

**Instruction and Curriculum Policy Committee
of the
University of Arizona Faculty Senate**

September, 1988

EVALUATION AND REWARD OF TEACHING EFFECTIVENESS

The 1987-88 Instruction and Curriculum Policy Committee chose to focus their attention on the topics of (1) teaching evaluation and (2) reward of teaching effectiveness. The Committee conducted surveys of deans, department heads and faculty to obtain information about current practices employed to evaluate and reward teaching effectiveness. The faculty survey was designed to obtain additional information on faculty perceptions of how well "good teaching" is rewarded at the department level and at the University level. Based upon analysis of the results of these surveys, the Committee offers its conclusions and recommendations. (For a summary of the Committee's findings, see pages 17-20 in the report.)

Recommendations

1. Documented evidence of teaching effectiveness must be included for the annual merit evaluation and for the promotion and tenure review for all faculty.
2. The evaluation of teaching performance for the annual merit review and for promotion and tenure review must include, at minimum, documentation of the following types: systematic student evaluations, peer review (for example, review of course materials, classroom visitation, etc.), administrator appraisal, and self-report/evaluation (for example, descriptions of advising responsibilities, curriculum innovations, student achievements, etc.).
3. Faculty members must participate in the development of departmental guidelines for the delineation of various components of teaching and the methods of systematically evaluating teaching that contribute to the summary assessment of "teaching effectiveness". These components should include teaching activities that occur beyond the classroom. (Teaching components and sources of information potentially available to evaluate these components are illustrated in Figure 1.) These departmental guidelines should be similar for the annual merit review and for the promotion and tenure review.
4. Faculty members also should participate in the establishment of general departmental guidelines for the relative weighting of teaching, research and service. For example, upper and lower boundaries may be placed on the separate weights for teaching, research and service.
5. For the annual performance evaluation on which merit is based, each faculty member should negotiate the specific weights to be assigned to teaching, research and service within the boundaries of established departmental guidelines. These weights should generally reflect the faculty member's assigned responsibilities.
6. Where teaching is a continuing responsibility for a faculty member, excellence in teaching should be vigorously and consistently rewarded through the promotion and tenure system (as stated in Recommendation 9 of the 1981 Committee of Eleven report). For example, faculty members with at least 50% of their appointment devoted to teaching should have their teaching performance receive at least equal weight with their research performance.

FIGURE 1

COMPONENTS OF TEACHING *

EVALUATED BY ↓	CLASSROOM TEACHING	CLINICAL TEACHING	ACADEMIC ADVISING (thesis, etc.)	CURRICULAR ADVISING (courses, etc.)	INNOVATION (i.e., new course or approach)	OTHER
STUDENTS						
SELF						
PEERS						
ADMIN- ISTRATORS						
OTHER						

*Prepared by the **Instruction and Curriculum Policy Committee**, a standing committee of the University of Arizona Faculty Senate, April, 1988.

EVALUATION AND REWARD OF TEACHING EFFECTIVENESS

**A Report by the
Instruction and Curriculum Policy Committee
of the
University of Arizona Faculty Senate**

September, 1988

**Anne E. Atwater, Chair
Larry M. Aleamoni
Paul G. Bartels
William E. Conway
Gina M. Daly
Don C. Dickinson
Jim P. Logan
Pamela G. Reed**

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
BACKGROUND	1
1981 Committee of Eleven Report	1
Arizona Board of Regents Policy	2
OBJECTIVES	2
SURVEY OF DEANS	3
SURVEY OF DEPARTMENT HEADS	5
SURVEY OF THE FACULTY	8
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	17
Teaching Evaluation	17
Reward of Teaching Effectiveness	18
Recommendations	20

FIGURES

1. Components of teaching	4
2. Relative importance of components of teaching	6
3. Faculty opinions on reward for "good teaching"	11
4. Faculty sub-group opinions on reward for "good teaching"	12
5. Faculty opinions on relative weight of teaching vs. research and service	14
6. Faculty sub-group opinions on relative weight of teaching vs. research and service	15

APPENDICES

Appendix A. Committee of Eleven Recommendations, 1982	21
Appendix B. ABOR Policies on Evaluation of Faculty	24
Appendix C. Results of Department Head Survey	26
Appendix D. Results of Faculty Survey	32

INTRODUCTION

The 1987-88 Committee on Instruction and Curriculum Policy chose to study the issue of "evaluation and reward of teaching effectiveness" in response to concerns for improved recognition of teaching excellence expressed by numerous faculty members and by some student organizations. The Committee felt the time was appropriate to determine whether or not faculty perceptions of teaching evaluation and reward had changed since 1981 when the Committee of Eleven conducted several surveys and submitted a report on the topic of "Teacher Evaluation and Teaching Effectiveness II". During the intervening years, there have been opportunities for implementation of the recommendations stated in the 1981 Committee of Eleven report. And further, in 1983-84 the Arizona Board of Regents established policies governing annual faculty performance evaluation including the assessment of teaching effectiveness.

BACKGROUND

Committee of Eleven Report

In 1978, President John Schaefer requested that "the Committee of Eleven undertake a study of the question of teacher evaluation and teaching effectiveness of our faculty*." In response to that request, the Committee of Eleven conducted three surveys and the results were presented to the Faculty Senate in August, 1981.

1. Survey of Department Heads: In 1979, a 100% response was obtained from a questionnaire/survey of department heads concerning how teaching effectiveness was evaluated, encouraged and rewarded in each academic department. Results of this survey indicated to the Committee of Eleven that there was a wide range of approaches to the evaluation of teaching, but there was little consistency on campus in the evaluation of teacher effectiveness and little evidence of a viable continuing system for rewarding superior teaching efforts at any level.
2. Survey of Faculty: In 1980, a 61% response (from 1,141 faculty holding academic rank) was obtained from a questionnaire/survey regarding faculty perceptions of the effectiveness of rewards for good teaching, opinions about evaluating teaching effectiveness, and recommendations about the relative weight given to teaching versus research and service. This survey revealed that faculty members perceived teaching as having little real value within the reward system of the University.

* "Teacher Evaluation and Teaching Effectiveness II", A report by the Committee of Eleven to the University of Arizona Faculty Senate, August, 1981, p. 1.

3. Survey of Deans: Also in 1980, a 100% response was received from a questionnaire/survey of 12 college deans concerning information about the composition and functioning of college promotion and tenure committees, and about the nature of evidence of teaching quality submitted to the promotion and tenure committees. While the majority of deans responded that their colleges placed one-third of the weight on teaching when evaluating promotion and tenure cases for faculty whose major responsibility was teaching, only 25% of the deans included summaries of student evaluations, course materials, or classroom visitations as supporting documents for promotion and tenure.

The 1981 Committee of Eleven report included 16 recommendations (Appendix A) which were adopted by the Faculty Senate on January 18, 1982. These recommendations presented specific guidelines for the training and supervision of Graduate Assistants in Teaching, for the improvement of faculty instruction, and for the evaluation and reward of effective teaching. Suggestions for implementing these recommendations also were offered in the report.

Arizona Board of Regents Policy

In 1983-84, the Arizona Board of Regents issued policy statements pertaining to the evaluation of faculty and included these in Chapter VI of the ABOR Policy Manual (Appendix B). Specifically, the ABOR policy states that teaching effectiveness is one of several elements that must be considered when faculty performance is evaluated for merit awards (6-211, B,2,a). Furthermore, a systematic assessment of student opinion should constitute one component of this evaluation (6-211, B,2,a). According to ABOR policy, faculty members should be involved in the development of the procedures and instruments for performance evaluation as well as in the peer review process (6-211, A, 2-3, and B,2,a).

OBJECTIVES

The primary objectives of the Instruction and Curriculum Policy Committee were to focus on the issues of (1) teaching evaluation and (2) reward of teaching effectiveness. Specifically, the Committee sought information concerning the nature and scope of methods used to evaluate teaching at the department level. The Committee attempted to document current department and University policies and practices for recognizing teaching effectiveness in awarding merit increases and in making promotion and tenure decisions. Included in the documentation of current practices for recognizing teaching effectiveness would be an analysis of the relative weight given in the reward system to teaching versus research and service. Lastly, the Committee chose to examine perceptions of faculty members regarding the effectiveness of the reward system in recognizing good teaching at both the department level and the University level.

