promotion and tenure?}

Unfortunately, these are not used as effectively as they should be because we do not have accurate and meaningful ways to evaluate effective teaching; although, we do have “peer observation assessments.” Most would agree that these are not as informative or as insightful as they need to be in effecting positive change in teaching. To address this issue, the Dean convened a College of Education Faculty Evaluation Task Force in spring, 2013. This Task Force has reviewed and analyzed each of the components and expectations of the role of professor including Teaching, Research/Creative Activity, Service and Other. At the present time, a “Faculty Self-Evaluation Work for Faculty Annual Reporting and Evaluation” document is in the finalization stages and will be reviewed by the entire college faculty. This document will provide considerable opportunity for faculty to be invested in the annual evaluation process and will be used in collaborative discussions with the department chair and faculty member. The next plan of the Task Force is to develop a set of rubrics that align with the Faculty Self-Evaluation Worksheets and the ECU Faculty Evaluation Forms. That part of the process is in the final stages of development and the Task Force optimistically plans to conduct a small scale pilot in spring 2015.