

## Pitt Pharmacy: Assessment of Teaching Plan

### Executive Summary

Pitt Pharmacy has a nationally recognized culture of excellence and innovation in teaching and assessment based on the 36 grants and national/international and Chancellor's Distinguished teaching awards to individuals and teams since 2012. Our current multi-modal approach includes input from students and faculty peers regarding course structure and content as well as modalities of instruction and its impact. In addition, instructor self-assessment of teaching occurs annually at the time of the annual review.

Going forward, Pitt Pharmacy will continue to reinforce the high value placed on excellence in teaching and assessment and will develop and engage in three new strategies of peer assessment of teaching in addition to existing approaches.

The first is:

- Aligning assessment of teaching practices with methods to evaluate diversity, equity, and inclusion across all PittPharmacy classrooms. This will include evaluations of faculty use of inclusive pedagogies as part of their teaching practice.

Two additional strategies will be implemented and assessed for faculty "likeability" and "impact." At the end of FY22, a decision will be made as to which of the two strategies will continue to be employed.

- Implementation of a school-wide peer observation program to afford faculty additional peer feedback. This program involves trained faculty observers to attend a class session being delivered by a peer; feedback after the session is provided.
- Developing a monthly "Classroom Clinic" at which faculty members present a 20 minute "class" with reaction and feedback/discussion of ideas among the presenter and entire group.

## Introduction

PittPharmacy has a long-standing and nationally recognized culture of excellence and innovation in teaching and assessment. A key component of our tradition is assessment of teaching, which is established through a multimodal approach including input from students, faculty peers, and instructor self-assessment. Ongoing effective practices to assess teaching effectiveness include:

- Student satisfaction surveys routinely administered within each course.
- Curriculum Committee every four year review of course content and teaching modalities employed within courses.
- Department chair annual reviews of teaching that includes teaching evaluation and the self-assessment provided by the faculty member.
- Instructor self-assessment of teaching time commitment, strategies, innovations, and awards along with teaching goals for the next academic year.
- Teaching inventories and portfolios developed by faculty to inform promotion and tenure decision-making.

## Current Effective Practices to Assess Teaching Performance

Table 1 below details ongoing practices to assess faculty teaching effectiveness along with the frequency of those assessments.

**Table 1. Effective Practices to Assess Teaching Performance**

Assessment	Type of Measure(s)	Type of Assessment <sup>1</sup>	Assessment Frequency	Who Provides Evidence	Who Uses Evidence
<i>Course and Instructor Evaluation</i>					
Student satisfaction evaluations	Survey	Formative/summative	Yearly	Students	Instructors/administrators
<i>Curriculum Committee Course Review</i>					
Course and syllabus review	Review	Formative/summative	4 yr; 2 yr if new course	Curriculum committee	Instructors/curriculum committee
Course Learning outcomes	Review	Formative/program	4 yr; 2 yr if new course	Curriculum committee	Instructors/curriculum committee
<i>Faculty Annual Review</i>					
Instructor and Administrator Rating	Review/rating scale	Formative/summative	Yearly	Department chair	Instructors/administrators

Teaching inventory and goals	Review/rating scale	Formative/program	Yearly	Instructor	Administrator
Teaching Scholarship and Awards	Review	Summative	Yearly	Instructor	Administrator
Teaching Innovations	Review	Summative	Yearly	Instructor	Administrator
<i>Promotion Review</i>					
Teaching Portfolio	Review/rating scale	Summative	Promotion only	Instructor	Promotions committee

<sup>1</sup>**Formative:** for improvement of teaching and learning

**Summative:** for evaluation to inform promotion and tenure decision-making

**Program:** for assessment of student achievement of program learning objectives

## Additions to Effective Practices Plan to Assess Teaching Performance

PittPharmacy will continue to reinforce the high value placed on excellence and innovation in teaching. The plan below supports the implementation of additions to our assessment of teaching plan with plan implementation targeted for fall 2021. The first cohort of course instruction peer observation will occur in the spring 2022 term.

This plan is applicable to all Pitt Pharmacy faculty members, including those who teach in the PharmD, MPBA, and MS/PhD programs, and school residency and fellowship programs and in other University programs outside the school. Assessment of teaching effectiveness will be consistent across all Pitt Pharmacy degree/credit-bearing programs.

Going forward, Pitt Pharmacy will continue to reinforce the high value placed on excellence in teaching and assessment and will develop and engage in three primary new strategies of peer assessment of teaching in addition to existing approaches.

The first is:

- Aligning assessment of teaching practices with methods to evaluate diversity, equity, and inclusion across all PittPharmacy classrooms. This will include evaluations of faculty use of inclusive pedagogies as part of their teaching practice as recommended by the Diversity and Inclusion Committee and endorsed by faculty and leadership of the School of Pharmacy.

Two additional strategies will be implemented and assessed for faculty “likeability” and “impact.” At the end of FY22, a decision will be made as to which of the two strategies will continue to be employed.

