

The IAE, including the attendant instruments, was built by a large swath of the KSU community, a significant portion of them being fellow faculty members, over the span of a number of years. As with any project of this scale, it has good stuff in it and some stuff that can be challenging. Regardless, none of it was written with the intent to evaluate individual faculty.

To address this point more particularly, when the reflections do get scored, student identifying information will be redacted for individual scorers. While we do have to track what reflections come from which classes in order to collate the data in the end, the actual reports that are produced will look at scores only down to the college level. So, your individual rubric scores will be averaged in with all of the other scores in the college and will not be identifiable to any of your supervisors for personal evaluation. I get that a lot of this feels intrusive because these particular courses rest closer to the core of faculty expertise than just about anything else we do. However, because faculty were involved in the creation of this program and shared your concerns, there is no intent for that to be what happens here and we have put in place processes to minimize this opportunity even should some supervisor be so inclined.

There are only 3 goals of the IAE: to increase the number of opportunities students have for engagement opportunities (as defined by internships/coops, research/creative activity, and service learning), to increase the number of students taking advantage of engagement opportunities, and to increase the quality of those engagement opportunities as defined by the student learning that occurs in them. None of the goals are really trying to assess how faculty are implementing the IAE courses. If that was one of our goals, then we would need a different tool for the job. We do have some focus groups that will happen to assess the IAE process itself, but nothing in the IAE assessment program is targeting faculty implementation specifically.

I'm not being obtuse here, obviously faculty implementation will influence student learning in the courses, but that is a step or two removed from the assessment instrument and from the goals of the program and so isn't something we are focused on. However, because we certainly understand the linkage between faculty implementation and student learning, the IAE program counts ourselves lucky to have CETL as an integral partner in this work. All of the staff at CETL are committed to helping faculty figure out the best ways to implement all of the engagement courses and doing so with a deep understanding of the literature. However, they do so from a faculty development role, from a supportive and helpful role, that never crosses the line into an evaluation space.