

# Revised APT Guidelines for Teaching Contributions

Slides courtesy of **UGA DeLTA Project**  
([Department and Leadership Teams for Action](#))



Scientists Engaged in  
Education Research  
**UNIVERSITY OF GEORGIA**





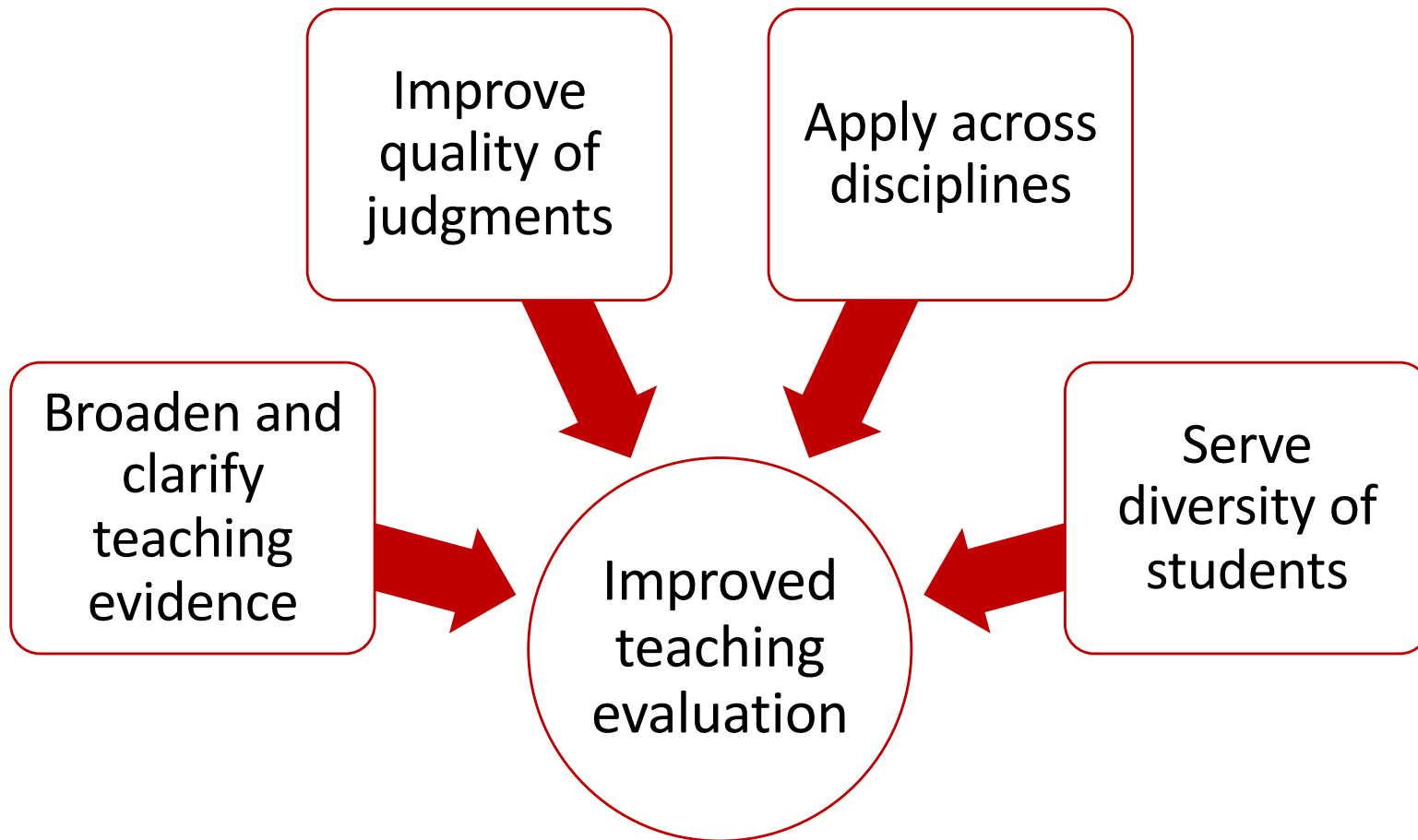
# Revised APT guidelines for teaching contributions

