

TEACHING, LEARNING, AND ASSESSMENT (TLA) COMMITTEE RESOLUTION

Whereas the 2021-22 Teaching Excellence project team of the TLA Committee was tasked with continuing the previous work of the TLA Committee regarding conceptualizing teaching excellence at Ohio University.

Whereas members of the 2021-22 Teaching Excellence project team collected feedback about initial ideas through:

- Four formal presentations and discussions with:
 1. Deans Council (December 7, 2021; \approx 20 attendees)
 2. Chairs & Directors Council (December 13, 2021; \approx 80 attendees)
 3. Faculty Senate (December 13, 2021; \approx 60 participants)
 4. Academic Policy and Process Group (December 17, 2021; \approx 12 participants)
- Online Qualtrics survey available online December 2021 – February 2022 ($n=$ 19 responses)

Whereas members of the 2021-22 Teaching Excellence project team collectively discussed and refined initial ideas using:

- Comments offered by attendees after each presentation.
- Quantitative ratings and qualitative comments survey results.
- Comments from two virtual faculty workshops (collected by Christina Wright, SIO Faculty Fellow)
- Best practice examples collected from other universities' websites

Therefore, it is resolved that TLA Committee:

- ✓ Endorses the project report entitled Conceptualizing Teaching Excellence at Ohio University.
- ✓ Approves submitting the report and its recommendations to the Executive Vice President and Provost (EVPP) and 2022-23 Faculty Senate Executive Committee for review and consideration.

Approved and signed by the full TLA Committee on May 6, 2022

<i>First</i>	<i>Last Name</i>	<i>Title and Unit Affiliation</i>
Liz	Beverly	Associate Professor, Primary Care (HCOM)
Cindy	Cogswell	Director of Strategic Planning and Assessment, Student Affairs
Kitty	Consolo	Associate Professor, Health and Human Services-Zanesville (HSP)
Danielle	Fenney	Assistant Professor of Instruction, Teacher Education (EDU)
Michael	Grant	Associate Professor of Instruction, Psychology (A&S)
Katie	Hartman	Associate Provost for Faculty Development, Provost
Kalyn	McDonald	Assistant Clinical Professor, Rehabilitation and Communication Sciences (HSP)
Imants	Jaunarajs	Assistant Vice President, Student Affairs
Deborah	Marinski	Associate Professor, History-Southern (A&S)
Deb	McAvoy	Associate Professor, Civil Engineering (ENT)
Candi	Morris	Associate Vice Provost for Instructional Innovation, Instructional Innovation
Jen	Newton	Assistant Professor, Teacher Education (EDU)
Sarah	Poggione	Associate Dean for Students, Instruction, and Curriculum (A&S)
Andrew	Pueschel	Assistant Professor, Marketing (BUS)
Prashant	Rajan	Assistant Professor, Communication Studies (COM)
Beth	Quitslund	Interim Associate Dean (GRAD)
Jennifer	Smith	Assistant Professor of Instruction, Music Theory (FAR)
Kathleen	Spicer	Assistant Dean for Academic Assessment (HSP)
Andrew	Szolosi	Associate Professor, Recreation and Sport Pedagogy (EDU)
Scott	Titsworth	Dean, Scripps College of Communication
Joni	Wadley	Senior Director for Institutional Effectiveness, Institutional Effectiveness & Analytics
Yuqiu	You	Associate Professor, Engineering Technology & Management (ENT)
Christina	Zempter	Director, OHIO Honors Program (HTC)

REPORT

DATE: May 6, 2022
TO: Executive Vice President and Provost
Faculty Senate Executive Committee
FROM: Teaching, Learning, and Assessment Committee¹
SUBJECT: Conceptualizing Teaching Excellence at Ohio University

This report aims to offer recommendations from the Teaching, Learning, and Assessment (TLA) committee about conceptualizing teaching excellence at Ohio University.

Existing Policies

Ohio University's [mission statement](#) states that Ohio University's "central purpose is the intellectual and professional development of its students." Currently, Ohio University emphasizes its commitment to developing its students by requiring instructional evaluations of all courses and by asking faculty to demonstrate teaching effectiveness in promotion and tenure applications.

- The *Ohio University Faculty Handbook* (Section IV.A.8) states: "Instructional evaluations contribute to faculty professional development and students' educational experiences. One vital component of this instructional assessment is the anonymous student evaluation of each course. Instructors are expected to cooperate in all phases of their colleges' instructional assessments." However, there are no requirements for what, when, how, or why instructional evaluations are collected.
- Guidelines for documenting teaching effectiveness in promotion/tenure documents reference evidence of course organization, presentation, and requirements; student evaluation information; teaching awards and recognition; selection for teaching in special programs; participation as a student in teaching enhancement programs; and other evidence of teaching effectiveness (e.g., supporting letters from faculty peers). However, existing guidelines are sparse and fail to provide a holistic framework for showcasing teaching excellence.