To accomplish these objectives, the Committee on Instruction and Curriculum Policy conducted surveys of deans, department heads and faculty to learn how teaching is currently evaluated and rewarded, and what components of teaching are included in the evaluation. A summary of the preliminary survey results was presented at a Symposium on Teaching (held April 26, 1988), titled "Teaching and Its Role in the Reward Structure", co-sponsored by Provost Hasselmo and the Committee on Instruction and Curriculum Policy.

The Committee prepared a chart titled "Components of Teaching" (Figure 1) to provide a framework within which the identification of teaching components and the examination of methods used to evaluate teaching effectiveness could be discussed.

SURVEY OF DEANS

In December, 1987, a letter was sent to all 13 college deans describing the scope of the Committee's project and requesting them to submit the following materials for each department in their college: (1) procedures used to evaluate teaching for the annual ABOR performance evaluation, and (2) procedures used to evaluate teaching for purposes of the promotion and tenure review. Responses were received from all college deans and included, for about half of the colleges, materials representing procedures used by individual departments within that college. For several colleges, only a brief summary of general procedures used in merit and promotion/tenure review was provided while departments in a few colleges submitted materials giving extensive detail regarding teaching evaluation procedures used for both the merit and promotion/tenure review. Thus, the "survey" of deans did not actually request their responses to a questionnaire but was rather a means of efficiently collecting information about teaching evaluation practices across campus.

Although the descriptive nature of the materials received from college deans made them difficult to tabulate and quantify, the Committee's extensive study of these documents permitted several summary observations. The Committee elected to focus primarily on procedures of teaching evaluation used for merit review which, in most colleges and departments, tended to be stated in greater detail than were the procedures of teaching evaluation used for promotion/tenure review.

Among the components of teaching identified in the chart on page 4, classroom teaching was most frequently evaluated, mainly by students using either the CIEQ or a departmental form. Peer review of teaching, including examination of teaching materials or classroom visitation, was used by more than half of the departments, while other sources of evaluation were used less frequently. Methods of evaluating clinical teaching appeared to be quite well developed in the Colleges of Medicine and

FIGURE 1

COMPONENTS OF TEACHING *

EVALUATED BY 	CLASSROOM TEACHING	CLINICAL TEACHING	ACADEMIC ADVISING (thesis, etc.)	CURRICULAR ADVISING (courses, etc.)	INNOVATION (i.e., new course or approach)	OTHER
STUDENTS						
SELF						
PEERS						
ADMIN-ISTRATORS						
OTHER						

*Prepared by the **Instruction and Curriculum Policy Committee**, a standing committee of the University of Arizona Faculty Senate, April, 1988.

Nursing and in the Faculty of Fine Arts. Although several departments indicated that the components of academic and curricular advising as well as teaching innovation were viewed to be important, very few methods were presented for evaluating these components.

SURVEY OF DEPARTMENT HEADS

On March 9, 1988, questionnaires were mailed to 95 heads of departments offering courses of instruction. Responses were received from 63% (N=60) of the department heads (Appendix C). Some of the questions posed to department heads were the same as, or similar to, questions included in the department head survey conducted by the Committee of Eleven in 1979. Department heads also were asked to provide their department's position regarding specific aspects of teaching evaluation and reward used for the annual merit review and for promotion/tenure review. In particular, they were questioned about their unit's policies regarding methods used to evaluate teaching, the relative weighting of components of teaching, and the relative weight given to teaching versus research and service.

In Question 1, the Department heads were asked to indicate the relative importance of several different components (based on the chart in Figure 1, page 4) when evaluating teaching effectiveness for (a) the annual merit evaluation and (b) the promotion and tenure evaluation. Eleven categories were included in this question representing various aspects of teaching evaluated by several different methods. For analysis purposes, the responses of "extremely important" or "somewhat important" were combined to give a cumulative percentage representing a judgement of "important" (Figure 2). For promotion and tenure evaluation, three of the eleven categories were judged to be "important" by more than 70% of the department heads: CIEQ student evaluations, evaluation by department head, and academic advising. For the annual merit evaluation, these same three categories with the addition of curricular advising were considered "important" by more than 70% of the department heads. Categories judged to be "important" by 60%-69% of the department heads for both the merit and promotion/tenure evaluations were: student evaluation using a departmental form, peer review of course materials, evidence of student-teacher interactions, and (for promotion/tenure evaluation only) curricular advising.

A series of questions was then posed to department heads regarding their unit's practices for evaluating teaching using different sources of information. These questions were confined to teaching evaluation for the annual merit review. Responses to Question 2 revealed that the use of student evaluation forms (CIEQ or other) was mandatory in 78% of the departments, encouraged in 20% of the departments and optional in 2%. Although the percentage of departments in which the use of student

FIGURE 2

**RELATIVE IMPORTANCE OF SEVERAL
COMPONENTS OF TEACHING
IN THE EVALUATION OF TEACHING EFFECTIVENESS**

WHAT IS THE IMPORTANCE OF THE FOLLOWING COMPONENTS IN THE EVALUATION OF TEACHING?

Responses categorized as "Extremely Important" or "Somewhat Important" have been combined, and the cumulative percentage representing a judgement of "IMPORTANT" is listed below for faculty and for department heads.

		<u>COMPONENT</u>	<u>FACULTY</u>	<u>DEPT. HEADS</u>	
				<u>Merit</u>	<u>P&T</u>
<u>STUDENT EVALUATION</u>		CIEQ (Course/Instruction Evaluation Questionnaire)	72%	82%	70%
		Departmental form (other than CIEQ)	86	67	65
		Exit evaluations by students	77	46	54
		Alumni evaluations	54	30	27

<u>PEER EVAL.</u>		Peer review of course materials	75	63	68
		Class visitations by faculty peers	62	33	50

<u>ADMIN. EVAL.</u>		Evaluation by department head	69	87	88

<u>SELF REPORT/ EVALUATION</u>		Academic advising (thesis, etc.)	87	92	86
		Curricular advising (course selection)	65	72	64
		Evidence of student-teacher interactions	64	68	63
		Extra-curricular advising (career choice, letters of rec., etc.)	66	49	43

evaluation forms is mandatory has greatly increased from the value of 41% obtained in the Committee of Eleven's 1979 survey of department heads, it still does not reflect full compliance with the ABOR policy which states that "a systematic assessment of student opinion shall constitute one component of the evaluation" of teaching effectiveness.

Department heads indicated (Question 3) that a review of course materials by a peer committee (in 60% of departments responding) or by other faculty members (30%) was a more common practice of evaluating teaching effectiveness than was classroom visitation by a peer committee (19%) or by other faculty members (25%). Evaluation of course materials by the department head was employed in 69% of the departments and the head conducted classroom visits in 35% of the departments (Question 4). An annual written self-evaluation was used in 69% of the departments as a source of information contributing to the assessment of teaching effectiveness (Question 5). The opportunity was provided in Question 6 for department heads to describe other methods used in their units to evaluate teaching for the annual merit review.

As reflected by responses to Question 7, practices varied across departments in the way in which evaluations from different sources (students, peers, self, and administrators) were combined to arrive at a final 'score' on teaching effectiveness for the annual merit review. The average weight given to student evaluations was 42%, peer evaluations - 25%, administrator evaluation - 24%, and self evaluation - 8%. However, the following sources of evaluative information were not included by several departments: 2% omitted student evaluations, 17% omitted peer evaluations, 8% omitted administrator evaluations, and 46% omitted self evaluations.

Question 9 asked department heads to indicate the relative weight given to teaching versus research and service in their department's reward system. More than 70% of the departments rewarded teaching more than service for the annual merit review and for the promotion/tenure review. When comparing the relative weightings of teaching and research for the annual merit evaluation, department heads indicated that teaching was rewarded more than research in 7% of the departments, equally with research in 58% of the departments, and less than research in 35% of the departments. Whereas the merit reward system in 65% of the departments responding gave teaching either greater or equal weight with research, the promotion/tenure evaluation process gave teaching greater or equal weight with research in only 30% of the departments responding. Specifically, for promotion and tenure, teaching was rewarded more than research in 5% of the departments, equally with research in 25% of the departments, and less than research in 70% of the departments.