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
-

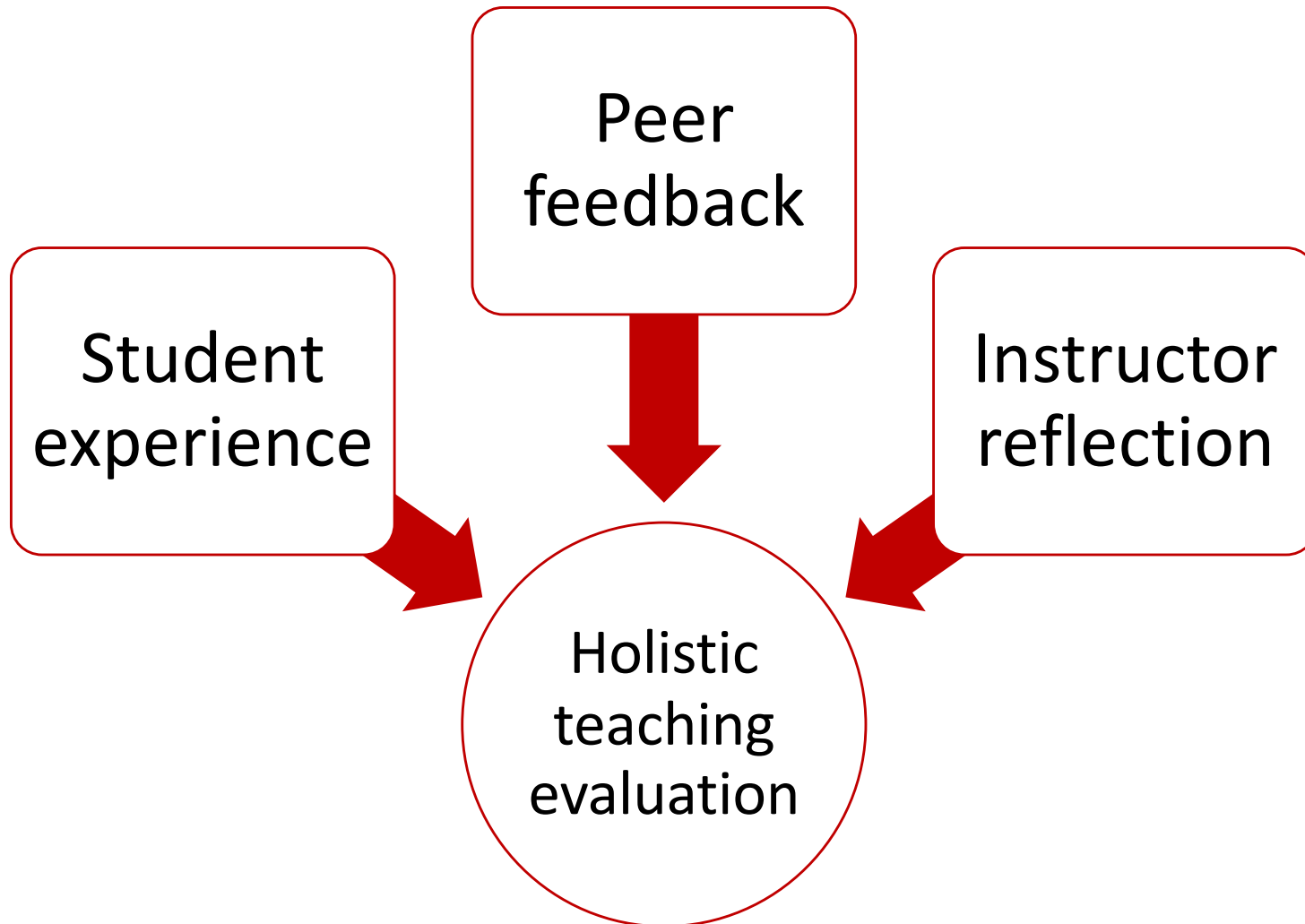


# Revised APT guidelines for teaching contributions





# 3 Voice Framework





# 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...

Moving toward

Undefined  
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Evidence of  
teaching  
effectiveness

Methods subject  
to bias

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

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Evidence of  
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Methods subject  
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Methods that  
mitigate bias