Recommendations

TLA recommends a university-wide conceptualization and operationalization of teaching excellence to address existing limitations. Specifically, the TLA recommends:

1. Conceptualizing teaching excellence at Ohio University using six descriptors: well-designed, well-delivered, inclusive, learner-focused, reflective, and evolving.
2. Operationalizing teaching excellence at Ohio University using eight criteria²: preparation, engagement, inclusion, subject expertise, pedagogical competence, outcomes, improvement, and adaptability/innovation.
3. Encouraging the use of evidence of teaching excellence from various sources, including the professor, students, colleagues/peers, academic leaders, and/or stakeholders.

Please refer to the **Appendix** for the full text.

¹ Project Teams Members: Liz Beverly (HCOM), Kitty Consolo (HSP), Danielle Feeney (EDU), Katie Hartman (Provost), Andrew Pueschel (BUS); Andrew Szolosi (EDU), Yuqiu You (ENT), Christina Zempter (HTC)

² The number, weight, and importance of each criterion may vary by discipline, context, expectations, and/or teaching assignments. Faculty should not be expected to address continuously each criteria. Instead, faculty should be expected to develop and maintain relevant criteria over time.

Appendix: Teaching Excellence Defined

Ohio University is committed to excellence in teaching through evidence-based, inclusive pedagogies that foster the intellectual and personal development of students. The following states Ohio University's six descriptors of teaching excellence.

<p>Excellent teaching at Ohio University is:</p> <ul style="list-style-type: none">✓ well-designed✓ well-delivered✓ inclusive✓ learner-focused✓ reflective✓ evolving
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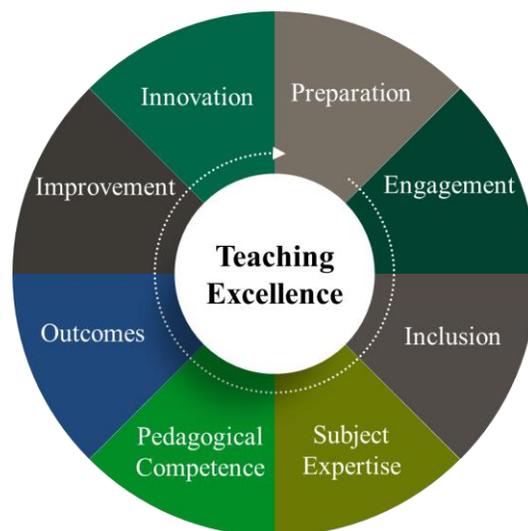
These six descriptors of teaching excellence serve as the underlying framework for recognizing and celebrating teaching excellence at Ohio University.

CRITERIA

At Ohio University, excellence in teaching is grounded in the six descriptors of teaching excellence and broadly operationalized holistically using eight criteria:

1. Preparation – the ability to plan for teaching.
2. Engagement – the ability to deliver content and manage the student learning process.
3. Inclusion – the ability to serve the learning needs of all students.
4. Subject Expertise – the ability to maintain/develop expert subject knowledge.
5. Pedagogical Competence – the ability to maintain/develop timely knowledge and skills in the theories and practice of teaching and learning.
6. Outcome – the ability to achieve desired teaching results.
7. Improvement – the ability to revise teaching practices.
8. Adaptability & Innovation – the ability to navigate the evolving nature of teaching.

Figure 1: Teaching Excellence Criteria



As conceptualized, the criteria for achieving teaching excellence represent a process. As such, faculty should not be expected to address all criteria simultaneously. Instead, faculty should be expected to develop and maintain relevant criteria over time.

Although teaching faculty at Ohio University would be expected to address criteria over time, each criterion's number, weight, and importance may vary by discipline, context, expectations, stage of faculty/curriculum development, and/or teaching assignments. Therefore, academic units are encouraged to refine each criterion based on disciplinary expectations, expertise, context, and student populations served.