The actual weightings given to the components of teaching, research and service (Question 10) were provided by more than 75% of the department heads responding to the survey. For the annual

merit evaluation, the average weightings were: teaching - 37%, research - 42%, and service - 21%. For the promotion and tenure evaluation, the average weightings were: teaching - 35%, research 47%, and service 18%. It should be noted that several department heads stated that no single formula or weighting system was applied to all faculty in the department, and that weights were determined on the basis of a faculty member's type of appointment or assigned responsibilities. Some department heads responded that no formal weighting system or specific guidelines existed in their unit.

Most of the departments responding to the survey used a committee of faculty peers in the evaluation of teaching for the annual merit review (71% of departments) and for the promotion and tenure review (94% of departments). Several different methods were described for determining the composition of this faculty committee (Question 11). It was interesting to note that, contrary to University and ABOR guidelines, three department heads employed only administrator review of teaching for the annual merit evaluation. No differences occurred between the procedures used to evaluate teaching for the promotion/tenure review versus for the annual merit review in 39% of the departments responding (Question 12). Where differences did exist, these were mainly in the composition of the peer review committee.

SURVEY OF THE FACULTY

On January 7, 1988, questionnaires were mailed to all (N=1909) members of the voting faculty. Responses were received from 36% (N=687) of the faculty members (Appendix D), 99% of whom were employed on a full-time basis (Questions 1 and 3). Some of the questions included in the faculty survey were the same as, or similar to, questions included in the faculty survey conducted by the Committee of Eleven in 1980. The questionnaire sent to faculty members was jointly prepared by the Instruction and Curriculum Policy Committee and the Student Affairs Policy Committee since both Faculty Senate standing committees had similar interests in surveying faculty opinions on teaching effectiveness and its evaluation.

Data on faculty rank and years of service of the respondents (Questions 2 and 4) closely paralleled these statistics for all voting faculty. Professors comprised 49% of all respondents, associate professors - 29%, assistant professors - 18%, and others (specialists, lecturers, etc.) - 4%. Analysis of the faculty responses to several items in the survey included examination of data for four specific sub-groups as well as for the entire group of respondents. The four sub-groups identified for comparison were: Professors--0-12 years of service vs. 13 or more years of service, Associate and Assistant Professors--0-12 years of service vs. 13 or more years of service. Preliminary analysis of the data had indicated that these sub-groups represented potentially different points of view on several survey questions. Also, the

subdivision of respondents according to their years of service on the University faculty permitted exploration of differences in response patterns for those faculty hired since the mid-1970s when increasingly greater emphasis was placed on the importance of research productivity.

On the average, faculty who responded to the survey devoted 54% of their annual appointment to teaching over the past three years (Question 5). However, the variation in responses was quite large, with percentages ranging from less than 10% to a full 100%. Several faculty members criticized this question as being ambiguous because "teaching" was not defined and, therefore, may have been interpreted differently by survey respondents. This criticism may have validity, particularly in light of the recent efforts of the Student Affairs Policy Committee to broaden the definition of teaching to include various types of student/faculty interaction outside the classroom. Despite the possibility that different interpretations of "teaching" may have existed as faculty responded to Question 5, the Committee chose to pursue the analysis of the general trend of responses. Among faculty with the rank of professor, the number of years of service on the faculty did not appear to influence teaching loads except at the high end (81-100 % of appointment) where the heaviest teaching loads tended to be held by professors with 13 or more years of service. Among associate and assistant professors, there were significant differences between the two sub-groups categorized by years of service: recent appointees (0-12 years of service) had lighter teaching loads (0-40%), while those with 13 or more years of service had heavier teaching loads (60-100%).

The typical teaching assignment of 55% of the faculty responding to the survey was at both the undergraduate and graduate levels, while 27% taught primarily at the graduate level and 18% primarily at the undergraduate level (Question 6). However, a significantly greater percentage of recently appointed faculty (0-12 years of service) of all ranks responded that graduate instruction was their primary teaching assignment while a significantly greater percentage of faculty (assistant, associate and full professors) with 13 or more years of service had primarily undergraduate teaching responsibilities.

Questions 11 and 12 dealt with teaching evaluation and with methods available to conduct the evaluation. A high percentage of faculty (83%) believed that some form of teaching evaluation should be required each year (Question 11). In the 1980 survey of faculty conducted by the Committee of Eleven, 64% of the faculty responded that some form of teacher evaluation should be required each semester. Question 12 on the faculty survey was similar to Question 1 on the department head survey and included eleven categories representing various aspects of teaching evaluated by several different methods (based on the chart in Figure 1, page 4). Faculty were asked to indicate the relative importance of each category in evaluating teaching effectiveness. The question did not specify whether the evaluation of teaching was for the merit or the promotion/tenure review.

As was the case for the analysis of this question in the department head survey, the responses of "extremely important" or "somewhat important" were combined to give a cumulative percentage representing a judgement of "important" (Figure 2, page 6). Five of the eleven categories were judged to be "important" by more than 70% of the faculty: CIEQ student evaluations, student evaluation using a departmental form, exit evaluations by students, peer review of course materials, and academic advising. Five of the six remaining categories (excluding 'alumni evaluations') were judged to be "important" by 60%-69% of the faculty. In general, the faculty and department heads made similar judgements regarding the "importance" of each category, although department heads judged "evaluation by department head" to be a more important category than did faculty members.

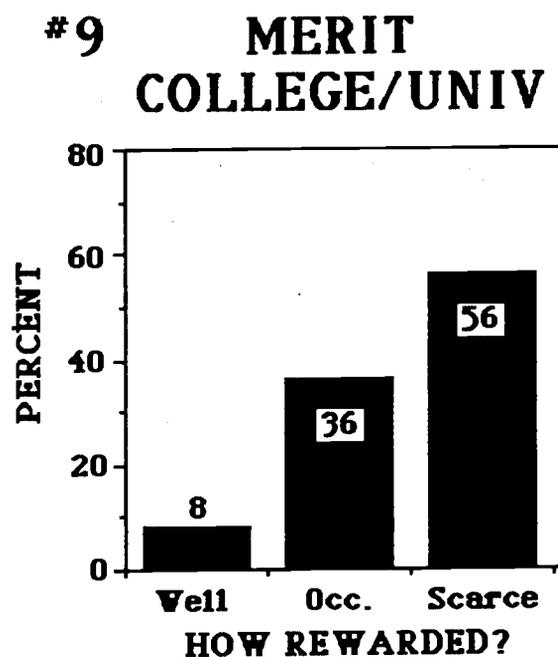
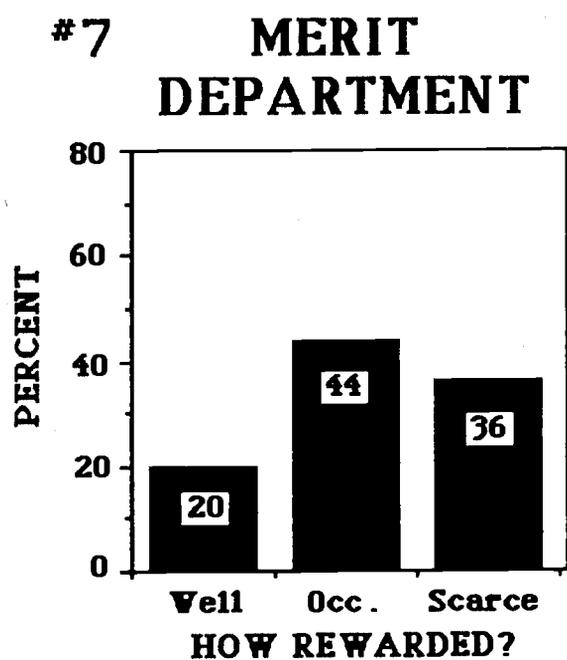
In Questions 7-10, faculty were asked to give their opinions concerning how well "good teaching" was rewarded. For the annual merit review at the department level (Question 7), 20% of the respondents felt that "good teaching" was well rewarded, 44% said it was occasionally rewarded and 36% believed it was scarcely rewarded at all (Figure 3). Interestingly, the opinion that "good teaching" was well rewarded at the department level was expressed by a significantly greater percentage of professors with 0-12 years of service (36%) than by their counterparts with 13 or more years of service (17%) (Figure 4). For the promotion and tenure review at the department level (Question 8), "good teaching" was perceived by 18% of the faculty as being well rewarded, while 38% felt it was occasionally rewarded and 44% said it was scarcely rewarded at all (Figure 3). The statistical comparison of percentages among sub-groups of faculty with differing years of service at the University revealed that recently appointed (in the past 0-12 years) professors, associate and assistant professors felt teaching was well rewarded in the promotion/tenure review at the department level, whereas faculty with 13 or more years of service believed teaching was scarcely rewarded at all (Figure 4).