Assuming  
everyone starts as  
an excellent  
teacher

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



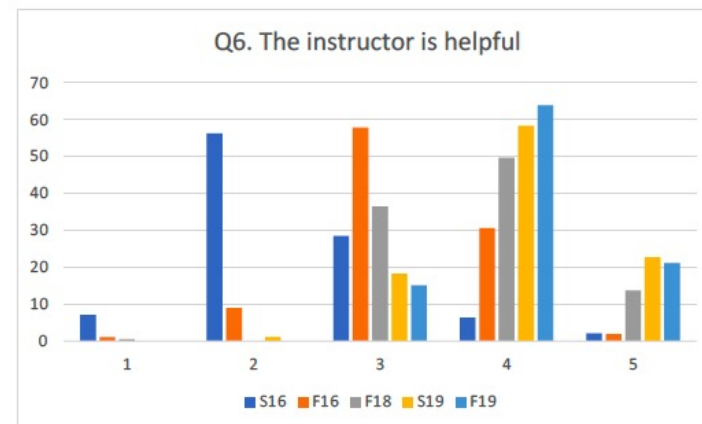
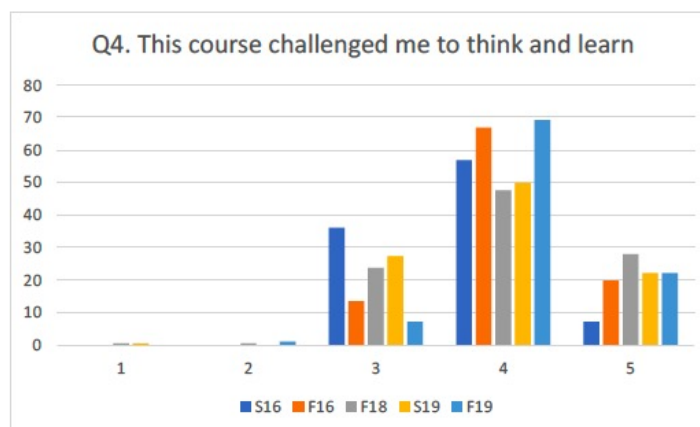
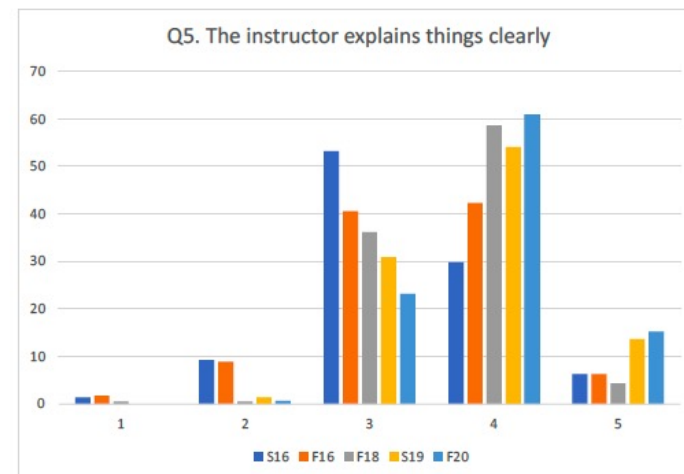
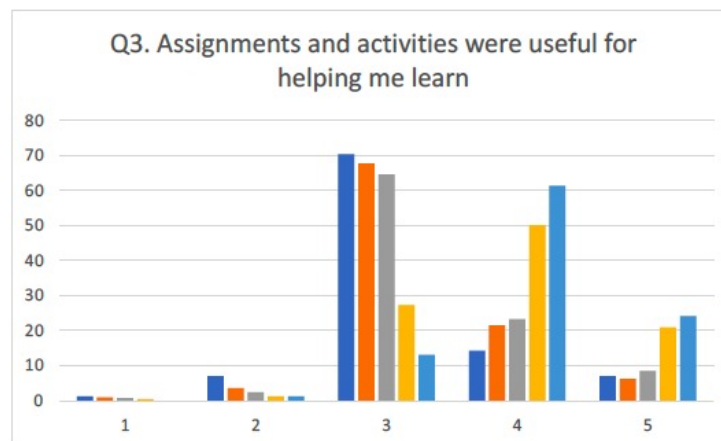
# Student voice example