Preparation – the ability to plan for teaching, such as effectively:

- Learning teaching tools, techniques, or methods
- Learning theory-driven teaching practices
- Creating student-center, aligned learning outcomes

- Creating syllabi meeting department, school, college, and/or university standards for compliance, content, and rigor
- Designing course(s) including schedule, organization, content
- Developing content, structures, activities, etc.
- Preparing to adjust teaching/learning as needed
- Participating in workshops designed to support the creation of C courses, COIL courses, honors adaptations, and courses that involve other forms of experiential learning
- Developing partnerships to design and create cross-disciplinary courses

Engagement – the ability to deliver content and manage the student learning process, such as effectively:

- Delivering courses and content
- Integrating high-impact learning experiences such as active learning and experiential learning
- Communicating with learners
- Adapting flexibility to learners' needs
- Enabling peer-to-peer teaching and learning
- Developing/enabling community engagement
- Advising/mentoring students inside and outside the classroom
- Using technology and/or digital enhancements
- Incorporating student feedback into the redesign or update of courses

Inclusion – the ability to serve the learning needs of all students, such as effectively:

- Creating a welcoming, productive class environment
- Offering learners with multiple ways to learn
- Providing learning support for all learners
- Integrating diverse examples and texts drawn from a broad range of perspectives and experiences
- Guiding students to think about how knowledge is created and how different experiences/cultural frameworks influence perspectives
- Limiting biased language
- Promoting respectful and empathetic interactions among students and between the student and educator
- Incorporating DEIJ-focused activities and actions

Subject Expertise – the ability to maintain/develop expert subject knowledge, such as successfully:

- Publishing subject-related peer-reviewed research, case studies, chapters/texts, essays, blogs, etc.
- Training or developing professionally in a subject-related field
- Developing current knowledge about the latest research in the subject-related field
- Achieving or maintaining professional certifications
- Earning subject-related awards, honors, grants, or recognitions

Pedagogical Competence – the ability to maintain/develop timely knowledge and skills in the theories and practice of teaching and learning, such as successfully:

- Publishing teaching-related peer-reviewed research, case studies, chapters/texts, essays, blogs, etc.
- Presenting teaching-related research, insights
- Mentoring peers
- Participating and sharing knowledge as a peer reviewer of teaching
- Creating a teaching philosophy or portfolio
- Being recognized in a published article, podcast, blog, etc. for teaching
- Earning teaching-related awards, honors, grants, or recognitions

Outcomes – the ability to achieve desired teaching results, such as effectively:

- Assessing student achievement of learning outcomes
- Achieving desired course learning outcomes

- Achieving desired course outcomes (e.g., retention rates, DFW rates, preparation for subsequent courses, instructor evaluation ratings, etc.)
- Achieving desired stakeholder outcomes (e.g., clinical experiences, internships, community engagement, partnerships, etc.)
- Achieving desired student engagement metrics (e.g., participation, use of materials, etc.)
- Contributing to desired program outcomes (e.g., learning outcomes, licensure rates, placement, curiosity, continued learning, etc.)
- Reducing opportunity or achievement equity gaps

Improvement – the ability to revise teaching practices, such as successfully:

- Using outcome data, formative assessments, summative assessments, peer evaluations, student evaluations, etc. to revise curriculum, courses, modules, and/or lessons
- Innovating teaching practices through experimentation
- Reflecting on teaching, learning, and/or assessment
- Demonstrating improvements in the quality of instruction
- Collaborating with peers
- Participating in teaching-related conferences, workshops, training, etc.
- Piloting revised/improved courses or teaching practices
- Incorporating information learned from workshops or other learning opportunities into course/curriculum redesigns

Adaptability/Innovation – the ability to navigate the evolving nature of teaching, such as successfully:

- Adapting teaching style to accomplish the objectives of successful student learning in changing environments
- Integrating new and changing knowledge into teaching practices
- Offering more options for ways to learn
- Measuring learning through proficiency or competency
- Adapting courses to unusual sizes or schedules
- Engaging with changing technologies
- Employing creative and innovative approaches to assessment
- Applying disciplinary concepts to novel contexts in research and teaching
- Collaborating with colleagues within or outside of one's discipline to develop team-taught courses that bring together diverse perspectives or approaches to a theory, method, or phenomenon
- Piloting new courses or teaching practices

SOURCES OF EVIDENCE

Teaching excellence may be documented using evidence from various sources, including the professor, students, colleagues/peers, academic leaders (e.g., department chairs, program directors), and/or stakeholders (e.g., alumni, recruiters, parents/guardians, community partner, etc.). As examples, evidence of teaching excellence may include (but is not limited to):

- Instructor self-reports through teaching philosophies, teaching portfolios, sample syllabi, sample assignments, etc.
- Student achievement of learning through course-embedded assessments, standardized exams, etc.
- Student feedback through evaluations, testimonials, recommendations, etc.
- Peers/supervisor reviews through observation, annual evaluations, etc.
- Stakeholder feedback through assessments, testimonials, honors, recognition, awards, etc.

The quality and quantity of evidence expected should fit the context in which teaching excellence is being evaluated. Ideally, a variety of evidence is provided in order to minimize common method bias.