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From: faculty-l@lists.uccs.edu [mailto:faculty-l@lists.uccs.edu] On Behalf Of UCCS Announcements Do Not Reply

Sent: Thursday, December 07, 2017 12:05 PM

To: faculty-l <faculty-l@lists.uccs.edu>

Subject: [faculty-l] FAWC December 2017 report

Message from: Faculty Assembly Women's Commi fawc@uccs.edu

FAWC held its Fall Teaching workshop on 10/27. Attached are materials from the event.

FAWC will hold another teaching workshop on Friday, 2/2, from 2-3:30 in UC 307. The theme is 'Developing Alternative Assessments and Creating a Narrative around Teaching.'

FAWC will also hold a grant-writing workshop on Wednesday, 3/14, from 9-12 in UC 122.

Stay tuned for more details about these events in the Spring semester.

Student evaluations of teaching

Below are several recent studies on gender and student evaluations as well as resources that compile existing research on this topic. There is also a citation to a meta-analysis on the relation between student evaluations of faculty teaching and student learning. Note: this is not a comprehensive review of the literature.

Boring, A. (2017). Gender biases in student evaluations of teaching. *Journal of Public Economics*, 145, 27-41. <https://doi.org/10.1016/j.jpubeco.2016.11.006>

Boring, A., Ottoboni, K., Stark, P. B. (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. *ScienceOPEN*. doi: [10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1](https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1)

Mengel, F., Sauermann, J., & Zoelitz, U. (in press). Gender bias in teaching evaluations. *Journal of the European Economic Association*.
https://8f8582db-a-62cb3a1a-s-sites.googlegroups.com/site/jansauermann/MengelSauermannZoelitz_GenderBias.pdf?attachauth=ANoY7crGzJk4cl1NVbk13bt_xe49qVvdGXiSP8b_OsJ4paT-OLz5_VNCb4heF_TrXi2YboVXSOM5-Va6yLoikeuZP8VDQfxcySruqWtyghDzRapYIG79Si_ertzGkOgIMH1mqrlGH-2NHFutbiLa69f0GfHM17Kk-n0MnobWD7rO5hPCHuX3DAdaTxFltZ_YqnBDMrglqfnOFo8CIHejDQT1L8A92Obm1824QBG5cdK1lqB_F5oV6KllxWC BK6CpCRzQrffpt12KW&attredirects=0&d=1

Miles, P., & House, D. (2015). The tail wagging the dog; An overdue examination of student teaching evaluations. *International Journal of Higher Education*, 4, 116-126.
<http://sciedu.ca/journal/index.php/ijhe/article/view/6418>

Morgan, H. K., Purkiss, J. A., Porter, A. C., Lybson, M. L., Santen, S. A., Christner, J. G., & ... Hammoud, M. M. (2016). Student evaluation of faculty physicians: Gender differences in teaching evaluations. *Journal of Women's Health, 25*(5), 453-456. doi:10.1089/jwh.2015.5475

Wagner, N., Rieger, M., & Voorvelt, K. (2016). Gender, ethnicity and teaching evaluations: Evidence from mixed teaching teams. *Economics of Education Review, 54*, 79-94, <https://doi.org/10.1016/j.econedurev.2016.06.004>

Other resources:

Gutiérrez y Muhs, G., Niemann, Y. F., Gonzalez, C. G., & Harris, A. P. (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Utah State University Press.

Gender Bias in Academe: An Annotated Bibliography of Important Recent Studies
<http://blogs.lse.ac.uk/impactofsocialsciences/2016/03/08/gender-bias-in-academe-an-annotated-bibliography/>

An Annotated Bibliography of Recent Studies of Academic Gender Bias and Gender Discrimination
<https://docs.google.com/document/d/1QRcQU4RSizlu-HxDY2uZxYp4EmYslmvm9BMtcd-RUis/edit>

Uttl, B., White, C. A., Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation, 54*, 22-42. <https://doi.org/10.1016/j.stueduc.2016.08.007>

FCQ Redesign Committee – CU System

From: <https://www.colorado.edu/fcqredesign/background-research>

The FCQ Redesign Committee has assembled research on student evaluations of teaching. This list is not meant to be a comprehensive list of all of the research available on student class ratings. Studies with a gender focus are noted by *.

Ackerman, D., Gross, B. L., & Vigneron, F. (2009). Peer observation reports and student evaluations of teaching: Who are the experts?. *Alberta Journal of Educational Research, 55*(1), 18

*Basow, S., Codos, S., & Martin, J. (2013). The effects of professors' race and gender on student evaluations and performance. *College Student Journal, 47*(2), 352-363.

Boysen, G. A., Kelly, T. J., Raesly, H. N., & Casner, R. W. (2014). The (mis) interpretation of teaching evaluations by college faculty and administrators. *Assessment & Evaluation in Higher Education, 39*(6), 641-656.