## 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<sup>A</sup>**

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





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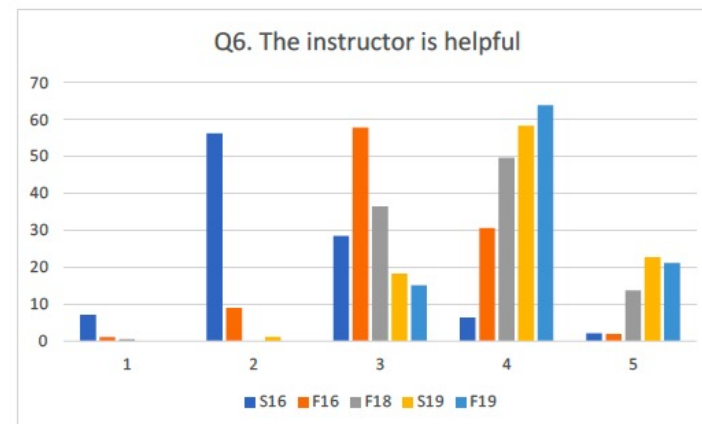
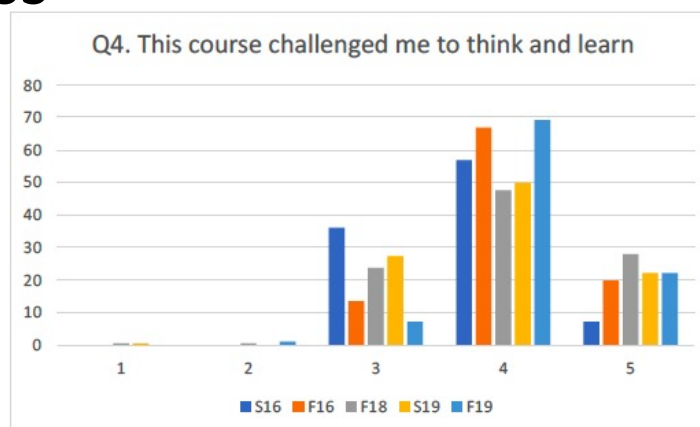
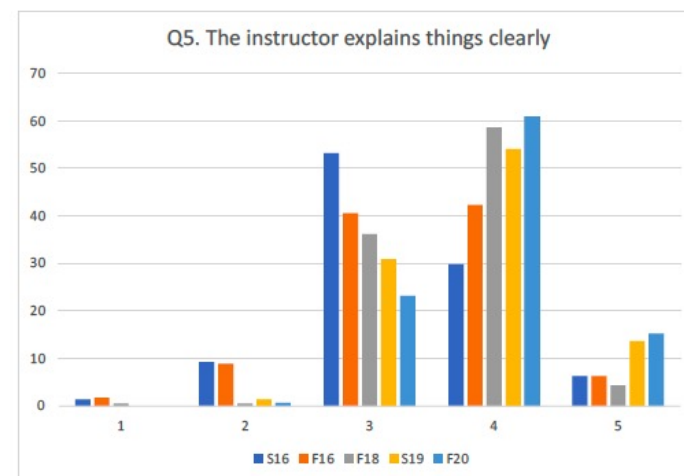
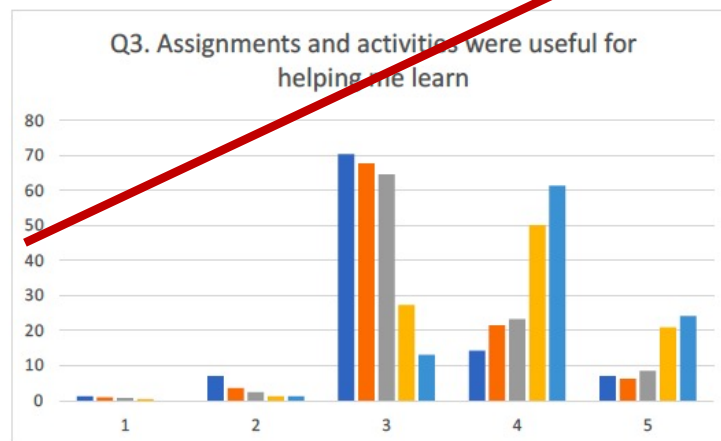
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Number of students responding	141	111	232	228	166
Response rate	90%	91%	87%	86%	84%
Was this course required for your degree? (% Yes)	69%	96%	91%	88%	69%
How many hours per week did you devote to this class outside of class?	3.3	3.8	3.8	3.7	3.7

