

Models/Concepts/Proposals

Implementation of teaching excellence model and measuring teaching performance: Case of Department of Finance in University of Kelaniya, Sri Lanka

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Background

Quality assurance models play major roles in improving quality of educational services including the teaching quality and final focus of quality assurance models is to identify the appropriate performance measurement indicators in different aspects. Yorke (1998) considered performance indicators as standard components of the language of accountability in higher education. Hence, monitoring and assessing teaching performance, moving towards greater accountability and thereby making improvements had become as key requirements for higher education (Maheu, 1995; Alexander, 2000; Behn, 2003). In a successful organization, performance is measured by the improvements of services quality experienced by the customers as well as by the results delivered to other stakeholders. Dunkin (1992, as cited in Richardson, 2005) highlighted the purposes of collecting students' evaluation of teaching to provide diagnostic feedback to teachers about the effectiveness of their teaching and feedback information can be used as a measurement of teaching effectiveness to be used in administrative decision making. But the usage of those information and lack of communication of feedback can be taken as weak points in this process. At the same time, excellence in teaching should evaluate from different aspects of integrated and coherent academic practice (Harland, 2016; Zou et al., 2020). In order find a better solution, Department of Finance, introduced and implemented the Teaching Excellence Model to measure the teaching performance of existing staff members.

The main objectives of implementation of this award are to motivate the staff members, enhance the quality of the programmes offered by the Department of Finance, University of Kelaniya, to recognize and reward excellent teaching, to raise the esteem for teaching and to use the student feedback for administrative purposes.

Methodology

Based on the quality assurance requirement, student feedbacks via questionnaires, targeting different aspects were collected by Sri Lankan universities. Three stakeholders involved in the evaluation process such as students, course evaluation members nominated by the Department, and Head of the

Department based on the predesigned questions. The evaluation done by yearly basis covering all the years such as year 1, 2, 3, 4, and computed separately for each semester using below evaluation model.