Faculty perception of reward for "good teaching" at the college and University level was even more pessimistic than it was at the department level (Questions 9 and 10). The percentage of faculty who indicated that "good teaching" was well rewarded at the college and University level was 8% (for the annual merit review) and 7% (for the promotion and tenure review). The feeling that "good teaching" was scarcely rewarded at all within the college and University administration reward system was held by 56% of the faculty (for the annual merit review) and by 65% of the faculty (for the promotion and tenure review) (Figure 3). Significant differences existed between professors with 0-12 years vs. 13 or more years of service: a larger percentage of the "0-12 years" group said teaching was well rewarded at this level while a larger percentage of the "13 or more years" group responded that teaching was scarcely rewarded at all (Figure 4).

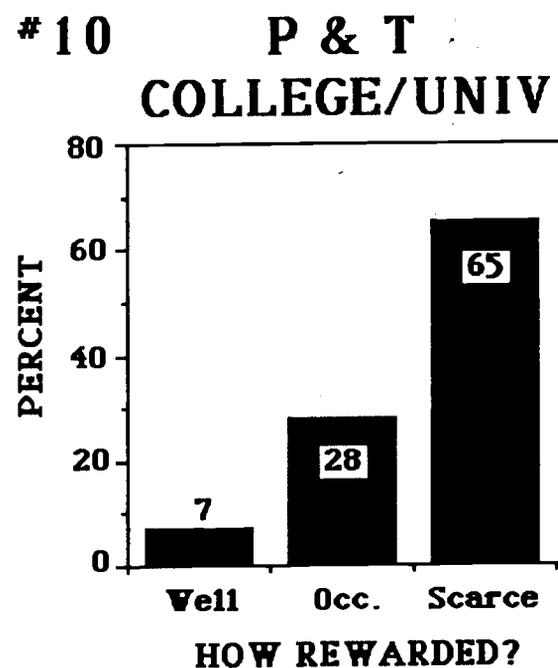
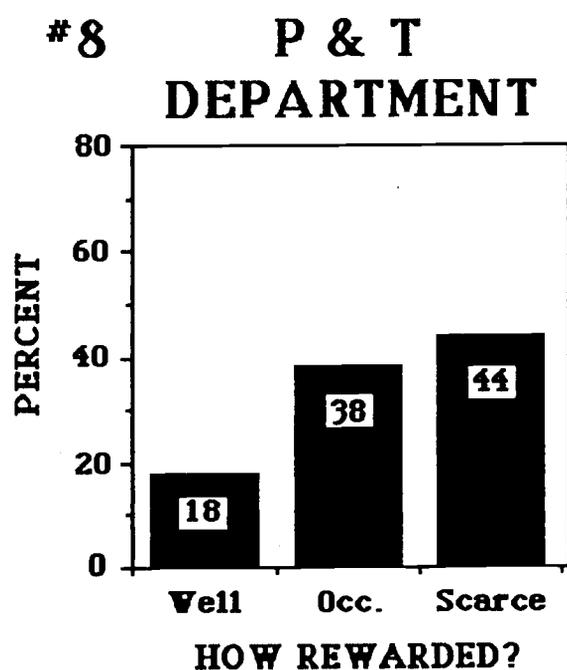
FIGURE 3

FACULTY SURVEY

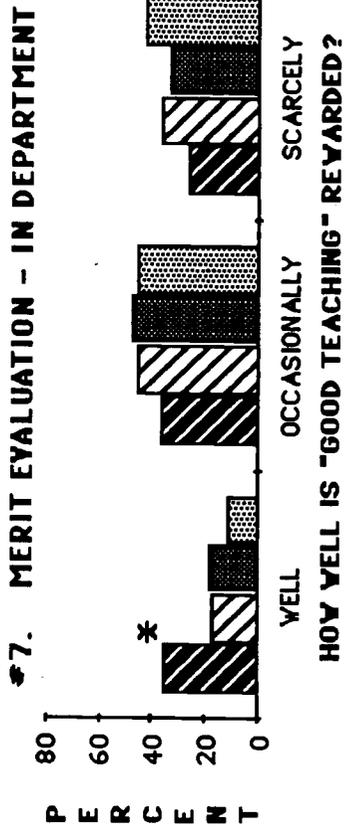
For the annual merit evaluation,
how well is "good teaching" rewarded?



For promotion and tenure evaluation,
how well is "good teaching" rewarded?

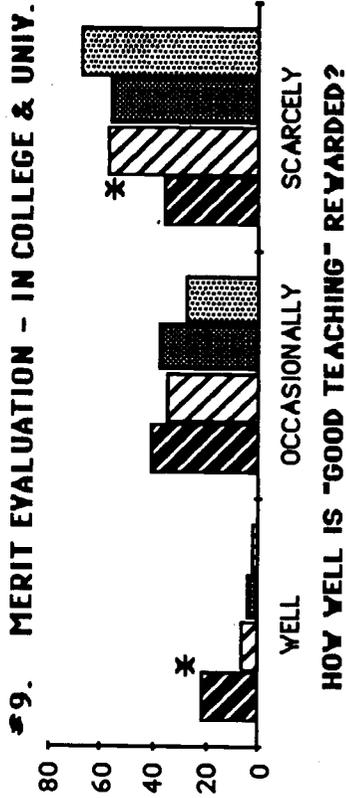


FACULTY SURVEY



SUBGROUPS

- Prof. 0-12 Yrs.
- Ass't & Assoc. 0-12 Yrs.
- Prof. 13 Yrs & up
- Ass't & Assoc. 13 Yrs & up



* indicates a significant ($p \leq 0.05$) difference between the paired sub-groups in the proportion (percent) of faculty selecting this response.

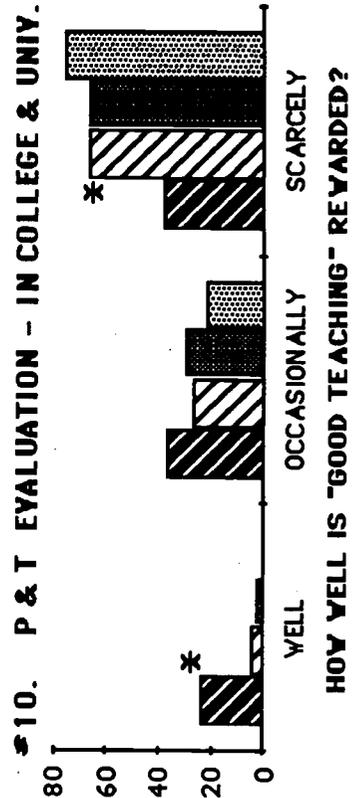
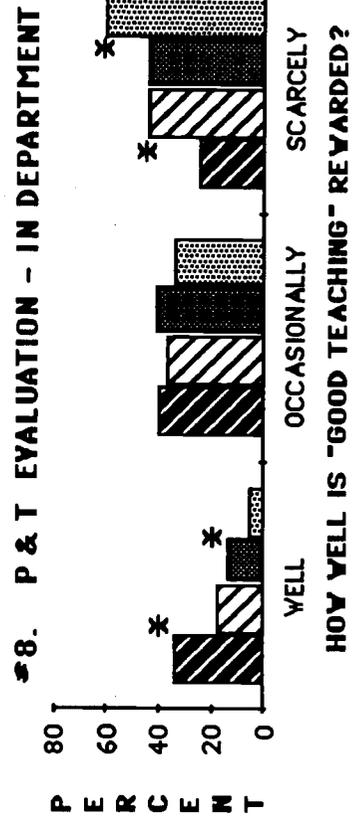


FIGURE 4

The 1981 Committee of Eleven report included an analysis of two questions from the 1980 faculty survey that were similar to questions 7-10 in the 1988 faculty survey. Responses in both surveys were almost identical. In 1980, 21% of the faculty perceived that teaching was well rewarded at the department level, while only 7% believed it was well rewarded at the University level. More professors tended to believe teaching was well rewarded than did faculty at lower academic ranks. Therefore, despite the apparent recent increase in concern for improvements in the evaluation and reward of "good teaching", a rather pessimistic attitude persists among faculty members, the majority of whom perceive that "good teaching" is rewarded only occasionally or scarcely at any level.

