Revised APT Guidelines for Teaching Contributions

Slides courtesy of UGA DeLTA Project

(Department and Leadership Teams for Action)
Revised APT guidelines for teaching contributions

Session objectives:

- Learn how and why the guidelines have been revised
- Identify dossier components that are consistent with the revised guidelines
- Develop ideas of how to assemble a dossier consistent with the guidelines
Revised APT guidelines for teaching contributions

- Improve quality of judgments
- Apply across disciplines
- Broaden and clarify teaching evidence
- Serve diversity of students

Improved teaching evaluation
3 Voice Framework

Peer feedback

Student experience

Instructor reflection

Holistic teaching evaluation
Main Themes

Moving away from…

Undefined "teaching excellence"

Moving toward

Evidence of teaching effectiveness
Change #1: Providing evidence of effectiveness

Now can include:

• Data from program outcomes assessment (1e).
• Student work (1f).
• Graduate student retention, progress, and scholarship / creative works (1g).
• Multiple observations by trained peers (2a).
• Published and/or adopted curriculum and instruction materials, including online (6a, 6b).
Main Themes

Moving away from...
- Undefined "teaching excellence"
- Methods subject to bias

Moving toward
- Evidence of teaching effectiveness
- Methods that mitigate bias
Change #2: Reducing bias

• **Multiple** forms of evidence (2 or more)

• Observations at **multiple timepoints** by **trained** peers using **established measures** of effective teaching (2a).

• Instructor reflection and action over time on positive and **negative** comments from student evaluations and on course assessment data. (4b).
Main Themes

Moving away from...

- Undefined "teaching excellence"
- Methods subject to bias
- Assuming everyone starts as an excellent teacher

Moving toward

- Evidence of teaching effectiveness
- Methods that mitigate bias
- Emphasis on continuous improvement
Change #3: Emphasizing continuous improvement

- Teaching observations at **multiple timepoints** (2a).
- Instructor reflection **over time** (4b).
- **Sustained participation** in professional development to **improve** teaching, and how this has impacted the candidate’s teaching (new category #9).
Examples
STUDENT VOICE: STUDENT END-OF-COURSE EVALUATION OF TEACHING

Dr. Sam’s courses consistently receive student evaluations of 3 or above. Student ratings indicate that Dr. Sam’s courses challenge students to think and learn and that students see Dr. Sam as a helpful instructor who is able to explain things and facilitate discussions. Furthermore, student ratings have improved continuously over time.

<table>
<thead>
<tr>
<th>Table 1. Course enrollments, student response rates, and additional information for BIOL 1104 Organismal Biology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>157</td>
</tr>
<tr>
<td>Number of students responding</td>
</tr>
<tr>
<td>Response rate</td>
</tr>
<tr>
<td>Was this course required for your degree? (% Yes)</td>
</tr>
<tr>
<td>How many hours per week did you devote to this class outside of class?</td>
</tr>
</tbody>
</table>
Student Voice: Student End-of-Course Evaluation of Teaching

Dr. Sam’s courses consistently receive student evaluations of 3 or above. Student ratings indicate that Dr. Sam’s courses challenge students to think and learn and that students see Dr. Sam as a helpful instructor who is able to explain things and facilitate discussions. Furthermore, student ratings have improved continuously over time.

Table 1. Course enrollments, student response rates, and additional information for BIOL 1104 Organismal Biology

<table>
<thead>
<tr>
<th></th>
<th>S16</th>
<th>F16</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>157</td>
<td>122</td>
<td>266</td>
<td>256</td>
<td>198</td>
</tr>
<tr>
<td>Number of students responding</td>
<td>144</td>
<td>114</td>
<td>202</td>
<td>220</td>
<td>186</td>
</tr>
<tr>
<td>Response rate</td>
<td>90%</td>
<td>91%</td>
<td>87%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>Was this course required for your degree? (% Yes)</td>
<td>99%</td>
<td>93%</td>
<td>91%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>How many hours per week did you devote to this class outside of class?</td>
<td>3.3</td>
<td>3.8</td>
<td>3.8</td>
<td>3.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Response rates included so can determine representativeness of the data.
STUDENT VOICE: STUDENT END-OF-COURSE EVALUATION OF TEACHING

Dr. Sam’s courses consistently receive student evaluations of 3 or above. Student ratings indicate that Dr. Sam’s courses challenge students to think and learn and that students see Dr. Sam as a helpful instructor who is able to explain things and facilitate discussions. Furthermore, student ratings have improved continuously over time.