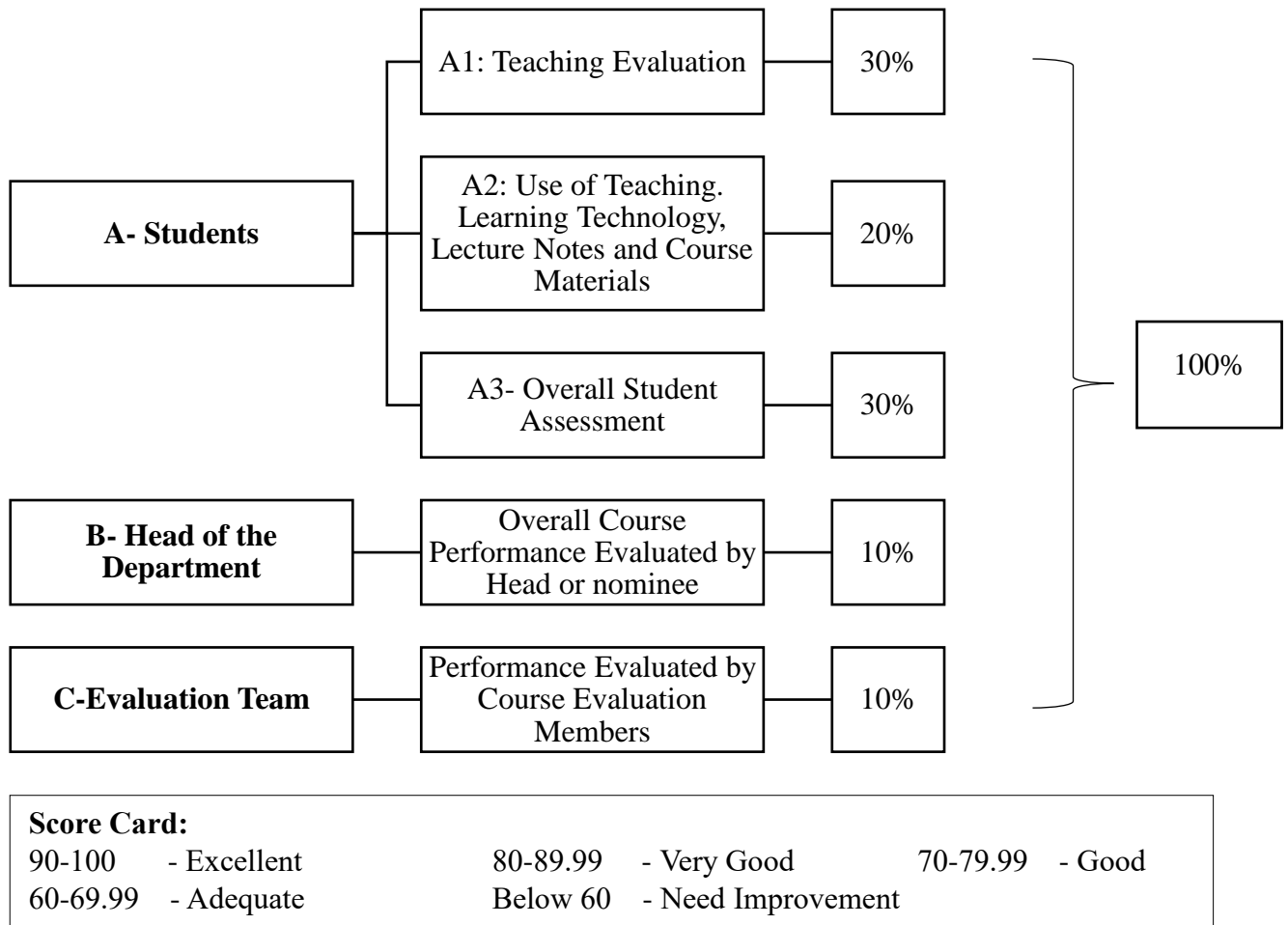


Figure 1: Teaching Excellence Award Model (Source: Constructed by Authors)

As per the comprehensive model presented in Figure 1, the teacher will be evaluated by student in three perspectives (A). The teaching effectiveness (A1) and teaching learning technology, lecture notes, and course materials (A2) will be evaluated using a form prescribed by Faculty. And in the overall student assessment (A3), students are required to select or name the teacher they mostly like/best or most outstanding. Then the head of Department (B) assesses the overall performance covering the areas such as assessments and results issue, question paper preparation, marking papers, results issue, and overall course performance. Thereafter the final evaluation will be done by course evaluation committee members who have been appointed at Department Meeting (C) and they should carry out the evaluation on the form prescribed by Department Committee. Further, the committee should assess all the course units and lectures comparatively on teaching innovation, quality of course materials, assessment methods and achieving of intended learning outcomes of the course unit etc.

Results

Already implemented proposed model in year 2020 and 2021.

	Evaluation	Marks	Teacher A	Teacher B	Teacher C	Teacher D
A1	Teaching Evaluation	30	26.04	25.97	27.56	25.80
A2	Learning Resources Scale	20	17.21	17.16	18.15	16.83
A3	Overall Student Assessment	30	30.00	20.00	30.00	30.00
B	Course Performance by Head of the Department	10	8.00	8.00	8.00	8.00
C	Course Moderator Evaluation	10	9.00	9.00	7.50	7.00
	Total	100	90.25	80.13	91.21	87.63

Score Card:

90-100 - Excellent	80-89.99 - Very Good	70-79.99 - Good
60-69.99 - Adequate	Below 60 - Need Improvement	

Figure 02: Proposed teaching excellence award model for year 2021. (Source: Constructed by Authors)

In year 2020, 18 teachers were evaluated, and 2 teachers only score the marks more than 90% (Excellent) and 2 were in the area of more than 80% (Very Good). Same process was carried out for the year 2021 and similar results were found. Therefore, one of the main objectives of implementation of this award is to recognize and reward excellent teaching and to raise esteem for teaching achieved through this exercise and can be used as one of the best practices in quality assurance aspects.

At the same time, A3 is the main deciding factor of identifying the best out of the best and allocation is 30% from the student feedback. Reliability and validity of those information were checked through the analysis stage using different analysis modes and getting multiple feedback from the same group. Other than the teaching excellence evaluation, individual score cards were created using the results and identified each teachers' improvement requirements using the same exercise. For this evaluation only A1 and A2 criteria were included and based on the analysis only one teacher scored more than 90% (Excellent) in that category (excluding the teachers included in the teaching excellent award).

This information can be used by faculty members to improve and maintain high level of quality of their teaching. Further, clear goals and standards can be set to improve the teaching process. Low level of satisfaction in some areas of feedback reflects that the academic staff should go through the individual items to identify the student level of satisfaction in each question and should identify the weaknesses within the teaching process.

Expected Outcome

This study has been conducted with the purposes of mentioned objectives and following expected outcomes have been achieved:

- Identified relevant performance indicators for measuring teaching quality and other important aspects based on stakeholders' feedback.
- Solutions for weaknesses identified by the quality assurance team on students' feedback aspects such as lack of formal mechanism to obtain students' feedback, non-availability of evidence for analyzing students' feedback qualitatively and quantitatively.
- Solutions for weaknesses were identified by the quality assurance team on teaching performance evaluation aspect.
- Identified a mechanism for academic staff members to decide the improvement requirement within the programme, based on students' satisfaction and to identify and compare the level of students' satisfaction with each identified aspects.
- Proved pathway to identify quantitative answers at the teacher level based on assessments and teaching quality

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