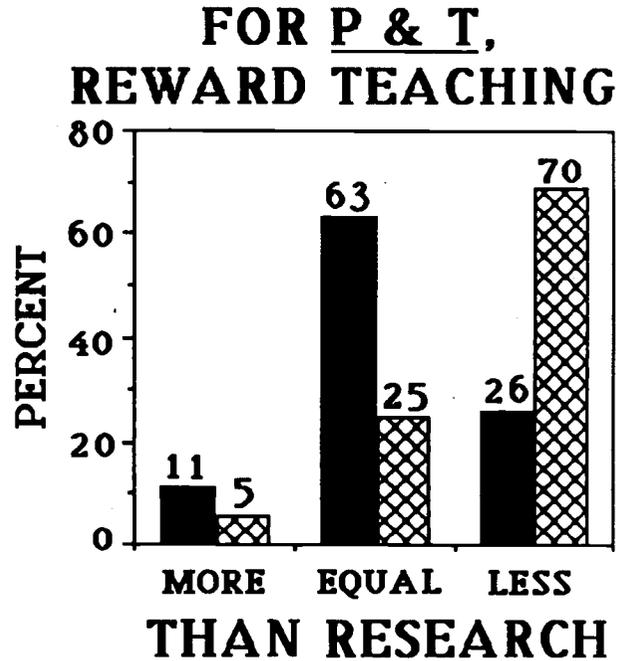
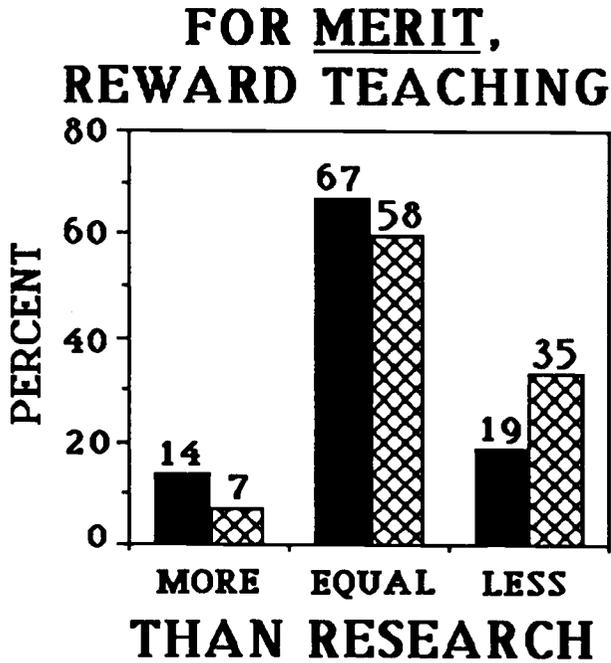
Question 13 asked faculty to indicate what relative weight should be given, within the University's reward system, to teaching versus research and service. This question was similar to Question 9 on the department head survey which asked the heads to indicate what relative weight actually was given to teaching versus research and service within their department's reward system. Faculty responded similarly to department heads (Figure 5) in their opinion that teaching should be rewarded more than service for the annual merit review (63% of the faculty) and more than service for the promotion and tenure review (64% of the faculty).

When comparing the relative weight given to teaching vs. research in the annual merit evaluation, the majority of faculty (67%) and department heads (58%) responded that both should have equal weighting (Question 13a-faculty, Question 9a-department heads). However, 19% of the faculty felt that teaching should receive less weight than research within the University's reward system for merit evaluation while 35% of the department heads stated that teaching was actually given less weight than research within their department's reward system where merit evaluation was concerned (Figure 5). The opinion that teaching should be rewarded less than research was held by a significantly greater proportion of faculty with 0-12 years of service than by faculty with 13 or more years of service (Figure 6). Among those faculty with 0-12 years of service who held this opinion were 33% of the professors and 25% of the associate and assistant professors.

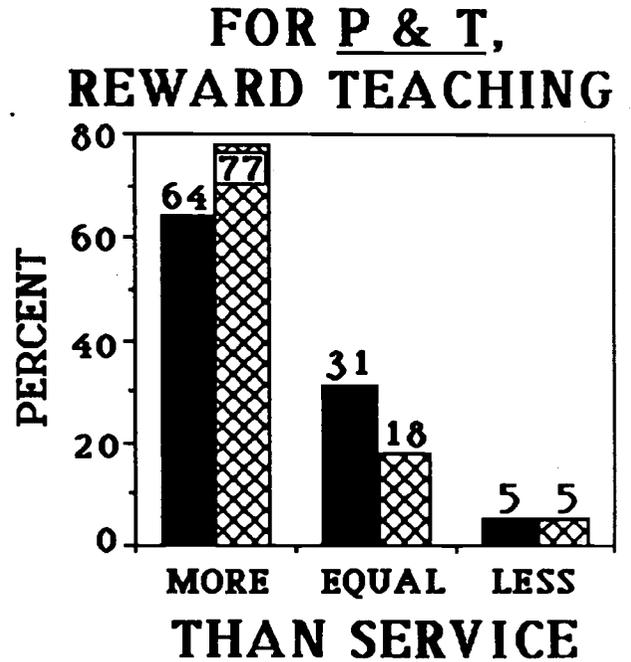
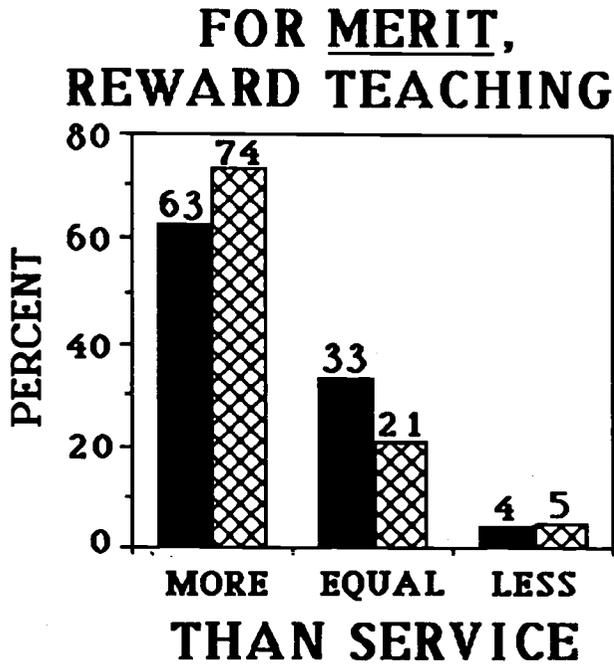
Responses concerning the relative weighting of teaching and research for the promotion and tenure review differed considerably between faculty and department heads: 63% of the faculty stated that teaching and research should receive equal weighting and 26% said it should be weighted less than research within the University's reward system (Question 13c); only 25% of the heads indicated that their department actually gives equal weighting to teaching and research while 70% said teaching was given less weight than research (Question 9c). This discrepancy between faculty beliefs and the realities of departmental practices (Figure 5) is perhaps a major contributor to perceptions among faculty members that "good teaching" is not well rewarded at the University of Arizona.