### Table 1. Course enrollments, student response rates, and additional information for BIOL 1104 Organismal Biology

<table>
<thead>
<tr>
<th></th>
<th>S16</th>
<th>F16</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>157</td>
<td>122</td>
<td>266</td>
<td>256</td>
<td>198</td>
</tr>
<tr>
<td>Number of students responding</td>
<td>141</td>
<td>111</td>
<td>232</td>
<td>220</td>
<td>166</td>
</tr>
<tr>
<td>Response rate</td>
<td>90%</td>
<td>91%</td>
<td>87%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>Was this course required for your degree? (% Yes)</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>How many hours per week did you devote to this class outside of class?</td>
<td>3.3</td>
<td>3.8</td>
<td>3.8</td>
<td>3.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Data are longitudinal
### STUDENT VOICE: STUDENT END-OF-COURSE EVALUATION OF TEACHING

Dr. Sam’s courses consistently receive student evaluations of 3 or above. Student ratings indicate that Dr. Sam’s courses challenge students to think and learn and that students see Dr. Sam as a helpful instructor who is able to explain things and facilitate discussions. Furthermore, student ratings have improved continuously over time.

<table>
<thead>
<tr>
<th></th>
<th>S16</th>
<th>F16</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>157</td>
<td>122</td>
<td>266</td>
<td>256</td>
<td>198</td>
</tr>
<tr>
<td>Number of students responding</td>
<td>141</td>
<td>111</td>
<td>232</td>
<td>220</td>
<td>166</td>
</tr>
<tr>
<td>Response rate</td>
<td>90%</td>
<td>91%</td>
<td>87%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>Was this course required for your degree? (% Yes)</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>How many hours per week did you devote to this class outside of class?</td>
<td>3.3</td>
<td>3.8</td>
<td>3.8</td>
<td>3.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

#### Graphs

**Q3. Assignments and activities were useful for helping me learn**

**Q5. The instructor explains things clearly**

**Q4. This course challenged me to think and learn**

**Q6. The instructor is helpful**
Peer voice example

**Peer Voice: Peer Observation and Feedback on Teaching**

Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:

- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

**Third-Year Feedback**

A strength that of Dr. Sam’s instruction:

- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.

- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:

- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. *Ideas of what to change:* Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

**First-Year Feedback**

A strength of Dr. Sam’s instruction:

- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
Peer voice example

Peers are colleagues in the department or discipline

PEER VOICE: PEER OBSERVATION AND FEEDBACK ON TEACHING

Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:

- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

Third-Year Feedback

A strength that of Dr. Sam’s instruction:
- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.
- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:
- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. Ideas of what to change: Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

First-Year Feedback

A strength of Dr. Sam’s instruction:
- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:

- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

Third-Year Feedback

A strength that of Dr. Sam’s instruction:

- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.
- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:

- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. Ideas of what to change: Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

First-Year Feedback

A strength of Dr. Sam’s instruction:

- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
PEER VOICE: PEER OBSERVATION AND FEEDBACK ON TEACHING

Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:

- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

Third-Year Feedback

A strength that of Dr. Sam’s instruction:

- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.
- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:

- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. Ideas of what to change: Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

First-Year Feedback

A strength of Dr. Sam’s instruction:

- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
Peer voice example

Peer Voice: Peer Observation and Feedback on Teaching

Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:

- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

Third-Year Feedback

A strength that of Dr. Sam’s instruction:

- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.
- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:

- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. Ideas of what to change: Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

First-Year Feedback

A strength of Dr. Sam’s instruction:

- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
PEER VOICE: PEER OBSERVATION AND FEEDBACK ON TEACHING

Dr. Sam participated in peer observation of teaching during her first and third year of teaching in our department. The peer observation focused on three elements of teaching that the Example Department considers critical for student learning, persistence, and success:
- Instructor engages students in applying relevant knowledge and practicing skills
- Instructor creates a welcoming and inclusive classroom environment for all students
- Lesson addresses important and relevant material that is appropriately challenging for the course level and student population

The following information includes excerpts from the first and third year feedback that illustrates a strength that Dr. Sam has continued to develop and an area for improvement that she invested in during her time in our department.

Third-Year Feedback

A strength that of Dr. Sam’s instruction:
- The course clearly involves careful efforts to give students practice with the problems, reasoning, and scientific thinking that you aim to foster in students. This is most apparent in the problem sets, which repeatedly ask students to problem solve and explain their reasoning. Upper division instructors commonly want students to be able to think critically and scientifically, and these sorts of questions provide practice to develop those essential skills.
- An appropriate amount of class time was used for the challenging problem sets. This is most apparent in the way class time was structured. Class started with an introduction to one or a few key concepts, the learning objectives, and the problem set. Students were given multiple 20-minute blocks of time to work on the problem sets, while the instructor moved throughout the room and talked to all student groups. After each time block, the instructor addressed common questions that emerged during group work and provided an introduction for the next block of group work.

An area for Dr. Sam to make improvements:
- Think carefully about whether to provide answers to problem sets in advance of class. I noticed that students in front of me were often scrolling to the answers before they answered the in-class questions themselves. This is very tempting when the answers are available, and students do not realize how much it harms them. It’s easy for them to see the answer and think ‘yeah, that’s what I thought,’ when in reality they would not have arrived at that answer themselves. In-class assignments can be a great learning tool because they help students practice what you want them to be able to do AND they get immediate feedback about their thinking. But that only works if they have time to answer on their own without being able to see answers. Ideas of what to change: Post answers after class instead. It is very common for some students to want the slides before class, but I stopped offering that after a few years of teaching and students do not complain, nor do they seem to miss them. Once they realize that they can generate answers for themselves and check their understanding during class, they are no longer concerned with the answers.

First-Year Feedback

A strength of Dr. Sam’s instruction:
- This lesson was carefully designed to help students make connections between content and broader concepts and between contemporary and historical understandings. The lecture illustrated how the discovery of the chromosome influenced our understanding of inheritance. It made links to history and to technological advances in science. It also tipped a hat to biodiversity by discussing different modes of sex determination. These connections were expertly woven into
Instructor voice example

**Instructor Voice: Self-reflection on Student Evaluation of Teaching**

Dr. Sam reviewed student comments on end-of-course evaluations in BIOL 1104 to identify recurring themes as evidence of continuous improvement and impacts of improvements on students’ experiences. Dr. Sam’s self-reflection is presented below.

**Summary:** I analyzed students’ comments on end-of-course evaluation to understand how my efforts to improve my teaching have affected students’ perceptions of the course and my teaching.

**Approach:** I categorized all of the comments from students in two offerings of BIOL 1104: Fall 2016 (2nd time taught) and Fall 2019 (most recent time taught). My colleague Dr. Shannon collaborated with me on this work, and I assisted Dr. Shannon in analyzing their end-of-course comments. We independently read all of the comments from one semester. Then we met to discuss what we had identified as recurring points students made in their comments. We identified the main categories of student comments and sorted each comment into those categories. We then repeated this entire process for the second semester of comments.

**Results:** Here I present students’ comments about my teaching and my reflection on their comments. I focus on the two most positive areas of my teaching and the two areas of my teaching where the most work is still needed. I also describe how these areas have developed from Fall 2016 to Fall 2019.