- Braga, M., Paccagnella, M., & Pellizzari, M. (2014). Evaluating students' evaluations of professors. *Economics of Education Review, 41*, 71-88.
- Carrell, S. E., & West, J. E. (2008). Does professor quality matter? Evidence from random assignment of students to professors (No. w14081). National Bureau of Economic Research.
- Decristan, J., Klieme, E., Kunter, M., Hochweber, J., Büttner, G., Fauth, B., ... & Hardy, I. (2015). Embedded formative assessment and classroom process quality: How do they interact in promoting science understanding?. *American Educational Research Journal, 52*(6), 1133-1159.
- Ernst, D. (2014). Expectancy theory outcomes and student evaluations of teaching. *Educational Research and Evaluation, 20*(7-8), 536-556.
- Galbraith, C. S., & Merrill, G. B. (2012). Predicting student achievement in university-level business and economics classes: Peer observation of classroom instruction and student ratings of teaching effectiveness. *College Teaching, 60*(2), 48-55.
- Huybers, T. (2014). Student evaluation of teaching: The use of best-worst scaling. *Assessment & Evaluation in Higher Education, 39*(4), 496-513.
- Keeley, J., Smith, D., & Buskist, W. (2006). The Teacher Behaviors Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology, 33*(2), 84-91.
- Lattuca, L. R., & Domagal-Goldman, J. M. (2007). Using qualitative methods to assess teaching effectiveness. *New Directions for Institutional Research, 136*, 81-93.
- *MacNell, L., Driscoll, A., & Hunt, A. N. (2015). What's in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education, 40*(4), 291-303.
- Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research, 83*(4), 598-642. Full text: <http://0-rer.sagepub.com/skyline.ucdenver.edu/content/early/2013/08/12/0034654313496870.full.pdf+html>
- Sundstrom, E. D., Hardin, E.E., & Shaffer, M.J. (2016). Extra credit micro-incentives and response rates for online course evaluations: Two quasi-experiments. *Teaching of Psychology, 43*(4), 276-284.
- Weinberg, B. A., Hashimoto, M., & Fleisher, B. M. (2009). Evaluating teaching in higher education. *The Journal of Economic Education, 40*(3), 227-261.
- Zhao, J., & Gallant, D. J. (2012). Student evaluation of instruction in higher education: Exploring issues of validity and reliability. *Assessment & Evaluation in Higher Education, 37*(2), 227-235.

Classroom Management Techniques

1. How do you set the tone for your class with course introductory materials such as syllabi?


- Using inclusive language in syllabi & share ownership
 - Use “I” language vs. “you” language
- Send a welcome email before the class starts; intro letter for online course
- Set tone with expectations and ground rules
- Setting the tone for the level of rigor in any given course
- Be constructive, positive tone
- Help students understand “why” of the syllabus, e.g., explain benefits of group work
- Establish a basis of transparency in terms of due dates and other course expectations (e.g., attendance, online courtesy)
- Create a contract for the course

2. How do you set the tone for your class on the first day of the semester?

- Don’t review syllabus on first day
 - Begin with icebreakers, videos, etc.; make it personal
 - Use activities to get students out of their chairs
 - Ice breaker ideas: describe oneself with only 6 words -> NY Times (Hemenway’s Story); use an icebreaker to teach a concept; activities to help students know the teacher; 2 truths 1 lie; “name game”; each student introduces themselves and why they took the class
- Combining rules/regulations with some “get to know you”
- Ask questions about the syllabus in the first “orientation” quiz (usually non-graded or very low stakes)
- Ask students about their own goals in the course. What do you want to learn? What do you already know about the content? Set mutual goals/expectations
- Put students in groups to refine the syllabus
 - Groups students by interests (music, pizza/food, degrees, etc.) or how they learn (i.e., kinesthetically, visually, etc.)
- Review contract for course
- Heads up about content/challenge
- Do an activity (experimental) to help students get a feeling for the class
- Try to give students a sense of my teaching style/personality
- Make 2nd day important, less on 1st because of adds/drops
- Establish an environment of mutual respect-between students themselves and students and myself.
- Collect mid-semester feedback (e.g., teaching goals from the syllabus -- which ones have you learned so far?)

3. Where do you draw external (e.g. campus or outside resources) support from in thinking about managing your class/setting the tone of the course?

- MOSAIC (Anthony Cordova)
- Faculty Resource Center
- Disability Resources

- Managing high level autism students?
- Monopolizes the classroom
- Veteran's Dept
- TOCP
- Teaching workshops (UCCS) including: Michelle Neeley's, teaching circles/brown bag lunches
- Communications excel center has mediating service for group projects
- Knapsack Institute
- Teaching books (e.g., Engaging Ideas, The Courage to Teach, Teaching to Transgress, Small Teaching: Everyday Lessons from the Science of Learning)
- Colleagues faculty (both UCCS and friends/colleagues from other campuses); Director/Chair
- Guest Speakers
- Higher ed. Research
- Teaching workshops at conferences
- Facebook group/technology
- Generation Z workshop
- Have a discussion w/students beforehand (when guests come)
- Stand next to students using technology
- Micro-lecture; Focus on a topic for 20 min at a time;  up every 20 min
- Small group discussions

4. How do you manage the classroom environment throughout the semester? If there is disruption from a student(s) in your class, what strategies have you found to be successful in managing behavior?

- Set up community/expectations/social contract
- Facilitate equal participation; I appreciate hearing from you but I need other voices
- Ground rules; promote "respect" and "responsibility" in the class.
- Practice "perspective talking"- diverse points of view
- Emotional arguments – respecting each other's opinions
- One-on-one discussion; pull students aside if they are habitually distracting
- Physically placing myself near a disruptive student or using silence to get them to stop talking
- Use humor
- Students who dominate the conversation
 - Remind them to be respectful (we're in a safe place)
 - Have students think about the opposition's viewpoint
- "Trigger" warning – materials that could be difficult
- Post on Blackboard
- Starfish; Provide timely warning
- Academic device policy; cell phones; technology as a distraction
- Provide resources within the syllabus (for help)

5. Is there a specific topic regarding setting the tone or managing the classroom environment that you would like more information on? Please explain.

- Cell phones

- Inclusiveness; Celebrating diversity in a classroom setting
- Disability Services: high functioning autism/Asperger's,
- MOSAIC
- Vet's Office
- Support when students combine to rebel?
- Students who disrespect my methods
- Incivility; Student who disrespects other students
- Tardiness
- Combining an ice-breaking activity with the syllabus
- Giving students a heads-up on challenging feedback