Resolution to Change University-Level Promotion and/or Tenure Requirements
Promotion and Tenure Committee
Faculty Senate
Ohio University
DRAFT

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 professors, students, colleagues/peers, academic leaders, and/or other stakeholders for promotion and/or tenure considerations.

Whereas the EVPP dossier submission guidelines for promotion and/or tenure documents for tenure-track, instructional, and clinical faculty refer to documentation of teaching effectiveness as follows:
- Teaching Effectiveness
    - Evidence of course organization, presentation, and requirements (example: one or two course syllabi)
    - Student evaluation results/reports with one or two sets of course evaluations
    - List of teaching awards and recognition
    - Selection for teaching in special programs
    - Participation, as a student, in teaching enhancement programs
    - Other evidence of teaching effectiveness (example: supporting letters from faculty peers)

BE IT RESOLVED that the university-level (Provost) dossier submission guidelines for promotion and/or tenure for tenure-track, instructional, and clinical faculty referencing documentation of teaching effectiveness be modified as follows:
- Teaching Effectiveness – evidence (e.g., self-assessment narratives, sample course materials, teaching observations, student evaluations of teaching, peer reviews of teaching, student achievement of learning outcomes, participation in continuing education programs, participation in teaching enhancement programs, and/or teaching honors/awards) for one or more of the following criterion of teaching effectiveness:
    - Preparation (i.e., planning for teaching)
    - Engagement (i.e., delivering content and managing the student learning process)

- o Inclusion (i.e., serving the learning needs of all students)
- o Subject Expertise (i.e., maintaining/developing expert subject knowledge)
- o Pedagogical Competence (i.e., maintaining/developing timely knowledge and skills in the theories and practice of teaching and learning)
- o Outcome (i.e., achieving desired teaching results)
- o Improvement (i.e., revising teaching practices over time)
- o Adaptability & Innovation (i.e., navigating the evolving nature of teaching and learning)

BE IT FURTHER RESOLVED that department/school and/or college dossier submission guidelines for promotion and/or tenure for tenure-track, instructional, and clinical faculty referencing teaching effectiveness be modified accordingly using procedures consistent with processes described in the *Ohio University Faculty Handbook*.

BE IT FURTHER RESOLVED that following the modified dossier submission guidelines is only required for faculty hired after modifications to the dossier submission guidelines have been approved at all levels (i.e., department/school, college, and university). Faculty hired prior to the approved modifications to dossier submission guidelines at all levels may use the dossier submission guidelines under which they were hired or promoted or the modifed dossier submission guidelines (*Ohio University Faculty Handbook*, Section II.E).