

Five-Year Review
Advancement of Teaching Committee
Faculty Senate Committee on Committees
May 2005

This review of the Advancement of Teaching Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Advancement of Teaching Committee's standing rules and membership were updated and adopted in March 2002. The Standing Rules state: The Advancement of Teaching Committee formulates and evaluates statements of policy that influence the teaching process, including (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching. The Committee seeks information and opinions from students, faculty, and administrators in formulating statements of policy, and presents to the Faculty Senate recommendations and perspectives useful to that body in determining appropriate actions and positions to be taken in support of the advancement of teaching. In addition, the Committee shall serve in an advisory capacity to the L. L. Stewart Faculty Development Award, the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of teaching. The full committee shall participate in the review and recommendations relating to the L. L. Stewart Faculty Development Award. A member of the Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award, the OSU Faculty Teaching Excellence Awards, the OSU Extended Education Faculty Achievement Award, and the Richard M. Bressler Senior Faculty Teaching Award. The Committee consists of five Teaching Faculty, three Students, one of whom must be a graduate student and one of whom must be an undergraduate student, and the Provost and Executive Vice President or designee, ex-officio. The Standing Rules for the Advancement of Teaching Committee accurately and clearly reflect the function and composition of the council.
2. The Advancement of Teaching Committee's actions are available in annual reports every year from 1997-1998 through from 2003-2004. The primary duty is to promote and reward teaching effectiveness and efficiency. Members of the committee made recommendations for funding L.L. Stewart Faculty Development Awards and served on committees for virtually all of the university's teaching awards. A large part of the committee's job over the past several years has been to examine and make recommendations about the revised Student Evaluation of Teaching forms. The Advancement of Teaching Committee is also working on revising the Extension based Evaluation of Teaching form, and creating a bank of questions for faculty to draw from in order to customize their SET forms. According to the annual reports and information from committee members, the committee has been meeting these functions.
3. The annual reports of the Advancement of Teaching Committee provide a relatively detailed memory of the issues the council addressed, their activities, and their outcomes. The Committee has also posted some agendas and detailed minutes from their meetings over the past five years (although the postings end in July 2004; the Committee reports the minutes from 2004-2005 will

soon be posted). In addition, the Committee has archived the enormous amount of data they have gathered on the Student Evaluation of Teaching forms and revisions over the past several years. All things considered, there is a clear memory of the issues addressed and the activities of the Advancement of Teaching Committee.

4. There are currently two graduate student members on the Advancement of Teaching Committee and one unfilled spot for an undergraduate student. While they have had undergraduate student members in the past, the Committee reports that they have had some difficulty filling those spots and they actively recruit student members every year. Student members offer a useful perspective to the committee, and have been particularly helpful over the last three years as they have worked to revise the Student Evaluation of Teaching Forms.
5. The Advancement of Teaching Committee recognizes that strong teaching is critical to student success and retention. As such, the Advancement of Teaching Committee is closely connected to Goal 2 of Oregon State University's Strategic Plan, to "provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant institutions in the country." The Advancement of Teaching Committee contributes to this goal through their work supporting and providing needed information to the units and individual instructors on campus.

Submitted by Michelle Inderbitzin, OSU Department of Sociology, for the Committee on Committees.