Students reported two major strengths of my teaching: (1) problem sets they completed during class with my guidance were helpful for their learning and prepared them well for the midterm exams and (2) I do a good job leading in-class discussions by making sure all students’ questions are heard and addressed. Both of these areas show how I improved my teaching from Fall 2016 to Fall 2019. In Fall 2016, 75% of the comments mentioned that I did not use in-class time well or that the activities we did in class were too easy compared to the exams. In Fall 2019, 75% of students commented positively about the in-class problem sets and/or use of in-class questions and discussions. Additionally, in Fall 2019, only 3% of students’ comments said that I did not use in-class time well or that activities were misaligned with the exams. These results indicate that my efforts to introduce new types of problem sets that better support student preparation for the exams were effective. I first used in-class problem sets in Fall 2018, and I continued to revise and improve them with feedback from students and peers through Fall 2019. I attended professional development workshops offered by the UGA Center for Teaching and Learning on leading productive class discussions. I also talked to my colleagues to get tips on how they lead class discussions. I am gratified that my efforts to improve my course have been noticed by students.

Regarding the areas of my teaching that could be improved, students reported that (1) the workload of the class was high compared to similar courses and (2) my explanations of course material sometimes went over their heads. These are areas where I have improved since Fall 2016, but I still see room for growth. In Fall 2016, 80% of students commented that the workload was too heavy and 70% said my explanations were too technical and did not contain enough examples. In Fall 2019, only 40% of students commented that the workload was too heavy and only 30% expressed concerns about my explanations. My interpretation of this result is that a subset of students do not perceive this general education course as relevant to their majors and thus may be less motivated to invest time and effort necessary to be successful in the course. I think this is a reasonable interpretation given that the hours they report investing are well within standard expectations for out-of-class time. I have adjusted the workload somewhat by revising problem sets and the amount of out-of-class homework. I have also attempted to increase the relevance of course material and adjust my explanations to focus on real-world applications so that the material is more motivating. For example, I now teach about natural selection in the context of antibiotic resistance; students’ comments suggest that many see the relevance of this to their everyday lives. I will continue to improve the relevance of the course material by periodically conducting informal discussions with students, getting input from colleagues, and engaging in professional development on teaching in ways that maximize student motivation.
Instructor Voice: Self-reflection on student evaluation of teaching

Dr. Sam reviewed student comments on end-of-course evaluations in BIOL 1104 to identify recurring themes as evidence of continuous improvement and impacts of improvements on students’ experiences. Dr. Sam’s self-reflection is presented below.

Summary: I analyzed students’ comments on end-of-course evaluation to understand how my efforts to improve my teaching have affected students’ perceptions of the course and my teaching.

Approach: I categorized all of the comments from students in two offerings of BIOL 1104: Fall 2016 (2nd time taught) and Fall 2019 (most recent time taught). My colleague Dr. Shannon collaborated with me on this work, and I assisted Dr. Shannon in analyzing their end-of-course comments. We independently read all of the comments from one semester. Then we met to discuss what we had identified as recurring points students made in their comments. We identified the main categories of student comments and sorted each comment into those categories. We then repeated this entire process for the second semester of comments.

Results: Here I present students’ comments about my teaching and my reflection on their comments. I focus on the two most positive areas of my teaching and the two areas of my teaching where the most work is still needed. I also describe how these areas have developed from Fall 2016 to Fall 2019.

Students reported two major strengths of my teaching: (1) problem sets they completed during class with my guidance were helpful for their learning and prepared them well for the midterm exams and (2) I did a good job leading in-class discussions by making sure all students’ questions are heard and addressed. Both of these areas show how I improved my teaching from Fall 2016 to Fall 2019. In Fall 2016, 75% of the comments mentioned that I did not use in-class time well or that the activities we did in class were too easy compared to the exams. In Fall 2019, 75% of students commented positively about the in-class problem sets and/or use of in-class questions and discussions. Additionally, in Fall 2019, only 3% of students’ comments said that I did not use in-class time well or that activities were misaligned with the exams. These results indicate that my efforts to introduce new types of problem sets that better support student preparation for the exams were effective. I first used in-class problem sets in Fall 2018, and I continued to revise and improve them with feedback from students and peers through Fall 2019. I attended professional development workshops offered by the UGA Center for Teaching and Learning on leading productive class discussions. I also talked to my colleagues to get tips on how they lead class discussions. I am gratified that my efforts to improve my course have been noticed by students.