## Student voice example

Response rates included so can determine representativeness of the data





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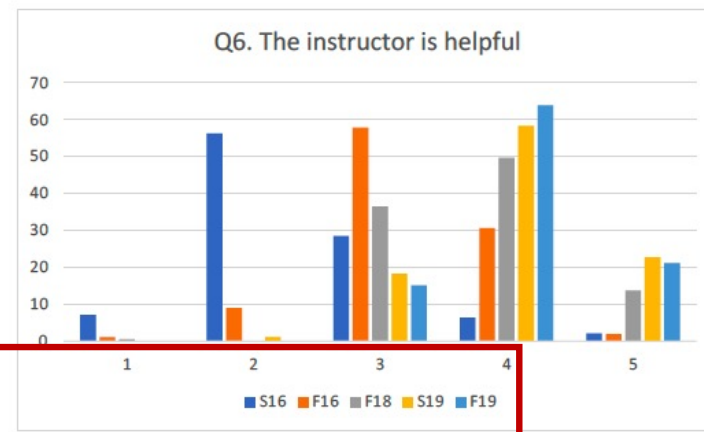
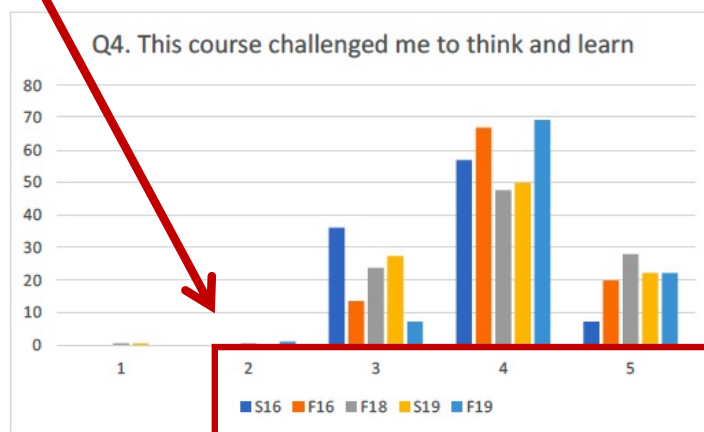
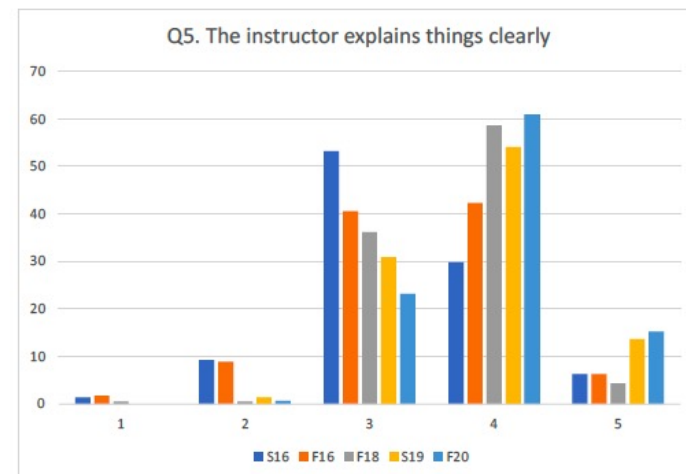
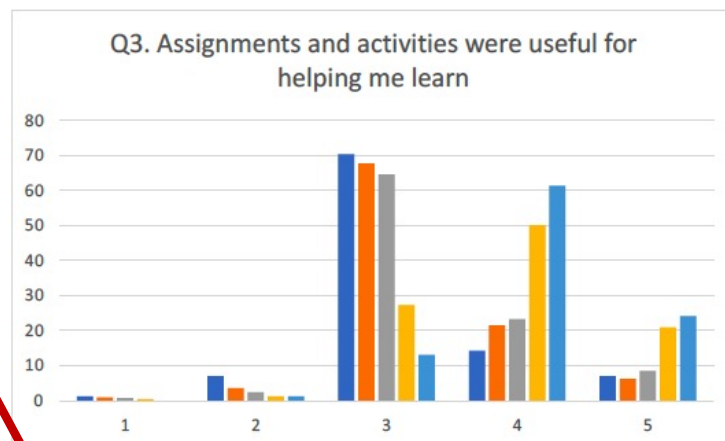
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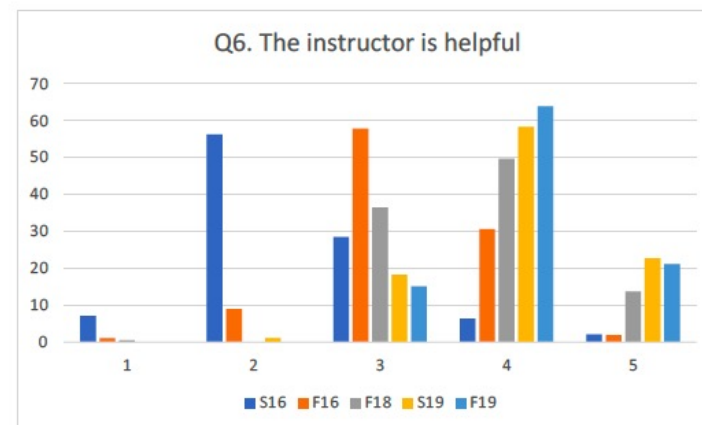
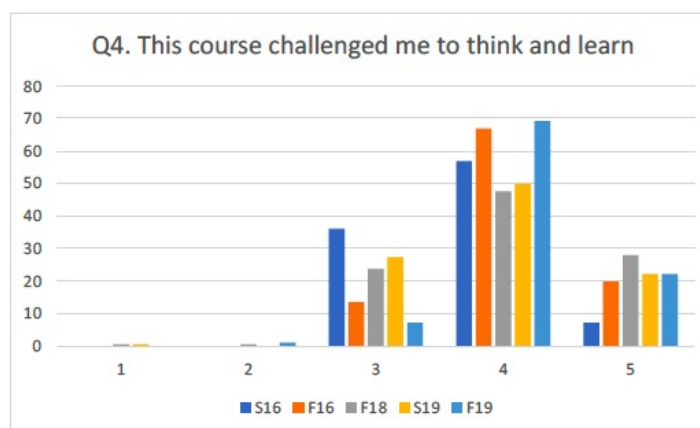
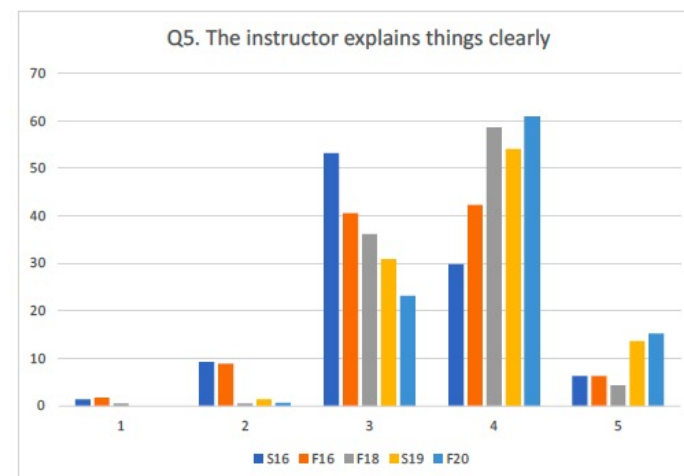
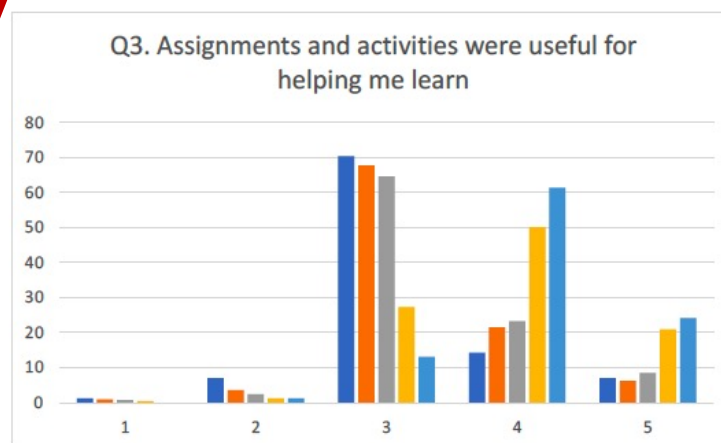
Brief summary addresses positive trend