1. Implementation of a school-wide peer observation program to afford faculty feedback on classroom teaching. This program involves trained faculty observers to attend a class session being delivered by a peer; written and verbal feedback after the session is provided to the instructor. Table 2 (below) outlines specific guidance for the PittPharmacy peer observation strategy.
2. Develop “Classroom Clinic,” a monthly gathering at which faculty members present an approximately 20 minute “class” followed by informal reaction and feedback/discussion of ideas among the presenter and entire group. While the “clinic” is expected to be beneficial to seasoned and new teachers, the sessions could be particularly helpful for less experienced teachers. In addition, the social aspects of Classroom Clinic will continue to culture of teaching and assessment excellence and innovation.

Other elements that will be employed as a part of our plan for assessing teaching include those currently employed and shared in Table 1.

1. All PittPharmacy faculty leaders of degree/credit-bearing programs will ensure current methods to assess teaching effectiveness are consistently being employed according to the schedule outlined in Table 1.
2. Multimodal methods for assessment of teaching effectiveness will come from three sources: input from students, feedback from faculty colleagues regarding modalities and effectiveness of teaching, instructor self-assessment and systematic Curriculum Committee reviews.
3. Student satisfaction surveys (course and instructor) will be deployed consistently in all PittPharmacy courses.
  - a. Survey questions will be evaluated and be made consistent across all courses and programs.
  - b. Survey questions will be delivered to students through a consistent process (i.e. timing, delivery method) across all courses and programs. Student anonymity of response will be ensured throughout the process.
  - c. Faculty instructors are encouraged to frequently talk to students about the value of the student voice and provide students with [examples](#) of constructive feedback to increase survey response rates and quality. Faculty are to share [good feedback practices](#) with students as developed by the CTL, including the provision of feedback that is specific to teaching practices, details the effect of the teaching practice, and provides alternative suggestions.

- d. Faculty are encouraged to view student opinion surveys to improve teaching practice. The CTL recommends faculty read surveys immediately upon receipt, scan feedback for trends, identify useful data, and do not take comments personally.
4. Verification will be obtained that all faculty members provide a “Teaching Reflection” in their department annual review that highlights teaching and assessment initiatives implemented, outcomes and goals for planned changes during the next academic year. Such a reflection will be accompanied by student surveys of teaching.

In addition, since most Pitt Pharmacy courses are team taught, faculty members will be expected to share their “Teaching Reflections” with the coordinator of the courses in which they teach.

In the future, an additional element will be added:

5. Course coordinators will add “Coordinator Reflections” to their department annual reviews that highlight administrative efforts that supported teaching and learning initiatives implemented, outcomes and planned changes for next year, with copies to the relevant curriculum committee chairs. Summaries should highlight teaching and assessment initiatives, outcomes and planned changes for next year. Such a reflection will be accompanied by student course evaluation.

Assessment of teaching effectiveness aligns with School and University missions to pursue *excellence* in teaching. Pitt Pharmacy methods to assess teaching afford faculty the opportunity to evaluate their teaching effectiveness from multiple perspectives. Feedback received from peers, students, and administrators will be a means for continuous quality improvement around teaching and learning practices. Faculty will continue to be encouraged to utilize the University’s Center for Teaching and Learning [teaching support](#) if interested in further improving their teaching.

## Table 2: Guidelines on PittPharmacy Peer Observation

### Guide to Peer Review of Course Instruction

1. Peer review is provided as an opportunity to help colleagues reflect on their teaching, maintain strengths, and improve practices. All faculty in the PharmD and graduate programs will be required to participate in the PittPharmacy peer observation process.
2. Peer observations of a faculty member will occur at least every 4 years and will be scheduled by department chairs for participation. In the event of extensive need for improvement, the observation interval will be decreased accordingly. Any faculty member may request peer review earlier than scheduled and earlier peer review may also be recommended by a chair for:
  - a. Faculty within their first year of teaching
  - b. Faculty assuming new teaching responsibilities
  - c. Faculty developing promotion documents to be completed in the year prior to planned submission of materials
3. Faculty will be notified at least one month in advance of the peer observation process. Notification should include an explanation of the peer review purpose, timing, procedures and information they should expect to provide and receive in their evaluation.
4. Faculty undergoing peer review will choose the teaching setting in which the peer review is to occur (specific course and class). If a faculty member is teaching in multiple courses, the course in which the faculty member has the greatest student exposure is recommended.
5. Peer observations will be conducted by trained faculty peers. These faculty will have received detailed guidance on how to perform peer observations and deliver effective feedback. They will help faculty instructors interpret observation results to develop plans to improve teaching.
6. Faculty who serve as peer reviewers will complete peer observation training completed through the University's Center for Teaching and Learning (CTL). Faculty time and commitment as a peer reviewer should be a valued component of service to PittPharmacy for these faculty in annual reviews and promotion.
7. Peer observers will use the modified [Berkeley Peer Review form](#) to guide the observation, evaluate, and communicate feedback. Verbal and written feedback will be provided to the faculty instructor within two weeks of the review. Opportunity will be provided for instructors to comment in response to the peer review.
6. Feedback shall be provided to the faculty as part of a formative evaluation. Faculty are encouraged to share the results of the peer observation during the annual review process in the form of action plans designed to improve or enhance their teaching practices. Faculty may also provide such documentation in a promotion dossier as evidence of teaching excellence.