Regarding the areas of my teaching that could be improved, students reported that (1) the workload of the class was high compared to similar courses and (2) my explanations of course material sometimes went over their heads. These are areas where I have improved since Fall 2016, but I still see room for growth. In Fall 2016, 80% of students commented that the workload was too heavy and 70% said my explanations were too technical and did not contain enough examples. In Fall 2019, only 40% of students commented that the workload was too heavy and only 30% expressed concerns about my explanations. My interpretation of this result is that a subset of students do not perceive this general education course as relevant to their majors and thus may be less motivated to invest time and effort necessary to be successful in the course. I think this is a reasonable interpretation given that the hours they report investing are well within standard expectations for out-of-class time. I have adjusted the workload somewhat by revising problem sets and the amount of out-of-class homework. I have also attempted to increase the relevance of course material and adjust my explanations to focus on real-world applications so that the material is more motivating. For example, I now teach about natural selection in the context of antibiotic resistance; students’ comments suggest that many see the relevance of this to their everyday lives. I will continue to improve the relevance of the course material by periodically conducting informal discussions with students, getting input from colleagues, and engaging in professional development on teaching in ways that maximize student motivation.
Instructor Voice: Self-reflection on Student Evaluation of Teaching

Dr. Sam reviewed student comments on end-of-course evaluations in BIOL 1104 to identify recurring themes as evidence of continuous improvement and impacts of improvements on students’ experiences. Dr Sam’s self-reflection is presented below.

Summary: I analyzed students’ comments on end-of-course evaluation to understand how my efforts to improve my teaching have affected students’ perceptions of the course and my teaching.

Approach: I categorized all of the comments from students in two offerings of BIOL 1104: Fall 2016 (2nd time taught) and Fall 2019 (most recent time taught). My colleague Dr. Shannon collaborated with me on this work, and I assisted Dr. Shannon in analyzing the comments. We independently read all of the comments from one semester. Then we met to discuss what we had identified as recurring points students made in their comments. We identified the main categories of student comments and sorted each comment into those categories. We then repeated this entire process for the second semester of comments.

Results: Here I present students’ comments about my teaching and my reflection on their comments. I focus on the two most positive areas of my teaching and the two areas of my teaching where the most work is still needed. I also describe how these areas have developed from Fall 2016 to Fall 2019.

Students reported two major strengths of my teaching: (1) problem sets they completed during class with my guidance were helpful for their learning and prepared them well for the midterm exams and (2) I do a good job leading in-class discussions by making sure all students’ questions are heard and addressed. Both of these areas show how I improved my teaching from Fall 2016 to Fall 2019. In Fall 2016, 75% of the comments mentioned that I did not use in-class time well or that the activities we did in class were too easy compared to the exams. In Fall 2019, 75% of students commented positively about the in-class problem sets and/or use of in-class questions and discussions. Additionally, in Fall 2019, only 3% of students’ comments said that I did not use in-class time well or that activities were misaligned with the exams. These results indicate that my efforts to introduce new types of problem sets that better support student preparation for the exams were effective. I first used in-class problem sets in Fall 2018, and I continued to revise and improve them with feedback from students and peers through Fall 2019. I attended professional development workshops offered by the UGA Center for Teaching and Learning on leading productive class discussions. I also talked to my colleagues to get tips on how they lead class discussions. I am gratified that my efforts to improve my course have been noticed by students.

