Current TRACE Questionnaire and Composite Set of Approved Faculty Senate Resolutions on Evaluation of Teaching as of Fall Term, 2020

Current TRACE Questionnaire:

Please note that the section below highlighted in yellow will be appended to the TRACE questionnaire starting with Summer 1, 2020 and continuing through all subsequent terms in which the coronavirus crisis results in a transition to online instruction. Please also note that a notice will be shared with all faculty whose courses are evaluated through TRACE that these questions are for information-gathering purposes only and will not be included in the faculty member's promotion package or annual review.

Students play a critical role in the university's commitment to quality teaching and academic excellence when they participate in the evaluation of courses through TRACE (Teacher Rating And Course Evaluation). TRACE data are important in the process of course design and improvement, as well as in the process of faculty evaluation. Students are expected to participate in TRACE with constructive feedback that is relevant to teaching and course content.

TRACE also allows students to share their experience with other students. TRACE results from previous terms can be found on the <u>myNortheastern web portal</u>.

Questions to Assess Students' Online Experience
Please answer these questions about your online experience using the following 1-5 scale (1=strongly disagree and 5=strongly agree):
1. Online course materials were organized to help me navigate through the course week by week.
2. Online interactions with my instructor created a sense of connection in the virtual classroom.
3. Online course interactions created a sense of community and connection to my classmates.
4. I had the necessary computer skills and technology to successfully complete the course.
5. Please comment on your experience of the online course environment in the open-ended text box.

[end of section on online experience]

Student Self-Assessment of their Effort to Achieve Course Outcomes
1. % attendance rate at all scheduled class meeting times
2. The number of hours per week I devoted to this course outside scheduled class meeting times
3. What I could have done to make this course better for myself (open-ended):

Course Related Questions
1. The syllabus was accurate and helpful in delineating expectations and course outcomes.
2. Required and additional course materials were helpful in achieving course outcomes.

Learning Related Questions
1. In-class sessions were helpful for learning.
2. Out-of-class assignments and/or fieldwork were helpful for learning.
3. This course was intellectually challenging
4. I learned a lot in this course.

Instructor Related Questions
1. The instructor came to class prepared to teach.
2. The instructor used class time effectively.
3. The instructor clearly communicated ideas and information.
4. The instructor provided sufficient feedback.
5. The instructor fairly evaluated my performance.
6. The instructor was available to assist students outside of class.
7. The instructor facilitated a respectful and inclusive learning environment.
8. The instructor displayed enthusiasm for the course.
9. What is your overall rating of this instructor's teaching effectiveness?
10. What were the course's and/or instructor's strengths?
11. What could the instructor do to make this course better?
12. Please expand on the instructor's strengths and/or areas for improvement in facilitating inclusive learning.

Composite Set of Approved Faculty Senate Resolutions on Evaluation of Teaching

December 1, 1986
Be it resolved that the Faculty Senate endorses the use of a 10 question Student Government Association Questionnaire to be administered in all Basic College courses, whose results shall be published to prove information on course for student use.
Be it further resolved that no use shall be made of SGA Questionnaire results for individual tenure, promotion, or merit determination other than through departmental procedures and guidelines which have been agreed to by vote of the individual's department.
Be it further resolved that the Faculty Senate urges that the SGA and the University Administration devise the method for uniform administration and processing of the questionnaire and for timely publication of the results in a form as determined by the SGA. This shall be funded from administrative budgets, and not from those of Basic Colleges, SGA or Student Activities.

June 13, 1986
Be it resolved that the Faculty Senate hereby reaffirms its original intent with respect to the TCE Faculty Senate Resolution #2, passed on December 1, 1986, and approved by Pres. Ryder on May 19, 1987, that the 10 question Student Government Association Questionnaire be administered in all Basic College courses and the SGA, jointly with the University administration, devise the method for uniform administration of the questionnaire as well as for timely publication of the results for use by our students.
Be it further resolved that the administration, in accordance with the resolution passed on December 1, 1986, provide sufficient resources to carry out 100% evaluation, including timely processing and timely distribution of this evaluation, beginning Fall Quarter 1988.