FIGURE 5

RELATIVE WEIGHT OF TEACHING VS. RESEARCH AND SERVICE

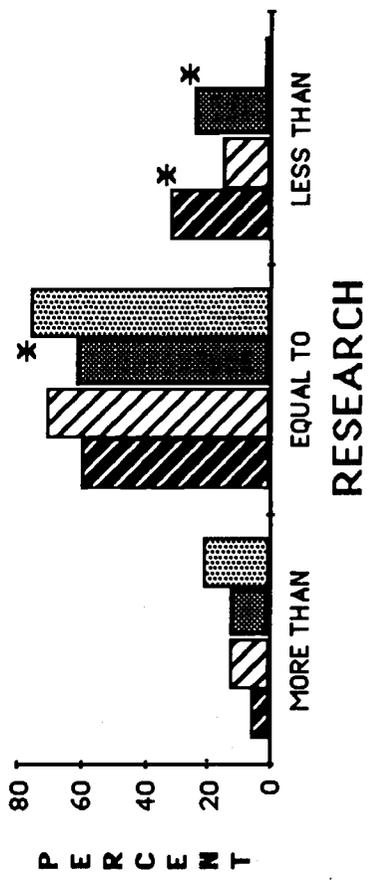


■ FACULTY (what should be) Question #13
 ☒ DEPT. HEADS (actual weighting) Question #9

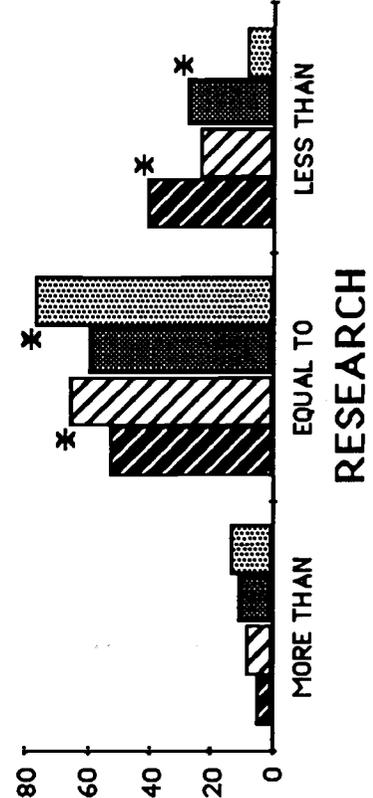


FACULTY SURVEY

#13a. FOR MERIT, REWARD TEACHING -



#13c. FOR P & T, REWARD TEACHING -



RESEARCH

RESEARCH

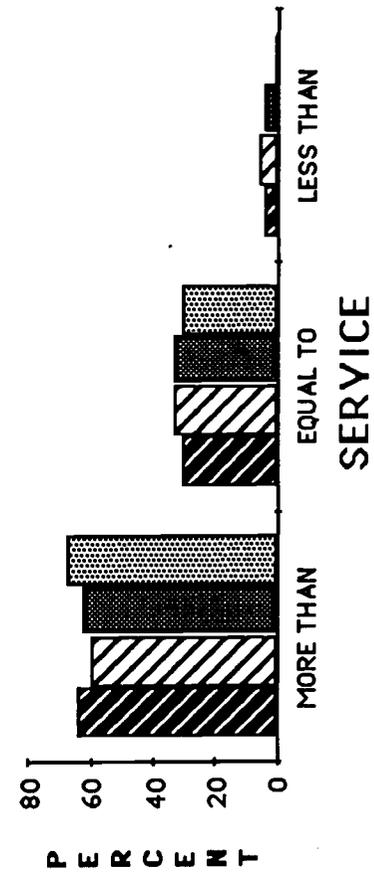
SUBGROUPS

- Prof. 0-12 Yrs.
- Prof. 13 Yrs & up
- Ass't & Assoc. 0-12 Yrs.
- Ass't & Assoc. 13 Yrs & up

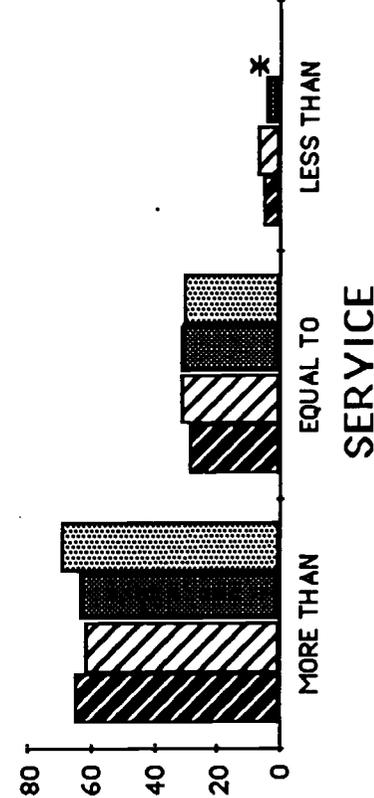
* indicates a significant (p ≤ 0.05) difference between the paired sub-groups in the proportion (percent) of faculty selecting this response.

FIGURE 6

#13b. FOR MERIT, REWARD TEACHING -



#13d. FOR P & T, REWARD TEACHING -



SERVICE

SERVICE

The opinion that teaching should be rewarded less than service for the promotion and tenure review was held by a significantly greater proportion of faculty with 0-12 years of service than by faculty with 13 or more years of service (Figure 6, page 15). Among those faculty with 0-12 years of service who held this opinion were 41% of the professors and 28% of the associate and assistant professors. The proportion of faculty who believed that teaching and research should be rewarded equally for the promotion and tenure review also differed significantly among the sub-groups categorized by years of service at the University: a larger percentage of the professors (67%) and associate and assistant professors (77%) with 13 or more years of service responded that teaching and research should be rewarded equally than did the corresponding sub-groups of faculty with 0-12 years of service (Figure 6, page 15).

In Question 14, faculty were asked whether or not they agreed with the concept that merit money should be set aside, at the department level, to reward teaching separately from merit money used to reward research and/or service. The most frequent response (of four responses available) was "strongly agree" (39%), but the second most frequent response was "strongly disagree" (24%). Responses of faculty were almost identical when asked the extent to which they agreed with this concept at the University level.

The majority of faculty members responding to the survey (Question 15) strongly agreed (41%) or somewhat agreed (34%) that the weighting of research, teaching and service for merit should be annually negotiated between the department head and each individual faculty member. Such support for this practice by three-fourths of the faculty who returned the survey encouraged the Student Affairs Policy Committee to present the following motion to the Faculty Senate:

That the University of Arizona recognize the significance of the faculty's teaching obligation by requiring the inclusion of teaching in the determination of a faculty member's annual merit evaluation in compliance with the Arizona Board of Regents Policy Manual.

And furthermore, that, on a yearly basis, each faculty member negotiate the weighing of teaching, research and service for the performance evaluation upon which merit is based.

This motion was passed unanimously by the Faculty Senate at the May 2, 1988 meeting.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The 1987-88 Instruction and Curriculum Policy Committee chose to focus their attention on the topics of (1) teaching evaluation and (2) reward of teaching effectiveness. The Committee conducted surveys of deans, department heads and faculty to obtain information about current practices employed to evaluate and reward teaching effectiveness. The faculty survey was designed to obtain additional information on faculty perceptions of how well "good teaching" is rewarded at the department level and at the University level. Based upon analysis of the results of these surveys, the Committee offers its conclusions and recommendations.

Teaching Evaluation

Comparisons between data reported in the 1981 Committee of Eleven study of "Teacher Evaluation and Teaching Effectiveness II" and in the present study of "Evaluation and Reward of Teaching Effectiveness" indicate that progress has been made on some aspects of teaching evaluation during the past seven years. Specifically, the current survey of department heads shows that the use of student evaluation forms (CIEQ or other) is mandatory in 78% of the departments responding, while this practice was mandatory in only 41% of the departments responding to the Committee of Eleven survey in 1979. However, the current situation still does not reflect full compliance with the ABOR policy which states that "a systematic assessment of student opinion shall constitute one component of the evaluation" of teaching effectiveness.

In the 1988 survey, department head responses revealed that peer evaluation of course materials for the annual merit review occurred in almost 60% of the departments, whereas peer evaluation of course materials was used in 50% of the departments responding to the 1979 survey. Appraisal of course materials by the department head increased from 56% in 1979 to 69% in 1988. Self-evaluations of teaching were conducted in 37% of the departments in 1979 and in 69% of the departments responding to the 1988 survey of department heads.

