

## **Resolution to Modify Handbook Language about Instructional Evaluations**

Educational Policy & Student Affairs (EPSA) Committee

Resolution of Handbook Policy [Draft 10-30-2023]

Nov Senate Meeting

First Reading

Ohio University

*Whereas* the 2021-22 Teaching Excellence project team of the Teaching, Learning, and Assessment (TLA) Committee submitted a report recommending six descriptors (i.e., well-designed, well-delivered, inclusive, learner-focused, reflective, and evolving) and eight criteria (i.e., preparation, engagement, inclusion, subject expertise, pedagogical competence, outcome, improvement, and adaptability/innovation) for conceptualizing teaching excellence at Ohio University in a report titled Conceptualizing Teaching Excellence at Ohio University.

*Whereas* the Ohio University Faculty Senate passed the “Resolution to Endorse the Project Report Conceptualizing Teaching Excellence at Ohio University” in December 2022.

*Whereas* the “Resolution to Endorse the Project Report Conceptualizing Teaching Excellence at Ohio University” authorized the TLA committee to recommend changes to university policies and practices for operationalizing the endorsed conceptualization of teaching excellence.

*Whereas* the 2022-23 TLA Committee recommended modifications to university policies and practices in to document, support, and measure teaching excellence across the university in a report titled Measuring, Documenting, and Supporting Teaching Excellence at Ohio University.

*Whereas* the Measuring, Documenting, and Supporting Teaching Excellence at Ohio University report recommended encouraging the use of evidence of teaching excellence from a variety of sources, including the professor, students, colleagues/peers, academic leaders, and/or stakeholders.

*Whereas* the Measuring, Documenting, and Supporting Teaching Excellence at Ohio University report recommended modifying to the *Instructional Evaluations* section of the *Ohio University Faculty Handbook* (Section IV.A.8) to include references to teaching excellence criteria and evidence.

**BE IT RESOLVED** that the *Ohio University Faculty Handbook* Section IV.A.8 (Instructional Evaluations)

“Instructional evaluations contribute to faculty professional development and students' educational experiences. One vital component of this instructional assessment is anonymous student evaluation of each course. Instructors are expected to cooperate in all phases of their colleges' instructional assessments.”

be modified as follows:

Evaluations of instruction are an important part of faculty development and professionalism in teaching. Instructors are expected to participate in all phases of their school's or college's instructional evaluations, including by providing evidence of their teaching effectiveness. Such evidence may demonstrate but is not limited to: preparation for instruction; student engagement with course content; serving the needs of a diverse student population; maintaining or developing subject expertise and pedagogical competence; enabling students to achieve designated

instructional outcomes; and adapting and revising pedagogical practices and content, as appropriate. Evaluations of instruction should use multiple sources of evidence, which may include but are not limited to: instructor self-assessments, sample course materials, anonymous student evaluations, measures of student learning, peer reviews, academic leader reviews, and/or stakeholder feedback.