June 13, 1988
Original resolution of December 1, 1986 reaffirmed…that 10 question SGA questionnaire be administered in all Basic College courses and the SGA, jointly with the University administration, devise the method for uniform administration of the questionnaire as well as for timely publication of the results for use by our students.
The Administration, in accordance with the resolution passed on December 1, 1986, shall provide sufficient resources to carry out 100% evaluation, including timely processing and timely distribution of this evaluation, beginning Fall Quarter, 1988.

In a memo from Provost M. Baer to Prof. McKinnon, Chair SAC, Provost Baer reaffirmed:

• All courses will be evaluated using the standard evaluation format with exceptions that meet certain criteria.
• Provost Baer reported that his informal research revealed that about 20%of courses aren't being evaluated and another 15% are exempt.

May 23, 1994
"…all courses taught at the University during each academic quarter, including graduate courses, shall be evaluated via an appropriate student evaluation procedure. This evaluation will be by means of one of the SGA questionnaires administered through the Office for the Support of Effective Teaching, and may include questions requested by the departments.
"… adequate protocols for the security in the process of administration of the questionnaire and processing the results will be maintained; the results will be publicly available via the library, including eventually an on-line database available over the campus wide computer network"
"…exceptions …shall be granted according to a set of guidelines to be provost and Senate Faculty Development Committee.

May 23, 1994
"…be it resolved that every unit shall carry out adequate good faith teaching evaluations of its faculty members as part of the annual merit review, as part of the tenure evaluation process, and as part of the promotion evaluation process. For probationary faculty, adequate good faith teaching evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include: peer visits, peer evaluations of class materials, teaching portfolios, evaluations by earlier graduates of program."
"…for tenured faculty, adequate, good faith teaching evaluations will include annual student teaching evaluations and, at least every 3 to 5 years, evaluations by one or more additional means.

April 22, 1994
Resolution mandating the use of TCEP evaluations in University College (President only agreed to do this with full time faculty)

April 22, 1994
Resolutions mandating that CEUT monitor non-compliance with evaluations and report a "pattern of failure to administer TCE's"

April 22, 1996
"all courses taught in UC will be evaluated with standard TCEP form
"in every quarter, CEUT will inform the Student Government Association and each Dean or Department Chair of the eligible courses offered by that department in the previous quarter for which evaluations were received and for which they were not. Based on that information the Dept. Chair will determine if an instructor is exhibiting a pattern of failure to administer SGA TCE's. Such a pattern shall be defined as two or more failures to be evaluated in a single year. If such a pattern exists, he or she shall give written warning to the instructor and retain a copy of the warning. Failure will cause a faculty member not to be eligible for a merit raise. If the pattern persists for two years in a row, the instructor will be ineligible for a merit raise at the next merit raise cycle and until the pattern ceases.

March 28, 2002 Report and Recommendations
In 2001 the Provost's Office proposed replacing the TCEP with the Instrument IDEA developed at Kansas St. University; SAC had serious reservations about this recommendation; it was decided to use TCEP one more year and look further into the issue. In 2001/2 the FDC looked at three different external evaluation programs. The FDC concluded that the University of Washington's program was the best of the three but still had reservations and commented that virtually all of the top universities have systems that are either partially or fully developed on their own campuses.

Resolutions
• University of Washington's IAS be adopted for five years
• All faculty Handbook provisions and regulations currently applicable to the use of TCEP in matters of tenure, promotion, and merit be made applicable to IAS
• The use of IAS be assessed to determine overall accuracy, fairness, usefulness, and general acceptability of the system and whether NU should continue to use it or whether NU should begin developing its own TCE system to be tested and in pace by the summer term of 2007.
• If the Director of CEUT determines it is necessary to develop an in-house TCE, the University will allocate the funding and staffing necessary to this mission

February 28, 2007
BE IT RESOLVED That the Faculty Senate accept the 2006-2007 Faculty Development Committee (FDC) recommendation to replace the Teacher Course Evaluation Program (TCEP) with the Teacher Rating and Course Evaluation (TRACE), as contained in the FDC report of February 2007, no later than the 2008-09 academic year.