Regarding the areas of my teaching that could be improved, students reported that (1) the workload of the class was high compared to similar courses and (2) my explanations of course material sometimes went over their heads. These are areas where I have improved since Fall 2016, but I still see room for growth. In Fall 2016, 80% of students commented that the workload was too heavy and 70% said my explanations were too technical and did not contain enough examples. In Fall 2019, only 40% of students commented that the workload was too heavy and only 30% expressed concerns about my explanations. My interpretation of this result is that a subset of students do not perceive this general education course as relevant to their majors and thus may be less motivated to invest time and effort necessary to be successful in the course. I think this is a reasonable interpretation given that the hours they report investing are well within standard expectations for out-of-class time. I have adjusted the workload somewhat by revising problem sets and the amount of out-of-class homework. I have also attempted to increase the relevance of course material and adjust my explanations to focus on real-world applications so that the material is more motivating. For example, I now teach about natural selection in the context of antibiotic resistance; students’ comments suggest that many see the relevance of this to their everyday lives. I will continue to improve the relevance of the course material by periodically conducting informal discussions with students, getting input from colleagues, and engaging in professional development on teaching in ways that maximize student motivation.
INSTRUCTOR VOICE: SELF-REFLECTION ON STUDENT EVALUATION OF TEACHING

Dr. Sam reviewed student comments on end-of-course evaluations in BIOL 1104 to identify recurring themes as evidence of continuous improvement and impacts of improvements on students’ experiences. Dr Sam’s self-reflection is presented below.

Summary: I analyzed students’ comments on end-of-course evaluation to understand how my efforts to improve my teaching have affected students’ perceptions of the course and my teaching.

Approach: I categorized all of the comments from students in two offerings of BIOL 1104: Fall 2016 (2nd time taught) and Fall 2019 (most recent time taught). My colleague Dr. Shannon collaborated with me on this work, and I assisted Dr. Shannon in analyzing their end-of-course comments. We independently read all of the comments from one semester. Then we met to discuss what we had identified as recurring points students made in their comments. We identified the main categories of student comments and sorted each comment into those categories. We then repeated this entire process for the second semester of comments.

Results: Here I present students’ comments about my teaching and my reflection on their comments. I focus on the two most positive areas of my teaching and the two areas of my teaching where the most work is still needed. I also describe how these areas have developed from Fall 2016 to Fall 2019.

Students reported two major strengths of my teaching: (1) problem sets they completed during class with my guidance were helpful for their learning and prepared them well for the midterm exams and (2) I do a good job leading in-class discussions by making sure all students’ questions are heard and addressed. Both of these areas show how I improved my teaching from Fall 2016 to Fall 2019. In Fall 2016, 75% of the comments mentioned that I did not use in-class time well or that the activities we did in class were too easy compared to the exams. In Fall 2019, 75% of students commented positively about the in-class problem sets and/or use of in-class questions and discussions. Additionally, in Fall 2019, only 3% of students’ comments said that I did not use in-class time well or that activities were misaligned with the exams. These results indicate that my efforts to introduce new types of problem sets that better support student preparation for the exams were effective. I first used in-class problem sets in Fall 2018, and I continued to revise and improve them with feedback from students and peers through Fall 2019. I attended professional development workshops offered by the UGA Center for Teaching and Learning on leading productive class discussions. I also talked to my colleagues to get tips on how they lead class discussions. I am gratified that my efforts to improve my course have been noticed by students.

Regarding the areas of my teaching that could be improved, students reported that (1) the workload of the class was high compared to similar courses and (2) my explanations of course material sometimes went over their heads. These are areas where I have improved since Fall 2016, but I still see room for growth. In Fall 2016, 80% of students commented that the workload was too heavy and 70% said my explanations were too technical and did not contain enough examples. In Fall 2019, only 40% of students commented that the workload was too heavy and only 30% expressed concerns about my explanations. My interpretation of this result is that a subset of students do not perceive this general education course as relevant to their majors and thus may be less motivated to invest time and effort necessary to be successful in the course. I think this is a reasonable interpretation given that the hours they report investing are well within standard expectations for out-of-class time. I have adjusted the workload somewhat by revising problem sets and the amount of out-of-class homework. I have also attempted to increase the relevance of course material and adjust my explanations to focus on real-world applications so that the material is more motivating. For example, I now teach about natural selection in the context of antibiotic resistance; students’ comments suggest that many see the relevance of this to their everyday lives. I will continue to improve the relevance of the course material by periodically conducting informal discussions with students, getting input from colleagues, and engaging in professional development on teaching in ways that maximize student motivation.
Instructor voice example