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# Peer voice example

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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:

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An area for Dr. Sam to make improvements:

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Peers are colleagues in the department or discipline

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Introduction defines what the department thinks is important

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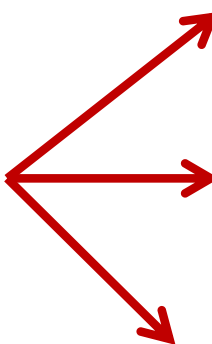
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Peer feedback aligned with department definition



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# 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.

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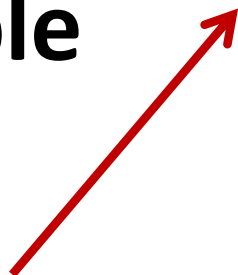
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# Instructor voice example

Systematic analysis of data



## 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.

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# Instructor voice example

## Multiple strategies to reduce bias

### 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.

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# Instructor voice example

Actions based on evidence

## 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.

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# Instructor voice example

Collected evidence at multiple timepoints to assess effects

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

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# Questions and Discussion?

Moving away from...

Moving toward

Undefined  
"teaching  
excellence"

Evidence of  
teaching  
effectiveness

Methods subject  
to bias

Methods that  
mitigate bias

Assuming  
everyone starts as  
an excellent  
teacher

Emphasis on  
continuous  
improvement