BE IT FURTHER RESOLVED That the teacher/course evaluations be administered online.

BE IT FURTHER RESOLVED That the Senate Agenda Committee appoint an ad hoc committee charged with gathering a compendium of best practices and desirable features of online evaluation programs elsewhere for the implementation of TRACE, based on that compendium, and with monitoring and making such recommendations as may be necessary.

October 21, 2015
WHEREAS the Student Government Association has suggested mid-course evaluations, and WHEREAS early course evaluations can help to improve the student learning experience while the course is ongoing,
BE IT RESOLVED That faculty be encouraged to offer voluntary, early course evaluations that feature open-ended or other appropriate questions pertaining to what aspects of the course are working well and what aspects need to be changed, with student suggestions for improving the learning experience.
BE IT ALSO RESOLVED That the Center of Advancing Teaching and learning Through Research provide models, including a Blackboard option, to assist faculty members who desire assistance in such early course evaluations. Each faculty member should decide on the questions and form so that these surveys are tailored specifically to the course.

March 18, 2020
BE IT RESOLVED that, effective by the Fall 2020 Semester, the current TRACE survey be revised to include two diversity/inclusion queries: (1) modification of the current Likert scale query "The instructor treated students with respect" to "The instructor facilitated a respectful and inclusive learning environment" and (2) addition of the open-ended query "Please expand on the instructor's strengths and/or areas for improvement in facilitating inclusive learning."

March 18, 2020
BE IT RESOLVED that the Senate Agenda Committee establish a working group, with membership drawn from faculty, students, staff (Assessment Director and/or CATLR staff), associate deans and the Office of the Provost, to draft for future Senate consideration customized versions of the TRACE queries for common categories of classes, including online/hybrid, lab, and Dialogue of Civilizations.

March 18, 2020
BE IT RESOLVED that, effective by the Fall 2020 Semester, the current TRACE survey be revised as shown in the document TRACE revision 2020, with elimination of redundant sections of the survey resulting in 10 fewer queries.

April 1, 2020
BE IT RESOLVED that usage of Student Evaluation of Teaching (SET) surveys such as TRACE in merit, tenure, and/or promotion considerations must involve (a) analysis of multiple SET queries and (b) utilization of multiple measures of the distribution of the responses (such as median or mode) rather than only the average of responses.

April 1, 2020
BE IT RESOLVED that the Senate recommend that the provost and deans consider the irregularity of the spring/summer 2020 terms and recognize the faculty effort required for the unexpected transition from on-ground to remote instruction in the evaluation of teaching performance that is utilized for merit, tenure, and/or promotion considerations.

April 22, 2020
BE IT RESOLVED that, starting with Summer 1, 2020 and continuing through all subsequent terms in which the coronavirus crisis results in a transition to online instruction, five questions to evaluate the online student experience be added to the TRACE assessment. The questions to be presented at the beginning of the survey with a border that sets them apart and with the header "Questions to assess students' online experience" are as follows:
Questions to assess your online experience
Please answer these questions about your online experience using the following 1-5 scale
(1=strongly disagree and 5=strongly agree):
1.Online course materials were organized to help me navigate through the course week by week.
2.Online interactions with my instructor created a sense of connection in the virtual classroom.
3.Online course interactions created a sense of community and connection to my classmates.
4.I had the necessary computer skills and technology to successfully complete the course.
5.Please comment on your experience of the online course environment in the open-ended text box.

BE IT ALSO RESOLVED that a notice will be shared with all faculty whose courses are evaluated through TRACE that these questions are for information-gathering purposes only and will not be included in the faculty member's promotion package or annual review.