Collected evidence at multiple timepoints to assess effects

**INSTRUCTOR VOICE: SELF-REFLECTION ON STUDENT EVALUATION OF TEACHING**

Dr. Sam reviewed student comments on end-of-course evaluations in BIOL 1104 to identify recurring themes as evidence of continuous improvement and impacts of improvements on students' experiences. Dr. Sam's self-reflection is presented below.

**Summary:** I analyzed students' comments on end-of-course evaluation to understand how my efforts to improve my teaching have affected students' perceptions of the course and my teaching.

**Approach:** I categorized all of the comments from students in two offerings of BIOL 1104: Fall 2016 (2nd time taught) and Fall 2019 (most recent time taught). My colleague Dr. Shannon collaborated with me on this work, and I assisted Dr. Shannon in analyzing their end-of-course comments. We independently read all of the comments from one semester. Then we met to discuss what we had identified as recurring points students made in their comments. We identified the main categories of student comments and sorted each comment into those categories. We then repeated this entire process for the second semester of comments.

**Results:** Here I present students' comments about my teaching and my reflection on their comments. I focus on the two most positive areas of my teaching and the two areas of my teaching where the most work is still needed. I also describe how these areas have developed from Fall 2016 to Fall 2019.

Students reported two major strengths of my teaching: (1) problem sets they completed during class with my guidance were helpful for their learning and prepared them well for the midterm exams and (2) I do a good job leading in-class discussions by making sure all students' questions are heard and addressed. Both of these areas show how I improved my teaching from Fall 2016 to Fall 2019. In Fall 2016, 75% of the comments mentioned that I did not use in-class time well or that the activities we did in class were too easy compared to the exams. In Fall 2019, 75% of students commented positively about the in-class problem sets and/or use of in-class questions and discussions. Additionally, in Fall 2019, only 3% of students' comments said that I did not use in-class time well or that activities were misaligned with the exams. These results indicate that my efforts to introduce new types of problem sets that better support student preparation for the exams were effective. I first used in-class problem sets in Fall 2018, and I continued to revise and improve them with feedback from students and peers through Fall 2019. I attended professional development workshops offered by the UGA Center for Teaching and Learning on leading productive class discussions. I also talked to my colleagues to get tips on how they lead class discussions. I am gratified that my efforts to improve my course have been noticed by students.

Regarding the areas of my teaching that could be improved, students reported that (1) the workload of the class was high compared to similar courses and (2) my explanations of course material sometimes went over their heads. These are areas where I have improved since Fall 2016, but I still see room for growth. In Fall 2016, 80% of students commented that the workload was too heavy and 70% said my explanations were too technical and did not contain enough examples. In Fall 2019, only 40% of students commented that the workload was too heavy and only 30% expressed concerns about my explanations. My interpretation of this result is that a subset of students do not perceive this general education course as relevant to their majors and thus may be less motivated to invest time and effort necessary to be successful in the course. I think this is a reasonable interpretation given that the hours they report investing are well within standard expectations for out-of-class time. I have adjusted the workload somewhat by revising problem sets and the amount of out-of-class homework. I have also attempted to increase the relevance of course material and adjust my explanations to focus on real-world applications so that the material is more motivating. For example, I now teach about natural selection in the context of antibiotic resistance; students' comments suggest that many see the relevance of this to their everyday lives. I will continue to improve the relevance of the course material by periodically conducting informal discussions with students, getting input from colleagues, and engaging in professional development on teaching in ways that maximize student motivation.
Questions and Discussion?

Moving away from...

- Undefined "teaching excellence"
- Methods subject to bias
- Assuming everyone starts as an excellent teacher

Moving toward...

- Evidence of teaching effectiveness
- Methods that mitigate bias
- Emphasis on continuous improvement