

# Incorporating Technology

Evaluating Faculty Performance  
in the Classroom  
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## Session Goal

- Explore what kinds of IT tools are out there that can support specific faculty and course evaluation activities
- Consider how they could work for you to support faculty evaluation activities on your campus

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## ACADEMIC · IMPRESSIONS

### On my campus ...

1. What already existing tools could we use/adapt for self or faculty evaluation?
2. What specific tasks/work would they support?
3. What support and resources would I need to use existing resources?
4. Are there other resources we should acquire?
5. What support and resources would I need to identify, develop/adapt, and use them?

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## ACADEMIC · IMPRESSIONS

### Two approaches...

- “Made to purpose” software for faculty evaluation
  - Student ratings and feedback collecting software
  - e-Portfolio software
- Re-purposing and adapting other IT products
  - Learning and course management tools
  - Collaboration tools
  - Webinar tools

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## “Whirlwind Tour”

- IT tools with direct applicability to faculty evaluation include:
  - e-Portfolio
  - Collaboration tools
  - LMS
  - Survey & testing sys (paper & web)
  - Dedicated ratings systems (paper & web)
  - Webinar/presentation tools
  - Qualitative research software

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## Either way...

- There is no IT product that is a one-stop, single solution to the higher-ed faculty evaluation process – formative or summative
- Existing products (either category) can only address part(s) of the process
- IT has unique affordances
- The key to selecting, adopting, adapting, or developing IT to support faculty evaluation starts with a close-in understanding the evaluation process

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## ACADEMIC · IMPRESSIONS

<b>Scope: Teacher/course Evaluation</b>					
Aspect/Role of instruction	Sources of evidence/artifacts/instruments				
	self	students	admins	peers	specialists
Presentation skills					
Content quality					
Interpersonal skills					
Feedback & assessment					
Instructional design					
Other valued dimensions....					

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## ACADEMIC · IMPRESSIONS

### Angels, Demons... Details

**Where the cost of failure is likely high the importance of details is critical.**

**Potential failure points include:**

- Real risks to faculty careers and reputation
  - Privacy violations
  - Erroneous data/conclusions
  - False sense of security/reliance on technology
- Waste of investment (high cost)
- Alienation of clients
  - Poorly designed user interface
  - Excessively steep learning curve
  - Embarrassing errors

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## ACADEMIC · IMPRESSIONS

### Adopting IT: Two Perspectives

- **Product view: I've got a hammer...  
(so everything looks like a nail)**
  - Student ratings software
  - e-Portfolio software
  - Collaboration and Web 2.0 environments
- **Process/Task/Tools view...  
(focus on appropriate use of technology)**
  - What do I need to do?
  - With whom do I need to do it?
  - What technology resources exist to help me?

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## ACADEMIC · IMPRESSIONS

Technology (Product Class)	Product Examples	Faculty Evaluation Activities	rank
Student ratings system software		Collect, analyze, report, archive ratings data	
Online survey tools	Question Pro Illume	Collect, analyze, report, archive ratings data	
e-Portfolio tools		Share/review evidence (documents, media) of teaching effectiveness	
Collaboration environments		Share/review evidence of teaching effectiveness	
Web presentation environments	Breeze (Connect), Elluminate,	Collect student feedback, Share/review evidence of teaching effectiveness	
Learning/course management system (LMS/CMS)	Blackboard, WebCt, Moodle, Sakai, Desire2Learn	Collect student feedback, e.g. support CATS online, Collect, analyze, report, archive ratings Share/review evidence of teaching effectiveness	

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## Task and Process View

- Break down the process into tasks/work that needs doing
- Consider your resources
  - Staff
  - Money
  - Time
  - Available technology on your campus
- Develop list of requirements
- Find the best technology match(es)

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## Overview: Evaluation Process

- Define/support purpose of evaluation (formative, summative, both)
- Define/communicate quality standards and policies/rules
- Select/develop appropriate measurement and observation methods and instruments
- Collect data/observations/evidence
- Synthesize or summarize data/interpret/report
- Apply interpretations to decision-making
- Maintenance (archive)

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## ACADEMIC · IMPRESSIONS

### Evaluation Systems Development Activities

- Establish broad goals of the system's purpose(s)
- Establish measurable/observable metrics to indicate evaluation system and its components are working/not working
- Establish policies and rules to operate system
- Identify staff needed to operate system
- Identify infrastructure (space, equip, software) needed to operate system
- Select and test (pilot, field, full) system and its components (staff and tools)

