

Individual Analysis (5 minutes)

1. What kind of data is this model / approach designed to collect?
[Redacted]
2. What does this model / approach assume good teaching involves / looks like?
[Redacted]
3. What institutional values does this model / approach seem to assume or affirm?
[Redacted]
4. What questions does this model / approach raise for you? What additional information might you want to have?
[Redacted]

Table Group Discussion & Consensus - to share with Large Group (15 minutes)

5. What do you see as the main strengths and drawbacks of this model / approach?

STRENGTHS	DRAWBACKS
[Redacted]	[Redacted]

Individual Reflection / Shared in Large Group:

6. What from this session might be useful to bring to / adapt for use at Harvard?
7. What might be some next steps in doing so?

SOME FINAL FOOD FOR THOUGHT . . .

TEACHING EVALUATION & STUDENT FEEDBACK: KEY PRINCIPLES AND PRACTICES

<http://evals.stanford.edu/principles-evaluation>

- No one method offers a complete view of the quality of an instructor's teaching. Each source of data provides a partial perspective and has certain limitations.
- The validity of any measure of teaching effectiveness depends on how well it correlates with intended student outcomes.
- The standards to which faculty are held are most fair when transparent.
- Fairness also depends on measurements being applied under equivalent circumstances across courses. Measured values should take into consideration factors over which faculty have little or no control, such as class size; student preparedness; quarter in which a course is offered; and the demographics of the class, including race, gender, sexual orientation, intersectionality, and other dimensions of diversity.
- Faculty can be productively included in developing the criteria and methods for evaluating teaching effectiveness.
- Evaluation can extend beyond classroom performance. Teaching, the development of new curricula or courses, and supervision and mentoring of students can all be taken into account. Participation in teaching development institutes, workshops, and consultations might also be considered.
- Practicality requires that evaluations fit the capacity of the department to actually undertake the process.
- Decisions about appointments and promotions should account for the individual characteristics of an instructor's career, even though comparative rankings hold great sway in some current evaluation systems.