These indications of increased utilization of a variety of methods to evaluate teaching effectiveness are encouraging. However, it was clearly evident in the survey responses that departments vary widely in the methods used to document teaching performance and in the components of teaching that are included for evaluation. For example, some departments use student written evaluations as the sole basis for evaluating teaching and a few departments use administrator evaluation as the only basis for determining teaching effectiveness. While classroom teaching is viewed by faculty and department heads as a very important component of teaching that should be evaluated, additional components of teaching were identified by both groups as being important:

academic advising, curricular advising, and student/faculty interactions beyond the classroom. The Committee could find very little evidence that existing practices of teaching evaluation include systematic assessment of these additional components of teaching. In other words, current practices of teaching evaluation focus almost entirely on classroom teaching performance.

The present decentralized system for determining and implementing procedures of teaching evaluation has advantages, but seems to condone an attitude of informality and results in uneven and inconsistent practices across campus. The Committee believes faculty and students would be better served by a universitywide policy that mandates departmental subscription to an assessment of teaching that is multidimensional. Incorporated in this policy should be the mandate for faculty involvement in the following departmental processes:

- identifying the components of teaching to be evaluated,
- specifying the instruments and procedures used to assess teaching,
- recommending guidelines for determining the extent to which each component of teaching or method of evaluation contributes to the summary assessment of "teaching effectiveness", and
- recommending guidelines for the relative weighting (upper and lower boundaries) of teaching, research and service to enable individual faculty members to annually negotiate specific weights for these three responsibilities.

Faculty involvement in the development and implementation of teaching evaluation procedures can be facilitated by a clearly designated process or committee (for example, a "Teaching Effectiveness Faculty Committee") within each unit. The activities of a faculty committee dealing with teaching evaluation should be open to scrutiny and the teaching evaluation procedures adopted by the faculty should be available for examination by other departments. The committee also could address broader issues such as departmental support for resources to enhance teaching, seminars designed to share ideas on effective teaching methods, assignment of experienced faculty mentors to assist new faculty and teaching assistants, etc.

Reward of Teaching Effectiveness

Faculty perception of reward for good teaching appears to have changed very little during the past seven years. The 1981 Committee of Eleven report stated that 21% of the faculty believed that teaching was well rewarded at the department level, while only 7% perceived it was well rewarded at the University level. In the 1988 faculty survey, "good teaching" was perceived to be well rewarded

at the department level for merit by 20% of the faculty and for promotion/tenure by 18% of the faculty. At the University level, teaching was felt to be well rewarded for merit by only 8% of the faculty and for promotion/tenure by 7% of the faculty. Faculty with the rank of Professor, especially those with less than 13 years of service at the University, tended to believe teaching was better rewarded than did faculty at lower academic ranks.

Thus, despite current survey data indicating increased utilization of a variety of methods to evaluate teaching effectiveness, faculty continue to perceive that teaching has little value within the current reward systems. Many faculty members provided unsolicited comments on various aspects of reward for effective teaching. Several indicated that rewards (merit and promotion/tenure) in their department were based primarily on research productivity and ability to attract funding rather than on good teaching which was "expected of all faculty". Also, the survey data clearly revealed that faculty perceived the University reward system to be less responsive than department reward systems in recognizing the value of effective teaching.

The relative weight given to teaching, research and service was addressed in the surveys sent to faculty and to department heads. Faculty were asked to indicate what relative weight should be given to teaching versus research and service, while department heads were asked to report what relative weight actually was given to these three aspects of faculty performance in their departmental reward system.

Both groups of respondents agreed that teaching should be rewarded more than service for the annual merit review and for the promotion and tenure review. The majority of faculty (67%) and department heads (58%) responding to the surveys said that teaching and research should receive equal weight for the annual merit review. However, faculty and department head responses differed considerably on the relative weight of teaching versus research for the promotion and tenure review: the majority of faculty (63%) felt that teaching and research should receive equal weight while the majority of department heads (70%) reported that teaching actually receives *less* weight than research in their department. This discrepancy between faculty beliefs and departmental practices may be a major contributor to perceptions among faculty members that "good teaching" is not well rewarded at the University.

Although greater recognition now is being given to the various components of teaching and to the use of more than one source of information in evaluating these components, the gap between the evaluation process and the reward process still appears to be wide, according to faculty perceptions. The Instruction and Curriculum Policy Committee strongly encourages continued study of a variety of methods that can be used to reward effective teaching. Most importantly, the Committee urges all

levels of the University administration (President, Provost, deans and department heads) as well as the University Promotion and Tenure Committee to support a reward system that recognizes the stature and value of teaching.

Recommendations

1. Documented evidence of teaching effectiveness must be included for the annual merit evaluation and for the promotion and tenure review for all faculty.
2. The evaluation of teaching performance for the annual merit review and for promotion and tenure review must include, at minimum, documentation of the following types: systematic student evaluations, peer review (for example, review of course materials, classroom visitation, etc.), administrator appraisal, and self-report/evaluation (for example, descriptions of advising responsibilities, curriculum innovations, student achievements, etc.).
3. Faculty members must participate in the development of departmental guidelines for the delineation of various components of teaching and the methods of systematically evaluating teaching that contribute to the summary assessment of "teaching effectiveness". These components should include teaching activities that occur beyond the classroom. (Teaching components and sources of information potentially available to evaluate these components are illustrated in Figure 1.) These departmental guidelines should be similar for the annual merit review and for the promotion and tenure review.
4. Faculty members also should participate in the establishment of general departmental guidelines for the relative weighting of teaching, research and service. For example, upper and lower boundaries may be placed on the separate weights for teaching, research and service.
5. For the annual performance evaluation on which merit is based, each faculty member should negotiate the specific weights to be assigned to teaching, research and service within the boundaries of established departmental guidelines. These weights should generally reflect the faculty member's assigned responsibilities.
6. Where teaching is a continuing responsibility for a faculty member, excellence in teaching should be vigorously and consistently rewarded through the promotion and tenure system (as stated in Recommendation 9 of the 1981 Committee of Eleven report). For example, faculty members with at least 50% of their appointment devoted to teaching should have their teaching performance receive at least equal weight with their research performance.



The University of Arizona

College of Education
Division of Educational Foundations and Administration
Tucson, Arizona 85721
(602) 621-7828

October 25, 1988

MEMO

To: The Faculty Senate
From: The Intercollegiate Writing Committee
Re: 1987-88 Annual Report on Writing Across the Curriculum Programs

1. The Upper Division Writing Proficiency Examination (UDWPE).

UDWPE RESULTS

Sept 87 -- July 88

RESULTS FOR ALL STUDENTS

TOTAL TESTS: 5177

UNSATISFACTORY:	1511 (29%)
SATISFACTORY:	3454 (67%)
EXCELLENT:	212 (4%)

STUDENTS WHO TOOK ALL COMP AT UA

TOTAL UA STUDENTS: 2213

UNSATISFACTORY:	537 (24%)
SATISFACTORY:	1565 (71%)
EXCELLENT:	111 (5%)

STUDENTS WHO TOOK ONE OR MORE COMP COURSES ELSEWHERE

TOTAL TRANSFER STUDENTS: 2964

UNSATISFACTORY	974 (33%)
SATISFACTORY:	1889 (64%)
EXCELLENT	101 (3%)

=====

RESULTS FOR ALL AMERICAN STUDENTS

TOTAL TESTS: 4848

UNSATISFACTORY: 1317 (27%)
SATISFACTORY: 3326 (69%)
EXCELLENT: 205 (4%)

RESULTS FOR AMERICAN STUDENTS WHO TOOK COMP AT UA

TOTAL UA STUDENTS: 2066

UNSATISFACTORY: 468 (23%)
SATISFACTORY: 1493 (72%)
EXCELLENT: 105 (5%)

RESULTS FOR AMERICAN STUDENTS WHO TOOK COMP ELSEWHERE

TOTAL TRANSFER STUDENTS: 2782

UNSATISFACTORY: 849 (31%)
SATISFACTORY: 1833 (66%)
EXCELLENT: 100 (4%)

=====

RESULTS FOR ALL INTERNATIONAL STUDENTS (IS)

TOTAL TESTS: 329

UNSATISFACTORY: 194 (59%)
SATISFACTORY: 128 (39%)
EXCELLENT: 7 (2%)

RESULTS FOR IS WHO TOOK COMP AT UA

TOTAL UA STUDENTS: 147

UNSATISFACTORY: 69 (47%)
SATISFACTORY: 72 (49%)
EXCELLENT: 6 (4%)

RESULTS FOR IS WHO TOOK COMP ELSEWHERE

TOTAL TRANSFER STUDENTS: 182
 UNSATISFACTORY: 125 (69%)
 SATISFACTORY: 56 (31%)
 EXCELLENT: 1 (1%)

NOTE: A STUDENT WHO HAS TAKEN EITHER OR BOTH OF THE REQUIRED COMPOSITION COURSES AT ANOTHER COLLEGE IS CONSIDERED TO BE A TRANSFER STUDENT.