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## ACADEMIC · IMPRESSIONS

### Evaluation System Components

- People (clients, e.g. students, faculty, administrators, and system staff and admins)
- Policies, rules, practices
- Facilities (production, staff, admin, outreach)
- Instruments (questionnaires)/protocols/guides/tip sheets for data collection
- Information technology infrastructure (equipment, networks, software)
- Communication methods (face to face, web, print)
- Supporting documents (paper and web)

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## Evaluation Process Sequence

- A. Define/support purpose of evaluation (formative, summative, both)
- B. Define/communicate quality standards and policies/rules
- C. Select/develop appropriate measurement and observation methods and instruments
- D. Collect data/observations/evidence
- E. Synthesize or summarize data/Interpret/report
- F. Apply interpretations to decision-making
- G. Maintenance (archive)

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## Technology Adoption Process: Systems View

- Define eval process requirements
- Match requirements to existing technology features and functions
- Identify best match technology solution, assessing:
  - Cost / benefit (platform, training, maintenance, risk, etc.)
- Implement technology solution (adopt/adapt; last resort, create)
- Evaluate solution and revise as needed

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## ACADEMIC · IMPRESSIONS

### Technology Adoption Process

- Examine each evaluation process item on the evaluation process list and assess for tech. need/opportunity
- Create rubric(s) to priorities for each item (save time, save money, improve practice, e.g. effectiveness & efficiency)
- Identify highest priority items for which technology likely exists
- Write specific requirements for the eval process item
- Synthesize or summarize data/Interpret/report
- Apply interpretations to decision-making
- Maintenance (archive)

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## ACADEMIC · IMPRESSIONS

code	IT Tool type	Product Example
<i>EP</i>	e-Portfolio	<ul style="list-style-type: none"> <li>•FolioTek</li> <li>•FolioLink</li> </ul>
<i>CT/GW</i>	Collaboration tools/groupware	<ul style="list-style-type: none"> <li>•Confluence</li> </ul>
<i>LMS</i>	Learning (course) management systems	<ul style="list-style-type: none"> <li>•Blackboard/webct</li> <li>•Angel</li> <li>•Moodle and <a href="#">plugin</a></li> <li>•Desire2Learn (UA-LMS) (Portfolio)</li> </ul>
<i>STS</i>	Survey & testing sys (paper & web) <a href="#">e.g. surveyshare</a>	<ul style="list-style-type: none"> <li>•QuestionPro (hosted only)</li> <li>•Checkbox (Prezza Tech)</li> <li>•Illume (Datstat)</li> </ul>
<i>DSTS</i>	Dedicated ratings systems (paper & web)	<ul style="list-style-type: none"> <li>•TLT</li> <li>•<a href="#">Evaluation Kit (hosted)</a></li> </ul>
<i>WPT</i>	Webinar/presentation tools	<ul style="list-style-type: none"> <li>•Adobe Connect (Breeze)</li> <li>•WebEx</li> <li>•Elluminate</li> </ul>
<i>QR</i>	Qualitative research software	<ul style="list-style-type: none"> <li>•Nudis</li> <li>•Atlas-TI</li> </ul>

## ACADEMIC · IMPRESSIONS

code	IT Tool type	Key features for evaluators
<i>EP</i>	e-Portfolio	<ul style="list-style-type: none"> <li>•Flexible, can be personalized/customized</li> <li>•Multimedia capability</li> <li>•Rubrics for setting standards/scoring</li> <li>•Not locked in "student" look/model</li> </ul>
<i>CT/GW</i>	Collaboration tools, groupware	File management and portfolio features Customizable roles and access Knowledge management/wiki
<i>LMS</i>	Learning (course) management systems	File management and portfolio features Customizable roles and access
<i>STS</i>	Survey & testing systems (paper & web)	<ul style="list-style-type: none"> <li>•Customizable reporting formats</li> <li>•Questionnaire and Item banking</li> <li>•Customizable user roles</li> </ul>
<i>DSTS</i>	Dedicated ratings systems (paper & web)	<ul style="list-style-type: none"> <li>•Customizable reporting formats</li> <li>•Questionnaire and Item banking</li> <li>•Customizable user roles, views, reports</li> </ul>
<i>WPT</i>	Webinar/presentation tools	•Real time polling tools, group work features, whiteboard, desktop sharing, archive features, real time recording
<i>QR</i>	Qualitative research software	Flexible, user-friendly interface

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Content quality					
Interpersonal skills					
Feedback & assessment					
Instructional design					
Other valued dimensions....					

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ACADEMIC ■ IMPRESSIONS

## Campus Product Inventory Activity

Technology (Product Class)	Products?	Faculty Evaluation Activities	Rank
Student ratings system software			
Online survey tools			
e-Portfolio tools			
Collaboration environments			
Web presentation environments			
Learning/course management system (LMS/CMS)			