2. As a basis of comparison, we include the UDWPE data from last year's annual report.

II. Performance on the Upper-Division Proficiency Examination, 1986-87

	Fall 86	Spring 87	Summer	Total
Total Tested	2251	2381	360	4992
Unsatisfactory	646 (29%)	725 (30%)	132 (36%)	1503 (30%)
Satisfactory	1499 (67%)	1528 (64%)	220 (61%)	3247 (65%)
Excellent	106 (4%)	128 (5%)	8 (2%)	242 (5%)
Transfer Students	1363 (61%)	1331 (56%)	217 (60%)	2911 (58%)
Transfer/Unsat.	445 (33%)	461 (35%)	93 (43%)	999 (34%)
Foreign Students	104 (5%)	144 (6%)	45 (13%)	293 (6%)
Foreign/Unsat.	55 (53%)	80 (56%)	29 (64%)	164 (56%)
U of A Students	888 (39%)	1050 (44%)	143 (40%)	2081 (42%)
U of A / Unsat.	201 (23%)	264 (25%)	38 (27%)	504 (24%)

N.B. "Foreign Students" come from both the Transfer and U of A Students categories. Transfer here means those students who did not complete composition courses at the U of A. Some, but not all Foreign Students do.

3. English 397 has been utilized heavily by students who need additional development in writing before taking a Writing Emphasis course. From Fall, 1986 through Summer, 1987, 212 students, representing 24 sections, took 397. From Fall, 1987 through Summer, 1988, 629 students, representing 71 sections, took either 397a or 397b (for foreign students). For Fall 1988, 27 sections of 397a and 397b are scheduled, and 23 more sections are scheduled for Spring 1989.

4. Other Related Composition Board Activities.

Beginning in Spring 1989, the Board will present a series of workshops under the sponsorship of the University Teaching Center on the uses of writing in the classroom. During the Fall 1988 semester, the Board has initiated meetings with small groups of professors who are responsible for Writing Emphasis courses. The purpose of the meetings is to gather some information on their problems, goals and experiences. Syllabi of Writing Emphasis courses have been collected campuswide. These meetings represent an effort to gather more specific information about both problems and successes, and, if possible, to provide individual assistance.

10/11/88

UNIVERSITY OF ARIZONA

TENTATIVE

ACADEMIC CALENDAR

1989-90

FIRST SEMESTER

AUGUST

Degrees awarded as of this date for students
 completing requirements at close of
 summer session 10 Th

Residence halls open 20 Su

New Student Orientation Program (Last Session). 19 Sa - 22 Tu

Freshman Convocation. 23 W

Classes begin 24 Th

Last day of registration for credit 31 Th

SEPTEMBER

Labor Day--no classes 4 M

Last day for dropping courses resulting in
 deletion of course enrollment from record 20 W

NOVEMBER

Last day for dropping courses 1 W

Veterans' Day--no classes 10 F

Honors Convocations--no classes 9:00-11:00 a.m. 16 Th

Thanksgiving recess 23 Th - 26 Su

DECEMBER

Applications for bachelor's degree candidacy
 must be filed for degrees to be awarded
 at close of the following summer session 1 F

Classes and laboratory sessions end 11 M

Semester examinations begin 13 W

Semester examinations end 20 W

Winter Commencement 21 Th

SECOND SEMESTER

JANUARY

Residence Halls Open. 7 Su
 New Student Orientation Program (Last Session). 7 Su - 9 Tu
 Classes begin 10 W
 Martin Luther King Holiday. 15 M
 Last day of registration for credit 18 Th

FEBRUARY

Last day for dropping courses resulting in
 deletion of course enrollment from record 6 Tu

MARCH

Applications for bachelor's degree candidacy must be
 filed for degrees to be awarded at close of the
 following fall semester 1 Th
 Spring Recess 10 Sa - 18 Su
 Last Day for dropping courses 27 Tu

MAY

Applications for bachelor's degree candidacy must be
 filed for degrees to be awarded at close of the
 following spring semester 1 Tu
 Class and laboratory sessions end 2 W
 Semester examinations begin 4 F
 Semester examinations end 11 F
 Spring Commencement 12 Sa

A C A D E M I C C A L E N D A R

1990-91

FIRST SEMESTERAUGUST

Degrees awarded as of this date for students completing requirements at close of summer session	9 Th
Residence halls open	19 Su
New student orientation program (Last Session).	18 Sa - 21 Tu
Freshman Convocation.	22 W
Classes begin	23 Th
Last day of registration for credit	30 Th

SEPTEMBER

Labor Day--no classes	3 M
Last day for dropping courses resulting in deletion of course enrollment from record	19 W

OCTOBER

Last day for dropping courses	31 W
---	------

NOVEMBER

Veterans' Day--no classes	12 M
Honors Convocations--no classes 9:00-11:00 a.m.	15 Th
Thanksgiving recess	22 Th - 25 Su

DECEMBER

Applications for bachelor's degree candidacy must be filed for degrees to be awarded at close of the following summer session	3 M
Classes and laboratory sessions end	10 M
Semester examinations begin	12 W
Semester examinations end	19 W
Winter Commencement	20 Th

SECOND SEMESTER

JANUARY

Residence halls open. 6 Su
 New Student Orientation Program (Last Session). 6 Su - 8 Tu
 Classes begin 9 W
 Last day of registration for credit 16 W
 Martin Luther King Holiday--no classes. 21 M

FEBRUARY

Last day for dropping courses resulting in
 deletion of course enrollment from record 5 Tu

MARCH

Applications for bachelor's degree candidacy must be
 filed for degrees to be awarded at close of the
 following fall semester 1 F
 Spring Recess 9 Sa - 17 Su
 Last day for dropping courses 26 Tu

MAY

Applications for bachelor's degree candidacy must be
 filed for degrees to be awarded at close of the
 following spring semester 1 W
 Class and laboratory sessions end 1 W
 Semester examinations begin 3 F
 Semester examinations end 10 F
 Spring Commencement 11 Sa

**PROMOTION AND TENURE OUTCOMES AT THE UNIVERSITY OF ARIZONA
1984-85 THROUGH 1988-89**

	TOTAL DECISIONS	MALE	FEMALE	NON MIN.	MIN.
1985-86					
YES	64	53	11	59	5
NO	23	19	4	21	2
	87	72	15	80	7
% POSITIVE DECISION	73.6%	73.3%	73.8%	71.4%	
1986-87					
YES	62	49	13	54	8
NO	23	18	5	22	1
	85	67	18	76	9
% POSITIVE DECISION	73.1%	72.2%	71.1%	88.9%	
1987-88					
YES	60	50	10	60	5
NO	19	15	4	13	1
	79	65	14	73	6
% POSITIVE DECISION	76.9%	71.4%	82.2%	83.3%	
1988-89					
YES	58	51	7	53	5
NO	24	22	2	21	3
	82	73	9	74	8
% POSITIVE DECISION	69.9%	77.8%	71.6%	62.5%	
COMBINED RATES (84-85 THRU 88-89)					
YES	244	203	41	226	23
NO	89	74	15	77	7
	333	277	56	303	30
% POSITIVE DECISION	73.3%	73.2%	74.6%	76.7%	

ADVANCEMENT INCLUDES: PROMOTION TO PROFESSOR, PROFESSOR WITH TENURE, ASSOCIATE PROFESSOR WITH TENURE, AND TENURE DECISIONS.

FINAL ACTION SOURCE: PROMOTION AND TENURE STATISTICS FROM THE PROVOST'S OFFICE.

Comparison of 1988-89 Promotion/Tenure Decisions with Previous Years. Requested at September 1988 Faculty Senate meeting; provided by Dr. George Davis, for distribution at November 1988 Faculty Senate meeting.